



Areas of learning	Autumn Term					Spring Term					Summer Term								
Topics	Me and My World 7 weeks		Celebrations 7 ½ weeks			Once Upon a time... 6 weeks			People & things who help us 6 weeks		Being Healthy 5 weeks			Changes 7 ½ weeks					
Personal, Social and emotional development Ongoing provision taken from Development Matters	Confident to try new activities. Say why they like some activities more than others. Confident to speak in a familiar group. Will talk about their ideas, and will chosen activities. Say when they do or don't need help. Talk about how they and others show feelings. Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Work as part of a class or group. Understand and follow rules. Adjust behaviour to different situations. Take changes of routine in their stride.																		
Physical Development <i>Physical Development Matters Links</i>			Changing for PE and hall expectations-Games			Rawmarsh Community School - Dance lessons 1-5		Rawmarsh Community School - Gymnastics lessons		Rawmarsh Community School - Dance lessons 6-10			Swimming						
	<i>30:50 month: moves freely with pleasure and confidence in a range of ways. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball.</i> <i>40-60 months: experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</i> <i>ELG: children manage their own personal needs successfully, including dressing.</i>					<i>40-60 months: experiments with different ways of moving. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment.</i> <i>ELG: show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children manage their own personal needs successfully, including dressing.</i>					<i>ELG: children manage their own personal needs successfully, including dressing. Children talk about ways to keep safe.</i>								
Communication and Language Ongoing provision taken from Development Matters	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 engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. 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.																		
Literacy <i>Literacy Development Matters Links:</i>	Assessment/observations Letters and Sounds Name writing Rhyme and Alliteration 7 weeks	Recoun ts 1 we ek	Sto ry of Gu y Fa wk es 1 eek	Christma s story 2 weeks	Labelling toys/Chris tmas cards/ letters to Father Christmas 3 weeks	Wha t I did at Chri stm as 1 wee k	The stor y of Chi nes e New Yea r 1 wee k	Traditional tales: Goldilocks Who sank the boat? The Billy Goats Gruff Jack and the Beanstalk 4 weeks	Lit tle Red He n m ak es a piz za 1 we ek	Ar ts we ek	Su pe rh er oe s 1 we ek	My m u m 1 we ek	East er stor y 2 wee ks	Noa hs Ark 1 wee k	Handa s surpris e 3 weeks	Olivers fruit salad 1 week	Story writing- The very Hungry 3 weeks How we have changed 1 week	Farm animals 2 weeks	Prep for Year 1 2 week s

	<p>30-50 months: enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Sometimes gives meaning to marks as they draw and paint.</p> <p>40-60 months: continues a rhyming string. Hears and says initial sounds in words. Links sounds to letters, naming and sounding the letters of the alphabet. Can segment the sounds in simple words and blend them together. Writes own name and other things.</p>		<p>30-50 months: Sometimes gives meaning to marks as they draw and paint. Listens to and joins in with stories and poems. Beginning to be aware of the way that stories are structured. Describes main story settings, events and principal characters. Suggests how a story might end.</p> <p>40-60 months: Hears and says initial sounds in words. Can segment the sounds in simple words and blend them together. Writes own name and other things. Enjoys an increasing range of books. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Attempts to write short sentences in meaningful contexts.</p>					<p>30-50 months: Sometimes gives meaning to marks as they draw and paint.</p> <p>40-60 months: Hears and says initial sounds in words. Can segment the sounds in simple words and blend them together. Writes own name and other things. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Attempts to write short sentences in meaningful contexts.</p> <p>ELG: 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.</p>							
<p>Mathematics</p> <p>Mathematics</p>	<p>Assessment/ observation 3 weeks</p>	<p>Numbers: counting and recognition 3 weeks</p>	<p>Shape and space: 2D shape 2 weeks</p>	<p>Shape and space: Money 1 week</p>	<p>Numbers: Addition and subtraction 3 weeks</p>	<p>Numbers: counting and Recognition 3 weeks</p>	<p>Shape, space and measures: Capacity, size and weight 3 weeks</p>	<p>Numbers: Addition and subtraction 3 weeks</p>	<p>Shape and space: 3D shape 2 weeks</p>	<p>Shape and space: Time 1 week</p>	<p>Numbers: Counting and recognition 2 weeks</p>	<p>Numbers: Addition and subtraction 2 weeks</p>	<p>Numbers: Doubling and halving 2 weeks</p>	<p>Shape, space and measures Distance 2 weeks</p>	<p>Assessment/ consolidation</p>

<p><i>Development Matters Links:</i></p>	<p>30-50 months: uses some number names & number language spontaneously. Uses some number names accurately in play. Recites number in order to 10. Knows that numbers identify how many are in a set. Beginning to represent numbers. Shows an interest in numerals in the environment. 40-60 months: recognise some numeral of personal significance. Recognises numerals 1 to 5. Counts up to 3 or 4 objects saying one number name for and beginning to count beyond 10.</p>		<p>30-50 Talks about the shapes of every day objects. Shows and interest in shapes in the environment 40-60 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>30-50 Shows an interest in numerals in the environment. 40-60. Beginning to use everyday language related to money.</p>	<p>40-60 Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. Beginning to use the vocabulary involved with adding and taking away In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting .</p>	<p>40-60 months: Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them</p>	<p>40-60 Orders two or three items by length or height. • Orders two items by weight or capacity</p>	<p>40-60 Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. Beginning to use the vocabulary involved with adding and taking away.</p>	<p>40-60 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>40-60 Uses everyday language related to time. Orders and sequences familiar events. • Measures short periods of time in simple ways.</p>	<p>40-60 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them</p>	<p>40-60 Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations</p>	<p>ELG Solve problems that include doubling, halving and sharing.</p>	<p>Orders two or three items by length or height</p>	
<p>Understanding of the world</p> <p>Understanding the World Development</p>	<p>Telling my teachers about me and my family 4 weeks</p>	<p>Finding out about the school 3 weeks</p>	<p>Diwali 2 weeks</p>	<p>Ramadan & Eid 2 weeks</p>	<p>Christmas 3 weeks</p>	<p>Chinese New Year 2 weeks</p>	<p>Similarities and differences between places- through places the stories have come from. 4 weeks</p>	<p>Investigating different occupations /Visitors 3 weeks</p>	<p>Investigating ICT in the environment 2 weeks</p>	<p>Growing beans and tomatoes 7 weeks</p>	<p>Changes around us 1 week How have we changed? 2 weeks</p>	<p>Life Cycle of a butterfly 2 weeks How do plants grow? 2 weeks</p>			

<p>Matters Links:</p>	<p>30-50 months: shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Comments and asks questions about aspects of their familiar world.</p>		<p>30-50 months: Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. 40-60 months: Enjoys joining in with family customs and routines. ELG: talk about past and present events in their own lives and the lives of family member. They know about similarities and differences between themselves and others, among families, communities and traditions.</p>		<p>ELG: know about similarities and differences in relation to places. They talk about features of their own immediate environment and how environments might vary from one another.</p>	<p>30-50 months: Shows interest in different occupations and ways of life.</p>	<p>ELG: recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>ELG: they make observations of plants and explain why some things occur, and talk about changes.</p>		<p>ELG: they make observations of animals and explain why some things occur, and talk about changes.</p>					
<p>Expressive arts and design</p> <p><i>Expressive Arts and Design Development Matters Links:</i></p>	<p>Familiar songs Role play Handprint flowers DT Table 4 weeks</p>	<p>Harvest activities 3 weeks</p>	<p>Mixing colours/making fireworks 2 weeks</p>	<p>Christmas decorations 5 weeks</p>	<p>Make Chinese Dragons and Dragon Music 2 weeks</p>	<p>Painting of settings and stories Setting collages 2 weeks</p>	<p>Making bridges/mixing shades 2 weeks</p>	<p>Mixing colours 1 week</p>	<p>Painting people who help us Mother's day cards 2 weeks</p>	<p>Easter cards and activities 3 weeks</p>	<p>Noah's ark activities</p>	<p>Playdough fruit & vegetables/collage plate of healthy food 2 weeks</p>	<p>Observational painting and drawing 2 weeks</p>	<p>Using fabric to make a butterfly Printing butterflies 3 weeks</p>	<p>Making butterfly music 3 weeks</p>

Matters:

*Children have a developing respect for their own cultures and beliefs, and those of other people. Children show sensitivity to others' needs and feelings.
Children answer 'how' and 'why' questions about their experiences in response to stories. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
Children begin to know about their own cultures and beliefs and those of other people.
Children respond in a variety of ways to what they see, hear, smell, touch and taste*