

Personal, Social and Emotional Development

Making Relationships

- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Children take steps to resolve conflicts with other children, e.g. finding a compromise.
- Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self Confidence and self awareness

- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Children can describe themselves in positive terms and talk about abilities.
- Children will choose the resources they need for their chosen activities.

Managing feelings and behaviour

- Children can usually adapt behaviour to different events, social situations and changes in routine.
- Children are beginning to be able to negotiate and solve problems without aggression.
- They adjust their behaviour to different situations, and take changes of routine in their stride.

Understanding the World
People and communities

- Remembers and talks about significant events in their own experience.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- They know that other children don't always enjoy the same things, and are sensitive to this.

Expressive Arts and Design

- Exploring and using media and materials.**
- Uses various construction materials.
 - Explores different sounds of instruments.
 - Children sing songs, make music and dance, and experiment with ways of changing them.
- Being Imaginative**
- Uses available resources to create proper to support role-play.
 - Introduces a storyline to their play.
 - Create simple representations of events, people and objects.

Communication and Language

Listening and attention

- Children are able to follow directions (if not intently focused on own choice of activity).
- Children concentrate and sit quietly during appropriate activity.
- Children give their attention to what others say and respond appropriately.

Understanding

- Beginning to understand 'why' and 'how' questions.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Answer how and why questions about their experiences and in response to stories or events.

Speaking

- Uses vocabulary focused on objects and people that are of particular importance to them.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- They develop their own narratives and explanations by connecting ideas or events.

Understanding the World
The World

- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Looks closely at similarities, differences, patterns and change.
- They make observations of animals and plants and explain why some things occur, and talk about changes.

Physical Development

- Moving and Handling**
- Uses one-handed tools and equipment.
 - Uses a pencil and holds it effectively to form recognisable letters, most of which are formed correctly.
 - They handle equipment and tools effectively.
- Health and self-care**
- Dresses with help.
 - Practices some appropriate safety measures without direct supervision.
 - They manage their own basic hygiene and personal needs successfully.
- P.E**
- Sport Day

Understanding the World
Technology

- Uses ICT hardware to interact with age-appropriate computer software.
- Completes a simple program on a computer.
- They select and use technology for particular purposes.

Characteristics of Effective Learning

- Playing and Exploring**
- Showing particular interests
 - Acting out experiences with other people.
 - Taking a risk, engaging in new experiences, and learning by trial and error
- Active Learning**
- Paying attention to details.
 - Bouncing back after difficulties.
 - Enjoying meeting challenges for their own sake rather than external rewards or praise.
- Creating and Thinking Critically**
- Finding ways to solve problems
 - Developing ideas of grouping, sequences, cause and effect
 - Reviewing how well the approach worked

Mathematics

- Use positional language.
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Talk about position.
- Can describe their relative position such as 'behind' or 'next to'.
- Use everyday language related to time.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these.
- Describe position, direction and movement.

Literacy

Reading

- Remember and talk about significant events in their own experience.
- Hear and say the initial sound in words.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Read common exception words.
- Apply phonic knowledge and skills as the route to decode words.
- Read accurately by blending sounds in unfamiliar words.

Writing

- Copy some letters, eg. letters from their name.
- Give meaning to marks they make as they draw, write and paint.
- Attempt to write short sentences in meaningful contexts.
- Write sentence which can be read by themselves and others.
- Write sentence by saying aloud what they are going to write about.
- Re-reading what they have written to check that it makes sense.

Topic

Land Ahoy
Pirates

Experiential Learning

Sign and Sing event
Park visit