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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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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