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| **Possible themes** | **Term** | **Area of Learning** | **Development Matters statements to be covered** |
| **We are all Special**  **Family and Friends**  **Our Senses**  **Halloween**  **Room on a Broom** | **Autumn 1** | **PSED** | **Making Relationships**  20. Initiate play offer cues to peers to join them.  22.Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. |
| **Managing Feelings and Behaviour**  22. Become aware of own feelings, and know that some actions and words can hurt others’ feelings.  23. Begin to accept the needs of others and take turns and share resources, sometimes with support from others.  24. Show they can tolerate delay when needs are not immediately met, and understand wishes may not always be met.  25. Try to adapt behaviour to different events, social situations and changes in routine. |
| **Self Confidence and Self-Awareness**  12. Select and use activities and resources with help.  15. Become more outgoing towards unfamiliar people and more confident in new social situations.  16. To talk to other children when playing, and communicate freely about own home and community.  17. To ask adults for help. |
| **C&L** | **Listening and Attention**  19. Listen to others one to one or in small groups when conversation interests them. |
| **Speaking**  24. Retell a simple past event in the correct order.  29. Use vocabulary focused on objects and people that are of particular importance to them.  30. Build up vocabulary that reflects the breadth of their experiences. |
| **Understanding**  12. Gain understanding of the use of objects.  14. Respond to simple instructions, e.g. to get or put away and object. |
| **PD** | **Moving & Handling**  34. Move freely in a range of ways.  35. Mount steps, stairs or climbing equipment using alternative feet.  36. Walk downstairs to feet to a step while carrying a small object.  38. Stand on one foot.  40. Draws lines and circles using gross motor movements |
| **Health & Self-Care**  23. Tell adults when they are hungry or tired, need a rest or want to play.  26. Gain more bowel and bladder control- attend to toilet needs themselves. |
| **L** | **Reading**  7. Enjoy rhyming and rhythmic activities.  10. Listen to and join in with stories/poems, 1:1 and also in small groups.  18. Looks at books independently.  18. Handles books carefully.  21. Hold books the correct way up and turn pages. |
| **Writing**  1. Distinguish between the marks they make.  2. Give meaning to marks as they draw and paint. |
| **M** | **Numbers**  13. Use some number names and number language spontaneously.  14. Use some number names accurately in play.  15. Recite numbers in order to 10.  17. Begin to represent numbers using fingers, marks on paper or pictures.  19. Show curiosity about numbers by offering comments/asking questions.  26. Recognise some numerals of personal significance. |
| **Shape Space and Measures**  14. Shows an interest in shape and space by playing with shapes or making arrangements with objects. |
| **UW** | **People and Communities**  7. Show interest in the lives of people who are familiar to them.  8. Recall and talk about significant events in their own experience. |
| **The World**  16. Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. |
| **Technology**  3. Seek to acquire basic skills in turning on and operating some ICT equipment.  4. Operate mechanical toys e.g. turn knob on wind-up toy  5. Gain knowledge to operate simple equipment e.g. use remote control. |
| **EAD** | **Exploring and Using Media and Materials**  10. Enjoy joining in with dancing and ring games.  11. Sing a few familiar songs.  12. Begin to move rhymically.  13. Imitate movement in response to music.  14. Tap out simple repeated rhythms  15. Explore and learn how sounds can be changed.  17. Understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.  18. Begin to gain interest in and describe the texture of things. |
| **Being Imaginative**  5. Develop preferences for forms of expression.  6. Use movement to express feelings.  7. Create movement in response to music.  8. Sing to self and make up simple songs.  9. Make up rhythms.  10. Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  11. Engage in imaginative role-play based on own first hand experiences.  15. Create simple representations of events, people and objects. |
| **Autumn**  **Bonfire Night**  **Winter**  **Christmas** | **Autumn 2** | **PSED** | **Making Relationships**  20. Initiate play offer cues to peers to join them.  22. Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. |
| **Managing Feelings and Behaviour**  23. Begin to accept the needs of others and take turns and share resources, sometimes with support from others.  24. Show they can tolerate delay when needs are not immediately met, and understand wishes may not always be met.  25. Try to adapt behaviour to different events, social situations and changes in routine. |
| **Self Confidence & Self-Awareness**  13. Welcome and value praise for what they have done.  14. Enjoy responsibility of carrying out small tasks.  15. Become more outgoing towards unfamiliar people and more confident in new social situations.  16. To talk to other children when playing, and communicate freely about own home and community**.** |
| **C&L** | **Listening and Attention**  19. Listen to others one to one or in small groups, when conversation interests them.  21. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. |
| **Speaking**  23. Begin to use more complex sentences.  24. Retell a simple past event in the correct order.  26. Question why things happen and give explanations  27. Use a range of tenses. |
| **Understanding**  12. Gain understanding of the use of objects.  14. Respond to simple instructions.  15. Begin to gain understanding of ‘why’ and ‘how’ questions. |
| **PD** | **Moving and Handling**  34. Move freely in a range of ways.  37. Run and negotiate space, adjust speed and direction to avoid obstacles. |
| **Health and Self-Care**  23. Tell adults when they are hungry or tired, need a rest or want to play.  26. Gain more bowel and bladder control- attend to toilet needs themselves.  28. Dress themselves with some help. |
| **L** | **Reading**  7. Enjoys rhyming and rhythmic activities.  8. Show awareness of rhyme and alliteration.  9. Recognise rhythm in spoken words.  11. Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. |
| **Writing**  2. Give meaning to marks as they draw and paint. |
| **M** | **Numbers**  15. Recite numbers in order to 10.  16. Gain understanding that numbers identify how many are in a set  18. Match numeral and quantity.  19. Show curiosity about numbers by offering comments/asking questions.  20. Compare 2 groups of objects & say when they have the same number.  25. Realise that not only objects can be counted e.g. steps, claps, jumps  26. Recognise some numerals of personal significance.  27. Recognise numerals 1 to 5.  28. Count up to 3 or 4 objects saying one number name for each item. |
| **Shape Space and Measure**  14. Shows interest in shape and space by playing with shapes or making arrangements with objects.  19. Use shapes appropriately for tasks.  20. Begin to talk about the shapes of everyday objects. |
| **UW** | **People and Communities**  7. Show interest in the lives of people who are familiar to them.  8. Recall and talk about significant events in their own experience.  9. Recognise and describe special times or events for family or friends. |
| **The World**  16. Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.  17. Talk about some of the things they have observed such as plants, animals, natural and found objects. |
| **Technology**  5. Gain knowledge to operate simple equipment e.g. use remote control.  6. Show an interest in technological toys with knobs or pulley, or real objects such as cameras or mobile phones. |
| **EAD** | **Exploring and Using Media and Materials**  12. Begin to move rhythmically.  13. Imitate movement in response to music.  14. Tap out simple repeated rhythms  16. Explore colour and how colours can be changed.  18. Begin to gain interest in and describe the texture of things. |
| **Being Imaginative**  7. Create movement in response to music.  8. Sing to self and make up simple songs.  9. Make up rhythms.  10. Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  11. Engage in imaginative role-play based on own first hand experiences.  12. Build stories around toys e.g. farm animals needing rescue from an armchair ‘cliff’.  15. Create simple representations of events, people and objects. |
| **People who help us**  **Chinese New Year**  **Valentine’s day** | **Spring 1** | **PSED** | **Making Relationships**  19. Play in a group, extending and elaborating play ideas.  20. Initiate play offer cues to peers to join them.  21. Keep play going by responding to what others are saying or doing. |
| **Managing Feelings and Behaviour**  22. Become aware of own feelings, and know that some actions and words can hurt others’ feelings.  23. Begin to accept the needs of others and take turns and share resources, sometimes with support from others.  24. Show they can tolerate delay when needs are not immediately met, and understand wishes may not always be met.  25. Try to adapt behaviour to different events, social situations and changes in routines. |
| **Self Confidence and Self-Awareness**  14. Enjoy responsibility of carrying out small tasks.  15. Become more outgoing towards unfamiliar people and more confident in new social situations.  16. To talk to other children when playing, and communicate freely about own home and community. |
| **C&L** | **Listening and attention**  21. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.  22. Focus attention- still listen or do, but can shift own attention.  23. Follow directions (if not intently focused on own choice of activity) |
| **Understanding**  13. Show understanding of pre-positions.  15. Begin to understand ‘why’ and ‘how’ questions. |
| **Speaking**  25. Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  26. Questions why things happen and give explanations.  27. Use a range of tenses.  31. Use talk in pretending that objects stand for something else in play. |
| **PD** | **Moving and Handling**  41. Use one-handed tools and equipment.  42. Hold pencil between thumb and two fingers.  43. Control a pencil holding it near the tip.  44. Copy some letters.  45. Experiment with different ways of moving.  46. Jump off an object and land appropriately.  48. Demonstrate confidence and skill when travelling under, over and through balancing and climbing equipment. |
| **Health and Self-Care**  25. Gain understanding of the need to use equipment and tools safely.  27. Wash and dry hands.  31. Gain understanding of good practices with regard to exercise, eating, sleeping and hygiene. |
| **L** | **Reading**  16. Show interest in illustrations and print in books and print in the environment.  17. Recognise familiar words and signs.  24. Hear and say the initial sounds in words. |
| **Writing**  3. Ascribe meaning to marks they see in different places.  4. Give meaning to marks made as they draw, write and paint.  7. Hear and say the initial sounds in words. |
| **M** | **Numbers**  17. Begin to represent numbers using fingers, marks on paper or pictures.  20. Compare 2 groups of objects & say when they have the same number.  23. Show an interest in numerals in the environment.  24. Show an interest in representing numbers.  29. Count actions or objects which cannot be moved.  31. Count out up to 6 objects from a larger group  35. Use language of ‘more’ and ‘fewer’ to compare 2 sets of objects. |
| **Shape Space and Measure**  15. Show awareness of similarities of shapes in the environment.  16. Use positional language.  17. Show interest in shape by sustained construction activity or by talking about shapes or arrangements.  18. Show interest in shapes in the environment.  19. Use shapes appropriately for tasks.  23. Describe their relative position.  28. Begin to use everyday language related to money. |
| **UW** | **People and Communities**  7. Show interest in the lives of people who are familiar to them.  8. Recall and talk about significant events in their own experience.  9. Recognise and describe special times or events for family or friends.  10. Show interest in different occupations and ways of life. |
| **The World**  16. Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.  18. Talk about why things happen and how things work. |
| **Technology**  6. Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  7. Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. |
| **EAD** | **Exploring and Using Media and Materials**  19. Use various construction materials.  20.Begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.  21. Join construction pieces together to build and balance.  22. Realises tools can be used for a purpose. |
| **Being Imaginative**  11. Engage in imaginative role play based on own first hand experiences.  12. Build stories around toys e.g. farm animals needing rescue from an armchair ‘cliff’.  13. Use available resources to create props to support role-play.  15. Create simple representations of events, people and objects. |
| **We Love Books**  **Mother’s Day**  **Easter** | **Spring 2** | **PSED** | **Making Relationships**  19. Play in a group, extending and elaborating play ideas.  20. Initiate play offer cues to peers to join them.  21. Keep play going by responding to what others are saying or doing. |
| **Managing Feelings and Behaviour**  22. Become aware of own feelings, and know that some actions and words can hurt others’ feelings.  23. Begin to accept the needs of others and take turns and share resources, sometimes with support from others.  24. Show they can tolerate delay when needs are not immediately met, and understand wishes may not always be met.  26. Gain understanding that own actions affect other people. |
| **Self Confidence and Self Awareness**  13. Welcome and value praise for what they have done.  14. Enjoy the responsibility of carrying out small tasks.  15. Become more outgoing towards unfamiliar people and more confident in new social situations. |
| **C&L** | **Listening and attention**  20. Listen to stories with increasing attention and recall.  21. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.  22. Focus attention- still listen or do but can shift own attention. |
| **Understanding**  13. Show understanding of prepositions.  15. Begin to gain understanding of ‘why’ and ‘how’ questions.  17. Follow a story without pictures or props. |
| **Speaking**  28. Use intonation, rhythm and phrasing to make the meaning clear to others.  31. Use talk in pretending that objects stand for something else in play.  33. Use language to imagine and recreate roles and experiences in play situations.  36. Introduce a story line or narrative into their play. |
| **PD** | **Moving and Handling**  43. Control a pencil holding it near the point between first two fingers and thumb.  44. Copy some letters.  45. Experiment with different ways of moving.  46. Jump off an object and land appropriately.  47. Negotiate space when playing racing and chasing games, adjust speed or change direction to avoid obstacles.  48. Demonstrate confidence and skill when travelling under, over and through balancing and climbing equipment. |
| **Health and Self-Care**  24. Observe the effects of activity on the body.  30. Keep clean and dry during the day.  32. Show understanding of need for safety when undertaking new challenges, considering and managing some risks.  33. Show understanding of how to transport and store equipment safely. |
| **L** | **Reading**  12. Show growing awareness of the way stories are structured.  13. Suggest how a story might end.  14. Listen to stories with increasing attention and recall.  15. Describe main story settings, events and principal characters.  24. Hear and say initial sounds in words. |
| **Writing**  4. Give meaning to marks as they draw, write and paint.  7. Hear and say initial sounds in words. |
| **M** | **Number**  25. Realise that not only objects can be counted.  27. Recognise numerals 1-5.  28. Count up to 3or 4 objects saying one number name for each item.  29. Count actions or objects that cannot be moved.  30. Count objects to 10-Begin to count beyond 10.  31. Count out 6 objects from a larger group.  32. Select correct numeral to represent 1-5, then 1-10. |
| **Shape Space and Measures**  17. Show interest in shape by sustained construction activity or by talking about shapes or arrangements.  19. Use shapes appropriately for tasks.  20. Begin to talk about the shapes of everyday objects. |
| **UW** | **People and Communities**  9. Recognise and describe special times or events for family or friends.  11. Gain knowledge of some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family. |
| **The World**  18. Talk about why things happen and how things work. |
| **Technology**  7. Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  8. Know that information can be retrieved from computers. |
| **EAD** | **Exploring and Using Media and Materials**  23. Begin to build a repertoire of songs and dances.  24. Explore the different sounds of instruments.  27. Gain understanding that different media can be combined to create different effects. |
| **Being Imaginative**  12. Build stories around toys e.g. farm animals needing rescue from an armchair ‘cliff’.  13. Use available resources to create props to support role-play.  14. Capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.  15. Create simple representations of events, people and objects.  18. Introduce a storyline or narrative into their play.  19. Play alongside other children who are engaged in the same theme.  20. Play co-operatively as part of a group to develop and act out a narrative. |
| **Spring**  **Life Cycles and Growth**  **The Very Hungry Caterpillar** | **Summer 1** | **PSED** | **Making Relationships**  23. Initiate conversations, attend to and takes account of what others say.  24. Explain own knowledge and understanding, and ask appropriate questions of others. |
| **Managing Feelings and Behaviour**  23. Begin to accept the needs of others and take turns and share resources, sometimes with support from others.  24. Show they can tolerate delay when needs are not immediately met, and understand wishes may not always be met.  26. Gain understanding that own actions affect other people.  27. Become aware of boundaries set, and of behaviour expectations in the setting. |
| **Self Confidence and Self Awareness**  18. To speak to others about own needs, wants, interests and opinions. |
| **C&L** | **Listening and Attention**  22. Focus attention- still listen or do but can shift own attention.  23. Follow directions (if not intently focused on own choice of activity)  24. Maintain attention, concentrate and sit quietly during appropriate activity. |
| **Understanding**  16. Respond to instructions involving a two part sequence. |
| **Speaking**  25. Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  26. Questions why things happen and give explanations.  27. Use a range of tenses.  28. Use intonation, rhythm and phrasing to make the meaning clear to others.  32. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. |
| **PD** | **Moving and Handling**  39. Catch a large ball.  49. Show increasing control over an object in pushing, patting throwing, catching or kicking it.  50. Use simple tools to effect change to materials.  51. Handles tools, objects, construction and malleable materials safely.  52. Show preference for a dominant hand.  53. Use anticlockwise movement and retrace vertical lines.  54. Begin to form recognisable letters. |
| **Health and Self-Care**  29. Eat a healthy range of foodstuffs and understand the need for variety in food.  31. Gain understanding of good practices with regard to exercise, eating, sleep and hygiene.  32. Show understanding of the need for safety when undertaking new challenges, considering and managing some risks.  33. Show understanding of how to transport and store equipment safely. |
| **L** | **Reading**  20. Show knowledge that information can be relayed in the form of print.  22. Show they know that print carries meaning and in English is read left to right, top to bottom  23. Continue a rhyming string.  24. Hear and say initial sounds in words.  25. Segment sounds in simple words and blend them together.  26. Link sounds to letters, name and sound letters of the alphabet. |
| **Writing**  6. Continue a rhyming string.  7. Hear and say the initial sound in words.  8. Segment the sounds in simple words and blend them together.  9. Links sounds to letters, naming and sounding the letters of the alphabet. |
| **M** | **Number**  20. Compare two groups of objects and say when they have the same number.  21. Show an interest in number problems.  22. Separate a group of 3 or 4 objects in different ways, recognising the total is still the same.  30. Count objects to 10-Beginning to count beyond 10.  32. Select correct numeral to represent 1-5, then 1-10.  34. Estimate how many objects they can see and check by counting them.  36. Find total number of items in two groups by counting all of them. |
| **Shape Space and Measures**  21. Begin to use mathematical names for solid 3D shapes and flat 2D shapes.  22. Select a particular names shape.  24. Order 2 or 3 items by length or height.  26. Use familiar objects and common shapes to create and recreate patterns and build models. |
| **UW** | **People and Communities**  9. Recognise and describe special times or events for family or friends.  11. Gain knowledge of some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. |
| **The World**  17. Talk about some of the things they have observed such as plants, animals, natural and found objects.  19. Develop an understanding of growth, decay and changes over time.  20. Show care and concern for living things and the environment. |
| **Technology**  8. Know that information can be retrieved from computers. |
| **EAD** | **Exploring and Using Media and Materials**  25. Explore what happens when they mix colours.  26. Experiment to create different textures.  28. Manipulate materials to achieve a planned effect.  29. Construct with a purpose in mind, using a variety of resources. |
| **Being Imaginative**  16. Initiate new combinations of movement or gesture in order to express and respond to feelings, ideas and experiences.  17. Choose particular colours to use for a purpose. |
| **Summertime**  **Father’s Day** | **Summer 2** | **PSED** | **Making Relationships**  23. Initiate conversations, attend to and takes account of what others say.  24. Explain own knowledge and understanding, and ask appropriate questions of others. |
| **Managing Feelings and Behaviour**  25. Try to adapt behaviour to different events, social situations and changes in routines.  26. Gain understanding that own actions affect other people.  27. Aware of boundaries set, and of behaviour expectations in the setting. |
| **Self Confidence and Self Awareness**  15.Become more outgoing towards unfamiliar people and more confident in new situations.  18. To speak to others about own need, wants, interests and opinions. |
| **C&L** | **Listening and Attention**  24. Maintain attention, concentrate and sit quietly during appropriate activity. |
| **Understanding**  16. Respond to instructions involving a two part sequence.  18. Listen and respond to ideas expressed by others in conversation and discussion. |
| **Speaking**  25. Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  26. Questions why things happen and give explanations.  27. Use a range of tenses.  28. Use intonation, rhythm and phrasing to make the meaning clear to others.  32. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  34. Link statements and stick to a main theme or intention. |
| **PD** | **Moving and Handling**  39. Catch a large ball.  49. Show increasing control over an object in pushing, patting throwing, catching or kicking it.  50. Use simple tools to effect change to materials.  51. Handles tools, objects, construction and malleable materials safely.  52. Show preference for a dominant hand.  53. Use anticlockwise movement and retrace vertical lines.  54. Begin to form recognisable letters. |
| **Health and Self-Care**  29. Eat a healthy range of foodstuffs and understand the need for variety in food.  33. Show understanding of how to transport and store equipment safely.  34. Practice appropriate safety measures without direct supervision. |
| **L** | **Reading**  20. Show knowledge that information can be relayed in the form of print.  22. Show they know that print carries meaning and in English is read left to right, top to bottom  23. Continue a rhyming string.  24. Hear and say initial sounds in words.  25. Segment sounds in simple words and blend them together.  26. Link sounds to letters, name and sound letters of the alphabet. |
| **Writing**  6. Continue a rhyming string.  7. Hear and say the initial sound in words.  8. Segment the sounds in simple words and blend them together.  9. Links sounds to letters, naming and sounding the letters of the alphabet.  10. Use some clearly identifiable letters to communicate meaning, represent some sounds correctly and in sequence.  11. Write own name. |
| **M** | **Number**  21. Show an interest in number problems.  30. Count objects to 10-Beginning to count beyond 10.  32. Select correct numeral to represent 1-5, then 1-10.  34. Estimate how many objects they can see and check by counting them.  36. Find total number of items in two groups by counting all of them.  37. Say the number that is one more than a given number.  38. Find one more or one less from a group of 5 objects then 10 objects. |
| **Shape, Space and Measures**  25. Order 2 or 3 items by weight or capacity.  27. Use everyday language related to time.  29. Order and sequence familiar events.  30. Measure short periods of time in simple ways. |
| **UW** | **People and Communities**  11. Gain knowledge of some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.  12. Enjoys joining in with family customs and routines. |
| **The World**  20. Show care and concern for living things and the environment.  21. Looks closely at similarities, differences, pattern and change. |
| **Technology**  8. Know that information can be retrieved from computers  9. Complete a simple program on a computer. |
| **EAD** | **Exploring and Using Media and Materials**  28. Manipulate materials to achieve a planned effect.  30. Use simple tools and techniques competently and appropriately. |
| **Being Imaginative**  18. Introduce a storyline or narrative into their play.  19. Play alongside others who are engaged in the same theme.  20. Play co-operatively as part of a group to develop and act out a narrative. |