



Doing all the good we can

## EYFS Medium Term Planning Year A Spring

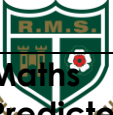
What is it made of and why?

\*Nursery Outcomes

\*Reception Outcomes

Area of Learning	3.1.22	10.1.22	17.1.22	24.1.22	31.1.22	7.2.22	14.2.22	28.2.22	7.3.22	14.3.22	21.3.22	28.3.22	4.4.22
<b>Block Focus</b>	<b>The Natural World</b> (Science) <b>Materials</b> Connections: Builder HG? <b>Seasonal change</b>			<b>Past and Present</b> (History)  <b>Jobs over time</b> Connections to: Military Firefighters Medic  <b>Toys</b>		<b>Being Imaginative and Expressive</b> (Music)  <b>Singing Instruments</b> : Keeping a beat Rhythm	<b>Technology and E Safety</b>  (Computing) <b>Programming</b> <b>Recording</b> <b>Internet</b>	<b>Creating With Materials</b> (Art)  Connection: TD dad? Clay – sculpture Pattern – William Morris Colour mixing		British Science Week  Caring for our environment	<b>Creating With Materials</b> (D&T)  Model making-clay  Food tech		<b>People, Culture and Communities (RE)</b> <b>F3 Which places are special and why?</b> <b>F4 What times are special and why?</b> Incarnation Cont. The Gospel  Easter story Easter around the world.
<b>Seasons and Celebrations</b>	New Year St David's Day				Chinese New Year  Food tasting	Safer internet Day/Week		World Book Day		St. Patricks Day	Mother Figure's Day	Ramadan	East er  East er





None the Number - Oliver Jeffers
Zero is the Leaves on the Tree - Betsy Franco
A Squash and a Squeeze - Julia Donaldson
Room on the Broom - Julia Donaldson
I Spy Numbers - Jean Marzello
Who Sank the Boat - Pamela Allen
Balancing Act - Ellen Stoll Walsh
A Beach for Albert - Eleanor May
Anno's Counting book - Mitsumasa Anno
The Ugly Five - Julia Donaldson
The Blue Balloon - Mick Inkpen

Six Dinner Sid - Inga Moore
Kipper's Toybox - Mick Inkpen
Sidney the Silly Only Eats Six - M W Penn
Anno's Counting Book - Mitsumasa Anno
What the Ladybird Heard - Julia Donaldson
Simon's Sock - Sue Hendra
Pairs! In the Garden - Smriti Prasad-Halls
The Giraffe who got a Knot - John Bush
Titch - Pat Hutchins
Tall - Jez Alborough
Jack and the Beanstalk - Traditional
Jim and the Beanstalk - Raymond Briggs
Mr Wolf's Week - Colin Hawkins
Jasper's Beanstalk - Nick Butterworth

How do Dinosaurs Count to 10? - Yolen & Teague
One Gorilla - Atsuko Morozumi
Mouse Count - Ellen Stoll Walsh
Nine Naughty Kittens - Linda Jenny
Feast for 10 - Cathryn Falwell
Cockatoos - Quentin Blake
Mr Magnolia - Quentin Blake
Ten Black Dots - Donald Crews
The Napping House - Audrey Wood & Don Wood
Engines Engines - L Bruce & S Waterhouse
Mouse Shapes - Ellen Stoll Walsh
Changes Changes - Pat Hutchins
Pattern Bugs - Trudy Harris
Busy Busy Busy - Haneul Ddang
Pattern Fish - Trudy Harris

**C & L**  
Listening,  
Attention  
and  
Understa  
nding

- **Listens to others in one-to-one or small groups, when conversation interests them**
  - **Listens to familiar stories with increasing attention and recall**
  - **Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories •**
  - Focusing attention – can still listen or do, but can change their own focus of attention**
  - **Is able to follow directions (if not intently focused)**
  - Understands use of objects (e.g. Which one do we cut with?)
  - Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture
  - Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box
  - Beginning to understand why and how questions
- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity
- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span
  - Understands a range of complex sentence structures including negatives, plurals and tense markers
  - Beginning to understand 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
  - Understands questions such as who; why; when; where and how

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  - **Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture**
  - **Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box**
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**C&L**  
Speaking

- **Beginning to use more complex sentences to link thoughts (e.g. using and, because)**
- **Able to use language in recalling past experiences**
- **Can retell a simple past event in correct order (e.g. went down slide, hurt finger)**
- **Uses talk to explain what is happening and anticipate what might happen next**
- **Questions why things happen and gives explanations. Asks e.g. who, what, when, how**

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	<ul style="list-style-type: none"> <li>• <b>Beginning to use a range of tenses (e.g. play, playing, will play, played)</b></li> <li>• Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>• Talks more extensively about things that are of particular importance to them</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> </ul> <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduces a storyline or narrative into their play</li> </ul>	<ul style="list-style-type: none"> <li>• Uses talk to explain what is happening and anticipate what might happen next</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> <li>• Beginning to use a range of tenses (e.g. play, playing, will play, played)</li> <li>• <b>Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</b></li> <li>• <b>Uses intonation, rhythm and phrasing to make the meaning clear to others</b></li> <li>• <b>Talks more extensively about things that are of particular importance to them</b></li> <li>• <b>Builds up vocabulary that reflects the breadth of their experiences</b></li> <li>• <b>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</b></li> </ul> <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduces a storyline or narrative into their play</li> </ul>
<p><b>PSHE</b></p>	<p>How do we stay safe and healthy?          My Marvellous Mind</p>	<p>How I feel          Changing Me</p>
<p><b>P,S and E          D          Self          Regulation</b></p>	<ul style="list-style-type: none"> <li>• <b>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</b></li> <li>• <b>May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</b></li> <li>• <b>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</b></li> <li>• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</li> <li>• Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> </ul> <ul style="list-style-type: none"> <li>• Understands their own and other people's feelings, offering empathy and comfort</li> <li>• Talks about their own and others' feelings and behaviour and its consequences</li> <li>• Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> <li>• Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> <li>• Seeks support, "emotional refuelling" and practical help in new or challenging situations.</li> <li>• Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> <li>• Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> <li>• May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</li> <li>• Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> <li>• <b>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</b></li> <li>• <b>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</b></li> </ul> <ul style="list-style-type: none"> <li>• Understands their own and other people's feelings, offering empathy and comfort</li> <li>• Talks about their own and others' feelings and behaviour and its consequences</li> <li>• Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> <li>• Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> </ul>

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<p><b>P,S and E D</b>          Managin g Self</p>	<ul style="list-style-type: none"> <li>• <b>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</b></li> <li>• <b>Is sensitive to others' messages of appreciation or criticism</b></li> <li>• <b>Enjoys a sense of belonging through being involved in daily tasks</b></li> <li>• Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</li> <li>• Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> <li>• Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> <li>• Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</li> <li>• Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</li> <li>• Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</li> <li>• Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity</li> </ul>	<ul style="list-style-type: none"> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</li> <li>• Is sensitive to others' messages of appreciation or criticism</li> <li>• Enjoys a sense of belonging through being involved in daily tasks</li> <li>• <b>Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</b></li> <li>• <b>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</b></li> <li>• Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> <li>• Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</li> <li>• Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</li> <li>• Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</li> <li>• Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity</li> </ul>
<p><b>P,S and E D</b>          Building Relationships</p>	<ul style="list-style-type: none"> <li>• <b>Seeks out companionship with adults and other children, sharing experiences and play ideas</b></li> <li>• <b>Uses their experiences of adult behaviours to guide their social relationships and interactions</b></li> <li>• <b>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</b></li> <li>• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> <li>• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li> <li>• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li> <li>• Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li>• Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>• Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li>• <b>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</b></li> <li>• <b>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</b></li> <li>• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li> </ul>

	<ul style="list-style-type: none"> <li>• Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> <li>• Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> <li>• Is proactive in seeking adult support and able to articulate their wants and needs</li> <li>• Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li> <li>• Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</li> <li>• Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> <li>• Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> <li>• Is proactive in seeking adult support and able to articulate their wants and needs</li> <li>• Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship</li> </ul>
<p><b>P.E</b></p>	<p><b>Throwing</b> <b>Catching</b></p> <ul style="list-style-type: none"> <li>• Perform own dance moves</li> <li>• Copy or make up a short dance</li> <li>• Move safely in a space</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kicking – skills 2 play</b></li> <li>• <b>Multi – skills</b></li> <li>• Perform own dance moves</li> <li>• Copy or make up a short dance</li> <li>• Move safely in a space</li> </ul>
<p><b>PD</b> Gross Motor Skills</p>	<ul style="list-style-type: none"> <li>• <b>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</b></li> <li>• <b>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</b> • <b>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</b></li> <li>• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>• Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</li> <li>• Creates lines and circles pivoting from the shoulder and elbow</li> <li>• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</li> <li>• Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</li> <li>• Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li> </ul>	<ul style="list-style-type: none"> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</li> <li>• Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</li> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• <b>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</b></li> <li>• <b>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</b></li> <li>• <b>Creates lines and circles pivoting from the shoulder and elbow</b></li> <li>• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</li> <li>• Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</li> <li>• Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment</li> </ul>





*Do all the good we can*

**PD**  
Fine  
Motor  
Skills

- **Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons**
- Uses simple tools to effect changes to materials
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention
- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters independently
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it

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**PD**  
**Healthc**  
**are**

Toothbrushing							
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							Toothbru shing
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- **Can tell adults when hungry, full up or tired or when they want to rest, sleep or play**
- **Observes and can describe in words or actions the effects of physical activity on their bodies.**
- **Can name and identify different parts of the body**
- **Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely**
- **Can wash and can dry hands effectively and understands why this is important**
- **Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body**
- Observes and controls breath, able to take deep breaths, scrunching and releasing the breath
- Can mirror the playful actions or movements of another adult or child
- Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- 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
- Eats a healthy range of foodstuffs and understands need for variety in food
- Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures
- Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad
- Can initiate and describe playful actions or movements for other children to mirror and follow
- Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
- Usually dry and clean during the day

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	<ul style="list-style-type: none"> <li>• Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others</li> <li>• Shows understanding of how to transport and store equipment safely</li> <li>• Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience</li> </ul>	<ul style="list-style-type: none"> <li>• Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</li> <li>• Can initiate and describe playful actions or movements for other children to mirror and follow</li> <li>• Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important</li> <li>• Usually dry and clean during the day</li> <li>• Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others</li> <li>• Shows understanding of how to transport and store equipment safely</li> <li>• Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience</li> </ul>
<p><b>L</b> Comprehension</p>	<p>ELG- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>ELG - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
<p><b>L</b> Word Reading</p>	<ul style="list-style-type: none"> <li>• <b>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</b></li> <li>• <b>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</b></li> <li>• <b>Begins to be aware of the way stories are structured, and to tell own stories</b></li> <li>• <b>Talks about events and principal characters in stories and suggests how the story might end</b></li> <li>• <b>Shows interest in illustrations and words in print and digital books and words in the environment</b></li> <li>• <b>Recognises familiar words and signs such as own name, advertising logos and screen icons</b></li> <li>• <b>Looks at and enjoys print and digital books independently</b></li> <li>• <b>Knows that print carries meaning and, in English, is read from left to right and top to bottom</b></li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>• Handles books and touch screen technology carefully and the correct way up with growing competence</li> <li>• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>• Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</li> </ul> <ul style="list-style-type: none"> <li>• Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Re-enacts and reinvents stories they have heard in their play</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Looks at and enjoys print and digital books independently</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• <b>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</b></li> <li>• <b>Handles books and touch screen technology carefully and the correct way up with growing competence</b></li> <li>• <b>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</b></li> <li>• <b>Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</b></li> </ul>



	<ul style="list-style-type: none"> <li>• Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>• Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> <li>• Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</li> <li>• Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> <li>• Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</li> <li>• Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>• Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Re-enacts and reinvents stories they have heard in their play</li> <li>• Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>• Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> <li>• Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</li> <li>• Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> <li>• Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</li> <li>• Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>• Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</li> </ul>
<p><b>L</b> Writing</p>	<ul style="list-style-type: none"> <li>• <b>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</b></li> <li>• <b>Sometimes gives meaning to their drawings and paintings</b></li> <li>• <b>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</b></li> <li>• <b>Includes mark making and early writing in their play</b></li> <li>• <b>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</b></li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul> <ul style="list-style-type: none"> <li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> </ul>	<ul style="list-style-type: none"> <li>• Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li> <li>• Sometimes gives meaning to their drawings and paintings</li> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>• Includes mark making and early writing in their play</li> <li>• Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>• <b>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</b></li> <li>• <b>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</b></li> <li>• <b>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</b></li> </ul> <ul style="list-style-type: none"> <li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in</li> </ul>

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology
- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

<b>White Rose</b>	Alive in 5	Growing 6,7,8	Building 9 &10	Consolidation
<p><b>Maths</b> Number And Number Patterns</p>	<p>Comparison</p> <ul style="list-style-type: none"> <li>• Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Counting</li> <li>• May enjoy counting verbally as far as they can go</li> <li>• Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</li> <li>• Uses some number names and number language within play, and may show fascination with large numbers</li> <li>• Begin to recognise numerals 0 to 10</li> <li>Cardinality</li> <li>• Subitises one, two and three objects (without counting)</li> <li>• Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>• Links numerals with amounts up to 5 and maybe beyond</li> <li>• Explores using a range of their own marks and signs to which they ascribe mathematical meanings</li> <li>Composition</li> <li>• Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</li> <li>• Beginning to use understanding of number to solve practical problems in play and meaningful activities</li> <li>• Beginning to recognise that each counting number is one more than the one before</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> <li>Measures</li> </ul>	<p>Comparison</p> <ul style="list-style-type: none"> <li>• Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>• Estimates of numbers of things, showing understanding of relative size</li> <li>Counting</li> <li>• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>• Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> <li>Cardinality</li> <li>• Engages in subitising numbers to four and maybe five</li> <li>• Counts out up to 10 objects from a larger group</li> <li>• Matches the numeral with a group of items to show how many there are (up to 10)</li> <li>Composition</li> <li>• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>• Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> <li>• In practical activities, adds one and subtracts one with numbers to 10</li> <li>• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"</li> <li>Measures</li> <li>• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>• Becomes familiar with measuring tools in everyday experiences and play</li> <li>• Is increasingly able to order and sequence events using everyday language related to time</li> <li>• Beginning to experience measuring time with timers and calendars</li> </ul>	<p>Comparison</p> <ul style="list-style-type: none"> <li>• Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>• Estimates of numbers of things, showing understanding of relative size</li> <li>Counting</li> <li>• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>• Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> <li>Cardinality</li> <li>• Engages in subitising numbers to four and maybe five</li> <li>• Counts out up to 10 objects from a larger group</li> <li>• Matches the numeral with a group of items to show how many there are (up to 10)</li> <li>Composition</li> <li>• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>• Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> <li>• In practical activities, adds one and subtracts one with numbers to 10</li> <li>• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"</li> <li>Measures</li> <li>• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>• Becomes familiar with measuring tools in everyday experiences and play</li> <li>• Is increasingly able to order and sequence events using everyday language related to time</li> <li>• Beginning to experience measuring time with timers and calendars</li> </ul>	

<p>• In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</p> <p>Nursery continues on the above but Reception moves to Range 6</p> <p>Nursery checklist to achieve all of the above by the end of the term.</p>								
<p><b>U the W</b> Past and Present</p>		<ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience</li> <li>• Talks about past and present events in their own life and in the lives of family members</li> </ul>						
<p><b>U the W</b> People, Culture and Communities</p>		<ul style="list-style-type: none"> <li>• Shows interest in different occupations and ways of life indoors and outdoors</li> </ul>						<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Enjoys joining in with family customs and routines</li> <li>• Recognises and describes special times or events for family or friends</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to</li> </ul>

								<p>friends or family</p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines</li> <li>• Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>
<p><b>U the W</b>          The Natural World</p>	<ul style="list-style-type: none"> <li>• <b>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</b></li> <li>• <b>Talks about why things happen and how things work</b></li> <li>• Developing an understanding of growth, decay and changes over time</li> <li>• Shows care and concern for living things and the environment</li> <li>• Begin to understand the effect their behaviour can have on the environment</li> </ul>							

- Looks closely at similarities, differences, patterns and change in nature.
- Knows about similarities and differences in relation to places, objects, materials and living things
- Talks about the features of their own immediate environment and how environments might vary from one another
- Makes observations of animals and plants and explains why some things occur, and talks about changes

Repeated Science Week

**Technology**

- Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support
- Shows an interest in technological toys with knobs or pulleys, real objects such as



cameras, and touch screen devices such as mobile phones and tablets


- 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 digital devices and the internet
- **Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet**

- Completes a simple program





			<ul style="list-style-type: none"> <li>on electronic devices</li> <li>• Uses ICT hardware to interact with age appropriate computer software</li> <li>• Can create content such as a video recording, stories, and/or draw a picture on screen</li> <li>• Develops digital literacy skills by being able to access, understand and interact with a range of technologies</li> <li>• Can use the internet with adult supervision to find and retrieve information of interest to them</li> </ul>				
<b>E A &amp; D</b> Creating with Materials			<ul style="list-style-type: none"> <li>• Explores and learns how sounds and movements</li> </ul>		<ul style="list-style-type: none"> <li>• Continues to explore colour and how colours</li> </ul>		<ul style="list-style-type: none"> <li>• Uses various construction materials, e.g. joining pieces, stacking</li> </ul>

<p>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</p> <ul style="list-style-type: none"> <li>Enjoys joining in with moving, dancing and ring games</li> <li>Begins to build a collection of songs and dances</li> <li>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</li> </ul>			<p>can be changed</p> <ul style="list-style-type: none"> <li>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>Taps out simple repeated rhythms</li> </ul> <p><b>Develops an understanding of how to create and use sounds intentionally</b></p> <ul style="list-style-type: none"> <li>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> </ul>		<p>can be changed</p> <ul style="list-style-type: none"> <li>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> </ul>		<p><b>vertically and horizontally, balancing, making enclosures and creating spaces</b></p> <ul style="list-style-type: none"> <li>Uses tools for a purpose</li> <li>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding</li> </ul>	
<p><b>EA &amp; D</b>          Being Imaginative and Exploring</p>			<ul style="list-style-type: none"> <li>Creates representations of both imaginary and real-life ideas, events, people and objects</li> </ul>				<ul style="list-style-type: none"> <li>Uses available resources to create props or creates imaginary ones to support play</li> </ul>	



what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously

- Engages in imaginative play based on own ideas or first-hand or peer experiences
- Plays alongside other children who are engaged in the same theme
- Co-create stories with children based on their ideas, experiences and the people and places they know well or imaginary ones.
- Initiates new combinations of movements

- Offer children a wide variety of materials and resources, both inside and outside that stimulate their imagination to build, to become, to represent and experiment with their imaginative play and thinking.



and  
express and  
respond to  
feelings,  
ideas and  
experiences

- Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
- Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth



Methodist School  
Doing all the good we can

Students will be encouraged to bring their own ideas into their play. Plays can be developed cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.

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