

| Area of learning | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
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| PSED Making Relationships | Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. | Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children | Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. | Keeps play going by responding to what others are saying or doing. | Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. | Initiates conversations, attends to and takes account of what others say |
| Self- confidence and self - awareness | Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. | Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. | Is more outgoing towards unfamiliar people and more confident in new social situations. | Confident to talk to other children when playing, and will communicate freely about own home and community. | Shows confidence in asking adults for help. | Confident to speak to others about own needs, wants, interests and opinions |
| Managing feelings and behaviour | Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions hurt or harm others. | Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do | Tries to help or give comfort when others are distressed Growing ability to distract self when upset, e.g. by engaging in a new play activity. | Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. | Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. | 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. |

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| Communication and Language listening and attention | 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. Single channelled attention. | Can shift to a different task if attention fully obtained – using child’s name helps focus. Shows interest in play with sounds, songs and rhymes. | Listens to others one to one or in small groups, when conversation interests them. | Listens to stories with increasing attention and recall. 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). | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories | Maintains attention, concentrates and sits quietly during appropriate activity. |
| understanding | Identifies action words by pointing to the right picture, e.g., “Who’s jumping?” Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’ | Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?). Developing understanding of simple concepts (e.g. big/little). | 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. | Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. | • Beginning to understand ‘why’ and ‘how’ questions | Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. |
| Speaking | Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’. Uses simple sentences (e.g. ‘Mummy gonna work.’) Beginning to use word endings (e.g. going, cats). | Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Uses a variety of questions (e.g. what, where, who). | Uses talk in pretending that objects stand for something else in play, e.g., ‘This box is my castle.’ Uses vocabulary focused on objects and people that are of particular importance to them. Can retell a simple past event in correct order (e.g. went down slide, hurt finger). | Beginning to use more complex sentences to link thoughts (e.g. using and, because). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Builds up vocabulary that reflects the breadth of their experiences. | Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. | 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 |

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| <p>Physical Development Moving and Handling</p> | <p>Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Walks upstairs or downstairs holding onto a rail two feet to a step. May be beginning to show preference for dominant hand.</p> | <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> | <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Can catch a large ball. Draws lines and circles using gross motor movements. Holds pencil between thumb and two fingers, no longer using whole-hand grasp</p> | <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown.</p> | <p>Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Experiments with different ways of moving. Shows a preference for a dominant hand.</p> | <p>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. Begins to use anticlockwise movement and retrace vertical lines</p> |
| <p>Health and self-care</p> | <p>Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to be independent in self-care, but still often needs adult support.</p> | <p>Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Can usually manage washing and drying hands.</p> | <p>Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> | <p>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.</p> | <p>Understands that equipment and tools have to be used safely Usually dry and clean during the day.</p> | <p>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.</p> |

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| <p>Literacy Reading</p> | <p>Has some favourite stories, rhymes, songs, poems or jingles. Repeats 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 ...'.</p> | <p>Looks at books independently. Handles books carefully. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> | <p>Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Knows information can be relayed in the form of print.</p> | <p>Listens to stories with increasing attention and recall. Shows interest in illustrations and print in books and print in the environment. Beginning to be aware of the way stories are structured. Suggests how the story might end</p> | <p>Describes main story settings, events and principal characters. Recognises familiar words and signs such as own name and advertising logos.</p> | <p>Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet.</p> |
| <p>Writing</p> | <p>Distinguishes between the different marks they make.</p> | <p>Distinguishes between the different marks they make.</p> | <p>Sometimes gives meaning to marks as they draw and paint.</p> | <p>Ascribes meanings to marks that they see in different places.</p> | <p>Gives meaning to marks they make as they draw, write and paint</p> | <p>Writes own name and other things such as labels, captions.</p> |

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| <p>Mathematics Number</p> | <p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'.</p> | <p>Knows that a group of things changes in quantity when something is added or taken away. Uses some number names and number language spontaneously. Uses some number names accurately in play. Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> | <p>Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Shows an interest in numerals in the environment.</p> | <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> | <p>Shows an interest in number problems. Compares two groups of objects, saying when they have the same number.</p> | <p>Shows an interest in representing 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.</p> |
| <p>Shape, space and measure</p> | <p>Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size.</p> | <p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time. Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> | <p>Shows awareness of similarities of shapes in the environment. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.</p> | <p>Uses positional language. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> | <p>Selects a particular named shape. Recap shape space and measure</p> | <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height.</p> |

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| Understanding the World People and Communities | Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. | Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others. | Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. 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 | Enjoys joining in with family customs and routines. |
| The World | Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment. | Shows care and concern for living things and the environment | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world | Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time | Talks about why things happen and how things work. | Looks closely at similarities, differences, patterns and change |
| Technology | Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. | Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. | Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. | Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images | Knows that information can be retrieved from computer | Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. |

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| <p>Expressive Arts and Design Exploring and Using Media and Materials</p> | <p>Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks.</p> | <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Uses various construction materials.</p> | <p>Enjoys joining in with dancing and ring games. Sings a few familiar songs. Taps out simple repeated rhythms. Explores colour and how colours can be changed. Realises tools can be used for a purpose.</p> | <p>Beginning to move rhythmically. Imitates movement in response to music. Explores and learns how sounds can be changed</p> | <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things.</p> | <p>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</p> |
| <p>Being Imaginative</p> | <p>Beginning to make-believe by pretending</p> | <p>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Engages in imaginative role-play based on own first-hand experiences.</p> | <p>Creates movement in response to music. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> | <p>Developing preferences for forms of expression. Uses movement to express feelings. Makes up rhythms. Uses available resources to create props to support role-play..</p> | <p>Sings to self and makes up simple songs. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</p> | <p>Plays alongside other children who are engaged in the same theme. Chooses particular colours to use for a purpose.</p> |

| R.E. | Domestic Church | Baptism/ Confirmation | Judaism (1week) | Advent/Christmas | Local Church | Eucharist | Lent/Easter | Pentecost | Sikhism (1 week) | Reconciliation/ Anointing of the sick | Universal Church |
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| | Myself: God knows and loves each one | Welcome: Baptism: a welcome to God's family | Hanukkah | Birthday: Looking forward to Jesus' birthday | Celebrating: People celebrate in church | Gathering: Parish family gathers together to celebrate Eucharist | Growing: Looking forward to Easter | Good News: Passing on the good news of Jesus | Sikhs' dress, Prasad, Diwali | Friends: Friends of Jesus | Our World: God's wonderful world |

| Topic | Advent 1- Myself/Autumn | Advent 2- Light/dark, space, Materials | Lent 1- Weather, Dinosaurs, Transport | Lent 2- Pets, Growth, People who help us | Pentecost 1- Growth, Mini- beasts | Pentecost 2- Fairy tales |
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| Prime Areas | PSED -Personal, Social and Emotional Development PD – Physical Development CL – Communication and Language | | | | | |
| Specific Areas | L – Literacy M – Mathematics UW - Understanding the World EAD – Expressive Arts and Design | | | | | |
| As we observe the children, we will be looking for children's preferences and interests and these will be planned for on a daily/ weekly basis. The areas of development may change due to the children's development. | | | | | | |