**Spring 2022**

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| **Area of Learning** | **Key Skills** | **Development matters** | **Context** |
| **Personal, social and emotional development** | **Making relationships**Play cooperatively taking turnsListen to the ideas of othersShow sensitivity to othersForm positive relationships**Self-confidence and self-awareness**Try new activities with confidenceSpeak to othersAsk for help**Managing feelings and behaviour**Talk about feelingsTalk about behaviourDescribe behaviour that is wrong | **Nursery -Developing**• 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. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing**Reception - Developing**• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian | **Early Years**PSED skills are embedded in all activities and everyday routines.ZumosPANTsRelationshipsSecrets of SuccessContinuous ProvisionVisitors into school and trips Feedback Friday**Nursery**New YearBe healthyLent Pancake DayChinese New Year and animalsSeasons - Winter**Reception**New Year around the worldBe healthy and stay safeLent, Shrove Tuesday and Ash WednesdayChinese New Year and ChinaSeasons Winter |
| **Communication and Language** | **Listening and attention**Listen attentivelyAnticipate key eventsMake relevant responses**Understanding**Follow instructionsAnswer how and why questions about events**Speaking**Can express ideas to and audienceDescribe events in past,present and future | **Nursery - Developing**Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • 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. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver**Reception - Developing**Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | **Early Years** C&L skills are embedded in all activities and everyday routines.Story timeChild initiated activitiesAdult initiated activitiesListening games Sharing News. Show and TellWeekend BearZumosCircle TimeHot seatingContinuous Provision including PuppetsSmall WorldRole Play**Nursery**Phase 1 phonics activitiesNew YearBe healthyLent Pancake DayChinese New Year and animalsSeasons - Winter**Reception**New Year around the worldBe healthy and stay safeLent, Shrove Tuesday and Ash WednesdayChinese New Year and ChinaSeasons Winter |
| **Physical development** | **Moving and handling**Show good coordination (large and small scale)Move confidentlyNegotiate spaceHandle tools and equipment**Health and self-care**Understand the importance of exercise and diet for good healthDress independentlyWash independentlyGo to the toilet independently | **Nursery - Developing** • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips**Reception - Developing**Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes | **Early Years** FUNDACATSOutdoor ball games, Hula Hoops, bat and balls, balances, beams, obstacle course, wheeled toys.Fine motor skills – pencil control, scissor skillsContinuous Provision including Fine motor skillsThreading, lacing, tracing, cutting, writing patterns**Nursery**Be healthy**Reception**Be healthy and stay safeLetter formation |
| **Literacy** | **Reading**Read and understand simple sentencesUse phonic knowledge to decode regular wordsRead some common irregular wordsDemonstrate to others an understanding of reading**Writing**Use phonic knowledge to write wordsWrite some irregular common wordsWrite simple sentencesSpell some words correctlySpell some words in a plausible way | **Nursery - Developing**Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • 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; writing ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately.**Reception - Developing** • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. | **Early Years** Continuous provision includingAlphabet songs and gamesRhythm and RhymesPercussionVoice soundsSound discriminationAlliterationOral segmenting and blending.Mark makingWrite own nameLabelsReading for PleasureDaily story and rhyme timeContinuous Provision including PuppetsSmall WorldRole Play**Nursery**Phase 1 phonics activities**Reception** Phase 2/3Phonics Guided Reading – Rising StarsWriting sentences, lists**Texts** (linked to topic)Hettie’s HannukahChinese New YearRunaway PancakeThe Wolf’s Pancakes |
| **Mathematics** | **Numbers**Count reliablyPlace numbers in orderRepresent numbersAdd and subtractSolve problems**Shape, space and measure**Use measurementsRecognise, create and describe patternsDescribe objects and shapes | **Nursery - Developing**Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’. • 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’. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • 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. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’**Reception - Developing**Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity | **Early years**Everyday Maths during day routinePower MathsStory maths Continuous Provision including Number songsNumbers in the environmentNumber gamesShape games**Nursey****FUN Maths**Number rhymes to 5Counting rote to 5 and then 10**Reception**To know and use NumbersTo understand the properties of shape.**FUN Maths -** Number bonds to 5Count on and back within 10More, less or the same within 102d and 3d shapesDoubles**Power Maths -**To add and SubtractTo know and use NumbersTo understand the properties of shape. |
| **Understanding of the world** | **People and communities**Talk about past and present eventsShow sensitivity to the likes and dislikes of othersKnow the similarities and differences between themselves and others**The world**Learn in familiar placesObserve and describe environments**Technology**Recognise the use of technologyUse technology for a purpose | **Nursery - Developing**• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/ or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos**Reception - Developing**Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them | **Early Years**Continuous Provision including PuppetsSmall WorldRole PlayPuzzlesApple TV pictures and games**Nursery**New YearBe healthyLent Pancake DayChinese New Year and animalsSeasons - Winter**Reception**New Year around the worldBe healthy and stay safeLent, Shrove Tuesday and Ash WednesdayChinese New Year and ChinaSeasons Winter**P&C** History link Memories of festivalsRE link Festivals **TW** Geography linkWhere is England?Where is China?Science linkHow do humans change as they get older?Seasons Snap Science Our Changing World - WinterDeveloping Experts How our body works when we exercise.**T** computing linkKapow - How to use cameras/I Pads |
| **Expressive Arts and Design** | **Exploring and using media**Sing songsMake musicDanceUse tools and materials safely**Being imaginative**Use media and materials imaginativelyRepresent thoughts, ideas and feelings through design, technology, art, dance, role play and stories | **Nursery - Developing**• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas**Reception - Developing**• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups | **Early Years** Continuous Provision including PuppetsSmall WorldRole PlayRestaurantHome cornerVetsDentistPaintingDrawingCollage **Nursery** Phase 1 phonicsSimple songsKeeping a steady beatRhythm and rhyme**Reception**Art link ArtistKandinsky Music Kapow Big Band Music and Movement |