



PRIME AREA

## Making Relationships

PSED 1.30.1 Can play in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children.  
 PSED 1.30.2 Initiates play, offering cues to peers to join them.  
 PSED 1.30.3 Keeps play going by responding to what others are saying or doing.

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## Self confidence and self awareness

PSED 2.30.1 Can select and use activities and resources with help.  
 PSED 2.30.2 Welcomes and values praise for what they have done.  
 PSED 2.30.3 Enjoys responsibility of carrying out small tasks.  
 PSED 2.30.4 Is more outgoing towards unfamiliar people and more confident in new social situations.  
 PSED 2.30.5 Confident to talk to other children when playing, and will communicate freely about own home and community.  
 PSED 2.30.6 Shows confident in asking adults for help.

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## Managing feelings and behaviour

PSED 3.30.1 Aware of own feelings, and knows that some actions and words can hurt others feelings.  
 PSED 3.30.2 Begins to accept the needs of others and can take turns and share resources sometimes with support from others.  
 PSED 3.30.3 Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.

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## Moving and handling

PD 1.30.1 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling....  
 PD 1.30.2 Mounts stairs, steps or climbing equipment using alternate feet.  
 PD 1.30.3 Walks downstairs two feet to each step while carrying a small object.  
 PD 1.30.4 Runs skilfully and negotiates space successfully adjusting speed or direction to avoid obstacles.  
 PD 1.30.5 Can stand momentarily on one foot when shown.  
 PD 1.30.6 Can catch a large ball.  
 PD 1.30.7 Draws lines and circles using gross motor movements.  
 PD 1.30.8 Uses one-handed tools and equipment.

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## Health and Self Care

PD 2.30.1 can tell adults when hungry or tired or when they want to rest or play.  
 PD 2.30.2 observes the effect of activity on their body.  
 PD 2.30.3 Understands that equipment and tools have to be used safely.  
 PD 2.30.4 Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.  
 PD 2.30.5 Can usually manage washing and drying hands.  
 PD 2.30.6 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 fastened at the bottom.

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## Listening and Attention

CL 1.30.1 Listens to others one to one or in small groups when conversation interests them.  
 CL 1.30.2 Listens to stories with increasing attention and recall.  
 CL 1.30.3 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  
 CL 1.30.4 Focusing attention-still listen or do but can shift own attention.

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## Understanding

CL 2.30.1 Understands use of objects.  
 CL 2.30.2 Shows understanding of prepositions such as 'under', 'on top' by carrying out an action or selecting correct picture.  
 CL 2.30.3 Responds to simple instructions.  
 CL 2.30.4 Beginning to understand 'why' and 'how' questions.

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## Speaking

CL 3.30.1 Beginning to use more complex sentences to link thoughts.  
 CL 3.30.2 Can retell a simple past event in correct order.  
 CL 3.30.3 Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  
 CL 3.30.4 Questions why things happen and gives explanations.  
 CL 3.30.5 Uses a range of tenses.  
 CL 3.30.6 Uses intonation, rhythm and phrasing to make meaning clear to others.

## Visits and visitors

**Due to COVID 19 these visits/visitor may not be able to take place.**

- Parent and carer stay and play workshare
- Seasonal walk
- Visit park - physical development, social skills
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## Forest school

- Exploring area safely - Fire pit
- Sensory walks/Phonics
- Exploring seasons and changes.
- Harvest.



# Reception

## Reading

LIT 1.30.7 Suggests how the story might end.  
 LIT 1.30.8 Listens to stories with increasing attention and recall.  
 LIT 1.30.9 Describes main story settings, events and principal characters.  
 LIT 1.30.10 Shows interest in illustrations and print in books and print in the environment.  
 LIT 1.30.11 Recognises familiar words and signs such as own name and advertising logos.  
 LIT 1.30.12 Looks at books independently.  
 LIT 1.30.13 Handles books carefully.  
 LIT 1.30.14 Knows information can be relayed in the form of print.  
 LIT 1.30.15 Holds books the correct way up and turns pages.  
 LIT 1.30.16 Knows that print carries meaning and, in English, is read from left to right and top to bottom.

## Writing

LIT 2.30.1 Sometimes gives meaning to marks as they draw and paint.  
 LIT 2.30.2 Ascribes meaning to marks that they see in different places.  
 LIT 2.40.1 Gives meaning to marks they make as they draw, write and paint.  
 LIT 2.40.2 Begins to break the flow of speech into words.



## Number

MATHS 1.30.1 Uses some number names and number language spontaneously.  
 MATHS 1.30.2 Uses some number names accurately in play.  
 MATHS 1.30.3 Recites numbers in order to 10.  
 MATHS 1.30.4 Knows that numbers identify how many are in a set.  
 MATHS 1.30.5 Beginning to represent numbers using fingers, marks on paper or pictures.  
 MATHS 1.30.6 Sometimes matches numeral and quantity correctly.  
 MATHS 1.30.7 Shows curiosity about numbers by offering comments or asking questions.  
 MATHS 1.30.8 Compares two groups of objects, saying when they have the same number.  
 MATHS 1.30.9 Shows an interest in number problems.  
 MATHS 1.30.10 Separates a group of three or four objects in different way, beginning to recognise that the total is still the same.  
 MATHS 1.30.11 Shows an interest in numerals in the environment.  
 MATHS 1.30.12 Shows an interest in representing numbers.  
 MATHS 1.30.13 Realises not only objects, but anything can be counted, including steps, claps or jumps.

## Space, Shape and Measure

MATHS 1.30.1 Shows an interest in shape and space by playing with shapes or making arrangements with objects.  
 MATHS 2.30.2 Shows awareness of similarities of shape in the environment.  
 MATHS 2.30.3 Uses positional language.  
 MATHS 2.30.4 Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements.  
 MATHS 2.30.5 Shows interest in shapes in the environment.  
 MATHS 2.30.6 Uses shapes appropriately for tasks.  
 MATHS 2.30.7 Beginning to talk about shapes of everyday objects e.g. 'round' and 'tall'.  
 MATHS 2.40.7 Uses everyday language related to time.

## People and communities

UW 1.30.1 Shows an interest in the lives of people who are familiar to them.  
 UW 1.30.2 Remembers and talks about significant events in their own experience.  
 UW 1.30.3 Recognises and describes special times or events for family or friends.  
 UW 1.30.4 Shows interest in different occupations and ways of life.  
 UW 1.30.5 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.

## The World

UW 2.30.1 Can talk about some of the things they have observed such as plants, animals, natural and found objects.  
 UW 2.30.2 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  
 UW 2.30.3 Talks about why things happen and how things work.  
 UW 2.30.4 Developing an understanding of growth, decay and changes over time.  
 UW 2.30.5 Shows care and concern for living things and the environment.

## Technology

UW 3.30.1 Know how to operate simple equipment e.g. turns on CD player, uses remote control.  
 UW 3.30.2 Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  
 UW 3.30.3 Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

## Exploring Materials and Media

AD 1.30.6 Explores and learns how sounds can be changed.  
 AD 1.30.7 Explores colour and how colours can be changed.  
 AD 1.30.8 Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  
 AD 1.30.9 Beginning to be interested in and describe the texture of things.  
 AD 1.30.10 Uses various construction materials.  
 AD 1.30.11 Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  
 AD 1.30.12 Joins construction pieces together to build and balance.  
 AD 1.30.13 Realises tools can be used for a purpose.

## Being Imaginative

AD 2.30.4 Sings to self and makes up simple songs.  
 AD 2.30.5 Makes up rhythms.  
 AD 2.30.6 Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  
 AD 2.30.7 Engages in imaginative role-play based on own first hand experiences.  
 AD 2.30.8 Builds stories around toys, e.g. farm animals needing rescue from the armchair 'cliff'.  
 AD 2.30.9 Uses available resources to create props to support role-play.  
 AD 2.30.10 Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

	Phase 1 - 1/2 days	Phase 2 - 1/2 days	Phase 3 - Full days from now	Phase 4	Phase 5	Phase 6 - Handa's Surprise	Phase 7	Phase 8 - week before Halloween
<b>Making Relationships</b>	Baseline Assessments Building relationship with adults and new friends.	Baseline Assessments Meeting new people, making new friends.	Talk about the class rules: Kind hands and good listening (touch and hearing).	Talk about the things they like to play with.	Play alongside/with friends taking turns. Invites friends to join in.	Listen to friends ideas when playing.	Sharing own ideas with friends.	Responding the what others are saying or doing.
<b>Self Confidence and Self Awareness</b>	Baseline Assessments Getting to know our new classroom and resources.	Baseline Assessments Talking to new people/friends/adults.	Talk about likes and dislikes.	Talk about feelings (happy, sad etc.).	Carrying out small tasks in class.	Talk about their home and community.	Talk to others when playing.	Become more confident in asking for help during play or other activities.
<b>Managing Feelings and behaviour</b>	Baseline Assessments Reward system - House heroes, and points/tokens. How to look after and tidy the classroom.	Baseline Assessments Talk about the class rules: Kind hands and good listening (touch and hearing).	Feelings - what actions (words) might hurt others feelings?	Throughout sessions, reinforce sharing. Turn taking, needs of others.	Walk around school (to PE) following rules for walking quietly.	Talk about delays and that we don't always get our own way or things when we would like them.	Talk about feelings and how we can effect the feelings of others.	Aware that own actions effect others.
<b>Moving and Handling</b>	Baseline Assessments Movement around classroom and outdoor area.	Baseline Assessments Steps and stairs.	Use our bodies to perform a variety of movements i.e. run, jump, skip, crawl, hop and balance.	Develop skills using outdoor climbing equipment, bikes, loose parts etc.	PE Multi skills games - including catching balls.	Activities/resources to promote/ encourage development and strength of core muscles (gross motor skills) - top to bottom lines, anti clockwise circles	Provide a range of resources/activities to develop fine motor skills - Wrists, hands, fingers.	Use one handed tools (use hands) to cut , make holes, paint, glue, draw etc.
<b>Health and Self Care</b>	Baseline Assessments Encourage and praise use of toilet. Washing hands correctly/catch, bin, kill.	Baseline Assessments Safety around the classroom and outdoors/woods. Calculating risks.	Using equipment safely, transporting equipment.	Encourage children to put on and take off own coat/cardigan/jumper etc.	<u>Dependent on Covid 19 guidelines</u> - Changing for PE independently. Support and encourage to do things on their own.	Knowing it is ok to ask for help.	Observing the effects of activities on their body - when are you tired/hungry?	Safety when using the fire pit.
<b>Listening and Attention</b>	Baseline Assessments Introducing self to others Bubble stories	Baseline Assessments Simon says - Link to parts of the body.	Talk about class rules, good listening, speaking, sitting etc.	Listening to other during KPG.	Join in nursery rhymes, and repeated phrases in stories.	Given simple instructions to follow during PE.	Use of 'quiet hands' during sessions.	Daily stories - children to display good listening and recall and maintain attention.
<b>Speaking</b>	Baseline Assessments Introducing self to others, encourage children to share something about themselves.	Baseline Assessments Jigsaw - Understanding Covid 19	Jigsaw - discussion around feelings, changes and experiences.	Saying "good morning" to each other and introducing themselves during KPG.	Share what they have been doing over the weekend - using sentences and correct tense.	Encourage discussion about what they have made in the dough, constructions paint etc.	Asking how and why questions, supporting children's understanding of these words.	Predicting what might happen in stories, using correct tense.
<b>Understanding</b>	Baseline Assessments Answer question about summer holidays and self.	Baseline Assessments	Using objects in play.	Show understanding of prepositions such as 'under', 'on top' by carrying out actions, following instructions.	Respond to simple instructions.	Explain what they need to do. (Simply)	Beginning to understand how and why questions.	Respond when asked how and why questions.
<b>Reading</b>	Baseline Assessments Letter recognition	Baseline Assessments Sharing stories daily. Suggesting what might happened or how a story might end.	Reading core books regularly to children. Talk about pictures and draw attention to print. Listen to stories with attentions and recall.	Talk about favourite stories and rhymes. Share rhymes regularly. Reinforce to parents the importance of reading stories to children.	Suggest how a story might end. Becoming aware of how stories are structured.	Encourage children to choose their own book sin the reading area. Handle books with care and the correct way up, turning pages one at a time.	Know information can be relayed in print/books. Add share topic based books as necessary.	Guided reading activities (pictures). Know print carries meaning and is read from left to right and top to bottom.
<b>Writing</b>	Baseline Assessments <b>Display work</b> - Mark making skills and pencil control	Baseline Assessments Drawing shapes circle, square and triangle.	Drawing symbols in the message station.	Recognition of letters within their name.	Recording their own name. Encourage to record independently on pictures etc.	Range of activities to develop fine motor skills and encourage correct pencil grip. (Finger gym)	Writing opportunities provided through out continuous provision.	Opportunities for large mark making outside.
<b>Number</b>	Baseline Assessments Number recognition, counting Class routines, times of the day	Baseline Assessments <b>Display work</b> - One is snail ten is crab story	Matching and sorting activities - link to previous book.	Matching and sorting activities (1:1 counting)	Comparing amounts - more/less/same (1:1 counting)	Comparing amounts continued		
<b>Space, Shape and Measure</b>	Baseline Assessments Positional language - where things belong in the classroom	Baseline Assessments Shape recognition	Language relating to time	Shape similarities	Construction with shapes	Comparing size, mass and capacity	Comparing size, mass and capacity	Making simple patterns
<b>People and Communities</b>	Baseline Assessments Self portraits - what make them unique?	Baseline Assessments Special times - add birthday onto cupcakes display.	Talk about families and others who are important to us.	Similarities and differences in relation friends and families.	Share significant evens and experiences. Recognise special times/birthdays.	Harvest celebrations - picking apples	Different occupations. What do grown ups do when they go to work?	Halloween - customs and traditions.
<b>The World</b>	Baseline Assessments <b>Display work</b> - Sorting animals	Baseline Assessments Talk about things they observe.	Use of woodlands for weekly forest sessions, explore and investigate, cook on the fire pit.	Comments on their familiar world during key person time.	Talk about things that are happening.	Develop an understanding of growth and change. Look at themselves. Picking apples - what happens if left?	Showing care and concern for living things - repairing bug hotel.	Bring in and share photos of our families - draw who we live with.
<b>Technology</b>	Baseline Assessments	Baseline Assessments What is technology?	Become familiar with technology around new classroom	Operate simple equipment e.g.CD player	Use of cameras, phone etc.	Able to make toys work independently	Use available app on the promise board	Choose own app/activity on promise board
<b>Exploring Media and Materials</b>	Baseline Assessments <b>Display work</b> - Self portraits Decorating cloud/star/flower for key person display	Baseline Assessments <b>Display work</b> - Artist study - Morris Louis Colours of the rainbow	Colours of the rainbow Mixing colours (light box, on table, shaving foam, playdough)	Explore how sounds can be changed	Using lines to create spaces, using shapes to represent objects.	Building models using various materials. Describing different textures.	Building models joins pieces together Creating models with blocks/Lego Stacking, creating enclosures/spaces, horizontally and vertically. Build and balance.	Using tools - clay/playdough
<b>Being imaginative</b>	Baseline Assessments <b>Display work</b> - Decorating cloud/star/ flower for key person display	Baseline Assessments Singing songs Covid 19 - outside in small groups	Imitating actions to songs and nursery rhymes Covid 19 - outside in small groups Make own rhythms	Using imagination in role play, may imitate adults or other children.	Builds stories using toys in play	Creating own props for play	Captures experience using a range of material e.g. song, dance, paint etc.	Witches kitchen role play Captures experience using a range of material e.g. song, dance, paint etc.