



Autumn 1	<i>Subject Driver(s) - PSED, CAL, H&amp;SC</i>	Spring 1	<i>Subject Driver(s) - PSED, CAL, UTW</i>	Summer 1	<i>Subject Driver(s) - EAD, UTW, L</i>
Engagement – Welcome to Withinfields!		Engagement – <b>Visit from a postman- free visitor</b>		Engagement – Frogspawn	
<b>Friendship</b>	<b>PSED</b> Friendship, Feelings, Belonging	<b>Homes and Buildings</b>	<b>PSED</b> Persistence, Knowing Ourselves	<b>Growing and Changing</b>	<b>PSED</b>
	<b>CAL</b> Tiger who came to tea story		<b>CAL</b> Posting letters		<b>CAL</b>
	<b>PD</b> Hygiene and care routines		<b>PD</b> Real PE		<b>PD</b> Real PE
	<b>L</b> Tiger Who Came to Tea, Sharing a Shell, A Splendid Friend Indeed		<b>L</b> The Jolly Postman, Who's in a family, Funny Bones, Postman Bear		<b>L</b> The Very Hungry Caterpillar, Jack & the Beanstalk
	<b>M</b> 2D shapes, counting to 10		<b>M</b> Counting & understanding number, construction with shapes		<b>M</b> Calculating, using & understanding maths
	<b>UTW</b>		<b>UTW</b> Occupations, Birthdays, Habitat		<b>UTW</b> Life Cycles, Planting, Cooking
	<b>EAD</b>		<b>EAD</b> Biscuit sale - Enterprise		<b>EAD</b> Fruit & Veg pattern printing
<b>Religious Observance / Links with other countries:</b> Festival of Eid, Festival of Diwali (India & Pakistan), Halloween		<b>Religious Observance / Links with other countries:</b> Chinese New Year - Birthdays		<b>Religious Observance / Links with other countries:</b> Food map – Where do foods come from? Lunar Calendar	
Exit Point: Visit from the tiger who came to tea		Exit Point: <b>Walk to post-box to post letters to families – local trip</b>		Exit Point: <b>Trip to the Sea Life centre – Coach trip</b>	
Autumn 2	<i>Subject Driver(s) - PSED / CAL / L</i>	Spring 2	<i>Subject Driver(s) - M, T, PSED</i>	Summer 2	<i>Subject Driver(s) - L, M, UTW</i>
Engagement – Imaginary walk around wildlife area		Engagement – <b>African drum &amp; dance workshop</b>		Engagement – Alien Dress Up Day	
<b>A Land of Make Believe</b>	<b>PSED</b> Managing feelings & conflicts	<b>Colour and Pattern</b>	<b>PSED</b>	<b>Travel / Space</b>	<b>PSED</b>
	<b>CAL</b> Room on the broom - Halloween		<b>CAL</b>		<b>CAL</b>
	<b>PD</b> Real PE		<b>PD</b> Real PE		<b>PD</b> Real PE
	<b>L</b> Stick Man, Harold & the Purple Crayon, Room on the Broom		<b>L</b> Elmer, Handa's Surprise, What colour is love?		<b>L</b> Aliens Love Underpants, The Way Back Home, Planet Pea
	<b>M</b> Positional language, touch counting		<b>M</b> Data Handling – N, Patterns - SSM		<b>M</b> Number / Shape
	<b>UTW</b>		<b>UTW</b>		<b>UTW</b> Forces, Gravity, Transport
	<b>EAD</b>		<b>EAD</b> Technology focus		<b>EAD</b>
<b>Religious Observance / Links with other countries:</b> Hannukkah, Christmas, Bonfire Night, North Pole		<b>Religious Observance / Links with other countries:</b> Easter, Holi – Festival of Colour		<b>Religious Observance / Links with other countries:</b>	
Exit Point: <b>Christmas stay &amp; play – Family Learning Event</b>		Exit Point: Demonstration of Learning		Exit Point: Transition to Reception	



Autumn 1	Friendship				
PSED	CAL / L	PD	M	UTW	EAD
<ul style="list-style-type: none"> <li>• Making Relationships</li> <li>• Self-Confidence &amp; Self-Awareness</li> <li>• Managing Feelings &amp; Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Listening &amp; Attention</li> <li>• Understanding</li> <li>• Speaking</li> <li>• Reading &amp; Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Moving and Handling</li> <li>• Health and self-care</li> </ul>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Shape, Space &amp; Measure</li> </ul>	<ul style="list-style-type: none"> <li>• People and Communities</li> <li>• The World</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Being Imaginative</li> <li>• Using Media and Materials</li> </ul>
<p>New Beginnings Friendship Understanding our Feelings Social Skills Belonging 'Please' – Learning about Manners</p>	<p>My Princess Boy Owl Babies Tiger who came to tea Sharing a shell A Splendid Friend Indeed</p>	<p>Doodle sticks Write Dance Dough Disco Finger gym</p>	<p>Introduction to basic 2D shapes Counting to 10 Touch counting to 5</p>	<p>Eid &amp; Diwali Senses The Human Body Weather Chart Cooking</p>	<p>Self Portraits Finger painting Printing Bubble painting</p>
<ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Understands use of objects (e.g. "What do we use to cut things?")</li> </ul> <p>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul> <p>Sometimes gives meaning to marks as they draw and paint.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Draws lines and circles using gross motor movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> </ul>



Autumn 2	A Land of Make Believe				
PSED	CAL / L	PD	M	UTW	EAD
<ul style="list-style-type: none"> <li>• Making Relationships</li> <li>• Self-Confidence &amp; Self-Awareness</li> <li>• Managing Feelings &amp; Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Listening &amp; Attention</li> <li>• Understanding</li> <li>• Speaking</li> <li>• Reading &amp; Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Moving and Handling</li> <li>• Health and self-care</li> </ul>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Shape, Space &amp; Measure</li> </ul>	<ul style="list-style-type: none"> <li>• People and Communities</li> <li>• The World</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Being Imaginative</li> <li>• Using Media and Materials</li> </ul>
Getting on and Falling out Managing our Feelings Resolving Conflicts Working Together Self-Awareness ‘Thank you’ – Learning about Manners	Room on the Broom – Halloween link Stick Man The Gruffalo’s Child Harold and the Purple Crayon Where the Wild Things Are	Doodle sticks Write Dance Dough Disco Finger gym Real PE – Floor movement patterns & one leg standing	Using numbers in different ways Counting and Understanding number Introduction to Positional Language	Christmas Hannukkah Bonfire Night Capacity & Size Cooking	Making ‘Harold and the purple crayon’ books Painting fireworks Magic Snow Christmas Cards / Reindeer food
<ul style="list-style-type: none"> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</li> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> </ul>



<b>Spring 1</b>					
<b>Homes and Buildings</b>					
<b>PSED</b>	<b>CAL / L</b>	<b>PD</b>	<b>M</b>	<b>UTW</b>	<b>EAD</b>
<ul style="list-style-type: none"> <li>• Making Relationships</li> <li>• Self-Confidence &amp; Self-Awareness</li> <li>• Managing Feelings &amp; Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Listening &amp; Attention</li> <li>• Understanding</li> <li>• Speaking</li> <li>• Reading &amp; Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Moving and Handling</li> <li>• Health and self-care</li> </ul>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Shape, Space &amp; Measure</li> </ul>	<ul style="list-style-type: none"> <li>• People and Communities</li> <li>• The World</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Being Imaginative</li> <li>• Using Media and Materials</li> </ul>
<p>Going for Goals Knowing Ourselves Persistence Planning to reach a goal 'I'm sorry' – Learning about politeness</p>	<p>Two Homes Funny Bones Who's in a family The Jolly Postman Guess How Much I Love You Postman Bear Writing letters to give to the postman</p>	<p>Doodle sticks Write Dance Dough Disco Finger gym Real PE – Dynamic balance to agility &amp; static balance seated</p>	<p>Using numbers in different ways Counting and Understanding number Constructing using shapes</p>	<p>Chinese New Year Birthdays (link to CNY) Occupations – People who help us Cooking Habitats Taking photos on local walk</p>	<p>Shape printing Soap flakes, gloop and cornflour exploration Post Office role play Making photo frames</p>
<ul style="list-style-type: none"> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</li> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> </ul>



Spring 2		Colour and Pattern			
PSED	CAL / L	PD	M	UTW	EAD
<ul style="list-style-type: none"> <li>• Making Relationships</li> <li>• Self-Confidence &amp; Self-Awareness</li> <li>• Managing Feelings &amp; Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Listening &amp; Attention</li> <li>• Understanding</li> <li>• Speaking</li> <li>• Reading &amp; Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Moving and Handling</li> <li>• Health and self-care</li> </ul>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Shape, Space &amp; Measure</li> </ul>	<ul style="list-style-type: none"> <li>• People and Communities</li> <li>• The World</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Being Imaginative</li> <li>• Using Media and Materials</li> </ul>
<p>Good to be me Knowing Ourselves Understanding and managing feelings Standing up for ourselves 'Excuse Me' – Learning about politeness</p>	<p>Elmer Handa's Surprise The Rainbow Fish Easter Story The Mixed Up Chameleon What colour is love?</p>	<p>Doodle sticks Write Dance Dough Disco Finger gym Real PE –Dynamic balance &amp; static balance – small base</p>	<p>Data-'Handa'ling display Measuring and Handling data Knowing and using number facts Understanding Shape</p>	<p>Easter Holi – Festival of Colour Animal Patterns Texture Cooking Water / Seas – Link with TRF Tasting Handa's Fruit</p>	<p>Assorted colours in the water Rainbow rice Mondrian Art Milk bottle Elmers Observational Drawings Easter Baskets</p>
<ul style="list-style-type: none"> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> <li>• Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> </ul>	<ul style="list-style-type: none"> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in different occupations and ways of life.</li> <li>• 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.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows that information can be retrieved from computers</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>



<b>Summer 1</b>	<b>Growing and Changing</b>				
<b>PSED</b> <ul style="list-style-type: none"> <li>• Making Relationships</li> <li>• Self-Confidence &amp; Self-Awareness</li> <li>• Managing Feelings &amp; Behaviour</li> </ul>	<b>CAL / L</b> <ul style="list-style-type: none"> <li>• Listening &amp; Attention</li> <li>• Understanding</li> <li>• Speaking</li> <li>• Reading &amp; Writing</li> </ul>	<b>PD</b> <ul style="list-style-type: none"> <li>• Moving and Handling</li> <li>• Health and self-care</li> </ul>	<b>M</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Shape, Space &amp; Measure</li> </ul>	<b>UTW</b> <ul style="list-style-type: none"> <li>• People and Communities</li> <li>• The World</li> <li>• Technology</li> </ul>	<b>EAD</b> <ul style="list-style-type: none"> <li>• Being Imaginative</li> <li>• Using Media and Materials</li> </ul>
Relationships Understanding and managing Feelings Understanding the feelings of others Making Choices 'It wasn't me' - Honesty	Jack and the Beanstalk The Very Hungry Caterpillar Oliver's Vegetables Oliver's Fruit Salad	Doodle sticks Write Dance Dough Disco Finger gym Real PE – Coordination ball skills & counter balance in pairs	Counting and Understanding number Calculating Knowing and Using Number facts Using and Applying Maths	Tadpole tank Planting Seeds Life Cycles Seasons Growing potatoes	Vegetable and fruit prints Mud & soil exploration Grass Heads Caterpillar hand printing Pressed butterfly art
<ul style="list-style-type: none"> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> <li>• Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> </ul>	<ul style="list-style-type: none"> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in different occupations and ways of life.</li> <li>• 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.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows that information can be retrieved from computers</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>



Summer 2	Space and Travel				
PSED	CAL / L	PD	M	UTW	EAD
<ul style="list-style-type: none"> <li>• Making Relationships</li> <li>• Self-Confidence &amp; Self-Awareness</li> <li>• Managing Feelings &amp; Behaviour</li> </ul> <p>Changes Knowing Ourselves Understanding the feelings of others Making Choices</p>	<ul style="list-style-type: none"> <li>• Listening &amp; Attention</li> <li>• Understanding</li> <li>• Speaking</li> <li>• Reading &amp; Writing</li> </ul> <p>Aliens Love Underpants Super-Daisy and the Peril of Planet Pea On the Moon The Way Back Home</p>	<ul style="list-style-type: none"> <li>• Moving and Handling</li> <li>• Health and self-care</li> </ul> <p>Doodle sticks Write Dance Dough Disco Finger gym Real PE – Coordination with equipment &amp; agility – reaction/response</p>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Shape, Space &amp; Measure</li> </ul> <p>Counting and Understanding number Calculating Knowing and Using Number facts Using and Applying Maths</p>	<ul style="list-style-type: none"> <li>• People and Communities</li> <li>• The World</li> <li>• Technology</li> </ul> <p>Forces Gravity Ramps Landscapes Cooking Countries – Google Earth</p>	<ul style="list-style-type: none"> <li>• Being Imaginative</li> <li>• Using Media and Materials</li> </ul> <p>Foil paintings – space theme Blow paint Aliens Googly eye slime Moon sand Toilet paper roll aliens</p>
<ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Shows confidence in asking adults for help.</li> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> <li>• Beginning to understand ‘why’ and ‘how’ questions.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. ‘<i>This box is my castle.</i>’</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> </ul>	<ul style="list-style-type: none"> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as ‘<i>behind</i>’ or ‘<i>next to</i>’.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Enjoys joining in with family customs and routines.</li> <li>• Shows care and concern for living things and the environment.</li> <li>• Looks closely at similarities, differences, patterns and change.</li> <li>• Knows that information can be retrieved from computers</li> <li>• Completes a simple program on a computer.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> <li>• Create simple representations of events, people and objects.</li> </ul>



**WITHINFIELDS  
PRIMARY SCHOOL**  
LEARNING TOGETHER TO MAKE A BETTER FUTURE

Withinfields Primary School  
Curriculum Long Term Planning  
Cycle A - Nursery