

EYFS LTP	Baseline 4 weeks (2 days of Mission Week)	Advent 1 2 weeks	Advent 2 7 weeks	Lent 1 6 weeks	Lent 2 6 weeks	Pentecost 1 5 weeks	Pentecost 2 8 weeks
Theme	All about me	All about me	All about me/ Celebrations	The world around us (Local)	The world around us (The World)	Kings and Queens	Minibeasts
Book focus	Hello Me Nursery rhymes	Little Red Hen 2 weeks	Three Billy Goats Gruff 3 weeks The Gingerbread Man 3 weeks Nativity play 1 week Little Glow to link to UoW	We're going on a Bear hunt 3 weeks Lists (non-fiction) Goldilocks and the Three Bears Ghanaian Goldilocks	Handa's Surprise 3 weeks Our story starts in Africa Recipes (non-fiction) 1 week Recount (Trent College trip) 2 weeks	The Queen's hat 3 weeks Take off your brave (poems)	Farmer Duck 3 weeks (Farm trip) Poetry Take off your brave (poems)
Writing ladders	Initial phonemes Links phonemes/graphemes Letter formation	Initial phonemes Links phonemes/graphemes Letter formation	Initial phonemes Links phonemes/graphemes Letter formation	Sequence phonemes/graphemes Finger spaces Write a caption	Sequence phonemes/graphemes Finger spaces Write a caption	Correctly spell phase 2 & 3 Tricky Words Form capital letters Write a simple sentence	Correctly spell phase 2 & 3 Tricky Words Form capital letters Write a simple sentence
Literacy Writing	<p>*Sometimes gives meaning to marks as they draw and paint. *Gives meaning to the marks they draw, write and paint. *Ascribes meanings to marks that they see in different places. *Uses emergent writing skills eg letter shapes/strings to communicate meaning. *Writes some or all of own name Writes some recognisable letters.</p> <p>Busy Bees in provision Opportunities for independent name writing, drawing writing painting and writing letters.</p>	<p>*Hears and says initial phonemes in words. *Links some (taught) phonemes to graphemes</p> <p>Busy Bees in provision Own name writing Opportunities to role play Opportunities to give meaning to own writing (Little Red Hen pictures) Opportunities for drawing and painting</p>	<p>3 weeks *Segments the sounds in simple CVC words and blend them together. *Naming and sounding those letters of the alphabet. *Attempts to write own name. *Writes simple labels and captions (using CVC) giving meaning. (non fiction link to UoW)</p> <p>Busy Bees in provision 3 weeks Opportunities for practising initial phonemes to match pictures linked to Three Billy Goats Gruff CVC opportunities Tricky words Opportunities to form lower case letters</p> <p>3 weeks *Writes taught graphemes in lower-case form and capital letter form, correctly. *Attempts to give meaning to own writing. *Includes taught common exception words.</p> <p>Busy Bees in provision 3 weeks Opportunities for name writing CVC writing Alphabet naming Tricky words</p>	<p>3 weeks *Begins to break the flow of speech into words. *Segments the sounds in simple words and blend them together. *Writes own name. *Continues a rhyming string</p> <p>Busy Bees in provision 3 weeks Opportunities for name writing CVC writing Alphabet naming Capital and lower case letter opportunities Tricky words Opportunities to label pictures</p> <p>3 weeks *Attempts to write phrases. *Writes taught graphemes in lower-case form and capital letter form, correctly. *Includes taught common exception words *Writes own name.</p> <p>Busy Bees in provision 3 weeks Opportunities for name writing CVC writing Independently applying digraphs (picture prompts) Little Wandle phoneme cards writing opportunities</p>	<p>3 weeks *Writes own name. *Attempts to write phrases. *Links taught graphemes (including digraphs taught) to phonemes,</p> <p>Busy Bees in provision Rhyming from a given cvc word Picture prompts to write Name writing Tricky words Opportunities to label pictures</p> <p>3 weeks *Attempts to write phrases. *Naming and sounding those letters of the alphabet. *Attempts to read their own writing back.</p> <p>Busy Bees in provision Write own name Tricky words Opportunities to write phrases Opportunities to label pictures Opportunities to write captions</p>	<p>*Begin to write recognisable letters, most of which are correctly formed. * Begin to spell words by identifying sounds in them and representing sounds with a letter or letters. * Begin to write simple phrases and sentences that can be read by others.</p> <p>Busy Bees in provision Write own name Tricky words Opportunities to write phrases Opportunities to label pictures Opportunities to write captions Naming the alphabet opportunities</p>	<p>Farmer duck - narrative 2 weeks 2 weeks non chronological (Farm visit) 2 weeks poetry</p> <p>*Writes recognisable letters, most of which are correctly formed. *Spell words by identifying sounds in them and representing sounds with a letter or letters. *Write simple phrases and sentences that can be read by others.</p> <p>Busy Bees in provision Write own name Tricky words Opportunities to write phrases and simple sentences Opportunities to label pictures Opportunities to write captions Letter formation opportunities</p>
Literacy Word reading	<p>*Recognises rhythm in spoken word (counts/claps syllables). *Shows an 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 and handles carefully. *Holds books correct way up and turns pages *Knows that print in English is read from left to right/top to bottom.</p> <p>Busy Bees in provision Exploring nursery rhyme books in the reading corner. Role play</p>	<p>Hears, says and can recognise initial phonemes/grapheme within phase 2 for all words. (SET 1 RWI) *Segments sounds in simple words and blends them together (CVC). *Links some phonemes taught to graphemes. *Read most phase 2 common exception words. *Begin to read CVC caption and phrases. *Re-reads books to build up confidence, matching their phonics knowledge.</p> <p>Little Wandle phonics lessons, reading groups and assessments</p> <p>Busy Bees in provision Phonics area opportunities</p>	<p>Hears, says and can recognise initial phonemes/grapheme within phase 2 for all words. (SET 1 RWI) *Segments sounds in simple words and blends them together (CVC). *Links some phonemes taught to graphemes. *Read most phase 2 common exception words. *Begin to read CVC caption and phrases. *Re-reads books to build up confidence, matching their phonics knowledge.</p> <p>Little Wandle phonics lessons, reading groups and assessments</p> <p>Busy Bees in provision Phonics area opportunities</p>	<p>*Hears, says and can read phonemes/graphemes and digraphs within phase 3. *Beginning to segment and blend some CVCC and CCVC words. *Names and sounds most letters of the alphabet. *Read up to 8 digraphs and a trigraph. *Reads most phase 3 common exception words *Begins to read simple sentences *Re-reads books to build up confidence, fluency and understanding matched to phonics knowledge</p> <p>Little Wandle phonics lessons, reading groups and assessments</p> <p>Busy Bees in provision Phonics area opportunities</p>	<p>*Hears, says and can read phonemes/graphemes and digraphs within phase 3. *Beginning to segment and blend some CVCC and CCVC words. *Names and sounds most letters of the alphabet. *Read up to 8 digraphs and a trigraph. *Reads most phase 3 common exception words *Begins to read simple sentences *Re-reads books to build up confidence, fluency and understanding matched to phonics knowledge</p> <p>Little Wandle phonics lessons, reading groups and assessments</p> <p>Busy Bees in provision Phonics area opportunities</p>	<p>*Begins to say a sound for each letter in the alphabet and at least 10 digraphs *Begins to read words consistent with their phonic knowledge by sound blending. *Begins to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Little Wandle phonics lessons, reading groups and assessments</p> <p>Busy Bees in provision Phonics area opportunities</p>	<p>*Say a sound for each letter in the alphabet and at least 10 digraphs *Read words consistent with their phonic knowledge by sound blending. *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Little Wandle phonics lessons, reading groups and assessments</p>

	<p>nursery rhymes and handling books correctly.</p> <p>Nursery Rhymes on Little Wandle (20)</p> <p>Begin Little Wandle phonics week 2</p>						Busy Bees in provision. Phonics area opportunities
Literacy Comprehension	<p>*Enjoys rhymes and rhythmic activities.</p> <p>*Shows an awareness of rhyme and alliteration.</p> <p>*Listens and joins in with rhymes and stories</p> <p>(1:1 and small groups.</p> <p>*Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>*Begins to be aware of how stories are structured.</p> <p>*Suggests how a story might end.</p> <p>*Knows print carries meaning</p> <p>*Knows information can be relayed in the form of print.</p> <p>*Names different parts of a book.</p> <p>Busy Bees in provision. Access to story sacks to role play and accompanying story maps Tell me a story books Phonics area opportunities</p> <p>Begin Little Wandle reading groups week 3</p>	<p>*Can say if something rhymes.</p> <p>*Uses vocabulary and forms of speech (phrases) that are increasingly influenced by their experiences of books, rhymes and poems.</p> <p>*Knows that information can be retrieved from books.</p> <p>*Describes main story events, setting and characters from familiar stories.</p> <p>*Enjoys an increasing range of books.</p> <p>Little Wandle phonics lessons, reading groups and assessments</p> <p>Busy Bees in provision. Access to story sacks to role play and accompanying story maps Tell me a story books Phonics area opportunities</p>	<p>*Can say if something rhymes.</p> <p>*Uses vocabulary and forms of speech (phrases) that are increasingly influenced by their experiences of books, rhymes and poems.</p> <p>*Knows that information can be retrieved from books.</p> <p>*Describes main story events, setting and characters from familiar stories.</p> <p>*Enjoys an increasing range of books.</p> <p>Little Wandle phonics lessons, reading groups and assessments</p> <p>Busy Bees in provision. Access to story sacks to role play and accompanying story maps Tell me a story books Phonics area opportunities</p>	<p>*Continues a rhyming string.</p> <p>*Uses more complex vocabulary and forms of speech in a logical sequence that are increasingly influenced by their experiences of books, rhymes and poems.</p> <p>*Knows that information can be retrieved from different types of books.</p> <p>*Describes main story events, setting and characters from a range of stories (from other cultures and times).</p> <p>*Enjoys an increasing range of books and sharing with others</p> <p>Little Wandle phonics lessons, reading groups and assessments</p> <p>Busy Bees in provision. Access to story sacks to role play and accompanying story maps Tell me a story books Phonics area opportunities</p>	<p>Continues a rhyming string.</p> <p>*Uses more complex vocabulary and forms of speech in a logical sequence that are increasingly influenced by their experiences of books, rhymes and poems.</p> <p>*Knows that information can be retrieved from different types of books.</p> <p>*Describes main story events, setting and characters from a range of stories (from other cultures and times).</p> <p>*Enjoys an increasing range of books and sharing with others</p> <p>Little Wandle phonics lessons, reading groups and assessments</p> <p>Busy Bees in provision. Access to story sacks to role play and accompanying story maps Tell me a story books Phonics area opportunities</p>	<p>*Begins to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>*Begins to anticipate-where appropriate- key events in stories.</p> <p>*Begins to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Little Wandle phonics lessons, reading groups and assessments</p> <p>Busy Bees in provision. Access to story sacks to role play and accompanying story maps Tell me a story books Phonics area opportunities</p>	<p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>*Anticipate-where appropriate- key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Little Wandle phonics lessons, reading groups and assessments</p> <p>Busy Bees in provision. Access to story sacks to role play and accompanying story maps Tell me a story books Phonics area opportunities</p>
Maths Number	<p>*Uses some number names and number language spontaneously.</p> <p>*Uses some number names accurately in play.</p> <p>*Recites numbers in order to 10.</p> <p>*Shows curiosity about numbers offering comments or asking questions.</p> <p>*Compares two groups of objects (up to 4 saying when they are the same.</p> <p>*Shows an interest in number problems</p> <p>*Shows an interest in numerals in the environment.</p> <p>Opportunities in provision for pupils to observed</p> <p>Begin Maths week 3</p>	<p>*Accurately counts objects/actions in different context to 5 (one to one correspondence).WRM Match, Sort, Compare Step 1-7/ Alive in 5 Step 4</p> <p>Busy Bees in provision. Link to previous week in order to provide retrieval opportunities</p>	<p>*Begin to subitise up to 3. WRM It's me 1,2,3 Step 2</p> <p>*Identify some doubling facts to 3 WRM Growing 6,7,8 step 7,8/ Sharing and grouping Step 6</p> <p>*Identify composition of numbers 0-5. WRM It's me 1,2,3 step 6 and 1,2,3,4,5, step 6/ Alive in 5 Step 7</p> <p>Busy Bees in provision. Link to previous week in order to provide retrieval opportunities</p>	<p>*Begin to count objects/actions in different contexts to 10 (one to one correspondence). WRM Match, Sort, Compare Step 1-7/It's me 1,2,3 Step 1/ 1,2,3,4,5 Step 1/ Growing 6,7,8 Step 1 /Building 9 and 10 Step 1</p> <p>*Identify composition of numbers 5-7, then 8-10. WRM Growing 6,7,8 Step 5/ Building 9 and 10 Step 7</p> <p>*Begin to subitise up to 5. WRM It's me 1,2,3 Step 2 / 1,2,3,4,5, Step 2 / Alive in 5 Step 3</p> <p>Busy Bees in provision. Link to previous week in order to provide retrieval opportunities</p>	<p>*Finds some number bonds to 5. WRM Building 9 and 10 Step 8 and 10</p> <p>*Identify some subtraction facts of 5.WRM How many now? Step 3 and 4</p> <p>*Identify some doubling facts to 5. WRM Growing 6,7,8 step 7,8/ Sharing and grouping Step 6</p> <p>Busy Bees in provision. Link to previous week in order to provide retrieval opportunities</p>	<p>*Begin to have deep understanding of number to 10, including the composition of each number. WRM Building 9 and 10 Step 2, 7, 9</p> <p>*Begin to subitise up to 5. WRM Alive in 5 Step 8/ Building 9 and 10 Step 4/ Growing 6,7,8 Step 10</p> <p>*Begin to automatically recall (without reference to rhymes or counting aids etc) number bonds to 5(including subtraction facts) and some number bonds to 10, including double facts. WRM Building 9 and 10 Step 8, 10, 11, 12</p> <p>Busy Bees in provision. Link to previous week in order to provide retrieval opportunities</p>	<p>*Have deep understanding of number to 10, including the composition of each number. WRM Building 9 and 10 Step 2, 7, 9</p> <p>*Subitise up to 5.WRM Alive in 5 Step 8/ Building 9 and 10 Step 4/ Growing 6,7,8 Step 10</p> <p>*Automatically recall (without reference to rhymes or counting aids etc) number bonds to 5(including subtraction facts) and some number bonds to 10, including double facts. WRM Building 9 and 10 Step 8, 10, 11, 12</p> <p>Busy Bees in provision. Link to previous week in order to provide retrieval opportunities</p>
Maths Numerical pattern	<p>*Uses some number names and number language spontaneously.</p> <p>*Uses some number names accurately in play.</p> <p>*Recites numbers in order to 10.</p> <p>*Shows curiosity about numbers offering comments or asking questions.</p>	<p>Part of CLIC</p> <p>*Verbally count confidently to 10</p> <p>*Recognises and re-orders numbers 0-5</p> <p>*Begins to recognise the pattern of the counting system (0-9)</p> <p>*Selects the correct numeral to represent 1-5, then 1-10 objects</p>	<p>Part of CLIC</p> <p>*Verbally count confidently to 10</p> <p>*Recognises and re-orders numbers 0-5</p> <p>*Begins to recognise the pattern of the counting system (0-9)</p>	<p>Part of CLIC</p> <p>*Verbally count beyond 10, then to 20.</p> <p>*Recognises and re-orders numbers 0-10.</p> <p>*Begins to recognise the pattern of the counting system (11-19).</p>	<p>Part of CLIC</p> <p>*Verbally count beyond 10, then to 20.</p> <p>*Recognises and re-orders numbers 0-10.</p> <p>*Begins to recognise the pattern of the counting system (11-19).</p>	<p>Part of CLIC</p> <p>*Begin to verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Begin to compare quantities to 10 in different contexts, recognising when one</p>	<p>Part of CLIC</p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities to 10 in different contexts, recognising when one quantity is</p>

	<p>*Compares two groups of objects (up to 4 saying when they are the same).</p> <p>*Shows an interest in number problems.</p> <p>*Shows an interest in numerals in the environment.</p> <p>Opportunities in provision for pupils to observed</p>	<p>WRM It's me 1,2,3 Step 3/ 1,2,3,4,5 Step 3/ Growing 6,7,8 Step 2/ Building 9 and 10 Step 3</p> <p>*Begins to use the vocabulary involved in adding and subtracting (more, add, altogether, take, away, less, less, than fewer) WRM Growing 6,7,8 Step 9</p> <p>Busy Bees in provision Link to previous week in order to provide retrieval opportunities</p>	<p>*Knowing what is more WRM It's me 1,2,3 step 4</p> <p>*Compares quantities to 5 and beyond WRM 1,2,3,4,5 Step 4 and 5/ Growing 6,7,8 Step 3,4/ Building 9 and 10 Step 6</p> <p>*Begins to use the vocabulary involved in adding and subtracting (more, add, altogether, take, away, less, less, than fewer) WRM Growing 6,7,8 Step 9</p> <p>Busy Bees in provision Link to previous week in order to provide retrieval opportunities</p>	<p>*Selects the correct numeral to represent 1-10 objects. WRM It's me 1,2,3 Step 3/ 1,2,3,4,5 Step 3/ Growing 6,7,8 Step 2/ Building 9 and 10 Step 3</p> <p>*To use with increasing accuracy vocabulary involved in adding and subtracting (greater, less than, same, double, half, total, equals). WRM Growing 6,7,8 Step 9</p> <p>Busy Bees in provision Link to previous week in order to provide retrieval opportunities</p>	<p>*Compares quantities to 10 knowing what is less or more. WRM Building 9 and 10 Step 5,6 /1,2,3,4,5 Step 4 and 5/ Growing 6,7,8 Step 3,4/ Building 9 and 10 Step 6</p> <p>*To use with increasing accuracy vocabulary involved in adding and subtracting (greater, less than, same, double, half, total, equals). WRM Growing 6,7,8 Step 9</p> <p>Busy Bees in provision Link to previous week in order to provide retrieval opportunities</p>	<p>quantity is greater than, less than or the same as the other quantity. WRM Building 9 and 10 Step 5,6 /1,2,3,4,5 Step 4 and 5/ Growing 6,7,8 Step 3,4/ Building 9 and 10 Step 6/ How many now? Step 2,4</p> <p>*Begin to explore and represent patterns within numbers to 10, including odds and evens, double facts and how quantities can be distributed equally. WRM Sharing and grouping Step 1,2,5,6/ Building 9 and 10 Step 13</p> <p>Busy Bees in provision Link to previous week in order to provide retrieval opportunities</p>	<p>greater than, less than or the same as the other quantity. WRM Building 9 and 10 Step 5,6 /1,2,3,4,5 Step 4 and 5/ Growing 6,7,8 Step 3,4/ Building 9 and 10 Step 6/ How many now? Step 2,4</p> <p>*Explore and represent patterns within numbers to 10, including odds and evens, double facts and how quantities can be distributed equally. WRM Sharing and grouping Step 1,2,5,6/ Building 9 and 10 Step 13</p> <p>Busy Bees in provision Link to previous week in order to provide retrieval opportunities</p>
PSED Managing Self	<p>*Selects/uses activities and resources with help.</p> <p>*Enjoys small responsibilities and welcome praise for what they have done.</p> <p>*Understands tools and equipment have to be used safely.</p> <p>*Dresses with some help.</p> <p>*Attends toileting and handwashing/drying mostly independently.</p> <p>*Observes effects of activity on their body</p> <p>Opportunities in provision for pupils to observed</p>	<p>*Confident to speak about own needs and wants</p> <p>*Describes themselves in positive terms.</p> <p>*Usually is dry and clean during the day.</p> <p>*Will attempt to eat a range of healthy foods.</p> <p>Settling in term observations</p> <p>*Imitate healthy practice and actions eg sleep, exercise, hygiene and oral health.</p> <p>*Shows some understanding for the need for safety when tackling new challenges.</p> <p>*Practices some appropriate safety measures independently.</p> <p>*To remain on a task for an increasing period of time, linked to interests.</p> <p>Outdoor area focus – using the climbing frame</p>		<p>Kapow Unit Managing self: my wellbeing 6 weeks</p> <p>*Independently identifies a range of healthy foods.</p> <p>*Show an awareness of healthy practices and reasons for doing them eg sleep, exercise, hygiene and oral health.</p> <p>*Show an increasing understanding of the need for safety when tackling new challenges.</p> <p>*Practices a wider range of appropriate safety measures independently.</p> <p>*To complete a task, over-coming a particular challenge, not always linked to interest</p> <p>*Confident to speak about own opinions and interests.</p> <p>*Describes self in positive terms including a growing bank of abilities.</p>			<p>Kapow Unit Managing Self: Taking on Challenges 6 weeks</p> <p>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>*Explains the reasons for rules, knows right from wrong and tries to behave accordingly.</p> <p>*Manages own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (oral health)</p>
PSED Self-regulation	<p>*Knows that some actions and words can hurt others' feelings.</p> <p>*Begins to accept the need of others, taking turns and shares resources sometime with support.</p> <p>*Sometimes tolerates delay when needs are not immediately met.</p> <p>*Usually adopts behaviour to different social situations and changes in routine.</p> <p>Opportunities in provision for pupils to observed</p>		<p>*With guidance, can say simple expressions of feeling.</p> <p>*Understands own actions affect other people eg gets upset/tries to comfort a child they have hurt.</p> <p>*Aware of boundaries set and behavioural expectations in the setting.</p> <p>*Begins to negotiate and solve problems without a physical impulse or heightened emotion. Make and show how to use calm corner once they have settled in</p>		<p>Kapow Unit Self-Regulation Listening and Following Instructions 6 weeks</p> <p>*Aware of own feelings and can use the appropriate word/description.</p> <p>*Beginning to regulate own behaviours making/suggesting appropriate changes to actions.</p> <p>*Increasingly aware of boundaries set and behavioural expectations in the setting.</p> <p>*Can negotiate and solve problems without heightened emotions, using words to negotiate or overcome</p>		<p>Kapow Unit Self-Regulation My Feelings 6 weeks</p> <p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and shows an ability to follow instructions involving several ideas or actions</p>
PSED Building relationships	<p>*Plays in a group, extending and elaborating play ideas.</p> <p>*Initiates play, offering cues for peers to join in.</p> <p>*Keeps play going by responding to what others are saying or doing.</p> <p>*Demonstrates friendly behaviours, initiating conversation and forms</p>	<p>Kapow unit: Building relationships: special relationships 6 weeks (2 weeks)</p> <p>*Initiates conversations with familiar peers and known adults.</p> <p>*Talks about own knowledge (familiar to them)</p> <p>*Can play positively.</p>	<p>Kapow unit: Building relationships: special relationships 6 weeks (4 weeks)</p> <p>*Initiates conversations with familiar peers and known adults.</p> <p>*Talks about own knowledge (familiar to them)</p> <p>*Can play positively.</p>	<p>*Initiates conversations, attends to and takes account of what others say.</p> <p>*Explains own knowledge (familiar to them) and asks appropriate questions of others. Link to Past and Present</p> <p>*With some adult support, can play cooperatively with a range of</p>		<p>Kapow unit: Building relationships: my family and friends 6 weeks</p> <p>*Begins to work and play cooperatively and take turns with others.</p> <p>*Begins to form positive attachments to adults and friendships with peers.</p>	<p>(2 weeks)</p> <p>*Work and play cooperatively and take turns with others.</p> <p>*Forms positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and other's needs.</p>

	<p>good relationships with peers and familiar adults.</p> <p>Opportunities in provision for pupils to observed</p>			<p>children may be able to find compromises.</p> <p>Observations and in the outdoor area</p>		<p>*Begins to show sensitivity to their own and other's needs.</p>	
<p>Physical Development</p> <p>Gross motor</p>	<p>*Moves freely and with pleasure and confidence in a range of ways eg slithering, shuffling, rolling, crawling, walking, balancing, jumping and running.</p> <p>*Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>*Walks downstairs, two feet on each step whilst carrying a small object.</p> <p>*Runs skilfully and negotiates space, adjusting speed or directions to avoid obstacles.</p> <p>*Stands momentarily on one foot when shown.</p> <p>*Catches a large ball.</p> <p>*Draws large lines and circles using gross motor movement</p>	<p>*Experiments and combine different ways of moving.</p> <p>*Jumps off an object and lands appropriately.</p> <p>*Begins to negotiate space when racing and playing with other children, adjusting speed and changing direction to avoid obstacles.</p> <p>*Explore and practice skills to travels, under, over and through balancing and climbing equipment.</p> <p>*Explores how to push, pat, throw, catch or kick objects.</p>		<p>*Will experiment and combine different ways of moving demonstrating increasing level of skill.</p> <p>*Negotiates space successfully when racing and playing with other children, adjusting speed and changing direction to avoid obstacles.</p> <p>*Travels with confidence and skill, under, over and through balancing and climbing equipment.</p> <p>*Shows increasing control when pushing, patting, throwing, catching or kicking it.</p>		<p>*Begins to negotiate space and obstacles safely, with considerations for themselves and others.</p> <p>*Begins to demonstrate strength, balance and coordination when playing.</p> <p>*Begins to move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>*Negotiate space and obstacles safely, with considerations for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
<p>Physical Development</p> <p>Fine motor</p>	<p>*Uses one handed tools and equipment eg makes snips in paper with scissors.</p> <p>*Holds pencils between thumb and two fingers, no longer whole hand grasp (static tripod grip).</p> <p>*Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>*Can copy some letters e.g. from own name.</p>	<p>*Explore simple tools to effect changes to materials.</p> <p>*Handles tools, objects, construction and malleable materials with increasing control.</p> <p>*Shows a preference for a dominant hand.</p> <p>*Begins to use anti clockwise movement and retrace vertical lines.</p> <p>*Begins to form recognisable letters</p>		<p>*Uses tools with increasing confidence and accuracy to effect changes to materials.</p> <p>*Handles tools, objects, construction and malleable materials with increasing control and expertise.</p> <p>*Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>		<p>*Begins to hold a pencil effectively in preparation for fluent writing - using tripod grip in almost all cases.</p> <p>*Begins to use a range of tools, including scissors, paint brushes and cutlery.</p>	<p>*Holds a pencil effectively in preparation for fluent writing - using tripod grip in almost all cases.</p> <p>*Uses a range of tools, including scissors, paint brushes and cutlery.</p> <p>*Begins to show accuracy and care when drawing</p>
<p>Communication & Language</p> <p>Listening, attention and understanding</p>	<p>*Listens to others 1:1 or in small groups when conversation interests them.</p> <p>*Listens to stories with increasing attention and recall.</p> <p>*Focuses attention - s till listen and do (but can shift own attention)</p> <p>*Is able to respond and follow instructions (if not intently focused on own choice of activity)</p> <p>*Shows understanding of prepositions.</p> <p>*Understands the use of objects (eg scissors for cutting).</p> <p>*Begins to understand how/why questions</p>	<p>*Maintains attention, and sits appropriately during an activity.</p> <p>*Listen and do for a short span (two channelled attention).</p> <p>*Able to follow a story with props or pictures.</p> <p>*Responds to simple instructions.</p> <p>*Understands humour e.g. in stories.</p>		<p>*Maintains attention, concentrates and sits appropriately during an activity.</p> <p>*Listen and do for a short span, using comments and actions in a small group.</p> <p>*Able to follow a story without props or pictures.</p> <p>*Responds to instructions involving two part sequence.</p> <p>*Responds and takes turns when communicating.</p> <p>*Begins to ask why or how questions</p>		<p>*Begins to listen attentively.</p> <p>*Begins to respond to what they hear with relevant questions, comments and actions when being read to.</p> <p>*Begins to respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p>*Begins to make comments about what they have heard and ask questions to clarify understanding.</p> <p>*Begins to hold conversation when engaged in back and forth exchanges with their teacher/peers</p>	<p>*Listen attentively.</p> <p>*Respond to what they hear with relevant questions, comments and actions when being read to.</p> <p>*Respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p>*Make comments about what they have heard and ask questions to clarify understanding.</p> <p>*Hold conversation when engaged in back and forth exchanges with their teacher/peers</p>
<p>Communication & Language</p> <p>Speaking</p>	<p>*Begins to use more complex sentences to link thoughts (e.g. and because).</p> <p>*Can retell a simple past event in correct order.</p> <p>*Uses talk to connect ideas, explain what is happening and anticipates what might happen next, recall and relies experiences.</p> <p>*Questions why things might happen.</p> <p>*Uses a range of tenses.</p> <p>*Uses intonation, rhythm and phrasing to make meaning clear.</p> <p>*Uses vocabulary focused on objects, and people that are of particular importance.</p> <p>*Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>*Extends vocabulary e.g. grouping and exploring the meaning and sounds of new words.</p> <p>*Uses language to imagine and recreate roles and experiences in play.</p> <p>*Links statements and sticks to main theme/intention.</p> <p>*Uses talk to organise, sequence and clarify ideas, and events.</p> <p>*Introduces a storyline or narrative into their play.</p>		<p>*Participates and uses newly introduced vocabulary in 1:1/ small group contexts.</p> <p>*Makes use of some introduced vocabulary from stories, rhymes and poems in their own storyline or narrative.</p> <p>*Uses talk to organise, sequence and clarify thinking and ideas.</p> <p>*Expresses their ideas and feelings using full sentences, using past and present tense.</p>		<p>*Begins to participate in small group, class and 1:1 discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>*Begins to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Begins to express their ideas and feelings about their experiences using full sentences, using past, present and future tenses and making use of conjunctions with support from teacher.</p>	<p>*Participate in small group, class and 1:1 discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Express their ideas and feelings about their experiences using full sentences, using past, present and future tenses and making use of conjunctions with support from teacher.</p>

	*Uses talk to pretend e.g. box is my castle						
Understanding of the world Past and Present	<p>*Shows interest in and talks about the lives of people and places that are familiar to them.</p> <p>*Talks about significant places based on own experiences.</p> <p>*Shows an interest in different cultures and places.</p> <p>*Talks about some similarities and differences in relation to friends, families and places.</p> <p>Opportunities in provision for pupils to observed</p>	<p>*Begin to draw on own experiences to talk about past and present.</p> <p>*Begin to talk about lives of people around them.</p>	Busy Bees in provision	<p>Kapow unit</p> <p>Peek into the past (5 weeks)</p> <p>*Draw on own experiences to talk about past and present.</p> <p>*Begins to know some similarities and differences between things in the past and now.</p> <p>*Begin to show understanding of the past using books and stories compare and contrast.</p> <p>1 week</p> <p>*Begin to talk about lives of people in society and their roles.(list of who could help Goldilocks)</p>	Busy Bees in provision	<p>Kapow unit</p> <p>Adventures through time (5 weeks)</p> <p>*Talk about the lives of the people around them and their roles in society.</p> <p>*Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>*Understand the past through settings, characters and events encountered in books read in class and story telling</p>	Busy Bees in provision
Understanding of the world People, Cultures and Communities	<p>*Comments and asks questions about aspects of their familiar world such as place they live or natural world.</p> <p>*Talks about some things that they have observed using their senses such as animals, plants and natural found objects.</p> <p>*Talks about why things happen using a wider vocabulary eg leaves turning brown, why ice melts, different forces.</p> <p>*Develops an understanding of growth, decay and changes over time.</p> <p>*Understands the need to respect and care for the natural environment/living things.</p> <p>Opportunities in provision for pupils to observed</p>	<p>Birthdays from Oak Academy unit (see folder)</p> <p>*Explores/comment own immediate environment using knowledge, from observation, discussion.</p> <p>*Explores/comments on religious and cultural communities.</p> <p>Busy Bees in provision</p>	<p>Oak Academy celebrations unit (see folder)</p> <p>*Explores/comment own immediate environment using knowledge, from observation, discussion.</p> <p>*Explores/comments on religious and cultural communities.</p> <p>Busy Bees in provision</p>	Busy Bees in provision	<p>Kapow unit (6 weeks)</p> <p>Exploring maps</p> <p>*Begin to describe own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*Begins to know some similarities and difference between religious and cultural communities.</p> <p>*Begin to explain similarities and difference between life in own and other countries using stories and non-fiction texts.</p> <p>Busy Bees in provision</p>	Busy Bees in provision	<p>Kapow unit</p> <p>Around the world (4 weeks)</p> <p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –where appropriate maps.</p> <p>Kapow unit</p> <p>Outdoor adventures (4 weeks)</p> <p>*Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Also link to RE Other Faiths Judaism</p> <p>Busy Bees in provision</p>
Understanding of the world The Natural World	<p>*Comments and asks questions about aspects of their familiar world such as place they live or natural world.</p> <p>*Talks about some things that they have observed using their senses such as animals, plants and natural found objects.</p> <p>*Talks about why things happen using a wider vocabulary eg leaves turning brown, why ice melts, different forces.</p> <p>*Develops an understanding of growth, decay and changes over time.</p>	Busy Bees in provision	<p>Seasonal changes including a walk in the local area (4 weeks)</p> <p>*Looks closely at patterns and change.</p> <p>*Explores outside and comments by using some their senses.</p> <p>*Begins to make observations of the natural world, plants and animals</p> <p>Busy Bees in provision</p>	<p>Planting</p> <p>*Describe outside by using their senses.</p> <p>*Makes observations of the natural world, plants and animals.</p> <p>*Begins to identify some similarities and differences between the natural world around them and contrasting environments. Link to Ghanaian Goldilocks and Past and Present</p> <p>Busy Bees in provision</p> <p>Seasonal changes consolidation</p> <p>Autumn – Spring</p>	<p>Seasonal changes including a walk in the local area (4 weeks)</p> <p>*Begins to talk about some important processes and changes in the natural world around them e.g effects of changing seasons.</p> <p>*Looks closely at similarities, differences, patterns and change.</p> <p>Observations of plants growing planted in Lent 1</p> <p>Busy Bees in provision</p>	<p>Butterflies and habitats (4 weeks)</p> <p>The very hungry caterpillar</p> <p>Beginning to explore the natural world around them; making observations and drawing pictures of animals and plants.</p> <p>*Beginning to understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p> <p>Busy Bees in provision</p>	<p>Materials (3 weeks)</p> <p>*Understand some important processes and changes in the natural world around them; including seasons and changing states of matter.</p> <p>Frog life cycle and habitats (3 weeks) Oak Academy habitats unit</p> <p>*Explore the natural world around them; making observations and drawing pictures of animals and plants.</p> <p>*Know some similarities and differences between the natural world around them and contrasting environments,</p>

	<p>*Understands the need to respect and care for the natural environment/living things.</p> <p>Opportunities in provision for pupils to observed</p>					<p>Opportunity to retrieve and consolidate all 4 seasons knowledge</p>	<p>drawing on their experiences and what has been read in class.</p> <p>Link to PCC similarities and differences</p> <p>Busy Bees in provision</p>
<p>EAD</p> <p>Being imaginative and expressive</p>	<p>Kapow unit Exploring sound (4 weeks)</p> <p>*Creates movement in response to music. *Sings to self and makes up simple songs. *Makes up rhythms. *Notifies what adults do, imitating what is observed and then doing this spontaneously when adult is absent. *Engages in imaginative play based on own first-hand experiences. *Enjoys joining in with dancing and ring games. *Sings a few familiar songs. *Develops preferences for forms of expression. *Plays instruments with increasing control to express themselves.</p>	<p>Kapow unit 1.Exploring sound (1 week)</p> <p>*Begins to build a repertoire of songs and rhymes. *Plays alongside other children who are engaged in the same theme. *Introduces a narrative into their play based on own experiences. *Plays cooperatively as part of a group to develop and act out a narrative. *Begins to perform songs and rhymes with others and expresses themselves using music.</p> <p>Busy Bees in provision</p>	<p>Kapow unit 2.Celebration music (5 weeks)</p> <p>*Begins to build a repertoire of songs and rhymes. *Plays alongside other children who are engaged in the same theme. *Introduces a narrative into their play based on own experiences. *Plays cooperatively as part of a group to develop and act out a narrative. *Begins to perform songs and rhymes with others and expresses themselves using music.</p> <p>Busy Bees in provision</p>		<p>Kapow unit Musical stories (6 weeks)</p> <p>*Begins to build a repertoire of songs, rhymes, poems and stories. *Extends play with other children who are engaged in the same theme. *Introduces a storyline or narrative into their play. *Plays cooperatively as part of a group to develop and act out a story. *Begins to perform songs, rhymes, poems and stories with others, and- when appropriate try to.</p> <p>Busy Bees in provision</p>		<p>Kapow unit 2.Music and movement (4 weeks)</p> <p>*Invent, adapt and recount narratives and stories with peers and their teachers. *Sing a range of well-known nursery rhymes and songs. *Perform songs, rhymes, poems and stories with others, and- when appropriate try to move in time with music.</p> <p>Busy Bees in provision</p>
<p>EAD</p> <p>Creating with materials</p>	<p>*Explores how colour and how colours can be changed. *Draws with increasing detail. *Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects. *Begins to be interested in and describe the texture of things. *Uses various constructions materials. *Begins to construct, stacking blocks vertically, horizontally, making enclosures and creating spaces. *Joins construction pieces together to build and balance. *Realises tools can be used for a purpose</p> <p>Opportunities in provision for pupils to observed</p>	<p>Kapow unit (3 weeks) 2. Structures: Junk modelling</p> <p>*Explores a range of simple tools.</p> <p>*Begins to use props and materials to role-play their own experiences Link to story sacks in environment of Little Red Hen and independent junk modelling</p> <p>Busy Bees in provision *Explores what happens when they mix colours. Opportunities in creative area to explore.</p> <p>Opportunity to access role play characters and small world Small world</p>	<p>Kapow unit (2 weeks) 1. Structures: Junk modelling</p> <p>*Explores a range of simple tools.</p> <p>Busy Bees in provision Opportunity to access role play characters and small world Story sack spoons</p>	<p>Kapow unit Marvellous marks</p> <p>*Experiments to create different textures. *Begins to understand that different media can be combined to create different effects. *Manipulates a variety of resources to achieve a planned effect. *Uses simple tools competently and appropriately. *Selects appropriate resources and adapts work where necessary. *Develop and refine own ideas. *Explores music making.</p> <p>Busy Bees in provision *Begins to use props and materials to role-play characters in narratives and stories. (link to Bear hunt role play in creative area)</p> <p>Opportunity to access role play characters and small world Happyland</p>	<p>Kapow unit Paint my world</p> <p>Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Busy Bees in provision Opportunity to access role play characters and small world Story sack spoons</p>	<p>Kapow unit 1.Creation station (4 weeks)</p> <p>*Share their creations, explaining the processes they have used.</p> <p>*Make use of props and materials when roleplaying characters in narratives and stories.</p> <p>Busy Bees in provision Opportunity to access role play characters and small world Happyland</p>	
Online Safety		<p>1.Self-image and identity 2.Online Relationships</p>	<p>1. Online Reputation 2. Online Bullying</p>	<p>Managing online information</p>	<p>Health, wellbeing, and lifestyle</p>	<p>Privacy and security</p>	<p>Copyright and ownership</p>