

| YEAR GROUP: PRESCHOOL  | TERM: Summer 2  | TITLE: Can we explore it ?   |
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| Personal social and emotional development  | Communication and Language  | Physical development   |
| <p>Interested in others' play and starting to join in.<br/>Seeks out others to share experiences.<br/>May form a special friendship with another child.<br/>Expresses own preferences and interests.<br/>Responds to the feelings and wishes of others.<br/>Aware that some actions can hurt or harm others.<br/>Shows understanding and cooperates with some boundaries and routines.<br/>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.<br/>Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing.<br/>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.<br/>Enjoys responsibility of carrying out small tasks.<br/>Is more outgoing towards unfamiliar people and more confident in new social situations.<br/>Initiates conversations attends to and takes account of what others say.<br/>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> | <p>Listens with interest to the noises adults make when they read stories.<br/>Shows interest in play with sounds, songs and rhymes.<br/>Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.<br/>Identifies action words by pointing to the right picture, e.g., "Who's jumping?"<br/>Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).<br/>Uses simple sentences (e.g. 'Mummy gonna work.').<br/>Listens to stories with increasing attention and recall.<br/>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.<br/>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.<br/>Responds to simple instructions, e.g. to get or put away an object.<br/>Beginning to understand 'why' and 'how' questions.<br/>Beginning to use more complex sentences to link thoughts (e.g. using and, because).<br/>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).<br/>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.<br/>Uses intonation, rhythm and phrasing to make the meaning clear to others.<br/>Uses vocabulary focused on objects and people that are of particular importance to them.<br/>Builds up vocabulary that reflects the breadth of their experiences.<br/>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> | <p>Runs safely on whole foot.<br/>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.<br/>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.<br/>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.<br/>Beginning to use three fingers (tripod grip) to hold writing tools<br/>Imitates drawing simple shapes such as circles and lines.<br/>May be beginning to show preference for dominant hand.<br/>Feeds self competently with spoon.<br/>Drinks well without spilling.<br/>Clearly communicates their need for potty or toilet.<br/>Beginning to recognise danger and seeks support of significant adults for help.<br/>Beginning to be independent in self-care, but still often needs adult support.<br/>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.<br/>Mounts stairs, steps or climbing equipment using alternate feet.<br/>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.<br/>Can stand momentarily on one foot when shown.<br/>Can catch a large ball.<br/>Draws lines and circles using gross motor movements.<br/>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.<br/>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.<br/>Can copy some letters, e.g. letters from their name.<br/>Observes the effects of activity on their bodies.<br/>Understands that equipment and tools have to be used safely.<br/>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.<br/>Can usually manage washing and drying hands.</p> |

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|  |  | <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Experiments with different ways of moving. - Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> |
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| Literacy   | Mathematics  |
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| <p>Has some favourite stories, rhymes, songs, poems or jingles.<br/> Repeats words or phrases from familiar stories.<br/> Enjoys rhyming and rhythmic activities.<br/> Shows awareness of rhyme and alliteration.<br/> Recognises rhythm in spoken words.<br/> Listens to and joins in with stories and poems, one-to-one and also in small groups.<br/> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.<br/> Knows that print carries meaning and, in English, is read from left to right and top to bottom.<br/> Continues a rhyming string.<br/> Hears and says the initial sound in words.<br/> Can segment the sounds in simple words and blend them together and knows which letters represent some of them.<br/> Links sounds to letters, naming and sounding the letters of the alphabet.<br/> Begins to read words and simple sentences.<br/> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.<br/> Enjoys an increasing range of books.</p> <p>Distinguishes between the different marks they make.<br/> Sometimes gives meaning to marks as they draw and paint.<br/> Ascribes meanings to marks that they see in different places.<br/> Gives meanings to marks they make as they draw, write ,paint.</p> | <p>Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.<br/> Creates and experiments with symbols and marks representing ideas of number.<br/> Begins to make comparisons between quantities.<br/> Uses some language of quantities, such as ‘more’ and ‘a lot’.<br/> Knows that a group of things changes in quantity when something is added or taken away<br/> Uses some number names and number language spontaneously.<br/> Recites numbers in order to 10.<br/> Knows that numbers identify how many objects are in a set.<br/> Beginning to represent numbers using fingers, marks on paper or pictures.<br/> Sometimes matches numeral and quantity correctly.<br/> Shows curiosity about numbers by offering comments or asking questions.<br/> Compares two groups of objects, saying when they have the same number.<br/> Shows an interest in number problems.<br/> Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.<br/> Shows an interest in numerals in the environment.<br/> Shows an interest in representing numbers.<br/> Realises not only objects, but anything can be counted, including steps, claps or jumps<br/> Recognise some numerals of personal significance.<br/> Recognises numerals 1 to 5.<br/> Estimates how many objects they can see and checks by counting them.<br/> Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.<br/> Finds the total number of items in two groups by counting all of them.</p> <p>Beginning to categorise objects according to properties such as shape or size.<br/> Shows an interest in shape and space by playing with shapes or making arrangements with objects.<br/> Shows awareness of similarities of shapes in the environment.<br/> Uses positional language.<br/> Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.<br/> Shows interest in shapes in the environment.<br/> Uses shapes appropriately for tasks.<br/> Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.<br/> Selects a particular named shape.<br/> Can describe their relative position such as ‘behind’ or ‘next to’.<br/> Orders two or three items by length or height.</p> |

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|  | <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p>  |
| <b>Understanding the world</b>   | <b>Exploring and Using Media and Materials</b>  |
| <p>Has a sense of own immediate family and relations.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>Notices detailed features of objects in their environment</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p> <p>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.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Knows that information can be retrieved from computers</p> | <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound.</p> <p>Experiments with blocks, colours and marks.</p> <p>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Beginning to make-believe by pretending.</p> <p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Beginning to be interested in and describe the texture of things</p> <p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Developing preferences for forms of expression.</p> <p>Uses movement to express feelings.</p> <p>Creates movement in response to music.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Uses available resources to create props to support role-play.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> |

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| <p>Enjoys joining in with family customs and routines.</p> | <p>Begins to build a repertoire of songs and dances.<br/>         Explores the different sounds of instruments.<br/>         Explores what happens when they mix colours.<br/>         Experiments to create different textures.<br/>         Understands that different media can be combined to create new effects.<br/>         Manipulates materials to achieve a planned effect.<br/>         Constructs with a purpose in mind, using a variety of resources.<br/>         Uses simple tools and techniques competently and appropriately.<br/>         Selects appropriate resources and adapts work where necessary.<br/>         Selects tools and techniques needed to shape, assemble and join materials they are using.<br/>         Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.<br/>         Chooses particular colours to use for a purpose.<br/>         Introduces a storyline or narrative into their play.<br/>         Plays alongside other children who are engaged in the same theme.<br/>         Plays cooperatively as part of a group to develop and act out a narrative.</p> |
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