

## Nursery Long Term Plan 2019-2020

Cycle	Cycle 1 (Boesline)	Cycle 2	Cycle 3	Cycle 4	Cycle 5
Topic Question	Who's in the jungle?	What can you see?	Why is our world special?	What can we find outside?	Have you seen a bear?
<b>Topic</b>	<b>Ourselves</b> (settling children in) (3 <sup>rd</sup> Sept - 28 <sup>th</sup> Sept) 4 weeks My family Me I like ...	<b>Senses</b> Colours Senses- messy play (What can you hear, see, taste, smell and feel?) My body	<b>The world</b> Farm animals Local area People who help us	<b>Exploring</b> Weather Natural resources (grass/mud/water /stone/snow/cave) Music, dance, role play (instruments, song, dances) Growing	<b>Changes</b> Size Cooking Melting Character similarities and difference Goldilocks is... I am...
<b>Pie Corbett Literacy</b>	Nursery Rhymes 5 Elephants Went Out to Play 1,2,3,4,5 Once I Caught a Fish Alive Twinkle Twinkle Little Star Humpty Dumpty <b>Hug-Jez Alborough</b> (Relatable book: Walking Through the Jungle, Dear Zoo)	<b>Brown Bear, Brown Bear, What do you see?</b>  <b>Eric Carle</b>	<b>Rosie's Walk</b> <b>Pat Hutchins</b>	<b>We're Going on a Bear Hunt</b>  <b>Michael Rosen</b>	<b>Goldilocks and the Three Bears</b>
<b>Shared reading</b>	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  Enjoys rhyming and rhythmic activities.  Looks at books independently	Shows awareness of rhyme and alliteration  Holds books the correct way up and turns pages.  Handles books	Listens to and joins in with stories and poems, one-to-one and also in small groups.  Holds books the	Beginning to be aware of the way stories are structured  Suggests how the story might end.  Describes main	Suggests how the story might end.  Describes main story settings, events and principal characters

	<p>Handles books carefully.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p>	<p>carefully.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <ul style="list-style-type: none"> <li>•Recognises rhythm in spoken words</li> <li>• Listens to stories with increasing attention and recall.</li> </ul> <p>Describes main story settings, events and principal characters</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p>	<p>correct way up and turns pages.</p> <ul style="list-style-type: none"> <li>•Knows information can be relayed in the form of print.</li> </ul> <p>Beginning to be aware of the way stories are structured</p> <p>Describes main story settings, events and principal characters</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <ul style="list-style-type: none"> <li>•Recognises familiar words and signs such as own name and advertising logos.</li> </ul> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p>	<p>story settings, events and principal characters</p> <ul style="list-style-type: none"> <li>•Recognises familiar words and signs such as own name and advertising logos.</li> </ul> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p>	<p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Enjoys an increasing range of books</p> <p>Hears and says the initial sound in words.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>
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<b>Writing</b>	<p>Distinguishes between the different marks they make.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p>	<p>Distinguishes between the different marks they make.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Writes own name and other things such as labels, captions.</p>
<b>CLL Speaking</b>	<p>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'</p> <p>Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>Uses language as a powerful means of widening contacts, sharing feelings,</p>	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Holds a conversation,</p>	<p>•Learns new words very rapidly and is able to use them in communicating.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using</p>	<p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Can retell a simple past event in correct order (e.g.</p>	<p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Can retell a simple past event in correct order (e.g.</p>

	<p>experiences and thoughts.</p> <p>Beginning to use word endings (e.g. going, cats).</p> <p>Uses a variety of questions (e.g. what, where, who).</p>	<p>jumping from topic to topic</p> <ul style="list-style-type: none"> <li>•Learns new words very rapidly and is able to use them in communicating.</li> </ul> <p>Uses a variety of questions (e.g. what, where, who).</p> <p>Uses a variety of questions (e.g. what, where, who).</p> <p>Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p>	<p>and, because).</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses a variety of questions (e.g. what, where, who).</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p>went down slide, hurt finger).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p>went down slide, hurt finger).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>Uses a range of tenses (e.g. play, playing, will play, played).</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>
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<p><b>CLL Listening and attention</b></p>	<p>Listens with interest to the noises adults make when they read stories</p> <p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</p> <p>Shows interest in play with sounds, songs and rhymes.</p> <p>Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus.</p> <p>Listens to others one to one or in small groups, when conversation interests them.</p>	<p>Shows interest in play with sounds, songs and rhymes.</p> <p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention - still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>Focusing attention - still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p>
<p><b>CLL Understanding</b></p>	<ul style="list-style-type: none"> <li>Identifies action words by pointing to the right picture, e.g., "Who's jumping?"</li> </ul> <p>Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</p> <p>Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</p> <p>Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can?</p>	<p>Understands use of objects (e.g. "What do we use to cut things?')</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p>	<p>Responds to simple instructions, e.g. to get or put away an object.</p>	<p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p>	<p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Beginning to</p>

	<p>What's that? Where is.?).</p> <p>Developing understanding of simple concepts (e.g. big/little).</p> <p>Understands use of objects (e.g. "What do we use to cut things?")</p>			<p>Beginning to understand 'why' and 'how' questions</p>	<p>understand 'why' and 'how' questions</p>
<p><b>PSED-Making relationships</b></p>	<p>Interested in others' play and starting to join in.</p> <p>Seeks out others to share experiences.</p> <p>Shows affection and concern for people who are special to them.</p> <p>May form a special friendship with another child.</p>	<p>Shows affection and concern for people who are special to them.</p> <p>May form a special friendship with another child.</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p>	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>

<p><b>PSED-Self-confidence and self-awareness</b></p>	<p>Separates from main carer with support and encouragement from a familiar adult.</p> <p>Expresses own preferences and interests.</p>	<p>Expresses own preferences and interests.</p> <p>Can select and use activities and resources with help.</p> <p>Welcomes and values praise for what they have done.</p> <p>Enjoys responsibility of carrying out small tasks.</p> <p>Shows confidence in asking adults for help.</p>	<p>Can select and use activities and resources with help.</p> <p>Welcomes and values praise for what they have done.</p> <p>Enjoys responsibility of carrying out small tasks.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Shows confidence in asking adults for help.</p>	<p>Enjoys responsibility of carrying out small tasks.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Shows confidence in asking adults for help.</p>	<p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Shows confidence in asking adults for help.</p>
<p><b>PSED-Managing feelings and behaviour</b></p>	<p>Seeks comfort from familiar adults when needed.</p> <p>Can express their own feelings such as sad, happy, cross, scared, worried.</p>	<p>Can express their own feelings such as sad, happy, cross, scared, worried.</p>	<p>Responds to the feelings and wishes of others.</p> <p>Aware of own</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p>Begins to accept the needs of others and can take turns and share resources,</p>

	<p>Aware that some actions can hurt or harm others.</p> <p>Shows understanding and cooperates with some boundaries and routines.</p> <p>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</p> <p>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p>	<p>Responds to the feelings and wishes of others.</p> <p>Aware that some actions can hurt or harm others.</p> <p>Tries to help or give comfort when others are distressed.</p> <p>Shows understanding and cooperates with some boundaries and routines.</p> <p>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</p> <p>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p>	<p>feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>	<p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>sometimes with support from others.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p>
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<p><b>PD- Moving and Handling</b></p>	<p>Runs safely on whole foot.</p> <p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</p> <p>Can kick a large ball.</p> <p>Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools</p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p>Walks upstairs or downstairs holding onto a rail two feet to a step.</p> <p>May be beginning to show preference for dominant hand. Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Can stand momentarily on one foot when shown.</p>	<p>May be beginning to show preference for dominant hand</p> <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g.</p>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p>	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction</p> <p>Can catch a large ball.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Can copy some letters, e.g. letters from their name.</p>	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction</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. letters from their name.</p> <p>Shows a preference for a dominant hand.</p>
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	<p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p>	<p>makes snips in paper with child scissors.</p>			
<b>PD- Health and self-care</b>	<p>Feeds self competently with spoon.</p> <p>Drinks well without spilling.</p> <p>Clearly communicates their need for potty or toilet.</p> <p>Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p>Can usually manage washing and drying</p>	<p>Beginning to recognise danger and seeks support of significant adults for help</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p>	<p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p>Understands that equipment and tools have to be used safely.</p> <p>Can usually manage washing and drying hands.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>

	hands.	Can tell adults when hungry or tired or when they want to rest or play. Can usually manage washing and drying hands.			
<b>EAD- Exploring using media and materials</b>	<p>Joins in singing favourite songs.</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound.</p> <p>Experiments with blocks, colours and marks.</p> <p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p>	<p>Joins in singing favourite songs.</p> <p>Shows an interest in the way musical instruments sound.</p> <p>Experiments with blocks, colours and marks.</p> <p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement</p>	<p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Explores and learns how sounds can be changed.</p> <p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Beginning to be</p>	<p>Explores and learns how sounds can be changed.</p> <p>Explores colour and how colours can be changed.</p> <p>Beginning to be interested in and describe the texture of things.</p> <p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures</p>	<p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose.</p> <p>Explores colour and how colours can be changed.</p>

		<p>in response to music.</p> <p>Taps out simple repeated rhythms.</p>	<p>interested in and describe the texture of things.</p> <p>Uses various construction materials.</p>	<p>and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose.</p>	
<b>EAD-Being imaginative</b>	<p>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Beginning to make-believe by pretending.</p> <p>Creates movement in response to music. Engages in imaginative role-play based on own first-hand experiences.</p>	<p>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Beginning to make-believe by pretending.</p> <p>Uses movement to express feelings.</p> <p>Creates movement in response to music.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p>	<p>Uses movement to express feelings.</p> <p>Sings to self and makes up simple songs</p> <p>Makes up rhythms.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>Developing preferences for forms of expression.</p> <p>Uses movement to express feelings.</p> <p>Sings to self and makes up simple songs</p> <p>Makes up rhythms.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Uses available resources to create props to support</p>	<p>Developing preferences for forms of expression.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Uses available resources to create props to support role-play.</p> <p>Captures experiences and</p>

				<p>role-play.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>responses with a range of media, such as music, dance and paint and other materials or words.</p>
<b>Phonics</b>	<p>Introduce Letters and Sounds Phase 1 RWI set 1 Oral and Assisted blending</p>				
<b>Maths</b>	<p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> <p>Recites some number names in sequence.</p> <p>Creates and experiments with symbols and marks representing ideas of number.</p> <p>Begins to make comparisons between quantities.</p> <p>Uses some language of quantities, such as 'more' and 'a lot'.</p> <p>•Knows that a group of things changes in quantity when something is added or taken away.</p>	<p>Knows that a group of things changes in quantity when something is added or taken away.</p> <p>Uses some language of quantities, such as 'more' and 'a lot'.</p> <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>•Knows that numbers identify how many objects are in a set</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p>	<p><b>Number</b> Number 0-2</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows an interest in number problems.</p>	<p><b>Number</b> Number 3-5</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows an interest in number problems.</p> <p>Separates a group of three or four objects in</p>

	<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>Recites numbers in order to 10.</p> <ul style="list-style-type: none"> <li>•Knows that numbers identify how many objects are in a set</li> </ul> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows an interest in numerals in the environment</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>Shows an interest in numerals in the environment</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>different ways, beginning to recognise that the total is still the same.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item</p>
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<p><b>Maths- Shape, space and</b></p>	<p><b>Shape, Space &amp; Measures</b> Environmental shapes Language of length</p> <p>Notices simple shapes and patterns in pictures.</p> <p>Beginning to categorise objects according to properties such as shape or size</p> <p>Begins to use the language of size.</p> <p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p>Anticipates specific time-based events such as mealtimes or home time.</p>	<p><b>Shape, Space &amp; Measures</b> Language of length Height Weight Environmental shapes</p> <p>Beginning to categorise objects according to properties such as shape or size</p> <p>Begins to use the language of size.</p> <p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p>	<p><b>Shape, Space &amp; Measures</b> Capacity Language of length Height Weight Positional language</p> <p>Begins to use the language of size.</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p>	<p><b>Shape, Space &amp; Measures</b> Capacity Language of length Height Weight Environmental shapes Patterns</p> <p>Uses positional language</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p>	<p><b>Shape, Space &amp; Measures</b> Capacity Language of length Height Weight Environmental shapes Patterns Positional language</p> <p>Uses positional language</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p>

			<p>Anticipates specific time-based events such as mealtimes or home time.</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Shows interest in shapes in the environment.</p>	<p>Uses positional language</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Shows interest in shapes in the environment.</p>	<p>Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>
<b>Understanding the World</b>	<p>Notices detailed features of objects in their environment.</p> <p>Enjoys playing with small-world models such as a farm, a garage, or a train track.</p>	<p><b>Animals</b></p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Developing an understanding of growth, decay and changes over time.</p>	<p><b>Senses</b></p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talks about why things happen and how things work.</p>	<p><b>Farm Animals &amp; Local Area</b></p> <p>Shows care and concern for living things and the environment.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p><b>Weather &amp; Natural resources Local area</b></p> <p>Shows care and concern for living things and the environment.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found</p>	<p><b>Similarities &amp; Differences</b></p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Developing an understanding of</p>

			<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p>	<p>Developing an understanding of growth, decay and changes over time.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talks about why things happen and how things work.</p>	<p>objects.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talks about why things happen and how things work.</p>	<p>growth, decay and changes over time.</p> <p>Talks about why things happen and how things work.</p>
<p><b>UTW- People who help us</b></p>	<p><b>My family &amp; Me</b></p> <p>Has a sense of own immediate family and relations.</p> <p>In pretend play, imitates everyday actions and events from own family</p>	<p><b>Celebrations</b></p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special</p>	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p>	<p><b>People who help us</b></p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Shows interest in different occupations and ways of life.</p>	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Shows interest in different occupations and ways of life.</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>

	<p>and cultural background, e.g. making and drinking tea.</p> <p>Beginning to have their own friends</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>	<p>times or events for family or friends.</p> <p>Beginning to have their own friends</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>Shows interest in the lives of people who are familiar to them.</p>	<p>Recognises and describes special times or events for family or friends.</p>	<p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	
<p><b>UTW-Technology</b></p>	<p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment.</p>	<p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Knows how to operate simple equipment e.g. turns on CD player and uses remote control.</p> <p>Shows an interest in</p>	<p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p>Knows how to operate simple equipment e.g. turns on CD player and uses remote control.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p>Knows that information can be retrieved from computers.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Shows an interest in technological toys</p>	<p><b>Technology</b></p> <p>Knows that information can be retrieved from computers.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Shows an interest in</p>

		<p>technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Knows how to operate simple equipment e.g. turns on CD player and uses remote control.</p>		<p>with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Knows that information can be retrieved from computers</p>	<p>technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Knows that information can be retrieved from computers</p>
<b>E safety</b>	<p>What are electronic devices?          Which devices do children have access to at home and at school?          What do children use these devices for?          What should they do if they feel scared when using the devices?          Who can the children go to when they feel scared?</p>				