

Term 1

Suggested Topics

1. All about me – links to sky and ocean
2. Farmyard animals

Trips

Walk to pegwell to look at sky and ocean – drawing on trip
Wingham

Making Relationships
 • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
 • Initiates play, offering cues to peers to join them.
 • Keeps play going by responding to what others are saying or doing.
 • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
 SCA - Can select and use activities and resources with help.
 • Welcomes and values praise for what they have done.
 • Enjoys responsibility of carrying out small tasks.
 • Is more outgoing towards unfamiliar people and more confident in new social situations.
 • Confident to talk to other children when playing, and will communicate freely about own home and community.
 • Shows confidence in asking adults for help.
MFB
 Aware of own feelings, and knows that some actions and words can hurt others' feelings.
 • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
 • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
 • Can usually adapt behaviour to different events, social

Communication and Language
LA
 • Listens to others one to one or in small groups, when conversation interests them.
 • Listens to stories with increasing attention and recall.
 • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
 • Focusing attention - still listen or do, but can shift own attention.
 • Is able to follow directions (if not intently focused on own choice of activity).
S
 • Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
 • Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).
 • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
 • Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.
 • Uses a range of tenses (e.g. *play, playing, will play, played*).
 • Uses intonation, rhythm and phrasing to make the meaning clear to others.
 • Uses vocabulary focused on objects and people that are of particular importance to them.
 • Builds up vocabulary that reflects the breadth of their experiences.

Physical Development
MH
 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
 • Mounts stairs, steps or climbing equipment using alternate feet.
 • Walks downstairs, two feet to each step while carrying a small object.
 • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
 • Can stand momentarily on one foot when shown.
 • Can catch a large ball.
 • Draws lines and circles using gross motor movements.
 • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
 • Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
 • Holds pencil near point between first two fingers and thumb and uses it with good control.
 • Can copy some letters, e.g. letters from their name.
HSC

<p>situations and changes in routine.</p>	<ul style="list-style-type: none"> • Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' <p>U</p> <p>Understands use of objects (e.g. "What do we use to cut things?")</p> <ul style="list-style-type: none"> • Shows understanding of prepositions such as 'under', 'ontop', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
<p>Reading and Writing</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. 	<p>Number and Shape, Space and Measure</p> <p>Uses some number names and number language spontaneously.</p> <ul style="list-style-type: none"> • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<p>Knowledge and Understanding of the World</p> <p>PC</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>TW</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects.

<ul style="list-style-type: none"> • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<p>Recognise some numerals of personal significance.</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <ul style="list-style-type: none"> • Counts an irregular arrangement of up to ten objects. <p>SSM</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 	<ul style="list-style-type: none"> • Talks about why things happen and how things work. • Shows care and concern for living things and the environment. <p>Tech</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers
<p>EUMM</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and 	<p>BI</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	

horizontally, making enclosures and creating spaces.

- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

