









Woodside CofE Primary School-Long Term Curriculum Plan for **Roots Class (2–3-year-olds)**

	<p>Theme: <u>What is it like to be me in the Roots Classroom?</u></p> 	<p>Theme: <u>What does Autumn mean to me?</u></p> 	<p>Theme: <u>What does Winter mean to me?</u></p> 	<p>Theme: <u>What does Spring mean to me?</u></p> 	<p>Theme: <u>What amazing animals are in my world?</u></p> 	<p>Theme: <u>What does Summer mean to me?</u></p> 
	<p>3r's-relationships, routines, rules</p>	<p>Autumn, birthdays, Diwali, Bonfire night, Remembrance, Christmas</p>	<p>Winter, <u>Repeat</u> Special time for me, Lunar New Year</p>	<p>Spring, Growing and changing, Mother's Day, Easter <u>Repeat</u> Special times for me, Ramadan</p>	<p>Amazing creatures, minibeasts, jungle animals, zoo animals, farm animals</p>	<p>Summer, The Seaside, Father's Day, Sport's Day</p>
	<p>Key texts and rhymes: <u>Monster Clothes</u> LW I love Me!</p> <p>Suggested supportive texts: Maisy's Nursery George goes to Nursery Funny bones We're Going on a Bear Hunt Leaf Man</p>	<p>Key texts and rhymes: Hello Autumn <u>Dear Santa</u> LW Action Rhymes from "Sticky Kids" Nursery Rhymes Seasonal Rhymes</p> <p>Suggested supportive texts: Billy's Firework Night Spot's First Christmas</p>	<p>Key texts and rhymes: Where do animals go in Winter? LW * Action Rhymes from "Sticky Kids" Nursery Rhymes Seasonal Rhymes (with music-body percussion/instruments/making instruments)</p> <p>Suggested supportive texts: My First Chinese New Year-next half term 17 Feb</p>	<p>Key texts and rhymes: Acorn Wood Stories- Foxes Socks-link to wood vocab "Wow" said the Owl. LW "A busy day for birds" LW Action Rhymes from "Sticky Kids" Nursery Rhymes Seasonal Rhymes (with music-body percussion/instruments/making instruments and performance)</p> <p>Suggested supportive texts: Titch Spring We're going on an Easter Egg Hunt <u>Jasper's Beanstalk</u></p>	<p>Key texts and rhymes: <u>Dear Zoo</u> LW * Suggested supportive texts: There's a bear on my chair <u>Poo in the Zoo</u> Brown bear, brown bear. The Elephant and the bad baby. <u>Follow the trail-Minibeasts</u> <u>Animal Crackers</u> Dinosaurs Roar Dinosaurs don't draw Oi, Dinosaur!</p>	<p>Key texts and rhymes: Tickly Octopus LW How to brush your teeth with Snappy Croc? LW We're going to the dentist. Lucas at the Paralympics. <u>Pink is for boys.</u></p> <p>Suggested supportive texts:</p>
	<p>Texts to support Personal, Social and Emotional Development: Find out about feelings, How are you feeling today? The family book, It's okay to be different. Texts to support oral hygiene: The tooth book, We're going to the dentist, Why should I brush my teeth? Let's brush our teeth Texts to support toilet training: George's Potty, Coco melon The potty song.</p>					

By the end of the theme children should have gained the knowledge and skills to...

This is me in the Roots classroom.

- Sing a simple song or rhyme.
- Follow instructions to play a simple body game e.g. Simon says.
- Find the colour that matches their eye colour.
- Find the colour that matches their hair colour.
- Say family member names e.g. Mummy, Daddy, Grandma etc
- Talk about what they like to do.
- Choose different ways to move their bodies.

What Autumn means to me

- Selects and turns pages in Autumn books.
- Talk about what they see in the illustrations, using new acquired vocabulary.
- Notices features and changes in the environment.
- Understand and respond to who/what/where questions about the world around them, using newly acquired vocabulary.
- Build on first-hand experiences of Autumn when creating constructions or playing in the small world area.

Special times for me Birthday

- Join in with birthday role play with adults, another child or independently.
- Sing Happy Birthday.

Bonfire night/Diwali

- Use everyday materials to make representations of fireworks.
- Join in with songs and rhymes about bonfire everyday materials to make representations of fireworks
- Join in with songs and rhymes about bonfire night
- Talk about what they see when shown firework/bonfire displays. **Remembrance**
- Engage in stories about people being brave.
- Use simple language to talk about when they were brave.

Christmas

- Enjoy Christmas stories.

What Winter means to me

- Selects and turns pages in Winter books.
- Talk about what they see in the illustrations. Using newly acquired vocabulary.
- Notices features and changes in the environment.
- Understand and respond to who/what/where questions about the world around them, using newly acquired vocabulary.
- Build on first hand experiences of Autumn and Winter when creating constructions or playing in the small world area.
- Turn pages in books to find favourite parts/characters.
- Manipulate instruments to accompany rhymes and songs.

Repeat: Special Times for Me

Lunar New Year

- Engage in stories about Lunar New Year.
- Talk about the Lunar New Year celebrations.
- Use everyday materials to make representations of Lunar New Year

What Spring means to me

- Turn pages in Spring books and talk about what they see in Spring books using newly acquired vocabulary.
- Notices and talks about features and changes in the environment.
- Build on first hand experiences of Winter and Spring when creating constructions or playing in the small world area.

Growing and changing

- Joins in with Spring themed rhymes and songs.
- Create outdoor sounds by rubbing, tapping and striking.
- Explore colour in a variety of ways e.g. colour mixing
- Experiment with enclosing space and making shapes to create a Mother's Day card

Repeat: Special Times for me

Easter

- Understand that Easter is a special time.
- Experiment with enclosing space and making shapes to create Easter cards.
- With peers, explore and investigate the outdoor environment to discover hidden Easter Eggs.
- Celebrate home achievements by joining in the Nursery Easter Bonnet Parade.

Amazing creatures and me

- Talk about animals that they see around them.
- Use simple materials to represent animals.
- Learn that animals have differences and similarities just like they do.
- Enjoys playing and exploring animals and enclosing space in small world and construction.
- Name some animals.
- Create animal sounds using instruments and voices.
- Follow instructions to move like an animal in small and large-scale movements.
- Explore the texture and patterns of animals.
- Ask who, where, what questions about animals and the world around them.
- Speak in longer sentences about animals and the world around them.
- Hold mark making tools with thumb and all fingers when making representations of animals.

What Summer means to me

- Talk about what outside looks like in Summer.
- Explore hot and cold.
- Make choices about what I should wear on Summer days.
- Identify features of summer when listening to stories or exploring books.
- Build on first hand experiences of Summer when creating constructions or playing in the small world area.
- Begin to notice changes in the outdoor environment.
- Notice and talk about the creatures that we see in Summer.

I do like to be beside the seaside

- Know what the seaside is.
- Explore wet and dry sand and talk about how it feels with hands and feet.
- Explore salt water with jugs, paddles, fishing rods and boats. Talk about what they see. Create waves and the movement of the sea.
- Explore pictures of the sea and seaside in pictures and books
- Create movement and sounds to accompany seaside songs.
- Use musical instruments to make sea sounds.
- Know some of the key features of the seaside : sea, sand, ice cream, bucket, spade, fish and use the vocabulary when talking

		<ul style="list-style-type: none"> • Join in with songs and rhymes about Christmas • Talk about what they see when shown Christmas resources. • Uses everyday materials to make representations of Christmas • Join in with Christmas themed role play with adults, another child or independently. • Talk about a present they have had 				<p>about the seaside to peers and adults.</p> <ul style="list-style-type: none"> • Work with an adult to create models to get to the seaside. • Hold mark making tools with thumb and all fingers when making representations of the seaside and creating a Father's Day card. • Move in a range of different ways.
Key Vocabulary	<p>This is me in the Roots classroom. Eyes, nose, mouth, ears, head Happy, sad Home, mummy, daddy, grandma, etc.</p>	<p>What Autumn means to me Autumn, tree, windy, rainy, cold, scarf, gloves, coat</p> <p>Special times for me Celebrate Birthday, presents Bonfire night, Fireworks Diwali Brave Christmas, Jesus, Mary, Joseph</p>	<p>What Winter means to me Winter, tree, wellingtons, cold, rainy, icy, scarf, gloves, coat, warm</p> <p>Repeat Special times for me-Lunar New Year Celebrate, Lunar New Year, Fireworks Pages, beginning, end</p>	<p>What Spring means to me Spring, warm, sunny, rainy, light coat</p> <p>Growing and changing Seeds, flowers, rain, sun</p> <p>Repeat Special times for me-Easter/ Ramadan Easter Eggs, chocolate, bunny, bonnet, celebrate,</p>	<p>Amazing creatures and me Pets, soft, rough, zoo, jungle, minibeasts, size, Autumn, Winter, Spring, Summer. Hedgehog, Chick, Rabbit, Lion, Tiger, Elephant, Snake, Seal, Monkey. Cow, horse, pig, chickens, sheep.</p>	<p>What Summer means to me Summer, sunny, warm, t-shirt, shorts, sandals, hat</p> <p>I do like to beside the seaside Sea, sand, ice-cream, bucket, spade, fish Swimming, beach, sea, sandcastle. Octopus, starfish, fish, oyster, eel, boat</p>
Visits/Visitors	Messy Harvest	Visit to St. Nicholas's. Messy Christmas Diwali	Lunar New Year Pancake day Valentines' day	Visit to St. Nicholas's. Messy Easter Mother's Day event Easter Bonnet Parade World Book Day Easter egg hunt	Animal encounter session - first-hand experience of animals	Sport's Day Father's Day event

<p>This is me in the Roots classroom. Outdoor exploration Role play/small world-based learning First week Setting-in and establishing routines/relationships Introduce class reward system-recognition board. School rules-Ready, respectful, safe reinforced through interactions all the time. Self-registration This is me This is me- picture, matching colour of eyes/hair This is me – self-portrait using playdough This is me – handprint and footprint Following simple instructions Traffic light game, Head, Shoulders, Knees and Toes song, Simon Says ... Movement and dance “Sticky kids” Singing songs/rhymes</p>	<p>What Autumn means to me Outdoor exploration-autumn crowns/what can I see/hear/feel in autumn? Seasonal craft Autumn tree, using fork painting Hedgehog handprint painting Squirrel fingerprint painting Role play/small world-based learning Nursery Rhyme Week Activities linked to daily rhymes Special times for me Happy Birthday song Singing songs/rhymes Fireworks picture Rangoli patterns in paint Poppy handprint painting Christmas crafts Christmas card Christmas wish list Christmas carol performance Christmas Party</p>	<p>What Winter means to me Outdoor exploration- what can I see/hear/feel in winter? How can I feed the birds in winter? Den building Winter tree fingerprint painting Hibernating hedgehog craft Frozen pom poms sensory activity Polar Bear in Winter craft Winter snowman craft Winter hat Winter owl (above scissor skills) Role play/small world-based learning Singing songs/rhymes, with actions body percussion and musical instruments Emotions Self-portrait painting to express emotions Repeat Special times for me Lunar New Year Noodles Chinese lantern Collage art Valentine’s Day Card and artwork for someone special</p>	<p>What Spring means to me Outdoor exploration-planting and growing/ what can I see/hear/feel in spring? Seasonal craft Fingerprint painting (Winter to Spring) Four Seasons artwork Bird in a nest craft (Spring) Flower art (Spring) Outdoor Spring observational walks Signs of Spring – bumblebee craft using paint and cotton wool Role play/small world-based learning Growing and changing Singing songs/rhymes, with actions Moving like different creatures Playdough caterpillar creations Caterpillar craft using paint and cardboard tubes Bug Hunt Feed the hungry caterpillar game (arts and crafts and throwing) Hungry Caterpillar Snap Cress heads Planting seeds Playdough flowers Movement game – big and small Build like Titch Titch’s big and small clothes Titch’s balloon adventure (big and small) World Book Day Story book character masks Bookmarks Recreate favourite stories through movement, action and sound Computer games (puzzles) Colour mixing experiences Red Nose Day</p>	<p>What do animals means to me Outdoor exploration-summer crowns/where do mini-beasts hide? Role play/small world-based learning Amazing creatures and me Minibeasts and me Bug house Wiggly worm sensory play and painting Minibeast crafts: ladybird, spider, etc. Playdough minibeast creations Move like minibeasts (crawl, jump, etc.) Create a minibeast habitat outside Minibeast garden craft Jungle and me Organise jungle animals by type and size Jungle animal crafts Jungle animal toy wash (sensory play) Face painting Jigsaw puzzles Create animal sounds using musical instruments Move like different animals Small world construction Jungle animal bookmarks Jungle animal masks Jungle animal collage using different textures and materials Jungle animal vine (gross motor) Zoo and me Animal movement parade (move like different zoo animals) Zoo animal footprint painting Zoo animal crafts: giraffe, lion, etc. Water play with zoo animals</p>	<p>What Summer means to me Outdoor exploration summer flower handprint painting summer sun craft/ what can I see/hear/feel in summer? Role play/small world-based learning I do like to beside the seaside Seaside crafts, pictures and mark-making Fuzzy felt seaside pictures Collaborative model of going to the seaside Sand play (wet and dry) Water play Seaside sensory play Ice-cream painting craft Watch a puppet show Make your own fruit ice lolly Sea Sea animal felt world Sea jigsaw puzzles Small-world water play with sea creatures Bubble wrap fish painting Paper plate fish art Under the sea artwork Beach school Can you make a circle using shells? Can you put the correct number of shells into each numbered bucket? Can you make a triangle using lollipop sticks? Can you make a square using straws? Music Oh I do like to be beside the seaside, along with musical instruments Summer fun</p>
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				<p>Face painting Balloon faces (emotions) St David's Day Handprint Daffodils St Patrick's Day Shamrock painting Musical shamrocks Shrove Tuesday (Pancakes) Cooking and then tasting pancakes Pancake races Mother's Day Card Gift Photographs Performance Easter Card and crafts Easter Egg hunt Easter Egg repeated patterns Easter Egg leaf art Easter Bonnet creations Easter Bonnet Parade Chocolate nests Easter baskets Easter Egg Trail – Church Easter bunny craft activity using tubes and paint Easter chick activity (arts and crafts) Easter Egg potato printing</p>	<p>Create animal sounds using musical instruments Playdough Zoo animals Zoo animal snap Jigsaw puzzles Zoo animal dice game (movement) Farm and Me Farm animal colouring Farm animal headbands Small world play Create fluffy sheep using wool (textures) Farmyard jigsaw puzzles Farm animal craft activities</p>	<p>Paddling pool fun Pond dipping Hook a duck Travel Imaginary play (going on holiday) Taking photographs with an iPad Design and create a boat/aeroplane for role-play Water play with boats (big and small) Small-world play with planes, cars, etc. Create a boat Den building Summer suitcase Father's Day Father's Day Card Father's Day breakfast Sports Day Rehearsals Sports Day activities Sports Day medals Throw beanbags into the shark's mouth</p>
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Key Questions we will ask to explore, investigate and understand our world.

Why are you special?
Who keeps you safe?
Who lives in your home?
How do I wash my hands
How do I brush my teeth?
What can I smell?
What does it feel like?
What does it taste like?
What noise can you hear?
What is the weather like today?

Why are the leaves falling from the trees?
What can we see and hear in Autumn?
What colours can you see on my Autumn crown?
What happens when we celebrate?
What can you hear on Bonfire night?
How old are you?
How much have you grown?
How are some celebrations different?
Which one is smallest?
Which one is biggest?
What happened to Baby Jesus at Christmas?
Why is Father Christmas special?

Why is it so cold?
What has happened to the water?
What clothes do we need to wear in winter?
How can you make a loud noise?
How can you make a quiet noise?
How can we feed the birds in winter?

How can you help others?
What does kindness look like?
Why is your mummy special?
What is happening to the seed?
What does the seed need to grow?
What happens at Easter?
What colours can we see in springtime?

What does it feel like?
Why do animals have different patterns?
How many legs does it have?
Where does the animal live?
How do you use a knife and fork?
Where are the minibeasts hiding?
What colours can you see on my summer crown?

Why does it float?
Why does it sink?
Why is your daddy special?
What clothes do you need to wear in summer?
How do we make sandcastles?
What materials are strong?
What do materials feel like?
What patterns do my wheels make?

Prime Areas of Learning Focus for 2 to 3 Provision

The statements are taken from Birth to Five Matters and are used as a guide to support learning and development. We know that children do not all learn in the same way. The statements reflect what children aged 2-3 could be doing and how the adults and learning environments can support this.

Through positive relationships and enabling environments we will support each unique child to/when:			
Communication and Language Development	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
	<p style="text-align: center;">Listening and Attention</p> <p>Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.</p> <p style="text-align: center;">Understanding</p> <p>Identifies action words by following simple instructions, e.g. Show me jumping.</p> <p style="text-align: center;">Speaking</p> <p>Uses language to share feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic.</p>	<p style="text-align: center;">Listening and Attention</p> <p>Listens and shows interest in play with sounds, songs and rhymes. Single channelled attention; can shift to a different. Task if attention fully obtained – using child’s name helps focus.</p> <p style="text-align: center;">Understanding</p> <p>Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet. Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?). Developing understanding of simple concepts (e.g. fast/slow, good/bad).</p> <p style="text-align: center;">Speaking</p> <p>Holds a conversation, jumping from topic to topic. Learns new words very rapidly and can use them in communicating.</p>	<p style="text-align: center;">Listening and Attention</p> <p>Single channelled attention: can shift to a different task if attention fully obtained – using child’s name helps focus.</p> <p style="text-align: center;">Understanding</p> <p>Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?) Developing understanding of simple concepts (e.g. fast/slow, good/bad)</p> <p style="text-align: center;">Speaking</p> <p>Uses a variety of questions (e.g. what, where, who?) Uses longer sentences (e.g. Mummy gonna work) Beginning to use word endings (e.g. going, cats)</p>

Autumn 1 & 2

Making relationships

Builds relationships with special people but may show anxiety in the presence of strangers

Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult

Begins to show some understanding that other people have perspectives, ideas and needs that are different to theirs.

Sense of self

Knows their own name.

Is developing an understanding of and interest in differences of gender, ethnicity and ability.

Understanding emotions

Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings Adults will support if children feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated.

Spring 1 & 2

Making relationships

Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult

Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it.

Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like

Sense of self

Knows their own name and their preferences and interests.

Is developing an understanding of and interest in differences of gender, ethnicity and ability

Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions

Experiments with their own and other people's views of who they are through their play, through trying out different

Summer 1 & 2

Making relationships

Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.

Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest

Sense of self

Knows their own name, their preferences and interests and is becoming aware of their unique abilities

Is developing an understanding of and interest in differences of gender, ethnicity and ability

Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions

Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves

Is gradually learning that actions have consequences, but not always the consequences the child hopes for

	<p>Health and Self-Care</p> <p>Will be very energetic in short bursts and needs time for rest and calm, with at least three hours of a day of exercise, including moderate- to vigorous-intensity physical activity, spread throughout the day</p> <p>Feeds self competently</p> <p>Can hold a cup with two hands and drink well without spilling</p>	<p>behaviours, and the way they talk about themselves</p> <p>Understanding emotions</p> <p>Adults will support if children feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated.</p> <p>Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions.</p> <p>Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset</p> <p>Begins to respond to the feelings of others, showing concern and offering comfort.</p> <p>Health and Self-Care</p> <p>Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support</p> <p>Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</p>	<p>Understanding emotions</p> <p>Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset.</p> <p>Responds to the feelings of others, showing concern and offering comfort.</p> <p>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.</p> <p>Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</p> <p>Health and Self-Care</p> <p>Show increasing independence in self-care showing an awareness of routines such as handwashing or teeth cleaning.</p> <p>Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</p> <p>Showing more independence when putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults.</p>

		Can help with putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots	Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions.
	Access to outdoor provision is available everyday where there are numerous opportunities to develop gross motor skills		

Gross Motor Skills	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
	<p>Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p> <p>Sits comfortably on a chair with both feet on the ground</p> <p>Runs safely on whole foot</p> <p>Begins to understand and choose different ways of moving.</p> <p>Use Kinetic letters Red Thread-Making bodies stronger activities to build physical strength and control</p>	<p>Moves in response to music, or rhythms played on instruments such as drums or shakers.</p> <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance.</p> <p>Begins to walk, run and climb on different levels and surfaces.</p> <p>Ball skills (throwing and catching) Hoops and bean bags (throwing) Long jump (jumping forward) Gymnastic equipment in hall (balancing, climbing, etc.)</p> <p>Use Kinetic letters Red Thread-Making bodies stronger activities to build physical strength and control</p>	<p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support.</p> <p>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.</p> <p>Use Kinetic letters Red Thread-Making bodies stronger activities to build physical strength and control</p>

Fine Motor Skills	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
	<p>Begins to show preference for dominant hand and/or leg/foot</p> <p>Turns pages in a book, sometimes several at once</p>	<p>Begins to show preference for dominant hand and/or leg/foot</p> <p>Turns pages in a book, sometimes several at once</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Use Kinetic letters traffic light boxes to develop specific fine motor skills</p>	<p>Turns pages in a book, one at a time.</p> <p>Continues to show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p>Mark make with fingers, sticks, brushes and give meaning.</p> <p>Only use writing tools when they are ready to do it correctly. If ready, only use a slim, triangular mark-making tool.</p> <p>Practise skills of tearing in playdough/sensory materials/paper of varying sizes and resistances</p> <p>Use Kinetic letters traffic light boxes to develop specific fine motor skills</p>
Specific Areas of Learning			

Literacy	<p>Reading</p> <p>Has some favourite stories, rhymes, songs, poems or jingles Repeats and uses actions, words or phrases from familiar stories Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</p> <p>Writing</p> <p>Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</p>		
	<p>Autumn 1 and 2 Random scribbling</p>	<p>Spring 1 and 2 Random scribbling and naming marks that are made.</p>	<p>Summer 1 and 2 Controlled scribbling and naming marks that are made. Assess children’s physical skills from the book “Let’s Get Physical and Ready to Write”</p>
Mark making skills	<p>Focus on developing and strengthening the skills of core stability and upper body strength-activities from “Let’s Get Physical and Ready to Write”</p>		

Mathematics	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
	Comparison Beginning to compare and recognise changes in numbers of things.	Comparison Beginning to compare and recognise changes in numbers of things, using words like 'more'.	Comparison Beginning to compare and recognise changes in numbers of things, using words like 'more', 'lots' or 'same'
	Counting Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?)	Counting To count from 1 to 3 in order. Cardinality (How many?) In everyday situations, takes or gives two or three objects from a group	Counting To count to five in order. Cardinality (How many?) In everyday situations, takes or gives two or three objects from a group Beginning to notice numerals (number symbols) Beginning to count on their fingers.
	Spatial Awareness Moves their bodies and toys around objects and explores fitting into spaces Begins to remember their way around familiar environments Responds to some spatial and positional language Explores how things look from different viewpoints	Spatial Awareness Moves their bodies and toys around objects and explores fitting into spaces Begins to remember their way around familiar environments Responds to some spatial and positional language Explores how things look from different viewpoints	Spatial Awareness Moves their bodies and toys around objects and explores fitting into spaces Begins to remember their way around familiar environments Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near or far away
	Shape Chooses puzzle pieces and tries to fit them in	Shape Recognises that two objects have the same shape	Shape Makes simple constructions
	Pattern Joins in and anticipates repeated sound and action patterns	Pattern Joins in and anticipates repeated sound and action patterns	
	Measures		

	<p>Explores differences in size, length, weight and capacity</p>	<p>Is interested in what happens next using the pattern of everyday routines</p> <p>Measures</p> <p>Explores differences in size, length, weight and capacity</p> <p>Beginning to understand some talk about immediate past and future</p>	<p>Pattern</p> <p>Joins in and anticipates repeated sound and action patterns</p> <p>Is interested in what happens next using the pattern of everyday routines</p> <p>Measures</p> <p>Explores differences in size, length, weight and capacity</p> <p>Beginning to understand some talk about immediate past and future</p> <p>Beginning to anticipate times of the day such as mealtimes or home time</p>
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People and Communities

Has a sense of own immediate family and relations and pets

In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird

Beginning to have their own friends

Learns that they have similarities and differences that connect them to, and distinguish them from, others

The World

Notices detailed features of objects in their environment

Can talk about some of the things they have observed such as plants, animals, natural and found objects

Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake.

Technology

Seeks to acquire basic skills in turning on and operating some digital equipment

Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

Plays with water to investigate “low technology” such as washing and cleaning

Uses pipes, funnels and other tools to carry/transport water from one place to another

Creating with materials

Joins in singing songs

Creates sounds by rubbing, shaking, tapping, striking or blowing

Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow

Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects

Enjoys and responds to playing with colour in a variety of ways, for example combining colours

Uses 3D and 2D structures to explore materials and/or to express ideas

Being Imaginative and Expressive

Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations Begins to make believe by pretending using sounds, movements, words, objects

Beginning to describe sounds and music imaginatively, e.g. scary music

Creates rhythmic sounds and movement