





Below is an overview of the work your child will cover this year. Please be aware that teachers may change the teaching sequence across the year in order to make topics more relevant to current news and events nationally, locally or within the school setting.

<p>Area of Learning</p> 	<p><u>Autumn Term</u> Do you want to be friends? Will you read me a story?</p> 	<p><u>Spring Term</u> What happens when I fall asleep? Do cows drink milk?</p> 	<p><u>Summer Term</u> Why do ladybirds have spots? Who lives in a rockpool?</p> 
<p>Communication and Language</p>	<p>Listening and attention; Understanding; Speaking.</p> <ul style="list-style-type: none"> Listen to others one to one or in small groups, when conversation interests them; Two-channelled attention – can listen and do for short span. Listen to stories with increasing attention and recall; answer how and why questions in response to a story; introduce a storyline or narrative into play. 	<p>Listening and attention; Understanding; Speaking.</p> <ul style="list-style-type: none"> Join in with repeated refrains and anticipates key events and phrases in rhymes and stories; Listen and respond to ideas expressed by others in conversation or discussion; Build up vocabulary that reflects the breadth of their experiences. Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture; Use a range of tenses. 	<p>Listening and attention; Understanding; Speaking</p> <ul style="list-style-type: none"> Join in with repeated refrains and anticipate key events and phrases in rhymes and stories; Respond to instructions involving a two-part sequence; Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Listen and respond to ideas expressed by others in conversation or discussion; Link statements and stick to a main theme or intention; Begin to use more complex sentences to link thoughts.
<p>Physical Development</p>	<p>Moving and handling; Health and self-care</p> <ul style="list-style-type: none"> Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles; Hold 	<p>Moving and handling; Health and self-care</p> <ul style="list-style-type: none"> Dress with help; Show some understanding that good practices with regard to exercise, eating, 	<p>Moving and handling; Health and self-care</p> <ul style="list-style-type: none"> Experiment with different ways of moving.

	<p>pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <ul style="list-style-type: none"> ● Handle tools and malleable materials with increasing control. 	<p>sleeping and hygiene can contribute to good health.; Experiment with different ways of moving;</p> <ul style="list-style-type: none"> ● Move freely and with pleasure and confidence in a range of ways; Use one-handed tools and equipment. 	<ul style="list-style-type: none"> ● Show increasing control over an object in pushing, patting, throwing, catching or kicking it.
Personal, Social and Emotional Development	<p>Self-confidence and self awareness; Managing feelings and behaviour; Making relationships</p> <ul style="list-style-type: none"> ● Show increased self confidence; Be aware of own and others' feelings; Form positive relationships. ● Take steps to resolve conflicts; finding a compromise; play co-operatively 	<p>Self-confidence and self awareness; Managing feelings and behaviour; Making relationships.</p> <ul style="list-style-type: none"> ● Enjoy responsibility of carrying out small tasks; Keep play going by responding to what others are saying or doing. ● Begin to accept the needs of others and take turns and share resources, 	<p>Self-confidence and self awareness; Managing feelings and behaviour; Making relationships.</p> <ul style="list-style-type: none"> ● Describe self in positive terms and talk about abilities. ● Be aware of the boundaries set, and of behavioural expectations in the setting.
Literacy	<p>Reading; Writing</p> <ul style="list-style-type: none"> ● Listen to and join in with stories and poems, one-to-one and also in small groups; Use vocabulary and forms of speech that are increasingly influenced by their experiences of books; Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. ● Begin to read words in simple sentences; enjoy an increasing range of books; link sounds to letters. 	<p>Reading; Writing</p> <ul style="list-style-type: none"> ● Describe main story settings, events and principal characters; Attempt to write short sentences in meaningful contexts. ● Enjoy rhyming and rhythmic activities; Continue a rhyming string; Attempt to write short sentences in meaningful contexts. 	<p>Reading; Writing</p> <ul style="list-style-type: none"> ● Know that information can be retrieved from books and computers; Attempt to write short sentences in meaningful contexts. ● Attempt to write short sentences in meaningful contexts.
Mathematics	<p>Numbers; Shape, space and measures</p> <ul style="list-style-type: none"> ● Know that numbers identify how many objects are in a set; Recognise numerals; counting objects to ten. Use mathematical names for 2D and 3D shapes. 	<p>Numbers; Shape, space and measures</p> <ul style="list-style-type: none"> ● Use everyday language related to time. ● In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting; begin to count beyond 10. 	<p>Numbers; Shape, space and measures</p> <ul style="list-style-type: none"> ● Recite numbers in order to 10; Begin to use mathematical names for 'solid' 3-D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes. ● Describe their relative position such as 'behind' or 'next to'; Order two or three items by length or height.

Understanding the World	People and communities; The world; Technology <ul style="list-style-type: none"> ● Know how to operate simple equipment. ● Talk about things they have observed. 	People and communities; The world; Technology <ul style="list-style-type: none"> ● Show interest in the lives of people who are familiar to them; Show care and concern for living things and the environment. ● Develop an understanding of growth, decay and changes over time; Look closely at similarities, differences, patterns and change. 	People and communities; The world; Technology <ul style="list-style-type: none"> ● Interact with age-appropriate computer software. ● Look closely at similarities, differences, patterns and change.
Expressive Arts and Design	Exploring and using media and materials; Being imaginative <ul style="list-style-type: none"> ● Create simple representations of people; manipulate materials. ● Use a variety of construction materials; use simple tools and techniques; use resources to create props to support role play. 	Exploring and using media and materials; Being imaginative <ul style="list-style-type: none"> ● Understand that different media can be combined to create new effects; Begin to build a repertoire of songs and dances; Capture experiences and responses with a range of media. ● Explore colour and how colours can be changed; Explore what happens when they mix colours. 	Exploring and using media and materials; Being imaginative <ul style="list-style-type: none"> ● Create movement in response to music; Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ● Experiment to create different textures.