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|  | **Autumn 1 theme coverage** | | | |
|  | **Theme:** Proud to be from Bradford – Where do I live? | **Theme:** Proud to be from Bradford – Where do I live? | **Theme:** Proud to be from Bradford – Where can we go today? |
| **Area of learning and development** | **Little Acorns** | **Great Oak Nursery** | **Reception** |
| **Prime Areas** | **Communication and language** | **Birth to Three**   * Generally, focus on an activity of their own choice and find it difficult to be direct by adult. * Listen to simple stories and understand what is happening, with the help of pictures. * Listens to other peoples talk with interest, but can easily be distracted by other things. * Enjoy singing, music and toys that make sound. * Watches somebody’s face as they speak. * Copy what adults do, talking turns in conversation and activities. Try to copy adult speech. * Listen and respond to simple instructions. * Copy your gestures and words * Constantly babble and use single words during play. * Understand simple words in context * Understand frequently used words. * Start to develop conversation, often jumping from topic to topic. | **3 to 4 years**   * Use a wider range of vocabulary. * Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” * Sing a large repertoire of songs. * Use longer sentences of four to six words. * Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. * Start a conversation with an adult or a friend and continue it for many turns. * Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | **3 to 4 years**   * Enjoy listening to longer stories and can remember much of what happens. * Use a wider range of vocabulary. * Understand ‘why’ questions. * Develop their communication, but may continue to have problems with irregular tenses and plurals. * Use longer sentences of four to six words. * Be able to express a point of view and debate when they disagree with an adult or a friend. * Use talk to organise themselves and their play: ‘Let’s go on a bus… you sit there… I’ll be the driver.’   **Reception**   * Understand how to listen carefully and why listening is important. * Learn new vocabulary. * Ask questions to find out more and check they understand what has been said to them. * Connect one idea or action to another using a range of connectives. * Describe events in some detail. * Engage in story time. * Listen to and talk about stories to build familiarity and understanding. * Retell the story, once they have developed deep familiarity with the text. * Use new vocabulary in different contexts. * Listen carefully to rhymes and songs, paying attention to how they sound. |
| **Personal, social and emotional development** | **Birth to Three**   * Find ways to calm themselves, through being calmed and comforted by their key person. * Express preferences and decisions. They also try new things and start establishing their autonomy. * Find ways of managing transitions – from their parent to their key person. * Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. * Play with increasing confidence on their own and with others children, because they know their key person is nearby. * Develop friendships with other children. * Feel strong enough to express a range of emotions. | 3 to 4 years   * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. * Develop their sense of responsibility and membership of a community. * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations. * Play with one or more other children, extending and elaborating play ideas. | **3 to 4 years**   * Select and use activities and resources, with help when needed. * Develop their sense of responsibility and membership of a community. * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations. * Find solutions to conflicts and rivalries. * Increasingly follow rules, understanding why they are important. * Develop appropriate ways of being assertive. * Talk about their feelings. * Understand gradually how others might be feeling.   **Reception**   * Build constructive and respectful relationships. * Manage their own needs. |
| **Physical Development** | **Birth to Three**   * Enjoy moving when outdoors and inside. * Sit without support. * Reach out for objects as co-ordination develops. * Eat finger foods and develop likes and dislikes. * Gradually gain control of their whole body through continual practice of large movements, waving, rolling, crawling, walking. * Pass objects from one hand to another. Let go of things and hands them to another person or drops them. * Begin to walk independently. * Walk, run, jump and climb-start to use stairs independently. * Fit themselves into spaces like tunnels, dens large boxes and move around in them. * Enjoys starting to kick, throw and catch ball. * Sit on a push-along wheeled toy, use a scooter or ride a tricycle. * Develop manipulation and control. * Use large and small motor skills to do things independently, e.g. buttons, zips and pour drinks. * Learn to use the toilet with help and independency. | **3 to 4 years**   * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Use large-muscle movements to wave flags and streamers, paint and make marks. * Start taking part in some group activities which they make up for themselves, or in teams. * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * Use one-handed tools and equipment, for example, making snips in paper with scissors. * Use a comfortable grip with good control when holding pens and pencils. | **3 to 4 years**   * Start taking part in some group activities which they make up for themselves, or in teams. * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. * Choose the right resources to carry out their own plan. * Collaborate with others to manage large items. * Use one handed tools and equipment. * Use a comfortable grip with good control when holding pens and pencils. * Start eating independently and learning how to use a knife and fork. * Show a preference for dominant hand. * Be increasingly independent as they get dressed and undressed. * Be increasingly independent in meeting their own care needs.   **Reception**   * Develop overall body strength, coordination, balance and agility. * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. * Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.   Further develop the skills they need to manage the school day successfully. |
| **Specific Areas** | **Literacy** | **Birth to Three**   * Enjoys songs and rhymes, tuning in and paying attention. * Join in with songs and rhymes, copying songs and rhymes, sounds, tunes and tempo. * Sing songs and say rhymes independently, for example, singing whilst playing. * Enjoy sharing books with an adult. * Pays attention and responds to the pictures or the words. * Have a favourite book and seek them out to share with an adult, with another child or to look at alone. * Repeat words and phrases from familiar stories. * Enjoy drawing freely. * Add some marks to their drawing, which they give meaning to e.g. That’s mummy. | **3 to 4 years**   * Understand the five key concepts about print: - * print has meaning - print can have different purposes – * we read English text from left to right and from top to bottom - the names of the different parts of a book - * page sequencing * Engage in extended conversations about stories, learning new vocabulary. | **3 to 4 years**   * Understand the five key concepts about print:   + Print has meaning   + Print can have different purposes   + We read English text from left to right and from top to bottom   + The names of different parts of a book   + Page sequencing * Use some of their print and letter knowledge in their early writing. * Write some or all of their name. * Write some letters accurately. * Develop their phonological awareness. * Engage in conversations about stories.   **Reception**   * Form lower-case and capital letters correctly. * Begin to spell words by identifying the sounds and then writing the sounds with letters. * Read individual letters by saying the sounds of them. * Blend sounds into word, so they can read short words. |
| **Mathematics** | **Birth to Three**   * Take part in finger rhymes with numbers. * Counting like behaviours, such as making sounds, pointing or saying numbers in sequence. * Counting everyday contexts, sometime skipping numbers 1-2-3-5. * Build with resources. * Complete inset jigsaws. * Notice patterns and arrange things in patterns. | **3 to 4 years**   * Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). * Recite numbers past 5. * Say one number for each item in order: 1,2,3,4,5. * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * Show ‘finger numbers’ up to 5. * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. * Describe a familiar route. * Discuss routes and locations, using words like ‘in front of’ and ‘behind’. * Make comparisons between objects relating to size, length, weight and capacity. * Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. * Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. * Understand position through words alone – for example, “The bag is under the table,” – with no pointing. | **3 to 4 years**   * Say one number for each item in order: 1,2,3,4,5. * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * Compare quantities using language: ‘more than’, ‘fewer than’. * Make comparisons between objects relating to size, length, weight and capacity. * Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.   **Reception**   * Continue, copy and create repeating patterns. * Compare length, weight and capacity. * Select, rotate and manipulate shapes in order to develop spatial reasoning skills. * Compare numbers. |
| **Understanding the World** | * Explore materials with different properties. * Make connections between features of their families and others. | **3 to 4 years**   * Use all their senses in hands on exploration of natural materials. * Talk about what they see, using a wide vocabulary. * Begin to make sense of their own life-story and family’s history. * Begin to understand the need to respect and care for the natural environment and all living things. | **3 to 4 years**   * Talk about what they see, using a wide range of vocabulary. * Show interest in different occupations. * Explore how things work. * Begin to understand the need to respect and care for the natural environment. * Continue developing positive attitudes about the differences between people.   **Reception**   * Talk about members of their immediate family and community. * Name and describe people who are familiar to them. * Draw information from a simple map. * Understand that some places are special to members of their community. * Recognise that people have different beliefs and celebrate special times in different ways. * Describe what they see, hear and feel whilst outside. * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. * Understand the past through settings, characters and events encountered in books read in class and storytelling. |
| **Expressive Arts and Design** | * Move and dance to music. * Join in with songs and rhymes, making some sounds. * Explore a range of sounds and instruments- play them in different ways. * Start to make marks intentionally. * Explore paint, using fingers and other parts of their body as well as brushes and other tools. * Express ideas and feelings through making marks and giving meanings to the marks they make. * Enjoy taking part in action songs. * Start to develop pretend play. * Manipulate and play with different materials. | **3 to 4 years**   * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Explore colour and colour mixing. * Listen with increased attention to sounds. * Respond to what they have heard, expressing their thoughts and feelings. * Remember and sing entire songs. | **3 to 4 years**   * Take part in simple pretend play. * Begin to develop complex stories using small word equipment. * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Join different materials and explore different textures. * Create closed shapes with continuous lines and use these shapes to represent something. * Explore colour and colour mixing. * Listen with increased attention to sounds. * Remember and sing entire songs.   **Reception:**   * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Watch and talk about dance and performance art, expressing their feelings and responses. * Develop storylines in their pretend play. |