

TOPIC WORK

English Topics

- Starting School
- All About Me
- Bears
- Occupations
- Christmas
- Transport
- Growing
- Around The World (UK and London)
- The Zoo

Talk for Writing Texts

- Rosie's Walk
- The Enormous Turnip
- We're Going on a Bear Hunt
- The Gingerbread Man
- Come on Daisy
- The Three Billy Goats Gruff

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Play in a group, extending and elaborating play ideas, e.g., building up a role-play activity with other children.
- Initiate play, offering cues to peers to join them.
- Keep play going by responding to what others are saying or doing.
- Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Select and use activities and resources with help.
- Welcome and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Be more outgoing towards unfamiliar people and more confident in new social situations.
- Be confident to talk to other children when playing, and will communicate freely about own home and community.
- Show confidence in asking adults for help.
- Be aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Accept the needs of others and can take turns and share resources, sometimes with support from others.
- Tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Adapt behaviour to different events, social situations and changes in routine. Listens to others one to one or in small groups, when conversation interests them.
- Listen to stories with increasing attention and recall.
- Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focus attention – still listen or do, but can shift own attention.
- Follow directions (if not intently focused on own choice of activity)

COMMUNICATION & LANGUAGE

- Play in a group, extending and elaborating play ideas, e.g., building up a role-play activity with other children.
- Listen to others one to one or in small groups, when conversation interests them.
- Listen to stories with increasing attention and recall.
- Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focus attention – still listen or do, but can shift own attention.
- Follow directions (if not intently focused on own choice of activity).
- Understand use of objects (e.g. “What do we use to cut things?”)
- Show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.
- Respond to simple instructions, e.g. to get or put away an object.
- Understand ‘why’ and ‘how’ questions.
- Begin to use more complex sentences to link thoughts (e.g. using and, because).
- Retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Question why things happen and gives explanations. Asks e.g. who, what, when, how.
- Use a range of tenses (e.g. play, playing, will play, played).
- Use intonation, rhythm and phrasing to make the meaning clear to others.
- Use vocabulary focused on objects and people that are of particular importance to them.
- Build up vocabulary that reflects the breadth of their experiences.
- Use talk in pretending that objects stand for something else in play, e.g., ‘This box is my castle.’

LITERACY

- Join in with rhyming and rhythmic activities.
- Show awareness of rhyme and alliteration.
- Recognise rhythm in spoken words.
- Listen to and join in with stories and poems, one-to-one and also in small groups.
- Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- to be aware of the way stories are structured.
- Suggest how the story might end.
- Listen to stories with increasing attention and recall.
- Describe main story settings, events and principal characters.
- Show interest in illustrations and print in books and print in the environment.
- Recognise familiar words and signs such as own name and advertising logos.
- Look at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Give meaning to marks as they draw and paint.
- Ascribe meanings to marks that they see in different places.

PHYSICAL DEVELOPMENT

- Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mount stairs, steps or climbing equipment using alternate feet.
- Walk downstairs, two feet to each step while carrying a small object.
- Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Stand momentarily on one foot when shown.
- Catch a large ball.
- Draw lines and circles using gross motor movements.
- Use one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Hold pencil between thumb and two fingers, no longer using whole-hand grasp.
- Hold pencil near point between first two fingers and thumb and uses it with good control.
- Copy some letters, e.g. letters from their name.
- Tell adults when hungry or tired or when they want to rest or play.
- Observe the effects of activity on their bodies.
- Understand that equipment and tools have to be used safely.
- Gain more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Usually manage washing and drying hands.
- Dress 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.

MATHEMATICS*

1st semester:

- Use some number names and number language spontaneously.
- Use some number names accurately in play.
- Recite numbers in order to 10.
- Compare quantities
- Show curiosity about numbers by offering comments or asking questions.
- Show an interest in numerals in the environment.
- Realise not only objects, but anything can be counted, including steps, claps or jumps.
- Show an interest in shape and space by playing with shapes or making arrangements with objects.
- Show interest in shapes in the environment.
- Use shapes appropriately for tasks.

2nd semester:

- Recite numbers in order to 15.
- Compare quantities
- Use positional language.
- Show interest in shape by sustained construction activity or by talking about shapes or arrangements.

**Mathematics concepts are taught in French first, then reinforced in English*

UNDERSTANDING THE WORLD – PEOPLE AND COMMUNITIES

- Show interest in the lives of people who are familiar to them.
- Remember and talks about significant events in their own experience.
- Recognise and describes special times or events for family or friends.
- Show interest in different occupations and ways of life.
- Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

UNDERSTANDING THE WORLD – THE WORLD

- Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talk about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.

UNDERSTANDING THE WORLD - TECHNOLOGY

- Know how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Know that information can be retrieved from computers

EXPRESSIVE ART AND DESIGN

- Join in with dancing and ring games.
- Sing a few familiar songs.
- Move rhythmically.
- Imitate movement in response to music.
- Tap out simple repeated rhythms.
- Explore and learns how sounds can be changed.
- Explore colour and how colours can be changed.
- Understand that they can use lines to enclose a space, and then begin to use shapes to represent objects.
- To be interested in and describe the texture of things.
- Use various construction materials.
- Construct stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Join construction pieces together to build and balance.
- Realise tools can be used for a purpose.
- Develop preferences for forms of expression.
- Use movement to express feelings.
- Create movement in response to music.

- Sing to self and makes up simple songs.
- Make up rhythms.
- Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engage in imaginative role-play based on own first-hand experiences.
- Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Use available resources to create props to support role-play.
- Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.