

Prime areas

Communication & Language

30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall.

40-60 Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story. Shows interest when presented with alternative possibilities.

Eye on the goal - They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Key person groups SMSC

-I can share ideas in a small group.

-I can talk about my environment, sharing ideas about what I like and why.

-I can listen to other people's ideas.

SMSCD/IIP Moral, Social and Cultural (SMSCD)

Stories will be used to initiate learning of new concepts/learning activities will be directly related to the core stories. Children will be encouraged to develop a good level of articulation which should stand them in good stead.

Understanding the world

30-50 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

40-60 Know familiar places identifying features, e.g. play area, flower beds, pond, café in a park.

Eye on the goal - They talk about the features of their own immediate environment and how environments might vary from one another.

SMSCD/ I.I.P Social (SMSCD)

Children to talk about how we can care for ourselves and those around us. Children will also consider why it is important to look after our everyone in our world.

British Values

Mutual Respect – Respect for others and self. Discussing why other people are important.

Physical Development

30-50 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. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

40-60 Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

Travels with confidence and skill around, under, over and through balancing and climbing equipment.

Eye on the goal - They move confidently in a range of ways, safely negotiating space.

Physical Fitness- children encouraged to move as much as possible including with movement songs such as Jack Hartman.

British Values:

Individual Liberty (focus on diet and healthy lifestyle)- children discussing and making the correct choices of the foods they eat at snack time. Why are these foods good for us?

Which foods do we try and avoid? Able to express themselves about things they could do to keep themselves healthy and safe.

Why are there so many leaves on the ground?



Personal, Social and Emotional Development

30-50 Is more outgoing towards unfamiliar people and more confident in new social situations. Show confidence in asking adults for help. Welcomes and values praise for what they have done.

40-60 Confident in speaking in front of a small group. Chooses equipment necessary to complete a task. Can describe self in positive terms and talk about abilities.

Eye on the goal - 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.

SEAL - GETTING ON AND FALLING OUT:

Friendship, Working Together, Managing Feelings, Resolving Conflict.

I can make up when I have fallen out with a friend. (S) I can think of ways to sort things out when we don't agree. (S) I can express my feelings when I am angry. (Sp) I can make myself feel better when I am angry. (Sp)

Wellbeing/SMSCD/IIP:

Spiritual, Moral, Social,

Cultural

Children supported in developing physically through daily outdoor activity and emotionally throughout the delivery of the nationwide SEAL program, encouraging development of social skills. Children are made aware of the risks and hazards within the environment and are encouraged to be proactive and independent in addressing these, with adult supervision.

Achievement emphasised through promotion of ideas of setting realistic goals. Role play environments are adapted on a regular basis to promote children's awareness of a variety of different occupations and to encourage the children to imagine themselves in those roles. Activities and equipment provided to ensure that children learn and develop to their potential.

British Values

Democracy – Children to be given opportunities to make choices about the things they believe are important. Children to choose where they would like to work.

Mathematics

Measures (length)

Compare two lengths using direct comparison; use language of longer and shorter. Use uniform non-standard units to measure items up to 10 units long. Put three lengths in order.

Measures (height)

Compare two heights using direct comparison; use language of taller and shorter. Use uniform non-standard units to measure items up to 10 units high. Put three heights in order.

Counting and comparing numbers

Compare two numbers/quantities, use the language of 'more' and 'less'.

Shape Begin to describe 3D shapes. Use 3D shapes to print and make models.

Money Recognise £1 and £2 coins. Compare prices in pounds up to £10 (by making lines of pound coins). Use money in role play (e.g. pound shop).

'Real life' problems Solve practical problems involving counting or role play.

Time Use days of the week in context, e.g. story. Recognise a minute as unit of time. Count actions carried out in a minute (less than 20).

SMSCD/IIP:

Social (SMSCD)

Mathematical games and number rhymes used to teach & reinforce concepts.

Children will get the opportunity to apply mathematical skills through practical activities making the maths relevant and enabling them to see the need for Maths in real life e.g. through cooking, calculating number of children absent etc

Literacy

30-50 Recognises familiar words and signs such as own name and advertising logos. Segment words orally, and use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Begins to see sounds from their own name in other words.

40-60 Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Continues a rhyming string.

Hears and says the initial sound in words.

Can segment the sounds in simple words and blend them together.

Links sounds to letters, naming and sounding the letters of the alphabet.

Eye on the goal - They also read some common irregular words. Children use their phonic knowledge to write words in ways which match their spoken sounds.

SMSCD/I.I.P:

Moral, Social & Cultural

Stories will be used to initiate learning of new concepts and learning activities will be directly related to the core stories.

Children will be encouraged to develop a good level of articulation which should stand them in good stead.

British Values

Mutual Respect and tolerance – Children will be taught about British culture (Gunpowder Plot and Remembrance Day) but will also be introduced to others beliefs (Diwali).

Expressive Arts and Design

30-50 Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

40-60 Explores what happens when they mix colours.

Experiments to create different textures. Understands that different media can be combined to create new effects.

Eye on the goal - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

SMSCD/I.I.P:

Social and Cultural (SMSCD)

Fine motor skills and hand-eye coordination developed through specifically planned creative activities

Risk assessments will be completed to assess risks associated with activities

Emphasis will be on children making and creating things connected to the core stories.

Children will be developing motor skills in addition to exp diff. vocations through the medium of role play.