**Early Years Topics**

**Our Wonderful World!**

 **What makes me, me?**

**Let’s explore our community!**

**Once Upon A Time...**

**Splish! Splash! Splosh!**

**Autumn Detectives**

**Springing into Life**

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| What makes me, Me? Let’s Explore our Community. |
| **Mathematics:**Recite numbers to at least 10 Recognise numbers to at least 10Beginning to represent numbers using fingers or marks Compare groups of objects.Understand more and less.Create patterns.Describe and label simple shapes.Begin to solve mathematical problems.Find totals of two sets of objects.Share objects into equal groups.Order and sequence events.Compare objects by weight and length.**Literacy:**Learn to interact with others, negotiate plans and activities.Develop listening skills with stories and recall Speak clearly and audibly and take turns in conversations.Explore and experiment with sounds, letters and words through RWI.Use because to link thoughtsRecognise and write own nameUse rhyme and alliteration Link sounds to letters Gives meaning to marks they make**Understanding of the World:**Explore their environment.To understand how people are different and do different things.To know that people come from different places.Select tools and adapt ideas for own work.Find out about and identify everyday technology.Remember and talks about significant events in their own experiences and others.Begin to know about their own culture and beliefs and those of other people.  | **Physical Development:**Move with confidence, imagination and safety.Show awareness of space, of themselves and of others.Recognise the importance of being healthy and what contributes to that, identify the effect exercise has on our bodies Use a range of small and large equipment.Draws lines and circles using one handed tools (e.g. pencil)Can hold a pencil between thumb and two fingers Begins to form recognisable letters using a pencil correctly **PSED (KiVa and Go-Givers):**Share ideas and experiences of special People, communicate about home. Describe themselves in a positive way and talk about abilities Develop understanding of class and school rulesBe aware of their own feelings and know what hurts others feelings Develop meaningful relationships and share with peers,Dress and undress independently.Select and use resources without help.  **Expressive Arts and Design:**Respond in a variety of ways when using different materials.Explore colour and sound and changes they can make to themCreate constructions, collages, paintings and drawings.Work creatively on large and small scale.Make up their own rhyme and rhythms Explore different sounds of instruments.Use resources to create props for role playBuilds stories around toys   |
| Once Upon a Time… Springing into Life! |
| **Mathematics:**Recite numbers to 20 and beyondRecognise numbers to 10Find more and less of numbers to 10 using language more, fewer, lessFind totals of 2 sets of objectsAdd/subtract two single digit numbers and count on/back to find the answerShare objects into equal groupsOrder and sequence eventsCompare objects by weight and lengthCreate patterns using colour and shapeDescribe features and label 3D shapesMeasure short periods of time in simple ways.**Literacy:**Follow a story without prompts or picturesUse because to link thoughtsUse talk to organise, sequence, clarify thinking, ideas, feelings and eventsSpeak clearly and audibly and take turns in conversationsRead words and simple sentences independentlyLink sounds to lettersUse letters to communicate meaning representing some sounds correctlyDescribe main settings and principal characters in a story**Understanding of the World:**Remembers and talks about significant events in their own experiencesBegin to recognise differences in peopleExplore their environment by using all their sensesShows care and concern for the environmentUnderstand that information can be retrieved from the computerCompletes a simple programme on the computer | **Physical Development:**Move with confidence, imagination and safetyShow awareness of space, of themselves and of others.Can catch a large ballRecognise the importance of being healthy ad what contributes to that, identify the effect exercise has on our bodiesEats a range of healthy food and will try new foodUse a range of small and large equipment safelyCan hold a pencil effectively using correct gripForms recognisable letters**PSED (KiVa and Go-Givers):**Being proud of how they accomplished something Bounces back after difficultiesTakes turns and shares without supportAsks appropriate questions of othersExplains own ideasFinds a compromiseConfident to speak to others about own ideasBeginning to negotiate and solve problems without being cross**Expressive Arts and Design:**Respond in a variety of ways to what they hear, smell, see, touch and feelChooses particular colours for a purposeMixes colours to make new colours and shadesCreate constructions, collages, paintings and drawings with purposeManipulates materials such as play dough to create an effectPlays co-operatively with others to act out a narrativeKeeps to a steady beat, copies a pattern |
| Our Wonderful World! Splish! Splash! Splosh!  |
| **Mathematics:**Recite numbers, recognise, order and write numbers to 20 and beyondFind one more and less of numbers to 20 and beyond using language more and lessAdd/subtract two single digit numbers (extending to 2 digit numbers and count on/back to find the answerRecognising, creating and describing patternsOdd and even numbersShare objects into equal groups.Order and sequence eventsDescribe features and label 3D shapesUse everyday language related to time and money and measure short periods of time in simple waysSolve problems which involve distance, time, position and money, doubling and halving **Literacy:**Follow instructions and a story without prompts or picturesUse a range of tenses correctlyUse talk to organise, sequence, clarify thinking, ideas, feelings and eventsAnswer ‘how’ and ‘why’ questions Point to each word as readingRead simple sentences independentlyWrite labels and captionsStart to write sentences in a context. Remember finger spaces, full stops and capital letters. Write sentences using a simple connective which can be read by themselvesRetell a simple story, predict outcomes for characters**Understanding of the World:**Begin to recognise and accept different children’s interests and opinionsLooks closely at patterns and changeShows care and concern for the environmentMake observations of plants and animals and explain why things occur | Completes a simple programme on the computerSelect and use technology for a particular purposeTalk about the features of my own environment and how environments differ from one another  **Physical Development**Travel with confidence, imagination and safety.Show awareness of space, of themselves and of others.Jumps off an object and lands appropriately Recognise the importance of being healthy and what contributes to that, identify the effect exercise has on our bodies Understands the need for variety in foodMoves and handles small and large equipment safely Can hold a pencil effectively using correct grip to form recognisable letters **PSED (KiVa and Go-Givers):**Finds a compromiseConfident to try new activities and meet new peopleConfident to speak to others about own ideas, take account of others ideasSay when they do and don't need helpTalk about how they and others show feelings, talk about behaviour and its consequencesWork as part of a group or class, and understand and follow the rulesAdjust their behaviour to different situations and take changes of routine in their stride **Expressive Arts and Design:**Selects tools to shape, assemble and join resources Selects appropriate resources and adapts work where necessaryCreate constructions, collages, paintings and drawings with purposeManipulates materials such a play dough to create an effectPlays co-operatively with others to act out a narrativeChooses an instrument for a purpose e.g. high or low. Names instruments. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.   |