

	<u>Early Reading</u>		<u>Early Writing</u>			<u>PSED</u>			<u>Understanding the World</u>			
	<u>Communication and Language</u>		<u>Expressive Art and Design</u>		<u>Physical Development</u>		<u>Self-Regulation</u>	<u>Managing Self</u>	<u>Building Relationships</u>	<u>People, Cultures and Communities</u>	<u>The Natural World</u>	<u>Past and Present</u>
<b><u>Spring Term</u></b>	<b><u>Listening, Attention and Understanding</u></b>	<b><u>Speaking</u></b>	<b><u>Being Imaginative and Expressive</u></b>	<b><u>Creating with Materials</u></b>	<b><u>Fine Motor</u></b>	<b><u>Gross Motor</u></b>	<b><u>Self-Regulation</u></b>	<b><u>Managing Self</u></b>	<b><u>Building Relationships</u></b>	<b><u>People, Cultures and Communities</u></b>	<b><u>The Natural World</u></b>	<b><u>Past and Present</u></b>
	Listens with attention	Public Speaking	Listen	Explore	Pencil Grip	Space	Understanding own feeling and regulate behaviour	Healthy eating and personal hygiene	Work and play with other	Our immediate environment	Animals and Plants	People around us
	Begins to listen in growing range of social situations	Will say social phrases and greetings with less familiar adults (head teacher, teachers from other classrooms)		Can create and make a model and explain what it is, sometimes needing some support.		Take part in a basic obstacle course exploring how to travel around, over, under and through obstacles so that they do not touch them.	Confident to speak to others about own needs, feelings, wants and interests, abilities, opinions and consider others	Shows an understanding of why exercise is good for our minds and bodies.	Can play a co-operative game taking turns with little support.		Plants their own seeds and watches it grow over time. Beanstalk.	Knows that some of our family members also have a job and a place that they work at. Can name some jobs that people might do.
	Listens to non-fiction books and can recall some facts.	Can listen and respond in small groups, 1:1 and class discussions.	<b><u>Compose and Performing</u></b>	Can create a model and then with support can try and 'improve' their model by changing one thing.	<b><u>Using small tools</u></b>	Uses their senses to check the spaces that they are moving into to try and avoid objects and other people.	Can express how they are feeling and can say why they are feeling like that, what happened to make them feel like that.	Discuss and share ideas regarding screen time	Can work and play in different size groups needing little support to take turns and share	Can use a simple (teacher-made) map to observe and discuss their local area, pointing out key features such as the sea, the land, shops, and house, road.	Explores what animals you might see on a farm.	<b><u>People who help us</u></b>
	Listens to traditional tales and order and retell 1 story.	<b><u>Explanation</u></b>	Can choose the instrument that they would like and play it while listening to a rhyme or song.		Is an independent eater.		Takes pride in own work and enjoy 'showing' it and explains about it to the class.	Understands good hygiene practises and is actively seen to follow them out.	Chooses to work and play with their friends.	<b><u>Life in this country and in others</u></b>	Can match farm animals to their babies.	
Can listen to a familiar story and follow along without pictures or props and is able to recall most of what happened.	Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge		Can use tools (sometimes with support) with increasing confidence (scissors, paintbrushes, glue sticks, hole punch, hammers).	Can use scissors to cut out the items that they need.	Shows an increasing confidence to check their shoulders when looking for a space to move into when changing	<b><u>Solve problems</u></b>		Develop care and concern for others	Can compare and contrast living in Grangetown and living in another part of the world using photographs, maps, video clips and story books.		<b><u>The Past</u></b>	

		and vocabulary.				direction. May sometimes do this without prompting.						
				Can use scissors to effectively snip paper.								
Shows Understanding	May use story settings, characters and some key phrases from a story in their play	Uses instruments while performing songs.	Explore the art work of artists and can say whether they like their work or not and what they like of do not like. With support can imitate artists work. Romero Britto (bright colours and patterns)			<b>Strength Balance and Co-ordination</b>	When playing with others they will try and 'sort out' disagreements without aggression using behaviour techniques they have seen adults use.	Understands right and wrong	Shows they are good friend by acting kindly to others.	Religious and cultural communities		Can talk about things that are same between the past and now using photographs and stories (Victorian Era)  (visit Preston Park)
Begins to use prepositions correctly in speech.	Use new vocabulary through the day.		Explores colour mixing independently.	<b>Drawing and writing</b>			Follows instructions	If they break a rule they can tell you the corrective measure and what they should have done.	Build positive relationships	Celebrates Chinese New Year and discussing how this cultural event is different from our own-clothing, appearance, food, language, writing, stories.		Can talk about things that are the same between the past and now using stories by the author Shirley Hughes such as Dogger.
Understands questions such as <i>who; why; when; where</i> and <i>how</i>	<b>Expression</b>	<b>Appraise</b>	<b>Make and share</b>	Can hold a paintbrush to paint recognisable pictures.	Can catch a large with 2 hands in combination.	Becomes engrossed in an activity for sustained time period and works towards completing a set goal.	With support can begin to set their own rules during their play.	Initiates conversations taking turns when talking, sharing ideas and thoughts and showing respect to others ideas.	Can retell some parts of the Easter Story, and knows that Jesus died, but then comes back to life. Can discuss how we celebrate Easter (pancake day, Easter eggs).			
Can follow more complex instructions of three steps of more.	Sounds are clear and can be understood by less familiar adults.		Uses a wider range of joining materials (paper fasteners and paper clips) for a purpose with support.	Talks about what they are going to draw, completes task and then talks about what they have done	Knows the skills (displays hand preparation for catching) to catch a light object in isolation and does this with increasing success.	Can sit and take part in small group work for up to 6 minutes.	Is able to talk about different rules for different places (indoors, outdoors, dining hall) and can follow the rules most of the time.	Has a small friendship group and may have developed romantic feelings for others (developmental norm).		<b>Processes and changes</b>		

	Holds Conversation			With support is able to continue to complete their creation even with it gets a little tricky. They can share their finished creation with an adult or child showing satisfaction with their creation.	.Begins to write letters, captions and short sentences.			Develop confidence and resilience	Confidently express thoughts, opinions and needs to familiar adults, developing respectful relationships and working together with a shared purpose in mind.		Comments on the weather around them and dicusses how this effects the environment around them.	
	May try to use humour and laugh at jokes.			Use		Can start to display control when moving around pushing an object with their feet.		Is confident and self-assured and will work on a task of their own choosing even if they friend is not.	Can follow instructions and enjoys having the responsibility of carrying out tasks that help other- giving out tabards for outside play, collecting water for all the drink, carrying another chids things, colleting items for the teachers.			
				Can create something to support their role-play or story telling such as a police badge in the gluing area to support police role-play, or a cape with materials to be a superhero.				Does not give up when faced with challenges, and increasingly shows resilience and perseverance independently.				
								Can safely take some risks, speaking to adult when unsure.				
						Energetic Movements		Can talk in front of a smaller and larger group about their work and play and with support can reflect on their work.			Materials	

						Uses arms when running without prompting.					Can group materials that are attracted to magnets and those that are not attracted to magnets.	
						Can move around the space in different speeds confidently. Can demonstrate this when asked walking, jogging and sprinting means.					Can begin to name some materials; metal, plastic, paper, wood.	
						Can crawl through tunnels and slither under benches confidently when faced with an obstacle course.						
						Develop control and fluency of movements.						
<b>Trip</b>				Visit to Mima- Creating with materials							Visit to the farm-The Natural World	
<b>Books</b>	<p>Jack and the beanstalk</p> <p>Sleeping Beauty</p> <p>The Prince Frog</p> <p>Mrs Armitage on Wheels</p> <p>Handa's Surprise</p> <p>Shhh!</p> <p>Mr Grumpy's Outing</p> <p>The Gruffalo</p> <p>Goodnight Moon</p> <p>Whatever Next!</p> <p>Six Dinner Sid</p> <p>On the Way Home</p> <p>Rosie's Walk</p> <p>Owl Babies</p> <p>Farmer Duck</p>											

<b>Rhymes</b>	Hot Cross Buns M,ix a Pancake by Christina Rossetti Caterpillar Poem by Christina Rossetti
<b>Role-Play</b>	Garden Centre