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|  | **Autumn 2 theme coverage** |
|  | **Theme:** People Who Help Us! | **Theme:** People Who Help Us! | **Theme:** What is Peace and Why is it Important? |
| **Area of learning and development** | **Little Acorns** | **Great Oak Nursery** | **Reception** |
| **Prime Areas** | **Communication and language** | **Birth to three*** 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.
* Constantly babbles and use single words during play.
* Understand simple questions about “who, what, where”
* Can become frustrated when they can’t make themselves understood.
* Start to say how they are feeling, using words as well as actions.
* Develop pretend play.
* Understand and act on longer sentences.
 |  **Birth to three*** Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.
* Listen to simple stories and understand what is happening, with the help of the pictures.
* Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.
* Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.
* Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).

**3 to 4 years*** Enjoy listening to longer stories and can remember much of what happens.
* 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.
* Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
* Use longer sentences of four to six words.
* Start a conversation with an adult or a friend and continue it for many turns.
 | **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.
* Thrive as they develop self-assurance.
* Grow in independence, rejecting help.
* Notice and ask questions about differences, such as skin colour, gender, special needs.
 | **Birth to three*** Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
* Develop friendships with other children.
* Safely explore emotions beyond their normal range through play and stories.
* Talk about their feelings in more elaborated ways: “I’m sad because…” or “I love it when …”.

**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.
* Play with one or more other children, extending and elaborating play ideas.
* Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
* Increasingly follow rules, understanding why they are important.
* Remember rules without needing an adult to remind them.
* Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
* Understand gradually how others might be feeling.
 | **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.
* Express their feelings and consider the feelings of others.
* Think about the perspective of others
* Show resilience and perseverance in the face of a challenge.
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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.
* 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.
* Lift objects up to suck them.
* Build independently with a range of appropriate resources.
* Spin, roll and independently use ropes and swings.
* Show an increasing desire to be independent.
 | **Birth to three** * Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
* Develop manipulation and control.
* Explore different materials and tools.
* Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
* Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
* Learn to use the toilet with help, and then independently.

**3 to 4 years*** Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
* Go up steps and stairs, or climb up apparatus, using alternate feet.
* Skip, hop, stand on one leg and hold a pose for a game like musical statues.
* Use large-muscle movements to wave flags and streamers, paint and make marks.
* Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
* Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
* Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
 | **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.
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| **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.
* Ask questions about the book. Make comments and share their own ideas.
* Develop play around favourite stories using props.
 | **Birth to three*** Ask questions about the book. Make comments and shares their own ideas.
* Develop play around favourite stories using props
* Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
* Enjoy drawing freely.
* Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”
* Make marks on their picture to stand for their name

**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
* Develop their phonological awareness, so that they can: - spot and suggest rhymes –
* count or clap syllables in a word –
* recognise words with the same initial sound, such as money and mother
* 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.
* Combine objects like stacking blocks and cups.
* Compare amounts.
 | **Birth to three*** Take part in finger rhymes with numbers.
* Compare amounts, saying ‘lots’, ‘more’ or ‘same’.
* Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
* Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’
* Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’
* 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, upto 5.
* Experiment with their own symbols and marks as well as numerals.
* Solve real world mathematical problems with numbers up to 5.
* 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’.
* Make comparisons between objects relating to size, length, weight and capacity.
* Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.
* Extend and create ABAB patterns – stick, leaf, stick, leaf.
* Notice and correct an error in a repeating pattern.
 | **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:*** Link the number symbol (numeral) with its cardinal number value.
* Explore the composition of numbers to 10.
* Compare numbers.
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| **Understanding the World** | **Birth to Three*** Explore materials with different properties.
* Make connections between features of their families and others.
* Explore natural materials, indoors and outdoors.
 | **Birth to three*** Explore natural materials, indoors and outside.
* Make connections between the features of their family and other families.
* Notice differences between people.

**3 to 4 years*** Explore collections of materials with similar and/or different properties.
* Talk about what they see, using a wide vocabulary.
* Begin to make sense of their own life-story and family’s history.
* Show interest in different occupations.
* Continue developing positive attitudes about the differences between people.
 | **3 to 4 years:*** Talk about what they see, using a wide range of vocabulary.
* 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.
* Understand that some places are special to members of their community.
* Recognise that people have different beliefs and celebrate special times in different ways.
* Explore the natural world around them.
* Describe what they see, hear and feel whilst outside.
* Understand the effect of changing seasons on the natural world around them.
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| **Expressive Arts and Design** | **Birth to Three*** 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.
* Show attention to sounds and music.
* Explore their voices and making sounds.
* Explore a range of sound-makers and instruments and play them in different ways.
* Use imagination as they consider what they can do with different materials.
* Make simple models to express their ideas.
 |  **Birth to three*** Move and dance to music.
* Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
* Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
* Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.
* Make simple models which express their ideas.

**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.
 | **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.
* Listen attentively, move to and talk about music, expressing their feelings and responses.
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