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| **Areas of Learning** |  | **Autumn term** | **Spring Term** | **Summer Term** |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** |  |  |  |  | **ELG** |
| **Prime Areas** | **PSE** | **Making Relationships** | **Have a conversation with their friends and adults.** | **Developing independence with their social skills.** | **Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.** |
| **Self-confidence & self-awareness** | **Tells others about themselves.** | **Tells others about themselves.** | **Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.** |
| **Managing feelings and behaviour** | **Knows the right ways to behave.** | **Makes good choices when with others.** | **Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and they know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.**  |
| **Communication & language** | **Listening & Attention** | **Is focused during a guided group session.** | **Listens to others during an activity.** | **Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They** **give their attention to what others say and respond appropriately, while engage in another activity.** |
| **Understanding** | **Do two things they have been asked in one instruction.** | **Is able to understand and respond without any visual support.**  | **Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.** |
| **Speaking** | **Speaks to others in ways that match the situation.**  | **Speaks to others in order to understand, explain or act a role in play.** | **Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.** |
| **Physical Development** | **Moving & Handling**  | **Able to move their body in different ways. Uses their hands to manipulate and control objects.**  | **Makes more controlled movements. Able to control a pencil to form letters and shapes.** | **Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.**  |
| **Health & Self-Care** | **Knows what is needed to be healthy and hygienic.** | **Is aware of how to be safe when playing with others.** | **Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.** |
| **Specific** **Areas** | **Literacy** | **Reading**  | **Enjoys listening to books and can complete sound and word activities.** | **Is independent in reading words/sentences, uses books for pleasure and a purpose.**  | **Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.** |
| **Writing** | **Uses marks during their play by writing for a purpose.** | **Is able to write in ways that others can read and understand.** | **Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.** |
| **Mathematics** | **Number** | **Is able to count objects and match them to numerals.** | **Is able to use objects and numerals to make and find different amounts.** | **Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.** |
| **Shape, space & measure** | **Uses language to talk about everyday objects and events.** | **Describe a range of shapes and objects. Orders and measures objects and events/time.** | **Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.** |
| **Understanding the World** | **People & Communities** | **Joins in with celebrations and everyday routines.** | **Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.** |
| **The World** | **Uses language to describe, compare and make observations on the world around them.** | **Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.** |
| **Technology** | **Uses computers and technology items to play games and use apps.** | **Uses a computer or technology items for a purpose.** | **Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.** |
| **Expressive Arts & Design** | **Media & Materials**  | **Experiments with different media and materials. Create using a range of materials.**  | **Uses different media and materials to create something that they planned and adapts as they create.**-  | **Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.** |
| **Being Imaginative** | **Creates by drawing, painting and making.** | **Uses language to engage in role play with their friends.** | **Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.** |