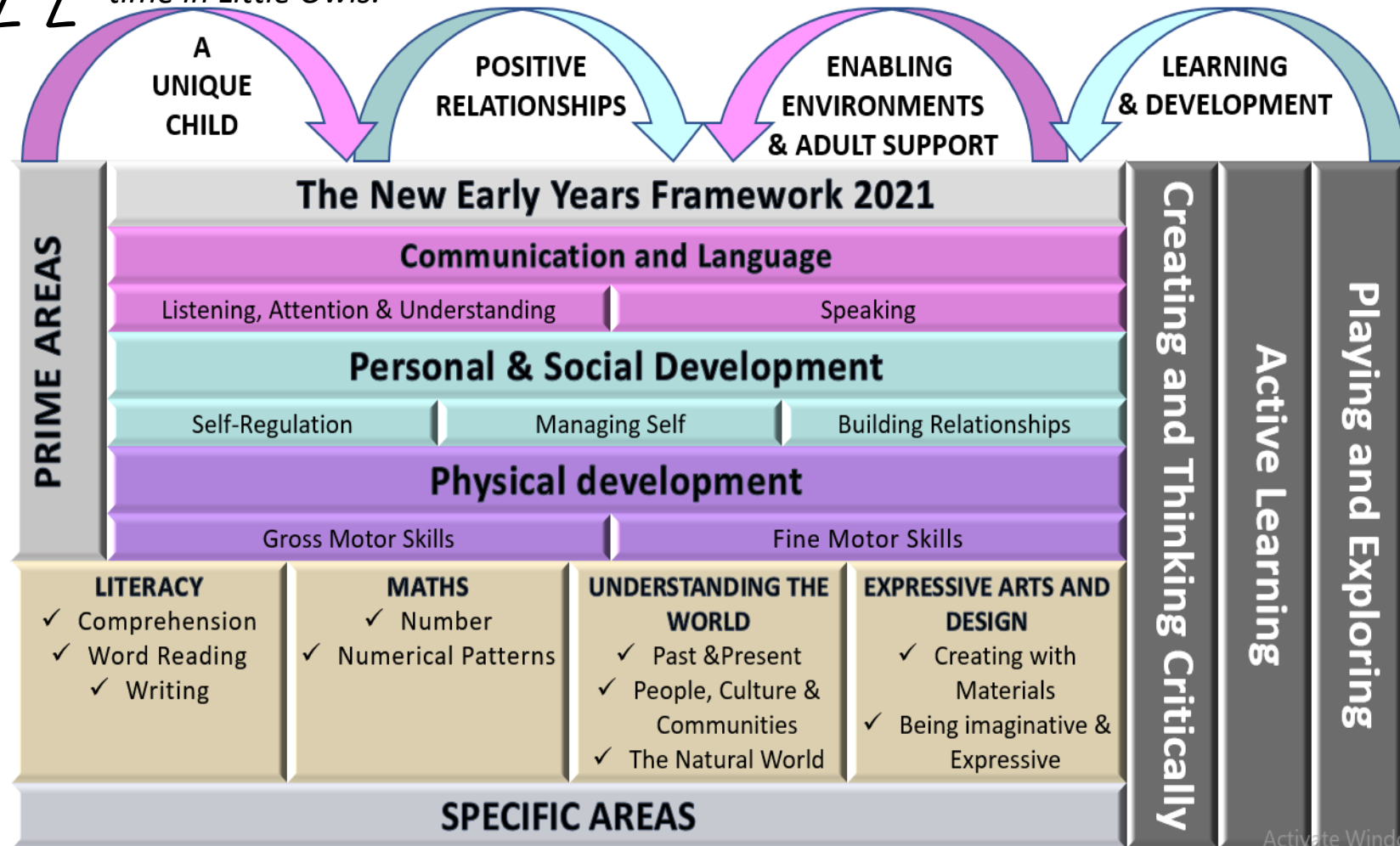


LITTLE OWLS LONG TERM PLAN 21-22

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Yealand C of E Primary School, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout their time in Little Owls.



Children will be given an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests.





LITTLE OWLS LONG TERM PLAN 21-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</p> <p>WELL-BEING & BEHAVIOUR FOR LEARNING</p>	<p>SCALES AND TAILS</p> <p>Fossils – Mary Anning Dinosaur tuff tray – spot the matching dinosaurs – describe them Looking at castles – who lives in them, what do they look like Compare these homes with our homes</p>	<p>ALL ABOUT ME!</p> <p>Starting school / New Beginnings How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe / People who help us e.g. doctors, nurses, dentists</p> <p>The Nativity At the Panto Christmas Lists Letters to Father Christmas</p>	<p>HOW DOES YOUR GARDEN GROW?</p> <p>Planting seeds Naming vegetables and fruits What food are healthy for us? Plants & Flowers Weather / seasons The great outdoors</p>	<p>RULE BRITANNIA!</p> <p>Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Who is the Queen? Where does she live? Look at other kings and queens from the past and what life was like.</p>	<p>AMAZING ANIMALS</p> <p>Amazing Animals! Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats</p>	<p>FUN AT THE SEASIDE!</p> <p>Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Seasides in the past Compare: Now and then! Seaside art</p>
<p>POSSIBLE TEXTS AND 'OLD FAVOURITES'</p>	<p>Owl Babies The Big Book of Families Harry and his bucketful of dinosaurs series Dinosaurs love underpants Tyranosaurus drip 10 little dinosaurs Zog Jack and the Beanstalk</p>	<p>Funnybones Head to Toe Super Duper You Owl Babies Spot Books Christmas Story / Nativity Rama and Sita We're going on a present hunt</p>	<p>Jaspers Beanstalk Oliver's Vegetables Supertato Nursery Rhymes e.g. How does your garden grow Tree, Seasons come and seasons go A stroll through the seasons The tiny seed</p>	<p>The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Oi! Get off my train! Little Elizabeth You must bring a hat The Queens Knickers</p>	<p>The Very Hungry Caterpillar Aghh Spider! The Tiger who came to tea Diary of a wombat Elephant and the Bad Baby In the jungle We're going on a lion hunt Monkey Puzzle World Atalases</p>	<p>Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport Tiddler The Rainbow Fish</p>
<p>'WOW' MOMENTS / ENRICHMENT WEEKS</p>	<p>Autumn Trail at Forest School Remembrance Day Harvest Time Halloween What do I want to be when I grow up? Video for parents. Fossil hunting</p>	<p>Birthdays Favourite Songs Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month</p>	<p>Winter Trail at Forest School Nature Scavenger Hunt Planting seeds Chinese New Year LENT Valentine's Day</p>	<p>Jubilee Celebrations Easter time Mother's Day Queen's Birthday Science Week Eater Egg Hunt</p>	<p>Post a letter Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Eid</p>	<p>Visit to the beach Under the Sea – singing songs and sea shanties Father's Day Pirate Day Ice – Cream at the park</p>



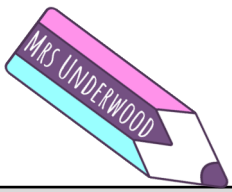
LITTLE OWLS LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	JAILS AND SCALES	AMAZING ME!	HOW DOES YOUR GARDEN GROW!	RULE BRITANNIA!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
COMMUNICATION AND LANGUAGE						
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, Whole school productions, assemblies and weekly interventions.						
DAILY CLL SESSION AND STORY TIME	Welcome to EYFS Sit in a group and listen for short periods. Listen and respond to sounds, own name, rhymes, stories, conversation	Anticipating words, phrases and events in stories and rhymes. Answering simple questions who, what, where, when.	Learn to speak with confidence during circle/carpet times Learn to listen and respond appropriately with relevant comments, questions or actions	Learn how to greet and interact with friends and adults Using language to make friends, to share ideas and experiences, to give explanations, to ask questions, to pretend and imagine	Communicate their needs, wants and interests. Learn new vocabulary relating to topics.	Use appropriate story language to reenact/re-tell simple and familiar stories
	N.B. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Nursery year.					



LITTLE OWLS LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	JAILS AND SCALES!	AMAZING ME!	HOW DOES YOUR GARDEN GROW!	RULE BRITANNIA!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT						
MANAGING SELF SELF - REGULATION BUILDING RELATIONSHIPS	Separating from main carer, developing social skills such as learning to play alongside others and learning each other's names. Classroom routines and rules (discuss how it makes adults and children feel) Support children in making friends. Toileting and handwashing	Select and use activities and resources, with help when needed. Beginning to help children understand how to achieve a goal. Develop sense of responsibility and community by learning how to look after the classroom and each other. Toileting and handwashing	Show more confidence in new social situations. Talk about and model how to share and take turns with each other. Make healthy choices about food, drink, activity and toothbrushing	Learn to play with one more or more other children, building up and extending play ideas. Make healthy choices about food, drink, activity and toothbrushing	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (colour me happy, colour me sad) Be increasingly independent as they get dressed and undressed, e.g. putting on coats and doing zips.	Find solutions to conflicts and rivalries e.g. accepting that not everyone can be Spiderman in a game, and suggesting other ideas. Transition to Reception. Be increasingly independent as they get dressed and undressed, e.g. putting on coats and doing zips.
	Once a week the children take part in The Coram Life Education & SCARF Programme. SCARF : Safety, Caring, Achievement, Resilience, Friendship. Coram Life Education & SCARF are the UK's leading charity provider of PSHE and wellbeing education in primary schools.					
	Me and My Relationships Marvellous Me! I'm Special People who are special to me	Valuing Difference Me and my friends Friends and family Everyone!	Keeping Myself Safe People who help to keep me safe Safety indoors and outdoors What's safe to go into my body	Rights and Responsibilities Looking after myself Looking after others Looking after my environment	Being my Best What does my body need? I can keep trying I can do it!	Growing and Changing Growing and changing in nature When I was a baby Girls, boys and families



LITTLE OWLS LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	JAILS AND SCALES!	AMAZING ME!	HOW DOES YOUR GARDEN GROW!	RULE BRITANNIA!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
FINE MOTOR Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. GROSS MOTOR	PHYSICAL DEVELOPMENT					
	Threading, cutting, weaving, playdough Fine motor: Draw lines and circles using gross motor movements.	Threading, cutting, weaving, playdough, Fine Motor: Use one-handed tools correctly for example, making snips in paper.	Threading, cutting, weaving, playdough, Fine Motor: Hold pencil between thumb and two fingers, no longer using whole hand grasp	Threading, cutting, weaving, playdough, Fine Motor: Use one-handed tools correctly for example, making snips in paper.	Threading, cutting, weaving, playdough, Fine Motor: Manipulate objects with good fine motor skills and shows control using equipment	Threading, cutting, weaving, playdough, Fine motor: Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and begin to learn how to use a knife and fork.
	Gross Motor: Moving safely around the environment and begin to be aware of other children around them. Able to change speed and direction, name games, shark game, jelly bean game) Exploring different ways of moving (using instruments to help). Dance with Miss Helen - moving to music	Gross motor: Ball skills- rolling, throwing and catching different size balls, kicking and dodging.	Gross Motor: Balance- children to use apparatus. Move along the apparatus in different ways such as walking backwards and sideways, crawling or sliding etc. Jump off an object and land appropriately. Choose the right resources to carry out their own plan e.g. choosing a spade to enlarge a small hole.	Gross motor: Obstacle activities children moving over, under, through and around equipment Use large-muscle movements to wave flags and streamers, paint and make marks. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Gross motor: Begin to and increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm (Dance). Match their developing physical skills to tasks and activities such as deciding whether to crawl, walk or run across a plank, depending on its length and width.	Gross Motor: Team games to encourage children to use space effectively when playing racing games.
	DAILY OPPORTUNITIES FOR FINE GROSS MOTOR ACTIVITIES THROUGH DOUGH DISCO & SQUIGGLE SESSIONS					



LITTLE OWLS LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	JAILS AND SCALES!	AMAZING ME!	HOW DOES YOUR GARDEN GROW!	RULE BRITANNIA!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly WORD READING Children will be working in together for a Read Write Inc. Session – In this session we focus on fine and gross motor skills in daily dough disco, squiggle whilst you wiggle and Gross Motor Bingo. The children also take part in a Letters and sounds activity. In the Summer Term before they start Reception children are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words and read simple 'blending books'. This gives them a flying start before starting Reception. WRITING	LITERACY					
	Turning pages in books. Ask questions about books. Making comments and sharing their own ideas. Randomised mark making	Notice some print in the environment such as signs or logos. Repeat words and phrases from familiar stories and rhymes. Add some marks to their drawings to represent 'writing'.	Begin to learn/ use new vocabulary from stories and rhymes. Recognise and understand that: - Print has meaning - Print can have different purposes - We read English from left to right. - The names of different parts of a book - Page sequencing. Directional mark marking	Sequence simple/ familiar stories e.g. describing what happens at the beginning, middle and end of the story. Symbolic mark making (letter like shapes, some recognisable letters such as from name)	Develop phonological awareness to: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as mud and mummy. Some strings of letters (not necessarily accurate) Copying/ writing own name	
	Letters and Sounds Aspect 1 Environmental Sounds: Reading: reciting known rhymes and stories, listening to stories with attention and recall.	Letters and Sounds Aspect 2 Instrumental Sounds: Reading: reciting known rhymes and stories, listening to stories with attention and recall.	Letters and Sounds Aspect 3 Body Percussion: Reading: reciting known rhymes and stories, listening to stories with attention and recall.	Letters and Sounds Aspect 4 Rhythm and Rhyme: Reading: reciting known rhymes and stories, listening to stories with attention and recall.	Letters and Sounds Aspect 5 and 6 Alliteration and Oral blending and Segmenting Reading: reciting known rhymes and stories, listening to stories with attention and recall. For those Nursery ch. starting Reception in September Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier	Letters and Sounds Aspect 6 and 7 Voice Sounds and Oral blending and Segmenting Reading: reciting known rhymes and stories, listening to stories with attention and recall. For those Nursery ch. starting Reception in September Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier
	Use some of their print and letter knowledge in their early writing.		Write some or all of their name Write some letters accurately		Write all of their name Write some letters accurately	



LITTLE OWLS LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	JAILS AND SCALES!	AMAZING ME!	HOW DOES YOUR GARDEN GROW!	RULE BRITANNIA!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
NUMBER NUMERICAL PATTERNS	MATHS					
	Sorting and matching describing similarities and differences, set own criteria for sorting and matching (e.g. colour, size, pattern), Recognise similarities and differences in objects/ pictures, positional language.	Recognising and describing patterns in the environment e.g. stripes, spots etc, recognising and copying simple ABAB patterns, shapes, size (length, height), timebased events.			Comparing quantities, Make comparisons (weight, capacity), representing numbers using fingers or marks on paper or pictures, recognising numbers to 5, subitising amounts to 3.	



LITTLE OWLS LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	JAILS AND SCALES!	AMAZING ME!	HOW DOES YOUR GARDEN GROW!	RULE BRITANNIA!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
PAST AND PRESENT PEOPLE CULTURE AND COMMUNITIES THE NATURAL WORLD	UNDERSTANDING THE WORLD					
	Begin to make sense of their own life-story and family's history e.g. describing past events by looking at photos. Talk about and describe different types of houses and compare these to castles. Changing weather – understand weather changes and identify suitable clothing (Autumn).	Begin to make sense of their own life-story and family's history e.g. naming and recognising family members, describing past events by looking at photos. Talk about and describe how they have changed since they were babies. Show interest in different occupations e.g. doctors, nurses, dentists Begin to develop positive attitudes about the differences between people. Sequence family members by size/ name	Explore collections of materials with similar and/or different properties. Plant seeds and care for growing plants. Understand the key features of a life cycle of a plant (Sunflower) and an animal (Butterfly). Explore and talk about different forces they can feel e.g. snapping a twig, stretching elastic bands. Changing weather – understand weather changes and identify suitable clothing (Winter).	Explore how things work e.g. windup toys, pegs and boards, cause and effect toys. Explore collections of materials and identify similarities and differences. Continue to care for their growing plants. Understand the key features of a life cycle of an animal (Butterfly).	Talk about what they see using a wide vocabulary. Know there are some other countries/ cities. Changing weather – understand weather changes and identify suitable clothing (Spring).	Begin to make sense of their own life-story and family's history e.g. describing past events by looking at photos of them on holiday. Talk about and describe how seaside holidays used to be different in the past. Begin to understand the need to respect and care for the natural environment and all living things. Changing weather – understand weather changes and identify suitable clothing (summer).



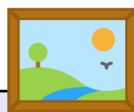
LITTLE OWLS LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	JAILS AND SCALES!	AMAZING ME!	HOW DOES YOUR GARDEN GROW!	RULE BRITANNIA!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
PEOPLE CULTURE AND COMMUNITIES	RE / FESTIVALS					

Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own community.

Children will have opportunity to develop their emerging moral and cultural awareness.



RECEPTION LONG TERM PLAN 21-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	JAILS AND SCALES!	AMAZING ME!	HOW DOES YOUR GARDEN GROW!	RULE BRITANNIA!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
CREATING WITH MATERIALS BEING IMAGINATIVE AND EXPRESSIVE <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Children to produce art work which will be displayed for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	EXPRESSIVE ARTS AND DESIGN					
	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Create clay fossils using natural materials. Use paint and mix colours to make dinosaur pictures. Create a large castle that we can all fit in. Use 2d shapes to make a castle. Preparing a medieval banquet. Junk modelling, take picture of children's creations and record them explaining what they did. Building castles Exploring sounds and how they can be changed, tapping out of simple	Use objects to represent other objects in simple pretend play Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Listen with increased attention to sounds e.g. play soundmatching games Use paint and mix colours to make skin tones in a self-portrait Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories	Printing vegetable patterns Make a beanstalk Making lanterns, Chinese writing, puppet making, Make flowers - Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.	Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Learn a traditional African song and dance and perform it / Encourage children to create their own music. Collage symmetrical butterflies Exploration of other countries – dressing up in different costumes. Retelling familiar stories	Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts



LITTLE OWLS LONG TERM PLAN 21-22

3-4YR DEVELOPMENT MATTERS SKILLS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!





PRIME AREAS

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT
<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Pay attention to more than one thing at a time, which can be difficult</p> <p>Use a wider range of vocabulary</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Sing a large repertoire of songs</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p> <p>Use longer sentences of four to six words</p> <p>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>Start a conversation with an adult or a friend and continue it for many turns</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p>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>Develop their sense of responsibility and membership of a community</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Show more confidence in new social situations</p> <p>Play with one or more other children, extending and elaborating play ideas</p> <p>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>Increasingly follow rules, understanding why they are important</p> <p>Remember rules without needing an adult to remind them</p> <p>Develop appropriate ways of being assertive</p> <p>Talk with others to solve conflicts</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’</p> <p>Understand gradually how others might be feeling</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>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>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>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Start eating independently and learning how to use a knife and fork</p> <p>Show a preference for a dominant hand</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p>



LITTLE OWLS LONG TERM PLAN 21-22

3-4YR DEVELOPMENT MATTERS SKILLS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT! SPECIFIC AREAS

 LITERACY	 UNDERSTANDING THE WORLD	 MATHS	 EXPRESSIVE ARTS AND DESIGN
<p>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</p> <p>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</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>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</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p>	<p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Begin to make sense of their own life-story and family's history</p> <p>Show interest in different occupations</p> <p>Explore how things work</p> <p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant and an animal</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Explore and talk about different forces they can feel</p> <p>Talk about the differences between materials and changes they notice</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Best recognition of up to 3 objects, without having to count them individually ('subitising')</p> <p>Recite numbers past 5</p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Show 'finger numbers' up to 5</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>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>Understand position through words alone – for example, "The bag is under the table," – with no pointing</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf</p> <p>Notice and correct an error in a repeating pattern</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Join different materials and explore different textures</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Use drawing to represent ideas like movement or loud noises</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Listen with increased attention to sounds</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Create their own songs, or improvise a song around one they know</p> <p>Play instruments with increasing control to express their feelings and ideas</p>