

	Early Reading		Early Writing			PSED			Understanding the World			
	Communication and Language		Expressive Art and Design		Physical Development	Self-Regulation	Managing Self	Building Relationships	People, Cultures and Communities	The Natural World	Past and Present	
	<u>Listening, Attention and Understanding</u>	<u>Speaking</u>	<u>Being Imaginative and Expressive</u>	<u>Creating with Materials</u>	<u>Fine Motor</u>	<u>Gross Motor</u>						
	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
	Enjoys listening to non-fiction books.	Will freely talk to familiar adults and other children in the classroom		Explores different materials, including things of different scales such as -large cardboard boxes -long strips of wall paper -Smaller bits of tissue paper		When moving around a space they have single channelled attention/vision so that they can avoid crashing into a specific obstacle.	Can express how they are feeling using words like 'happy', 'sad', 'angry', or 'worried'	Can partially dress self (put shoes on, but own coat on, tries to dress self)	With support begins to play co-operative games with their peers.	Can talk about what they do in living in Grangetown e.g. how they get to school, what do they do on the weekend, what type of house do they live in	Uses the vets role-play area to discuss caring from animals and what they need to survive.	Can name the different members of their family such as mam, dad, brother, sister, nana and granddad
	Listens to others in one-to-one or small groups, when conversation interests them.	Explanation	Compose and Performing	Tell an adult what they would like to make and with support can create and make it.	Using small tools	Strength Balance and Co-ordination	Takes pride in own work and brings it to the teacher to 'show it off' Enjoys receiving a reward for their work.	Begins to label and sort food into categories; vegetables, fruit, meat, bread	Develop care and concern for others	Life in this country and in others	Realises that all living things grow and change. Can match a baby to its mother and describe the changes that they can see.	People who help us
Spring Term	Enjoys listening to longer stories and can retell some of what happens.	Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>	Can use their voices to make a 'high voice' and a 'low voice'	Explores the art work of artist and expresses their feeling towards them. May try to imitate artists work.	Can hold a paintbrush in order to make marks	Hops on one foot, skip and stand on one leg and hold a pose like musical statue	Solve problems	Understands right and wrong	May have a fear of monsters (developmental norm) and become upset about this. Knows who to turn to for comfort and support e.g familiar adult, parents.	Uses their own experiences to discuss holidays that they have been on. Can talk about the difference and similarities of the placed they stayed to their own house.	Processes and changes	Can name some people who help us, what their job is and what uniform they wear.

	Shows Understanding	Expression	Engages in small world and role-play acting out a familiar role.	Make and share	Can snip paper with scissors	Explores moving at different paces in relation to different music.	When playing with other children begins to negotiate and solve problems without aggressions by coming to tell an adult when they are upset/angry/frustrated	Can decide if and when someone has broken a rule- can distinguish between right and wrong	Discusses and explores what makes a 'good' person e.g being kind, looking after others, helping others, sharing, taking turns.	Religious and cultural communities	Takes part in baking and cooking and knows that liquids are runny and can be poured from one container to another.	The Past
	Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"	Use longer sentences of four to six words.	Appraise	Can finish a creation with support and share their finished product with a familiar adult or child.	Drawing and Writing	Can balance a beanbag on one hand whilst walking across a room, the arm will be close to their body.	With support begins to talk to other children to solve conflicting arguments e.g wanting a toy that someone else has and asking if they can have their turn yet.	Develop confidence and resilience	Build positive relationships	Listens to stories (Christmas story and Easter story) and can talk about what Jesus does in each story and compare how he has changed in each story.	Begins to name different weathers and begins to links these to a season of the year.	Can discuss what they can do now that they are 4. Can discuss how they celebrated their birthday.
	Shows understanding of prepositions such as <i>under</i> , <i>on top</i> , <i>behind</i> by carrying out an action or selecting correct picture		Engages in role-play.	Explores different joining materials such as glue, paper fasteners, paper clips and sticky tape with support to join two materials together.	Symbolic writing is used	Can balance a beanbag on various body parts for a short amount of time.	Follows instructions	Show an understanding of the need of safety, and considers and manages some risks with support e.g. uses the scissors in the workshop area, can climb two wooden bricks outside.	Demonstrates friendly behaviour and initiates conversations.	Can talk about the Easter Story and knows that we celebrate Easter by eating a chocolate egg and attending church.	Materials	
	Holds Conversation			Can draw a recognisable person with facial features, head, body, arm and legs	Assigns meaning to marks	Energetic Movements	Can follow a 2-step instruction, simple instruction given to by an adult.	Enjoys carrying out small tasks.	Enjoys carrying out tasks that help other people such as giving out milk cartons or fruit.	To recognise the Church as an important place for Christians and to talk about what a church is.		
	Begins to understand humour, e.g. nonsense rhymes and jokes			Can create a drawing using enclosed lines with support, such as a square shape to represent an ipad or television, or the trunk of a tree.		Use large movements in a controlled way (wave a flag and streamers, paint and make marks)	With support can choose an area to work in and sets a goal for that area. E.g chooses to play in the blocks and sets out to build a tower and completes this- with support					

				Use		Shows confidence climbing, jumping on and off and travelling across a bench						
				May use their creation in their play such as playing with a kite they have made outside, or using their masks to play superheroes. This may need support with adult showing children how to use their creations.		Healthy Bodies						
						Learns where their heart is and what it does						
						Can name 3 different body parts (shoulders, glutes, core)						
Trips				Visit from a local artist						Visit to a local Church to learn about Easter	Visit from the Farm Bus	
Books	<p>*The Gingerbread Man</p> <p>Jasper's Beanstalk</p> <p>Dear Zoo</p> <p>Come on, Daisy</p> <p>Each Peach Pear Plum</p>											
Rhymes	<p>Miss Polly had a Dolly</p> <p>Old Mac Donald Had a Farm</p> <p>Incy Wincy Spider</p> <p>Baa Baa Black Sheep</p> <p>Chick, Chick, Chick, Chick, Chicken,</p>											
Topics	Easter, Valentine's Day, Farm, Animals, Junk Modelling project											

Role-Play Area	Farm shop
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