**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 10  Beginning 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 thoughts  Recognise and write own name  Use 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 rules  Be 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 them  Create 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 play  Builds stories around toys |
| Once Upon a Time… Springing into Life! | |
| **Mathematics:**  Recite numbers to 20 and beyond  Recognise numbers to 10  Find more and less of numbers to 10 using language more, fewer, less  Find totals of 2 sets of objects  Add/subtract two single digit numbers and count on/back to find the answer  Share objects into equal groups  Order and sequence events  Compare objects by weight and length  Create patterns using colour and shape  Describe features and label 3D shapes  Measure short periods of time in simple ways.  **Literacy:**  Follow a story without prompts or pictures  Use because to link thoughts  Use talk to organise, sequence, clarify thinking, ideas, feelings and events  Speak clearly and audibly and take turns in conversations  Read words and simple sentences independently  Link sounds to letters  Use letters to communicate meaning representing some sounds correctly  Describe main settings and principal characters in a story  **Understanding of the World:**  Remembers and talks about significant events in their own experiences  Begin to recognise differences in people  Explore their environment by using all their senses  Shows care and concern for the environment  Understand that information can be retrieved from the computer  Completes a simple programme on the computer | **Physical Development:**  Move with confidence, imagination and safety  Show awareness of space, of themselves and of others.  Can catch a large ball  Recognise the importance of being healthy ad what contributes to that, identify the effect exercise has on our bodies  Eats a range of healthy food and will try new food  Use a range of small and large equipment safely  Can hold a pencil effectively using correct grip  Forms recognisable letters  **PSED (KiVa and Go-Givers):**  Being proud of how they accomplished something  Bounces back after difficulties  Takes turns and shares without support  Asks appropriate questions of others  Explains own ideas  Finds a compromise  Confident to speak to others about own ideas  Beginning 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 feel  Chooses particular colours for a purpose  Mixes colours to make new colours and shades  Create constructions, collages, paintings and drawings with purpose  Manipulates materials such as play dough to create an effect  Plays co-operatively with others to act out a narrative  Keeps to a steady beat, copies a pattern |
| Our Wonderful World! Splish! Splash! Splosh! | |
| **Mathematics:**  Recite numbers, recognise, order and write numbers to 20 and beyond  Find one more and less of numbers to 20 and beyond using language more and less  Add/subtract two single digit numbers (extending to 2 digit numbers and count on/back to find the answer  Recognising, creating and describing patterns  Odd and even numbers  Share objects into equal groups.  Order and sequence events  Describe features and label 3D shapes  Use everyday language related to time and money and measure short periods of time in simple ways  Solve problems which involve distance, time, position and money, doubling and halving  **Literacy:**  Follow instructions and a story without prompts or pictures  Use a range of tenses correctly  Use talk to organise, sequence, clarify thinking, ideas, feelings and events  Answer ‘how’ and ‘why’ questions  Point to each word as reading  Read simple sentences independently  Write labels and captions  Start 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 themselves  Retell a simple story, predict outcomes for characters  **Understanding of the World:**  Begin to recognise and accept different children’s interests and opinions  Looks closely at patterns and change  Shows care and concern for the environment  Make observations of plants and animals and explain why things occur | Completes a simple programme on the computer  Select and use technology for a particular purpose  Talk 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 food  Moves 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 compromise  Confident to try new activities and meet new people  Confident to speak to others about own ideas, take account of others ideas  Say when they do and don't need help  Talk about how they and others show feelings, talk about behaviour and its consequences  Work as part of a group or class, and understand and follow the rules  Adjust 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 necessary  Create constructions, collages, paintings and drawings with purpose  Manipulates materials such a play dough to create an effect  Plays co-operatively with others to act out a narrative  Chooses 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. |