

LITTLE EARTH LONG TERM PLAN 2022 - 2023

	<u>Texts/Author Term 1.1</u>	<u>Texts/Author Term 1.2</u>	<u>Texts/Author Term 2.1</u>	<u>Texts/Author Term 2.2</u>	<u>Texts/Author Term 3.1</u>	<u>Texts/Author Term 3.2</u>
	<p><u>Traditional Tales:</u></p> <p>The Gingerbread Man</p>	<p><u>Alexandra Penfold:</u></p> <p>All are Welcome</p>	<p><u>Michael Rosen:</u></p> <p>We're Going on a Bear Hunt</p>	<p><u>Jez Alborough:</u></p> <p>Duck in a Truck</p>	<p><u>Atinuke:</u></p> <p>Baby Goes to Market</p>	<p><u>Marcus Psister:</u></p> <p>Rainbow Fish</p>
<p><u>Little Earth:</u></p> <p><u>Our Focused Text</u></p>	 	  	 	 	 	 

<p style="text-align: center;">Physical Development</p> <p style="text-align: center;"><u>SKILLS & KNOWLEDGE</u></p>	PD	PD	PD	PD	PD	PD
	<p>22) Develop manipulation and control</p> <p>23) Explore different materials and tools.</p> <p>19) Walk, run, jump and climb and start to use the stairs independently.</p> <p>11) Use a comfortable grip with good control when holding pens and pencils</p> <p>10) Use one handed tools and equipment, for example making snips in paper with scissors</p>	<p>22) Develop manipulation and control.</p> <p>23) Explore different materials and tools</p> <p>26) Learn to use the toilet with help, and then independently.</p> <p>3) Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>4) Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>6) Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>19) Walk, run, jump and climb – and start to use the stairs independently.</p> <p>20) Spin, roll and independently use ropes and swings (for example, tyre swings).</p>	<p>4) Enjoy moving when outdoors and inside.</p> <p>13) Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>14) Clap and stamp to music.</p> <p>2) Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>6) Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>7) 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>17) Build independently with a range of appropriate resources.</p> <p>22) Develop manipulation and control.</p> <p>23) Explore different materials and tools.</p> <p>2) Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>14) Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>13) Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>19) Walk, run, jump and climb – and start to use the stairs independently.</p> <p>8) 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>10) Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>11) Use a comfortable grip with good control when holding pens and pencils</p>	<p>17) Build independently with a range of appropriate resources.</p> <p>22) Develop manipulation and control.</p> <p>23) Explore different materials and tools.</p> <p>4) Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>10) Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>13) Show a preference for a dominant hand.</p>
	What we will be doing:	What we will be doing:	What we will be doing:	What we will be doing:	What we will be doing:	What we will be doing:
	<ul style="list-style-type: none"> Practice threading to develop fine motor skills. Practice using scissors. 	<ul style="list-style-type: none"> Manipulating clay using hands and tools. Moving in a range of ways during music and movement 	<ul style="list-style-type: none"> Go on a walk on the trim trail, climbing, striding, steps, jumping etc Making dens, climbing in, out, under Pro Sport sessions – ball skills, moving in a variety of ways 	<ul style="list-style-type: none"> Pushing and pulling vehicles 	<ul style="list-style-type: none"> Cutting up fruit when making fruit kebabs much. 	<ul style="list-style-type: none"> Pro Sport sessions – ball skills, moving in a variety of ways Taking part in sports day

<p>Knowledge and Understanding of the World</p> <p>SKILLS & KNOWLEDGE</p>	<p>KUW</p> <p>1) Repeat actions that have an effect. 2) Explore materials with different properties. 3) Talk about what they see using a wide vocabulary. 6) Explore how things work.</p>	<p>KUW</p> <p>5) Make connections between the features of their family and other families. 6) Notice differences between people. 3) Talk about what they see, using a wide vocabulary. 4) Begin to make sense of their own life-story and family's history. 5) Show interest in different occupations.</p>	<p>KUW</p> <p>2) Explore natural materials, indoors and outside. 3) Explore and respond to different natural phenomena in their setting and on trips. 1) Use all their senses in hands-on exploration of natural materials. 3) Talk about what they see, using a wide vocabulary. 10) Explore and talk about different forces they can feel.</p>	<p>KUW</p> <p>3) Explore materials with different properties. 4) Explore and respond to different natural phenomena in their setting and on trips. 1) Use all their senses in hands-on exploration of natural materials. 11) Talk about the differences between materials and changes they notice.</p>	<p>KUW</p> <p>3) Explore natural materials, indoors and outside. 4) Explore and respond to different natural phenomena in their setting and on trips. 1) Use all their senses in hands-on exploration of natural materials. 3) Talk about what they see, using a wide vocabulary. 7) Plant seeds and care for growing plants. 11) Talk about the differences between materials and changes they notice.</p>	<p>KUW</p> <p>2) Explore materials with different properties. 3) Explore natural materials, indoors and outside. 6) Notice differences between people. 1) Use all their senses in hands-on exploration of natural materials. 3) Talk about what they see, using a wide vocabulary. 12) Continue to develop positive attitudes about the differences between people.</p>
	<p>What we will be doing:</p> <ul style="list-style-type: none"> Learning that we are all different through drawing self-portraits 	<p>What we will be doing:</p> <ul style="list-style-type: none"> Learning about different cultures Talking about our families in small groups and at circle time. Display photos of our families so we can see how all families differ. 	<p>What we will be doing:</p> <ul style="list-style-type: none"> Exploring textures of baking materials Looking at our surroundings on a Bear Hunt walk on the school field. 	<p>What we will be doing:</p> <ul style="list-style-type: none"> Exploring cornflour gloop 	<p>What we will be doing:</p> <ul style="list-style-type: none"> Tasting fruits from around the world 	<p>What we will be doing:</p> <ul style="list-style-type: none"> Learning about animals that live under the sea

<p>Communication & Language</p> <p>SKILLS & KNOWLEDGE</p>	<p>C&L</p> <p>4) Copy what adults do taking turns in conversations (through babbling) and activities. Try to copy adult speech and lip movements. 12) Copy your gestures and words. 3) Use a wider range of vocabulary. 1) Enjoy listening to longer stories and can remember much of what happens.</p>	<p>C&L</p> <p>24) Listen to other people's talk with interest, but can easily be distracted by other things. 26) Start to say how they are feeling, using words as well as actions. 31) Listen to simple stories and understand what is happening, with the help of the pictures. 34) Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 1) Enjoy listening to longer stories and can remember much of what happens.10) Use longer sentences of four to six words. 12) Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>C&L</p> <p>7) Listen and respond to a simple instruction. 16) Copy your gestures and words. 31) Listen to simple stories and understand what is happening, with the help of the pictures. 1) Enjoy listening to longer stories and can remember much of what happens. 4) Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". 8) Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<p>C&L</p> <p>23) Generally focus on an activity of their own choice and find it difficult to be directed by an adult. 28) Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. 5) Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 7) Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>C&L</p> <p>24) Listen to other people's talk with interest, but can easily be distracted by other things. 31) Listen to simple stories and understand what is happening, with the help of the pictures. 1) Enjoy listening to longer stories and can remember much of what happens. 5) Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>C&L</p> <p>26) Start to say how they are feeling, using words as well as actions. 27) Start to develop conversation, often jumping from topic to topic. 6) Sing a large repertoire of songs. 7) Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 8) Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>
	<p>What we will be doing:</p> <ul style="list-style-type: none"> Working in small groups. Learning to share and take turns. 	<p>What we will be doing:</p> <ul style="list-style-type: none"> Talk about our feelings. What makes us feel happy/sad 	<p>What we will be doing:</p> <ul style="list-style-type: none"> Talking in small groups. Learning new vocabulary Pro Sport sessions – listening to instructions 	<p>What we will be doing:</p> <ul style="list-style-type: none"> Learning rhyming words Listening to the sounds of animals. Then imitating them. 	<p>What we will be doing:</p> <ul style="list-style-type: none"> Learning new fruit names. 	<p>What we will be doing:</p> <ul style="list-style-type: none"> Looking after Learning new nursery rhymes Pro Sport sessions – listening to instructions

LITERACY SKILLS & KNOWLEDGE	<u>LIT</u>	<u>LIT</u>	<u>LIT</u>	<u>LIT</u>	<u>LIT</u>	<u>LIT</u>
	<p>1) Enjoys songs and rhymes, tuning in and paying attention.</p> <p>3) Says some of the words in songs and rhymes.</p> <p>9) Repeat words and phrases from familiar stories.</p> <p>11) Develop play around favourite stories using props.</p> <p>3) Engage in extended conversations about stories, learning new vocabulary.</p>	<p>3) Say some of the words in songs and rhymes.</p> <p>5) Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>8) Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>12) Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>2) Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. <p>3. Engage in extended conversations about stories, learning new vocabulary.</p> <p>5) Write some or all of their name</p>	<p>1) Enjoy songs and rhymes, tuning in and paying attention.</p> <p>5) Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>6) Enjoy sharing books with an adult.</p> <p>1) Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes. <p>3) Engage in extended conversations about stories, learning new vocabulary.</p>	<p>2) Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>7) Pay attention and responds to the pictures or the words.</p> <p>2) Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word. <p>4) 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>7) Pay attention and responds to the pictures or the words.</p> <p>10) Ask questions about the book. Makes comments and shares their own ideas.</p> <p>15) Make marks on their picture to stand for their name.</p> <p>3) Engage in extended conversations about stories, learning new vocabulary.</p> <p>6) Write some letters accurately.</p>	<p>2) Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>7) Pay attention and responds to the pictures or the words.</p> <p>10) Ask questions about the book. Makes comments and shares their own ideas.</p> <p>1) Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom.
	What we will be doing	What we will be doing	What we will be doing	What we will be doing	What we will be doing	What we will be doing
	<ul style="list-style-type: none"> • Sitting and listening to stories in small groups 	<ul style="list-style-type: none"> • Writing names in Christmas cards. • Looking at various books about religious celebrations. 	<ul style="list-style-type: none"> • Reciting the story together • Recalling parts of the familiar story 	<ul style="list-style-type: none"> • Making marks to represent names in Mother's Day cards 	<ul style="list-style-type: none"> • Making signs for the fruit shop. 	<ul style="list-style-type: none"> • Writing names in Father's Day cards

<p style="text-align: center;">MATHS</p> <p style="text-align: center;">SKILLS & KNOWLEDGE</p>	<p>Maths</p> <p>3) React to changes of amount in a group of up to three items.</p> <p>4) Compare amounts saying lots, more or same.</p> <p>5) Counting like behaviour such as making sounds, pointing or saying some numbers in sequence.</p> <p>1) Fast recognition of up to three objects without having to count them.</p>	<p>Maths</p> <p>4) Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>10) Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>11) Notice patterns and arrange things in patterns.</p> <p>1) Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>2) Recite numbers past 5.</p> <p>6) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>9) Compare quantities using language: 'more than', 'fewer than'.</p> <p>10) 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>17) 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>Maths</p> <p>4) Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>7) Climb and squeezing selves into different types of spaces.</p> <p>7) Experiment with their own symbols and marks as well as numerals.</p> <p>8) Solve real world mathematical problems with numbers up to 5.</p>	<p>Maths</p> <p>4) Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>11) Notice patterns and arrange things in patterns.</p> <p>9) Compare quantities using language: 'more than', 'fewer than'.</p> <p>13) Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Maths</p> <p>5) Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>10) Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>3) Say one number for each item in order: 1,2,3,4,5.</p> <p>14) Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Maths</p> <p>2) Take part in finger rhymes with numbers.</p> <p>4) Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>9) Complete inset puzzles.</p> <p>5) Show 'finger numbers' up to 5.</p> <p>10) 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><i>What we will be doing</i></p> <p>Using number language whilst baking.</p> <p>Learning shapes when shape printing</p>	<p><i>What we will be doing</i></p> <p>Size comparison between our hands.</p>	<p><i>What we will be doing</i></p> <p>Using positional language through den building.</p> <p>Sequencing when making collage maps</p>	<p><i>What we will be doing</i></p> <p>Counting the pieces of fruit as we cut it up.</p> <p>Making patterns when making fruit kebabs.</p>	<p><i>What we will be doing</i></p> <p>Cut fruit into pieces</p> <p>Sharing fruit out in small groups</p>	<p><i>What we will be doing</i></p> <p>Creating patterns</p>

<p style="text-align: center;">EAD</p> <p style="text-align: center;">SKILLS & KNOWLEDGE</p>	<p>EAD</p> <p>1) Show attentions to sound and music.</p> <p>4) Anticipates phrases and actions in rhymes and songs.</p> <p>7) Make rhythmical and repetitive sounds.</p> <p>1) Take part in simple and pretend play, using an object to represent something else even though they are not similar.</p> <p>5) Develop their own ideas and then decide which materials to use to express them.</p>	<p>EAD</p> <p>1) Show attention to sounds and music.</p> <p>2) Respond emotionally and physically to music when it changes.</p> <p>3) Move and dance to music.</p> <p>11) Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>13) Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.</p> <p>4) Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>5) Develop their own ideas and then decide which materials to use to express them.</p> <p>8) Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>10) Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>13) Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>EAD</p> <p>2) Respond emotionally and physically to music when it changes.</p> <p>7) Make rhythmical and repetitive sounds.</p> <p>12) Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>7) Start to make marks intentionally.</p> <p>11) Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>	<p>EAD</p> <p>10) Start to make marks intentionally.</p> <p>11) Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>16) Use their imagination as they consider what they can do with different materials.</p> <p>6) Join different materials and explore different textures.</p> <p>11) Explore colour and colour-mixing.</p> <p>13) Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>EAD</p> <p>6) Join in with songs and rhymes, making some sounds.</p> <p>10) Start to make marks intentionally.</p> <p>15) Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>4) Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>6) Join different materials and explore different textures.</p> <p>13) Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>EAD</p> <p>11) Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>15) Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>17) Make simple models which express their ideas.</p> <p>2) Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>11) Explore colour and colour-mixing.</p> <p>13) Respond to what they have heard, expressing their thoughts and feelings.</p>
	<p><i>What we will be doing</i></p> <p>Making marks in different ways.</p> <p>Making gingerbread pictures.</p>	<p><i>What we will be doing</i></p> <p>Making Christmas cards and decorations for our families.</p> <p>Drawing self-portraits.</p>	<p><i>What we will be doing</i></p> <p>Making collage bear masks</p> <p>Printing whilst wearing wellies.</p> <p>Moving to music</p>	<p><i>What we will be doing</i></p> <p>Making Mother’s Day cards</p> <p>Adding different textures to the playdough</p> <p>Making Easter cards</p>	<p><i>What we will be doing</i></p> <p>Fruit printing pictures.</p> <p>Role play – making a fruit shop</p>	<p><i>What we will be doing</i></p> <p>Making collage fish pictures</p> <p>Exploring a variety of textures</p> <p>Making Father’s Day cards</p>

<p style="text-align: center;">PSED</p> <p style="text-align: center;">SKILLS & KNOWLEDGE</p>	<p>PSED</p> <p>3) Express preferences and decisions. They also start to try new things and start establishing their autonomy.</p> <p>4) Engage with others through gestures, gaze and talk.</p> <p>1) 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>4) Show more confidence in new social situations.</p> <p>9) Develop appropriate ways of being assertive.</p> <p>10) Talk with others to solve conflicts.</p> <p>11) Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>12) Begin to understand how others might be feeling.</p>	<p>PSED</p> <p>1) Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>6) Find ways of managing transitions, for example from their parent to their key person.</p> <p>15) Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>2) Develop their sense of responsibility and membership of a community.</p> <p>5) Play with one or more other children, extending and elaborating play ideas.</p> <p>6) 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>11) Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>PSED</p> <p>9) Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>16) Develop friendships with other children.</p> <p>2) Develop their sense of responsibility and membership of a community.</p> <p>4) Show more confidence in new social situations</p>	<p>PSED</p> <p>6) Find ways of managing transitions, for example from their parent to their key person.</p> <p>7) Thrive as they develop self-assurance.</p> <p>3) Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>7) Increasingly follow rules, understanding why they are important.</p>	<p>PSED</p> <p>9) Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>12) Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>16) Develop friendships with other children.</p> <p>2) Develop their sense of responsibility and membership of a community.</p> <p>7) Increasingly follow rules, understanding why they are important.</p>	<p>PSED</p> <p>11) Feel strong enough to express a range of emotions.</p> <p>14) Be increasingly able to talk about and manage their emotions.</p> <p>18) Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>10) Talk with others to solve conflicts.</p> <p>11) Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>12) Begin to understand how others might be feeling.</p>
	<p><i>What we will be doing</i></p> <p>Look at feelings, how do we feel today?</p>	<p><i>What we will be doing</i></p> <p>Learning about our family and friends.</p> <p>Begin to understand the differences in families.</p>	<p><i>What we will be doing</i></p> <p>Working together in small groups.</p>	<p><i>What we will be doing</i></p> <p>Look at helping and being kind.</p> <p>Helping our friends in activities.</p>	<p><i>What we will be doing</i></p> <p>Turn taking and sharing.</p>	<p><i>What we will be doing</i></p> <p>Learning to make friends and play alongside others.</p> <p>Sharing and turn taking</p>

Year 2	Texts/Author Term 1.1	Texts/Author Term 1.2	Texts/Author Term 2.1	Texts/Author Term 2.2	Texts/Author Term 3.1	Texts/Author Term 3.2
<p>Little Earth:</p> <p>Our Focused Text</p>	<p>Traditional Tales:</p> <p>The Three Little Pigs</p>  	<p>Dr Ranj</p> <p>A Superhero like you</p>   	<p>Jez Alborough</p> <p>Where's My Teddy</p>  	<p>Rod Campbell</p> <p>Dear Zoo</p>  	<p>Martin Waddell</p> <p>Owl Babies</p>  	<p>Michael Rosen</p> <p>Our House</p>  

<p style="text-align: center;">PD SKILLS & KNOWLEDGE</p>	<p>PD:</p> <p>8) Reach out for objects as co-ordination develops.</p> <p>17) Build independently with a range of appropriate resources.</p> <p>19) Walk, run, jump and climb – and start to use the stairs independently.</p> <p>5) Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>9) Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>PD:</p> <p>12) Pass things from one hand to the other. Let go of things and hands them to another person or drops them.</p> <p>13) Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>21) Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>24) Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>1) Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>15) Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>16) Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>PD:</p> <p>10) Try a wider range of foods with different tastes and textures.</p> <p>19) Walk, run, jump and climb – and start to use the stairs independently.</p> <p>24) Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>2) Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>7) 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>14) Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>PD:</p> <p>23) Explore different materials and tools.</p> <p>20) Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>22) Develop manipulation and control.</p> <p>4) Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>10) Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>PD:</p> <p>9) Eat finger food and develop likes and dislikes.</p> <p>23) Explore different materials and tools.</p> <p>11) Use a comfortable grip with good control when holding pens and pencils.</p>	<p>PD:</p> <p>15) Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>17) Build independently with a range of appropriate resources.</p> <p>23) Explore different materials and tools.</p> <p>9) Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>10) Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>
	<p><i>What we will be doing</i></p> <p>Use various materials, wooden blocks etc to build houses</p>	<p><i>What we will be doing</i></p> <p>Looking at being healthy, hand washing, brushing teeth.</p>	<p><i>What we will be doing</i></p> <p>Making sandwiches for a teddy bears picnic.</p>	<p><i>What we will be doing</i></p> <p>Pretending to move like different animals.</p>	<p><i>What we will be doing</i></p> <p>Exploring textures using our hands.</p>	<p><i>What we will be doing</i></p> <p>Taking part in sports day.</p>

UtW SKILLS & KNOWLEDGE	<p>UW:</p> <p>1) Repeat actions that have an effect.</p> <p>2) Explore materials with different properties.</p> <p>3) Explore natural materials, indoors and outside.</p> <p>1) Use all their senses in hands-on exploration of natural materials.</p> <p>3) Talk about what they see, using a wide vocabulary.</p>	<p>UW:</p> <p>1) Repeat actions that have an effect.</p> <p>5) Make connections between the features of their family and other families.</p> <p>6) Notice differences between people.</p> <p>4) Begin to make sense of their own life-story and family's history.</p> <p>5) Show interest in different occupations.</p> <p>12) Continue to develop positive attitudes about the differences between people.</p>	<p>UW:</p> <p>1) Repeat actions that have an effect.</p> <p>3) Explore natural materials, indoors and outside.</p> <p>1) Use all their senses in hands-on exploration of natural materials.</p> <p>2) Explore collections of materials with similar and/or different properties.</p>	<p>UW:</p> <p>2) Explore materials with different properties.</p> <p>3) Explore natural materials, indoors and outside.</p> <p>3) Talk about what they see, using a wide vocabulary.</p> <p>9) Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>UW:</p> <p>3) Explore natural materials, indoors and outside.</p> <p>1) Use all their senses in hands-on exploration of natural materials.</p>	<p>UW:</p> <p>2) Explore materials with different properties.</p> <p>6) Notice differences between people.</p> <p>2) Explore collections of materials with similar and/or different properties.</p>
	<p><i>What we will be doing</i></p> <p>Drawing pictures of our families</p>	<p><i>What we will be doing</i></p> <p>Looking at different jobs that 'real superheroes' do</p> <p>Visit from paramedic</p> <p>Learning about the Nativity story.</p>	<p><i>What we will be doing</i></p> <p>Pictures of our favourite toys, why are they special.</p>	<p><i>What we will be doing</i></p> <p>Look at different habitats that animals live in.</p>	<p><i>What we will be doing</i></p> <p>Explore different materials.</p>	<p><i>What we will be doing</i></p> <p>Look at different cultures from around the world.</p>

<p style="text-align: center;">C&L</p> <p style="text-align: center;">SKILLS & KNOWLEDGE</p>	<p>C&L:</p> <p>12) Copy your gestures and words.</p> <p>27) Start to develop conversation, often jumping from topic to topic.</p> <p>31) Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>1) Enjoy listening to longer stories and can remember much of what happens.</p> <p>8) Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>10) Use longer sentences of four to six words.</p>	<p>C&L:</p> <p>24) Listen to other people's talk with interest, but can easily be distracted by other things.</p> <p>28) Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>11) 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>12) Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>13) Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>C&L:</p> <p>22) Recognise and point to objects if asked about them.</p> <p>28) Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>33) Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>1) Enjoy listening to longer stories and can remember much of what happens.</p> <p>4) Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p>	<p>C&L:</p> <p>7) Listen and respond to a simple instruction.</p> <p>22) Recognise and point to objects if asked about them.</p> <p>5) Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>10) Use longer sentences of four to six words.</p>	<p>C&L:</p> <p>20) Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>31) Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>34) Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>1) Enjoy listening to longer stories and can remember much of what happens.</p> <p>5) Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>10) Use longer sentences of four to six words.</p>	<p>C&L:</p> <p>24) Listen to other people's talk with interest, but can easily be distracted by other things.</p> <p>29) Use the speech sounds p, b, m, w.</p> <p>34) Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>7) Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>11) 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><i>What we will be doing</i></p> <p>Listening to different traditional tales.</p> <p>Being able to recall parts of the stories.</p> <p>Listening to simple instructions in music and movement.</p>	<p><i>What we will be doing</i></p> <p>Use dressing up to develop role play ideas.</p>	<p><i>What we will be doing</i></p> <p>Share stories about our favourite toy.</p>	<p><i>What we will be doing</i></p> <p>Follow simple instructions to carry out card making activities.</p>	<p><i>What we will be doing</i></p> <p>Talk about what is happening to the owl babies.</p>	<p><i>What we will be doing</i></p> <p>Listen in small groups to our peers talking about themselves, likes & dislikes.</p>

<p style="text-align: center;">LIT</p> <p style="text-align: center;">SKILLS & KNOWLEDGE</p>	<p>LIT:</p> <p>1) Enjoy songs and rhymes, tuning in and paying attention.</p> <p>2) Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>3) Say some of the words in songs and rhymes.</p> <p>4) Copy finger movements and other gestures.</p> <p>11) Develop play around favourite stories using props.</p> <p>1) Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom. <p>3) Engage in extended conversations about stories, learning new vocabulary.</p>	<p>LIT:</p> <p>10) Ask questions about the book. Makes comments and shares their own ideas.</p> <p>12) Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>3) Engage in extended conversations about stories, learning new vocabulary.</p> <p>4) 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>LIT:</p> <p>1) Enjoy songs and rhymes, tuning in and paying attention.</p> <p>3) Say some of the words in songs and rhymes.</p> <p>9) Repeat words and phrases from familiar stories.</p> <p>1) Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom. <p>3) Engage in extended conversations about stories, learning new vocabulary.</p>	<p>LIT:</p> <p>4) Copy finger movements and other gestures.</p> <p>10) Ask questions about the book. Makes comments and shares their own ideas.</p> <p>11) Develop play around favourite stories using props.</p> <p>1) Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom. <p>3) Engage in extended conversations about stories, learning new vocabulary.</p>	<p>LIT:</p> <p>6) Enjoy sharing books with an adult.</p> <p>7) Pay attention and responds to the pictures or the words.</p> <p>9) Repeat words and phrases from familiar stories.</p> <p>1) Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom. <p>3) Engage in extended conversations about stories, learning new vocabulary.</p>	<p>LIT:</p> <p>6) Enjoy sharing books with an adult.</p> <p>10) Ask questions about the book. Makes comments and shares their own ideas.</p> <p>11) Develop play around favourite stories using props.</p> <p>3) Engage in extended conversations about stories, learning new vocabulary.</p>
	<p><i>What we will be doing</i></p> <p>Reading traditional tales.</p> <p>Using puppets to re-tell stories.</p>	<p><i>What we will be doing</i></p> <p>Talk in small groups about the jobs that people do.</p>	<p><i>What we will be doing</i></p> <p>Talk in small groups about our teddies/ toys from home.</p>	<p><i>What we will be doing</i></p> <p>Writing names in Mother's Day cards.</p>	<p><i>What we will be doing</i></p> <p>Learning new words to describe feelings.</p> <p>Recalling/retelling parts of the story.</p>	<p><i>What we will be doing</i></p> <p>Writing names in Father's Day cards</p>

<p style="text-align: center;">MATHS</p> <p style="text-align: center;">SKILLS & KNOWLEDGE</p>	<p>MATHS:</p> <p>1) Combine objects like stacking blocks and cups. Put objects inside others and take them out again’</p> <p>4) Compare amounts, saying ‘lots’, ‘more’ or ‘same’.</p> <p>8) Build with a range of resources.</p> <p>10) Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</p> <p>6) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>10) 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>15) Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>MATHS:</p> <p>3) React to changes of amount in a group of up to three items.</p> <p>10) Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</p> <p>9) Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>14) Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>MATHS:</p> <p>3) React to changes of amount in a group of up to three items. Compare amounts, saying ‘lots’, ‘more’ or ‘same’.</p> <p>5) Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>3) Say one number for each item in order: 1,2,3,4,5.</p> <p>11) Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>13) Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>	<p>MATHS:</p> <p>8) Build with a range of resources.</p> <p>9) Complete inset puzzles.</p> <p>1) Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>2) Recite numbers past 5.</p> <p>3) Say one number for each item in order: 1,2,3,4,5.</p> <p>17) 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>MATHS:</p> <p>4) Compare amounts, saying ‘lots’, ‘more’ or ‘same’.</p> <p>10) Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</p> <p>1) Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>10) 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>14) Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>MATHS:</p> <p>7) Climb and squeezing selves into different types of spaces.</p> <p>8) Build with a range of resources.</p> <p>10) 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>11) Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>15) Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>
	<p><i>What we will be doing</i></p> <p>Building structures using the building bricks.</p>	<p><i>What we will be doing</i></p> <p>Cutting up fruit at snack time.</p>	<p><i>What we will be doing</i></p> <p>Comparing bear sizes, sorting.</p>	<p><i>What we will be doing</i></p> <p>Look at the patterns on animals.</p> <p>Put animals in size order.</p> <p>Making patterns in clay</p>	<p><i>What we will be doing</i></p> <p>Talk about and compare sizes – big, medium, small.</p>	<p><i>What we will be doing</i></p> <p>Making forts using various resources.</p>

<p style="text-align: center;">EAD</p> <p style="text-align: center;">SKILLS & KNOWLEDGE</p>	<p>EAD:</p> <p>7) Make rhythmical and repetitive sounds.</p> <p>14) Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>16) Use their imagination as they consider what they can do with different materials.</p> <p>17) Make simple models which express their ideas.</p> <p>1) Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>3) Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>7) Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>EAD:</p> <p>1) Show attention to sounds and music.</p> <p>14) Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>16) Use their imagination as they consider what they can do with different materials.</p> <p>1) Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>2) Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>5) Develop their own ideas and then decide which materials to use to express them.</p>	<p>EAD:</p> <p>3) Move and dance to music.</p> <p>4) Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>7) Make rhythmical and repetitive sounds.</p> <p>1) Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>3) Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>13) Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>EAD:</p> <p>5) Explore their voices and enjoy making sounds.</p> <p>6) Join in with songs and rhymes, making some sounds.</p> <p>11) Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>2) Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>3) Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>12) Listen with increased attention to sounds.</p>	<p>EAD:</p> <p>15) Make comparisons between objects relating to size, length, weight and capacity.</p> <p>6) Join different materials and explore different textures.</p>	<p>EAD:</p> <p>5) Explore their voices and enjoy making sounds.</p> <p>14) Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>17) Make simple models which express their ideas.</p> <p>1) Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>3) Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>6) Join different materials and explore different textures.</p>
	<p><i>What we will be doing</i></p> <p>Creating junk model houses.</p> <p>Moving in a variety of ways to music during music and movement</p>	<p><i>What we will be doing</i></p> <p>Making Christmas cards and decorations for our families.</p> <p>Dressing up as different people.</p>	<p><i>What we will be doing</i></p> <p>Threading teddy bears.</p>	<p><i>What we will be doing</i></p> <p>Making Mother's Day cards and a surprise for our mummies.</p> <p>Animal sponge printing.</p> <p>Making Easter cards.</p>	<p><i>What we will be doing</i></p> <p>Making box model owls.</p>	<p><i>What we will be doing</i></p> <p>Making Father's Day cards</p>

<p style="text-align: center;">PSED</p> <p style="text-align: center;"><u>SKILLS & KNOWLEDGE</u></p>	<p>PSED:</p> <p>4) Engage with others through gestures, gaze and talk.</p> <p>13) Begin to show effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>17) Safely explore emotions beyond their normal range through play and stories.</p> <p>4) Show more confidence in new social situations.</p> <p>5) Play with one or more other children, extending and elaborating play ideas.</p>	<p>PSED:</p> <p>13) Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>15) Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>16) Develop friendships with other children.</p> <p>2) Develop their sense of responsibility and membership of a community.</p> <p>5) Play with one or more other children, extending and elaborating play ideas.</p> <p>6) 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>PSED:</p> <p>10) Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>17) Safely explore emotions beyond their normal range through play and stories.</p> <p>2) Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>3) Show more confidence in new social situations.</p> <p>12) Begin to understand how others might be feeling.</p>	<p>PSED:</p> <p>10) Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>4) Show more confidence in new social situations.</p> <p>11) Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>PSED:</p> <p>18) Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>11) Feel strong enough to express a range of emotions.</p> <p>11) Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>12) Begin to understand how others might be feeling.</p>	<p>PSED:</p> <p>4) Engage with others through gestures, gaze and talk.</p> <p>9) Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>16) Develop friendships with other children.</p> <p>5) Play with one or more other children, extending and elaborating play ideas.</p>
	<p><i>What we will be doing</i></p> <p>Talk about being kind and helping each other.</p>	<p><i>What we will be doing</i></p> <p>Finding out about different jobs that people do.</p>	<p><i>What we will be doing</i></p> <p>Selecting resources to decorate our own bears to make them individual.</p>	<p><i>What we will be doing</i></p> <p>Play in small groups, taking turns and sharing resources.</p>	<p><i>What we will be doing</i></p> <p>Questioning why the owl babies are happy/sad/scared.</p> <p>Talk about our feelings, what makes us, happy, sad, excited etc.</p>	<p><i>What we will be doing</i></p> <p>Thinking about how we are all different.</p>