

Prime Areas of learning

Communication & language	Personal, Social & Emotional Development	Physical Development
<p>Children learn to:</p> <ul style="list-style-type: none"> Understand who / what / where questions Understand some why questions in a range of contexts Enjoy listening to a range of stories: <input type="checkbox"/> remember key events / characters <input type="checkbox"/> join in with simple text retelling, use actions / refrains Begin to retell a short familiar text and develop own narrative Retell a past event in the correct order: beginning / middle / end Follow a two-part instruction linked to the daily routine / activity Use a wider range of vocabulary linked to: <input type="checkbox"/> daily routine <input type="checkbox"/> learning environment <input type="checkbox"/> focus text / theme Sing and know a range of rhymes / songs – using actions / props Talk about familiar books & begin to express a viewpoint e.g. likes Continue to develop communication <input type="checkbox"/> use a range of tenses <input type="checkbox"/> use longer sentences of 4 / 6 words <input type="checkbox"/> join sentences using ‘and’, use or / because <input type="checkbox"/> start and continue a conversation, turn taking Listen to others in small groups 	<p>Children learn to:</p> <p>Follow daily routine and learning expectations</p> <ul style="list-style-type: none"> Take care of own care routines Be increasingly independent in meeting own care needs e.g. washing hands Understand the importance of tooth brushing Develop confidence within the learning environment Select and use activities and resources with developing independence (familiar and new) Engage in sustained learning within activity of choice Play with 1 or more children, extending & elaborating play ideas Share and take turns Talk with others & help to find solutions to solve conflicts. Talk about their feelings – excited / worried / cross Begin to understand how others might be feeling – main characters in texts / practitioners / peers 	<p>Children learn to:</p> <ul style="list-style-type: none"> Continue to develop their movement skills, travelling in a variety of ways <input type="checkbox"/> run <input type="checkbox"/> jump <input type="checkbox"/> climb <input type="checkbox"/> hop <input type="checkbox"/> skip Develop balancing skills: <input type="checkbox"/> walking <input type="checkbox"/> bike Use ball skills: <input type="checkbox"/> kick <input type="checkbox"/> roll <input type="checkbox"/> throw Begin to develop catching Begin to take part in some team games Remember and follow a simple sequence of movements related to music and rhythm Dress and undress themselves with increasing independence Use large upper body movements Use a range of one-handed tools with dominant hand Develop a comfortable pencil grip

Specific Areas of Learning

Literacy... including Phase 1 phonics	Mathematics	Understanding the World	Expressive Arts & Design
<p>Children learn to:</p> <p>Understand the five key concepts of print: <input type="checkbox"/> print has meaning <input type="checkbox"/> print has meaning <input type="checkbox"/> print can have different purposes <input type="checkbox"/> how print works – L to R, 1-1, top to bottom <input type="checkbox"/> names of different parts of a book <input type="checkbox"/> book handling</p> <ul style="list-style-type: none"> Develop an understanding of the difference between a word and letter Join and participate in Phase 1 Phonics activities, developing phonological awareness, aspects 1 to 7 with consolidation of aspect 1, 2, 3, 6 and a strong focus on 4, 5 and 7 Read own name in a range of contexts and in different fonts Write own name with correct letter formation Begin to use letter / print knowledge when mark making / writing for a range of purposes 	<p>Children learn to:</p> <ul style="list-style-type: none"> Sort and match objects with growing confidence Copy, continue and correct a simple pattern Recite numbers to 5 accurately Join in with number rhymes to 5 using props / fingers Count to 5 using accurate 1:1 correspondence Use number names to 5 accurately in adult-led activities & play, including irregular arrangements & actions Know that the last number when counting gives the total amount Use mathematical language to compare sets e.g. more / more than / less / bigger / smaller Use some comparative language to compare 2D shapes / measure (size) Combine shapes to make new ones Describe a familiar route, using words such as under, over, down, along, through, between Talk about and identify pattern ABAB – notice and correct an error in repeating pattern Begin to describe a sequence of events, real or fiction, using words day, night 	<p>Children learn to:</p> <ul style="list-style-type: none"> Use all senses in hands on exploration of natural materials. Talk about what they see. Name & talk about variety of vehicles / transport – e.g. boat, ship Begin to talk about familiar journeys e.g. coming to school. How do they travel? What do they see? What other types of transport do they see? Begin to understand some vocabulary to describe natural features in the environment and weather e.g. sea, island, land, river, volcano, storm, fog Begin to understand the need to respect and care for the natural environment and all living things e.g. animals living near and in water Name some animals that live in / near the water e.g. seal, crab, fish, whale Explore and begin to talk about how things work e.g. push / pull / wind Explore floating and sinking 	<p>Children learn to:</p> <ul style="list-style-type: none"> Take part in pretend play Develop complex stories using small world resources Explore body percussion / voice sounds / instruments to represent vehicles, weather, movements etc Learn new songs linked to theme Use printing techniques with increasing independence to patterns and pictures Paint / draw using enclosed shapes to make representations and label / talk about Begin to be able to select a brush, ‘dip, draw, wash & wipe’ technique to keep colours clear. Begin to select colours to achieve desired effect Begin to make constructions and models with a purpose, deciding / planning what to make. Find, collect, arrange & stick material to make a pattern / picture

Characteristics of Effective Teaching & Learning

<p>Playing & Exploring</p> <p>Children learn to: <input type="checkbox"/> Plan and think ahead about how they will explore or play with objects <input type="checkbox"/> Make independent choices <input type="checkbox"/> Follow and develop their own interests <input type="checkbox"/> Respond to new experiences</p>	<p>Active Learning</p> <p>Children learn to: <input type="checkbox"/> Participate in routines <input type="checkbox"/> Show goal-directed behaviour <input type="checkbox"/> Use a range of strategies to read a set goal <input type="checkbox"/> Begin to correct their mistakes <input type="checkbox"/> Begin to keep on trying when things are getting difficult</p>	<p>Creating & Thinking Critically</p> <p>Children learn to: <input type="checkbox"/> Take part in pretend play <input type="checkbox"/> Sort materials <input type="checkbox"/> Begin to review their progress as they try to achieve a goal <input type="checkbox"/> Begin to solve some real problems <input type="checkbox"/> Begin to feel more confident developing their own ideas <input type="checkbox"/> Begin to make links between ideas <input type="checkbox"/> Begin to concentrate on achieving something that is important</p>
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