<table>
<thead>
<tr>
<th></th>
<th>AUTUMN</th>
<th>SPRING</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td><strong>1st HALF TERM</strong></td>
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<tr>
<td>Me and my friends</td>
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<tr>
<td><strong>2nd HALF TERM</strong></td>
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<tr>
<td><strong>1st HALF TERM</strong></td>
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<tr>
<td>Let’s celebrate</td>
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<tr>
<td><strong>2nd HALF TERM</strong></td>
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<tr>
<td>Traditional Tales/Fairy tales</td>
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<tr>
<td><strong>1st HALF TERM</strong></td>
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<tr>
<td>All creatures big and small</td>
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<tr>
<td><strong>2nd HALF TERM</strong></td>
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<tr>
<td>Growing</td>
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<tr>
<td><strong>1st HALF TERM</strong></td>
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<tr>
<td>Seaside and holidays</td>
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**PSED (Prime area)**
- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Keeps play going by responding to what others are saying or doing.
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Enjoys responsibility of carrying out small tasks.
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Aware of own feelings, and knows that some actions and words can hurt others’ feelings.
- Shows confidence in asking adults for help.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Enjoys responsibility of carrying out small tasks.
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Show increasing control over an object in pushing,

**PD (Prime area)**
- Moves freely and with pleasure and confidence in a range
- Runs skillfully and negotiates space successfully, adjusting
- Moves freely and with pleasure and confidence in a range
- Can catch a large ball
- Holds pencil near
- Can catch a large ball
- Holds pencil near
- Can usually adapt behaviour to different events, social situations and changes in routine.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Enjoys responsibility of carrying out small tasks.
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Shows increasing control over an object in pushing,
| **CL (Prime area)** | • Listens to others one to one or in small groups, when conversation interests them. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Responds to simple instructions, e.g. to get up and dress. | • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Listens to stories with increasing attention and recall. • Listens to stories with increasing attention and recall. | • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. | • Uses a range of tenses (e.g. play, playing, will play, played). • Builds up vocabulary that reflects the breadth of their experiences. • Uses language to imagine and recreate roles and experiences in play situations. | • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. • Extends vocabulary, especially by grouping and naming, exploring the meaning and uses of different words. |
| or put away an object • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Can retell a simple past event in correct order • Uses vocabulary focused on objects and people that are of particular importance to them. and stories. • Questions why things happen and gives explanations. Asks e.g. "What do we use to cut things?" • Understands use of objects (e.g. "What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. | or put away an object • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Can retell a simple past event in correct order • Uses vocabulary focused on objects and people that are of particular importance to them. and stories. • Questions why things happen and gives explanations. Asks e.g. "What do we use to cut things?" • Understands use of objects (e.g. "What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. | or put away an object • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Can retell a simple past event in correct order • Uses vocabulary focused on objects and people that are of particular importance to them. and stories. • Questions why things happen and gives explanations. Asks e.g. "What do we use to cut things?" • Understands use of objects (e.g. "What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. | or put away an object • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Can retell a simple past event in correct order • Uses vocabulary focused on objects and people that are of particular importance to them. and stories. • Questions why things happen and gives explanations. Asks e.g. "What do we use to cut things?" • Understands use of objects (e.g. "What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. |

**Literacy (specific area)**

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognizes rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Shows interest in illustrations and print in books and print in the environment.
- Recognizes familiar words and signs such as own name.
- Holds books the correct way up and turns pages.
- Sometimes gives meaning to marks as they draw and paint.

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- Knows information can be relayed in the form of print.
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- Ascribes meanings to marks that they see in different places.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Looks at books independently.
- Handles books carefully.

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- Uses vocabulary to construct main theme or intention.
- Uses talk to organize, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

- Links statements and sticks to a main theme or intention.
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<th>UW (specific)</th>
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<td>• Uses some number names and number language spontaneously. • Recites numbers in order to 10. • Shows an interest in numerals in the environment. • Shows interest in shapes in the environment. • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses familiar objects and common shapes to create and recreate patterns and build models.</td>
<td>• Remembers and talks about significant events in their own experience. • Knows how to operate simple equipment e.g. turns on CD player and uses remote control. • Recognizes and describes special times or events for family or friends. • Comments and asks questions about aspects of their familiar world such as the place where they live.</td>
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<td>• Counts up to three or four objects by saying one number name for each item. • Shows curiosity about numbers by offering comments or asking questions. • Realizes not only objects, but anything can be counted, including steps, claps or jumps. • Recognize some numerals of personal significance. • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses shapes appropriately for tasks.</td>
<td>• Talks about why things happen and how things work. • Shows interest in the lives of people who are familiar to them. • Remembers and talks about what makes them unique, and can talk about some of the similarities and differences in relation to friends or family. • Shows interest in what makes them unique, and can talk about some of the similarities and differences in relation to friends or family.</td>
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<td>• Shows an interest in number problems. • Knows that numbers identify how many objects are in a set. • Counts up to six objects from a larger group. • Counts objects to 10, and beginning to count beyond 10. • Recognizes numerals 1 to 5. • Counts an irregular arrangement of up to ten objects. Shows interest in shapes in the environment. • Counts actions or objects which cannot be moved. • Beginning to represent numbers using fingers, marks on paper or pictures.</td>
<td>• 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. • Shows interest in what makes them unique, and can talk about some of the similarities and differences in relation to friends or family.</td>
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<td>• Compares two groups of objects, saying when they have the same number. • Counts objects to 10, and beginning to count beyond 10. • Selects the correct numeral to represent 1 to 5, then 1. • Compares two groups of objects, saying when they have the same number. to 10 objects. • Counts an irregular arrangement of up to ten objects. • Uses shapes appropriately for tasks. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Uses positional language.</td>
<td>• Developing an understanding of growth, decay and changes over time. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about what makes them unique, and can talk about some of the similarities and differences in relation to friends or family.</td>
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<td>• Uses positional language. Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Orders and sequences familiar events. • Shows an interest in representing numbers. • Separates a group of three or four objects in different ways, beginning to recognize that the total is still the same.</td>
<td>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Uses shapes appropriately for tasks. • Selects a particular named shape. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Finds one more or one less from a group of up to five objects, then ten objects. • Orders two items by weight or capacity.</td>
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<td>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</td>
<td>• Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Engages in imaginative role-play based on own first-hand experiences. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. • Uses various construction materials. • Joins construction pieces together to build and balance. • Explores and learns how sounds can be changed. • Explores what happens when they mix colours.</td>
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<td>• Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Imitates movement in response to music. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. • Sings a few familiar songs. • Explores and learns how sounds can be changed. • Uses various construction materials. • Joins construction pieces together to build and balance. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. • Taps out simple repeated rhythms. • Imitates movement in response to music. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Sings to self and makes up simple songs.</td>
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<td>• Significant events in their own experience. • Recognizes and describes special times or events for family or friends. • Enjoys joining in with family customs and routines. • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</td>
<td>• Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Sings to self and makes up simple songs.</td>
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<td>• Different occupations and ways of life. • Can talk about some of the things they have observed such as plants, animals, natural and found objects.</td>
<td>• Create simple representations of events, people and objects. • Plays cooperatively as part of a group to develop and act out a narrative. • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures.</td>
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<td>• Shows care and concern for living things and the environment. • Looks closely at similarities, differences, patterns and change. Knows that information can be retrieved from computers.</td>
<td>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Selects tools and techniques needed to shape, assemble and join materials they are using.</td>
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PRIME AREAS
PSED - Personal, social and emotional development.
PD - physical development.
CL - Communication and language.

SPECIFIC AREAS
L-Literacy
M-Maths
UW - Understanding the world.
EAD - Expressive arts and design.

As key workers observe the children, we will be looking for children's preferences and interests and these will also be planned for on a daily/weekly basis.