

Communication and Language

Learning Objectives (40 - 60 months and Early Learning Goals)

Listening and attention

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channeled attention - can listen and do for short span.

ELG

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

ELG

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

ELG

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Learning Opportunities

Autumn, Spring and Summer Term

Words of the week (related to Understanding the World (topic); Mathematics; Literacy; Personal, Social and Emotional Development).

The reading and discussion of **Fiction Books** (related to Understanding the World and Personal; Social and Emotional Development).

The reading and discussion of **Non-fiction books** (related to Understanding the World).

Songs and Nursery Rhymes (related to Understanding the World (topic); Mathematics; Literacy; Personal, Social and Emotional Development).

General Classroom routine and rules.

Circle Time presentation and discussion. Can listen to others one-on-one and in a small group

Topic Talk (related to Understanding the World (topic); Mathematics; Literacy; Personal, Social and Emotional Development)

Physical Development

Learning Objectives (40 - 60 months and Early Learning Goals)

Moving and Handling

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

ELG

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self-care

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

ELG

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Learning Opportunities

Autumn Term / Spring Term / Summer Term

Main focus will be on correct letter formation.

Play dough → Going to the bathroom independently → Moving their bodies to music → Drawing and colouring → Handling equipment appropriately → Gross and fine motor skills: pushing, throwing, catching and kicking, hopping and jumping → Co-ordination Skills: control and co-ordination in large and small movements → Balance and awareness of space: moves confidently in a range of ways / safely negotiates space / safely and effectively handles equipment / balancing beam / bean bags / directional rolling. → Dressing and undressing independently (putting on a jacket / shoes / socks) → Snack time → Playing on the playground → Pencil orientated fine motor activities → Letter formation → Cutting →

Personal, Social and Emotional Development

Learning Objectives (40 - 60 months and Early Learning Goals)

Making Relationships

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

ELG

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self Confidence and Self-awareness

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

ELG

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

ELG

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Learning Opportunities

Autumn Term / Spring Term / Summer Term

Rules and regulations of the class / school → Playing and working together in the classroom and playground → Children are encouraged to understand and manage their feelings → Appropriate social skills are modelled and encouraged (sharing, taking turns, joining in, being kind) → Children are encouraged to become independent and build self-confidence and self-esteem.

Personal, Social and Emotional Development continued ...

Learning Opportunities

Autumn Term

Friends and friendship:

Who am I / What is a friend? / Being a good friend / New friends, old friends / Quarrels / Making up / Making others happy / When friends move - separation

Growing and growing up

When I was very young / Now I am I can / Looking back / It takes time to grow / I know I am getting bigger because ... / Who helps us to grow and learn? / New responsibilities / Looking forward

Keeping Safe

Who am I? / Who keeps me safe? / I can keep myself safe / At home / Outside / Keeping my body healthy and safe / People I need to keep safe from / Our message about keeping safe

Self-esteem

Names are important / Everyone is special

Spring Term

Self-esteem

Body language / What am I good at? / Empathy / Working together

Keeping Healthy

A happy, healthy person / We need to exercise / Sleep and rest / Keeping clean / Healthy eating / Emotional health

Feelings and Persuasions

Feeling good / Feelings we share / How can we tell how people are feeling? / Feelings change / Feeling afraid - what can we do? / Good persuasions / Bad persuasions / Saying 'no' to a bad persuasion

Citizenship

Why do we need rules? / Rules outside school / Who makes the rules? / Other people's property and feelings / Being truthful / Losing and finding / Litter / Protecting the environment

Summer Term

Loss, grief and separation

Losing something / Feeling sad / Missing someone / Someone's leaving / Changes

Transition to Year 1

Literacy

Learning Objectives (40 - 60 months and Early Learning Goals)

Reading

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

ELG

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

ELG

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Learning Opportunities

Autumn Term / Spring Term / Summer Term

The reading and discussion of Fiction Books (related to Understanding the World and Personal; Social and Emotional Development) → The reading and discussion of Non-fiction books (related to Understanding the World) → Songs and Nursery Rhymes (related to Understanding the World (topic); Mathematics; Literacy; Personal, Social and Emotional Development) → Emergent Writing

Literacy continued

Learning Opportunities

Autumn Term

- Letters and Sounds: (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu)
- Letter formation: (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu)
- High Frequency Words List 1, 2, 3, 4 (I, see, a, dog, cat / can, this, is, my, mum / like, the, went, to, you / yes, dad, we, go, and)
- Sentence of the week (using HFW)
- Word building
- PGX Set 1, 2, 3 & 4
- **Reading:** Can read some high frequency words on sight. / Can blend sounds in words to help with reading. / Know to take a small breath at a full stop. / Can remember simple events from the whole story after having read it. / Can go to pages or a part of the book and talk about e.g.: characters, events, information, pictures.
- **Emergent Writing:** Will tolerate hand manipulation. / Will work with another to allow mark making using body parts or an implement. / Will attempt to mark make independently. / Can recognise mark making materials. / Can use and enjoys mark making materials. / Can show some control in mark making. / Can produce some recognisable letters. / Can write initial letter of own name. / Will attempt to 'write' things, including own name using random letters. / Can differentiate between different letters and symbols. / Shows some awareness of sequencing of letters. / Will write own name but often with wrong letter formation or mixed lower/upper case. / Can copy over/under a model. / Can imitate adults writing and understands the purpose of writing. / Can ascribe meaning to own mark making, ('reads' what he/she has 'written'). / Knows print has meaning and that, in English, is read from left to right and top bottom. / Can use a pencil and hold it effectively. / Can write own name with appropriate upper and lower case letters. / Can form most letters correctly. / Writes simple regular words. / Begins to make phonic attempts at words. / Writes captions, labels and attempts other simple forms of writing, (lists, stories etc.). / Can write single letters or groups of letters which represent meaning. / Can show some control over size, shape, and orientation, in writing.

Spring Term

- Letters and Sounds: (sh, ch, th, ng, Revision)
- Letter formation
- High Frequency Words List 5, 6, 7 8 & 9 (going, am, play, all, said / no, in, it, look, big / was, up, on, get, day / at, for, they, of, me / she, he, away, come, are)
- Sentence of the week (using HFW)
- Word building
- PGX Set 5 & 6
- Capital letters
- **Reading:** Child can think about what s/he is reading and relate this to his/her own understanding of the world. e.g. how a character feels and when s/he has felt like that, predict what may happen and why. / Child talk about or ask questions about the meaning of parts of the text. e.g. details of illustrations, diagrams or changes in font style.

Literacy continued

Learning Opportunities

Spring Term (continued)

- **Emergent Writing:** Can create writing from own ideas. / Can sometimes help teacher read and understand their own writing. / Can write recognisable letters, words and symbols that a reader can understand. / Can write simple words and phrases. / Can use words to say what s/he means. / Starting to use story language when speaking and playing e.g. 'once upon a time', 'happily ever after'. / Starting to use topic language when speaking and playing. / Can use full stops in places in writing. / Starts writing with a capital letter. / Can write some letters the right way around. / Leaves spaces between words. / Can write some CVC words correctly e.g. cat, dog. / Uses sounds to help spell simple words. / Can help teacher to understand parts of his/her writing. / Can use simple words and phrases to write what he/she means. / Can talk to friends and teacher about ideas for his/her writing. / Beginning to use story language in his/her writing e.g. once upon a time; one fine day. / Can use words from topics in his/her writing. / Beginning to use simple sentences in his/her writing. / Can understand how full stops are used in writing and use them often at the end of his/her writing. / Knows the movement needed to write each letter. / Can spell most common and CVC words correctly. / Can use his/her sounds to try to spell tricky words.

Summer Term

- **Reading:** Child can think about what s/he is reading and relate this to his/her own understanding of the world. e.g. how a character feels and when s/he has felt like that, predict what may happen and why. / Child talk about or ask questions about the meaning of parts of the text. e.g. details of illustrations, diagrams or changes in font style. / I can talk about the reasons for how the text looks. e.g. font style / size / shape, labels and captions, titles and headings.
- **Emergent Writing:** Can write clearly so that people can read all of his/her writing without his/her help. / Thinks about where to place his/her writing on the page. / Can choose the best words to write down his/her ideas. / Can write phrases and simple statements. / Can use simple sentence structures in all his/her writing. / Can use full stops and capital letters for at least one sentence. / His/her handwriting is readable. / Can use some spelling patterns to help himself/herself.

Mathematics

Learning Objectives (40 - 60 months and Early Learning Goals)

Numbers

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

ELG

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems including doubling, halving and sharing.

Shape, Space and Measure

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

ELG

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Learning Opportunities

Autumn Term

Counting, recognising and ordering numbers 0 - 10 / 2 D shapes and colour patterns / Mental arithmetic / 2D Shapes → Hexagon, Pentagon / 3D Shapes → cube, cuboid, cone, pyramid, sphere, cylinder / 1 more from 0 -

Mathematics continued

Learning Opportunities

Autumn Term (continued)

10 / Language of size → big, small / 2 more from 0 - 10 / Language of weight → heavy, light / Counting, recognising and ordering numbers 11 - 20 / 2 more from 0 - 10 / Language of capacity → full, empty / Measuring volume / 1 less than 10 - 0 / Language of length → long, short / Measuring with hands, feet and ruler, tape measure / Positional Language → in front, behind, next to, under, etc. / 2 less than 10 - 0 / Sequencing → first, second, third, etc. / Addition using concrete objects, pictures, fingers, number line and bar model (0 - 10) / Time → o'clock and half past

Spring Term

Addition → number bonds (0 - 10) / Mental Arithmetic / Subtraction using concrete objects, pictures, fingers, number line and number bonds (10 - 0) / Revision → addition & subtraction / Introduce addition and subtraction (0 - 20) / Doubling with objects / Counting in 2s

Summer Term

Mental Arithmetic / Counting in 5s and 10s / Halving with shapes (visual) and concrete (pictures and objects) / Sharing with objects / Grouping: how many groups of a given number can you make out of a number of items?

Understanding the World

Learning Objectives (40 - 60 months and Early Learning Goals)

People and Communities

- Enjoys joining in with family customs and routines.

ELG

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World

- Looks closely at similarities, differences, patterns and change.

ELG

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

ELG

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Learning Opportunities

Autumn Term

All About Me

My family / My body (outside) / My body (inside) / Senses - Sight, Hearing, taste, smell and touch / Feelings and Emotions / Staying healthy: food, sleep and exercise

A long, long time ago

The Ancient Egyptians / The Vikings / Houses in the past / Castle

Around the World

Space - The Universe / Space - Planets, moon and stars / The Earth - The continents and oceans

Understanding the World continued

Learning Opportunities

Spring Term

Around the World

The Earth - Continents and their people / Homes around the world / Food around the world

Our Natural World

The environment - Looking after our world / Weather and Seasons / Dinosaurs / All Kinds of creatures - Pets and Farm animals and their produce / Rainforests: animals and their habitat / Safari: The big 5 in South Africa / Under the Sea: Ocean creatures

In My Garden

Insects and Mini Beasts / Life cycle of the frog and butterfly / Plants: What do plants need to grow?

Summer Term

In My Garden

Plants - What do plants need to grow? / Parts of the plant and how do seeds grow?

Fantasy

Pirates / Superheroes / The Wild West - Indians and Cowboys / Knights and Princesses

Expressive Art and Design

Learning Objectives (40 - 60 months and Early Learning Goals)

Exploring and Using Media and Materials

- Exploring and using media and materials
- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

ELG

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

ELG

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Learning Opportunities

Autumn Term / Spring Term / Summer Term

Use of different media to create → Songs / Movement / Use of Instruments → To engage in imaginative play and role play → Activities related to topic work.

Characteristics of Effective Learning

Learning Objectives (40 - 60 months and Early Learning Goals)

Playing and exploring

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active learning

- Being involved and
- Concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and thinking critically

- Having their own ideas
- Making links
- Choosing ways to do things and finding new ways

Learning Opportunities

Autumn Term / Spring Term / Summer Term

All classroom activities, learning and interaction between the adults and the children will encourage the children to:

Show curiosity about objects, events and people • Use senses to explore the world around them • Engage in open-ended activity • Show particular interests

Pretend objects are things from their experience • Represent their experiences in play • Take on a role in their play • Act out experiences with other people

Initiate activities • Seek challenge • Show a 'can do' attitude • Take a risk, engage in new experiences, and learn by trial and error

Maintain focus on their activity for a period of time • Show high levels of energy, fascination • Not easily distracted • Pay attention to details

Persist with activity when challenges occur • Show a belief that more effort or a different approach will pay off • Bounce back after difficulties

Show satisfaction in meeting their own goals • Be proud of how they accomplished something - not just the end result • Enjoy meeting challenges for their own sake rather than external rewards or praise
Think of ideas • Find ways to solve problems • Find new ways to do things

Making links and notice patterns in their experience • Make predictions • Test their ideas • Develop ideas of grouping, sequences, cause and effect

Plan, make decisions about how to approach a task, solve a problem and reach a goal • Check how well their activities are going • Change strategy as needed • Review how well the approach worked