

Many of the ELG's in PSED, CL, PD and EAD will be present throughout the day in lots of different contexts.

|                              | Autumn Term                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                      | Spring Term                                                                                                                                                                                                                                                                                            |                                                                                                                   | Summer Term                                                                                                                                                                                                                                          |                                                                                                                                    |
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| Topics                       | All About Me                                                                                                                                                                                                                                                                                                                        | Space<br>Christmas                                                                                                                                   | Animals                                                                                                                                                                                                                                                                                                | In the Garden                                                                                                     | Traditional Tales                                                                                                                                                                                                                                    | Sailing on the Seas                                                                                                                |
| Other themes and experiences | Autumn seasonal work<br>Healthy Me<br>Friendship<br>Well-being<br>Oral health workshop                                                                                                                                                                                                                                              | Winter seasonal work<br>Fireworks<br>Christmas<br>Nativity Show                                                                                      | Spring seasonal work<br>Charlie the Dog visit<br>The Farm visit<br>Chinese New Year                                                                                                                                                                                                                    | Spring seasonal work<br>Minibeasts<br>Growing<br>Ducklings                                                        | Summer seasonal work<br>FairyTales workshop                                                                                                                                                                                                          | Summer seasonal work<br>Under the sea<br>Sports Day                                                                                |
| Weekly focus                 | Week 1 - Myself<br>Week 2 - Myself<br>Week 3 - Family<br>Week 4 - Body parts<br>Week 5 - Senses<br>Week 6 - Healthy Eating<br>Week 7 - Oral Health                                                                                                                                                                                  | Week 1 - The Earth<br>Week 2 - Planets<br>Week 3 - Planets<br>Week 4 - Space Vehicles<br>Week 5 - Aliens<br>Week 6 - Christmas<br>Week 7 - Christmas | Week 1 - Pets<br>Week 2 - The Farm<br>Week 3 - Birds<br>Week 4 - Dinosaurs<br>Week 5 - Arctic Animals<br>Week 6 - Exocitic Animals                                                                                                                                                                     | Week 1 - Mini beasts<br>Week 2 - Mini beasts<br>Week 3 - Plants<br>Week 4 - Fruit and Veg<br>Week 5 - Life Cycles | Week 1 - Jack and the Beanstalk<br>Week 2 - The three Little Pigs<br>Week 3 - Three Billy Goats Gruff<br>Week 4 - The Gingerbread Man<br>Week 5 - Biscuit Bear<br>Week 6 - Each Peach Pear Thumb                                                     | Week 1 - The Ocean<br>Week 2 - Pirates<br>Week 3 - Boats<br>Week 4 - Summer Holidays<br>Week 5 - Transition<br>Week 6 - Transition |
| Books                        | Starting School<br>Topsy and Tim at School<br>Whoever you are<br>The Large Family                                                                                                                                                                                                                                                   | Whatever Next?<br>Aliens Love Underpants<br>Non Fiction texts<br>The Nativity<br>The Jolly Postman                                                   | How to care for your pet<br>The Blue Penguin<br>Animal non fiction<br>Anna Hibiscus<br>Dinosaur Roar<br>Owl Babies                                                                                                                                                                                     | The Hungry Caterpillar<br>Superworm<br>Non Fiction books<br>The Bad Tempered Ladybird<br>Oliver's Vegetables      | Jack and the Beanstalk<br>The Gingerbread Man<br>Biscuit Bear<br>The Three Little Pigs<br>Three Billy Goats Gruff<br>Each Peach Pear Thumb                                                                                                           | The lighthouse<br>Keeper's tea<br>Seaside poems<br>Let's be Pirates<br>Non fiction ocean book                                      |
| PSED                         | <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> |                                                                                                                                                      | <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> |                                                                                                                   | <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> |                                                                                                                                    |

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|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Increasingly follow rules, understanding why they are important.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Begin to understand how others might be feeling.                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| CL | <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p>                                                                                                                                                                                                                          | <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but have problems saying: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>                                                                                                                               | <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>                                                                              |
| PD | <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> | <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> | <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> |

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| <p>Literacy</p>                | <p>Understand the five key concepts about print: -<br/>         print has meaning<br/>         - the names of the different parts of a book<br/>         - print can have different purposes<br/>         - page sequencing<br/>         - we read English text from left to right and from top to bottom</p>                                                                                                                                                                                                                                                            | <p>Develop their phonological awareness, so that they can:<br/>         - spot and suggest rhymes<br/>         - count or clap syllables in a word<br/>         - recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary. .</p>                                                                                                                                                                                                                                                    | <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Maths</p>                   | <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> | <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> | <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns - stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> |
| <p>Understanding the World</p> | <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>                                                                                                                                                                                                                                                                                                                                                    | <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>                                                                                                                                                                                                                                                                                                                                                                    | <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue to develop positive attitudes about the differences between people.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                                   | <p>Begin to make sense of their own life-story and family's history.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Expressive Arts and Design</p> | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> | <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> | <p>Explore colour and colour-mixing. • Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas</p> |