

Speaking

Continuous Provision / Story Telling / Role Play/ Circle time speaking and listening games/ Continual modelling of speaking in sentences / RWI sounds

Uses language to imagine and recreate roles and experiences in play situations.

Can retell a simple past event in the correct order.

Recall and relive past experiences.

Uses talk in pretending that objects stand for something else in play.

Begin to break the flow of speech into words.

Reading Focus author: Mick Inkpen

Twice a day story time

Promotion of book corner and daily reading

Fred talk and blending of CVC and CVCC words

Recognition of common exception words

Whole class book : The Squeaky Story Link Text: A Squash and a Squeeze

Daily RWI session of Set 1 sounds: a sound a day and RWI speeds sounds session.

Hearing initial sounds and blending of CVC words.

Listens to and joins in with stories and poems, one-to-one and in small groups.

Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.

Looks at books independently.

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.

Listens to stories and enjoys an increased range of books.

Writing

Continued name writing

Name writing sheet entry 2

Writing opportunities within role play with clip boards

2 x RWI daily phonics sound formation in booklet and within continuous provision on outdoor board/ calk/ shaving foam/ sand and glitter/ paint

Talk 4 Writing - The Squeaky Story (List writing, innovated list writing, labels, time words and instructions)

Hears and says the initial sound in words.

Can segment the sounds in simple words and blend them together.

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence

Number

Daily counting 0-20

One more and one less of cubes, pom poms.

Combining 2 groups and finding the total 'say it, make it, write it'

Practical activities with addition and subtraction

Recites numbers in order to 10.

Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly.

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.

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.

Space Shape & Measure

2D shapes recognition

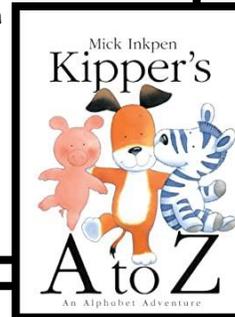
Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape

Ordering items by length and height

Orders two or three items by length or height.

Time language with T4W text

Understand first, next, then, after that and finally



PSED

SEAL: Getting on and falling out / Friendships / Resolving Conflict / British Values & Citizenship / Continuous Provision / Story-making

Managing Feelings and Behaviour

I can express my feelings when I am angry.

I can make myself feel better when I am angry.

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.

Making Relationships

I can make up when I have fallen out with a friend.

I can think of ways to sort things out when we don't agree.

Self Confidence and Self Awareness

Enjoys responsibility of carrying out small tasks.

Is more outgoing towards unfamiliar people and more confident in new social situations.

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

Using Imagination

Role play: Hospital / Vets / Doctors

Story telling of The Squeaky Story / small world farm or small world representation of The Squeaky Story / A squash and a squeeze

Painting / playdough / collage of characters and people who help us

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.

Plays alongside other children who are engaged in the same theme.

Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

Uses available resources to create props to support role-play.

The World

People who help us

Diwali

Rangoli patterns, diva lamps and fireworks

Celebrating Christmas. Understanding why Christians celebrate Christmas.

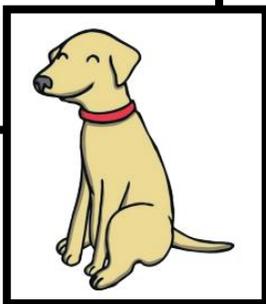
Shows interest in different occupations and ways of life.

Talk about our families and how they help each other. Draw a picture of their family and write who they are.

Shows interest in the lives of people who are familiar to them

Celebrating special times with our families. Talk about special occasions - birthdays, christenings, weddings.

Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Enjoys joining in with family customs and routines.



AUTUMN 2

The Squeaky Story / People who help us!

People and Communities

Talking about and drawing pictures of people who help us and the community. Can they say something that they are good at or like?

Role play - Hospital / Vets

Enjoys joining in with family customs and routines.

Recognises and describes special times or events for family or friends.

Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

Exploring & Using Media & Materials

Christmas cards and pictures

Diwali

Colour mixing outdoors and within free painting

Painting of people who help us

Explores colour and how colours can be changed.

Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

Singing phase 1 phonics songs

Exploring instruments within CP

Charanga : 'My Stories' (Exploring instruments and sounds).

Enjoys joining in with dancing and ring games.

Sings a few familiar songs.

Begins to move rhythmically; imitating movement in response to music

Taps out simple repeated rhythms.

Explores and learns how sounds can be changed

Introduce stick puppets or cone characters for the children to use in their play.

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

Technology

Use of IWB in class inputs
Children to use class I pads for educational games and doodle maths
Technology at home

Uses ICT hardware to interact with age-appropriate computer software.

Knows that information can be retrieved from computers

Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

Listening and Attention

Story time twice a day / RWI sounds / Clear instructions / Following routines

Listens to others 1:1 or in small groups when conversation interests them.

Listens to stories with increasing attention and recall.

Joins in with repeated refrains

Focusing attention - still listen or do, but can shift own attention.

Is able to follow directions (if not intently focused on own choice of activity).



Moving and Handling

REAL PE: Social Cog (Static balance)

Balancability

Making walkways and obstacle courses, balancing on low beams

Moves freely and with pleasure and confidence in a range of ways.

Can stand momentarily on one foot when shown.

Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, and sliding.

Mounts stairs, steps or climbing equipment using alternate feet.

Building gross motor muscles with mopping, outdoor painting and rolling/ large chalk work on ground/ outdoor weaving/

Fine motor skills: Wide range of funky finger activities/ dough gym/ mark making in shaving foam and sand/ painting/ mark making with pens and pencils/ writing

Using tools carefully such as scissors, playdough tools and paintbrushes

Shows a preference for a dominant hand.

Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

Draws lines and circles using gross motor movements.

Can retrace vertical lines.

Can copy some letters, e.g. letters from their name.

Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

Health and Self-Care

Teaching rules for being independent in the toilet eg flushing chain, washing hands and why we wash them

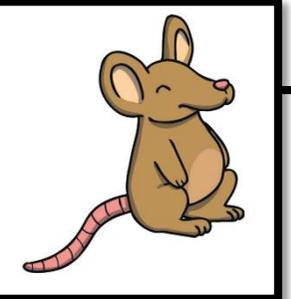
Can usually manage washing and drying hands.

Practising to put dressing up clothes on /encouraging independence when changing for PE

Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. Usually dry and clean during the day.

PE / Daily Mile

Observes the effects of activity on their bodies.



Understanding

Routines

Follows simple instructions

Understands use of objects (e.g. "What do we use to cut things?")

Responds to simple instructions, e.g. to get or put away an object.

Teaching of Reading

Beginning to understand 'why' and 'how' questions.