



Yearly Overview - Preschool

	Autumn term - on entry observations All about Me Autumn Celebrations and Christmas	Spring term - on entry observations Superheroes and People who help us (Cycle 1) Traditional Tales and Under the Sea (Cycle 2) Spring / New Life Easter	Summer term - on entry observations The Great Outdoors and Amazing animals (Cycle 1) On the Farm and Minibeasts (Cycle 2)
PSED (Who we are - <i>personal</i> , how we get along with others - <i>social</i> and how we feel - <i>emotional</i>).	Making Relationships <ul style="list-style-type: none"> Beginning to seek out companionship with adults and other children, sharing experiences and play ideas Beginning to use their experiences of adult behaviours to guide their social relationships and interactions Starting to show increasing consideration of other people's needs and gradually more impulse control in favourable conditions Beginning to practice skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Will sometimes play alone, alongside and with others, beginning to invite others to play and attempt to join others' play Sense of Self <ul style="list-style-type: none"> Through creating a self portrait, becoming more aware of the similarities and differences between themselves and others in more detailed ways. Beginning to be sensitive to others' messages of appreciation or criticism Starting to enjoy a sense of belonging through being involved in daily tasks Beginning to be aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others Starting to show their confidence and self-esteem through being outgoing towards 	Making Relationships <ul style="list-style-type: none"> Developing skills in seeking out companionship with adults and other children, sharing experiences and play ideas Continuing to use their experiences of adult behaviours to guide their social relationships and interactions Show increasing consideration of other people's needs and gradually more impulse control in favourable conditions Developing skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Will often enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play Sense of Self <ul style="list-style-type: none"> Becoming more aware of the similarities and differences between themselves and others in more detailed ways and beginning to identify themselves in relation to social groups and to their peers Is often sensitive to others' messages of appreciation or criticism Developing a sense of belonging through being involved in daily tasks Developing an awareness of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others Developing confidence and self-esteem 	Making Relationships <ul style="list-style-type: none"> Seek out companionship with adults and other children, sharing experiences and play ideas Use their experiences of adult behaviours to guide their social relationships and interactions Show increasing consideration of other people's needs and gradually more impulse control in favourable conditions Practice skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play Sense of Self <ul style="list-style-type: none"> Becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers Is sensitive to others' messages of appreciation or criticism Enjoys a sense of belonging through being involved in daily tasks Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others Shows their confidence and self-esteem

	<p>people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</p> <p>Understanding Emotions</p> <ul style="list-style-type: none"> Beginning to express a few feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt With support, starting to talk about how others might be feeling and responds according to their understanding of the other person's needs and wants With support, beginning to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings With adult support, beginning to understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions 	<p>through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</p> <p>Understanding Emotions</p> <ul style="list-style-type: none"> Can often express a number of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Will sometimes talk about how others might be feeling and responds according to their understanding of the other person's needs and wants Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings Sometimes independently will understand that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions 	<p>through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</p> <p>Understanding Emotions</p> <ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions
<p>Communication and Language</p> <p>(The foundation for learning and development, guiding and supporting children's thinking while underpinning emerging literacy)</p>	<p>Listening and Attention</p> <ul style="list-style-type: none"> With support beginning to listen to others in one-to-one or small groups, when conversation interests them With some adult support, listens to familiar stories with increasing attention and recall With encouragement will join in with repeated refrains and anticipates key events and phrases in rhymes and stories Beginning to show focus and attention for a short period. With adult support is able to follow directions (if not intently focused) <p>Understanding</p> <ul style="list-style-type: none"> Beginning to understand use of objects (e.g. <i>Which one do we cut with?</i>) With support, starting to understand use of prepositions such as <i>under, on top, behind</i> 	<p>Listening and Attention</p> <ul style="list-style-type: none"> Can often listen to others in one-to-one or small groups, when conversation interests them Listens to familiar stories with increasing attention and recall Can usually join in with repeated refrains and anticipates key events and phrases in rhymes and stories Focusing attention – can sometimes still listen or do, but can change their own focus of attention Beginning to independently follow directions (if not intently focused) <p>Understanding</p> <ul style="list-style-type: none"> Understands use of objects (e.g. <i>Which one do we cut with?</i>) Beginning to independently show 	<p>Listening and Attention</p> <ul style="list-style-type: none"> Listens to others in one-to-one or small groups, when conversation interests them Listens to familiar stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Focusing attention – can still listen or do, but can change their own focus of attention Is able to follow directions (if not intently focused) <p>Understanding</p> <ul style="list-style-type: none"> Understands use of objects (e.g. <i>Which one do we cut with?</i>) Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out

	<p>by carrying out an action or selecting correct picture</p> <ul style="list-style-type: none"> Can sometimes respond to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box</i> Through adult modelling and support, beginning to understand <i>why</i> and <i>how</i> questions <p>Speaking</p> <ul style="list-style-type: none"> With adult support, beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>) Beginning to use language in recalling past experiences With encouragement, starting to retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>) With adult support can sometimes use talk to explain what is happening and anticipate what might happen next in a story. With adult support and modelling, sometimes questions why things happen and gives explanations. Asks e.g. <i>who</i>, <i>what</i>, <i>when</i>, <i>how</i> Beginning to use a range of tenses (e.g. <i>play</i>, <i>playing</i>, <i>will play</i>, <i>played</i>) Continues to make some errors in language (e.g. <i>runned</i>) and will absorb and use language they hear around them in their community and culture Sometimes uses intonation, rhythm and phrasing to make the meaning clear to others Talks about things that are of particular importance to them Building up vocabulary that reflects the breadth of their experiences Beginning to use talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i> 	<p>understanding of prepositions such as <i>under</i>, <i>on top</i>, <i>behind</i> by carrying out an action or selecting correct picture</p> <ul style="list-style-type: none"> Beginning to independently respond to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box</i> Beginning to understand <i>why</i> and <i>how</i> questions <p>Speaking</p> <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>) Will sometimes independently use language in recalling past experiences Can sometimes retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>) Sometimes independently uses talk to explain what is happening and anticipate what might happen next Will often question why things happen and gives explanations. Asks e.g. <i>who</i>, <i>what</i>, <i>when</i>, <i>how</i> Beginning to use a range of tenses (e.g. <i>play</i>, <i>playing</i>, <i>will play</i>, <i>played</i>) Continues to make some errors in language (e.g. <i>runned</i>) and will absorb and use language they hear around them in their community and culture Beginning to independently use intonation, rhythm and phrasing to make the meaning clear to others Talks more extensively about things that are of particular importance to them Builds up vocabulary that reflects the breadth of their experiences Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i> 	<p>an action or selecting correct picture</p> <ul style="list-style-type: none"> Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box</i> Beginning to understand <i>why</i> and <i>how</i> questions <p>Speaking</p> <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>) Able to use language in recalling past experiences Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>) Uses talk to explain what is happening and anticipate what might happen next Questions why things happen and gives explanations. Asks e.g. <i>who</i>, <i>what</i>, <i>when</i>, <i>how</i> Beginning to use a range of tenses (e.g. <i>play</i>, <i>playing</i>, <i>will play</i>, <i>played</i>) Continues to make some errors in language (e.g. <i>runned</i>) and will absorb and use language they hear around them in their community and culture Uses intonation, rhythm and phrasing to make the meaning clear to others Talks more extensively about things that are of particular importance to them Builds up vocabulary that reflects the breadth of their experiences Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i>
Physical	<p>Moving and Handling</p> <ul style="list-style-type: none"> Climbs stairs, steps and moves across 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Climbs stairs, steps and moves across 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Climbs stairs, steps and moves across

<p>(Fine and gross motor skills developing in an integrated way. Health, well-being and self-care are integral to physical development)</p>	<p>climbing equipment using alternate feet. Beginning to maintains balance using hands and body to stabilise</p> <ul style="list-style-type: none"> • With support will walk down steps or slopes whilst carrying a small object, maintaining balance and stability • Learning to run with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • With support can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Beginning to grasp and release with two hands to throw and catch a large ball, beanbag or an object • Beginning to create lines and circles pivoting from the shoulder and elbow • With adult support, beginning to manipulate a range of tools and equipment in one hand, tools include paintbrushes, pencils, scissors, hairbrushes, toothbrush, scarves or ribbons <p>Health and Self Care</p> <ul style="list-style-type: none"> • Beginning to tell adults when hungry, full up or tired or when they want to rest, sleep or play • Beginning to and with support, observes and can describe in words or actions the effects of physical activity on their bodies. • Learning to name and identify different parts of the body • Beginning to take practical action to reduce risk, showing their understanding that equipment and tools can be used safely • With support can wash and can dry hands effectively and beginning to understand why this is important • Beginning to try a range of different textures and tastes and expresses a preference. • Beginning to observe and control breath, able to take deep breaths, scrunching 	<p>climbing equipment using alternate feet. Developing skills at maintaining balance using hands and body to stabilise</p> <ul style="list-style-type: none"> • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Developing the skills of grasping and releasing with two hands to throw and catch a large ball, beanbag or an object • Learning to create lines and circles pivoting from the shoulder and elbow • Developing the skills to manipulate a range of tools and equipment in one hand, tools include paintbrushes, pencils, scissors, hairbrushes, toothbrush, scarves or ribbons <p>Health and Self Care</p> <ul style="list-style-type: none"> • When asked, can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Learning to describe in words or actions the effects of physical activity on their bodies. • Can identify and sometimes name different parts of the body (e.g. eyes, ears, nose, head, arms, hands, tummy, legs, feet, back) • Learning to take practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and beginning to understand why this is important • Will sometimes try a range of different textures and tastes and expresses a preference. • Learning to observe and control breath, able to take deep breaths, scrunching and releasing the breath 	<p>climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p> <ul style="list-style-type: none"> • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, pencils, scissors, hairbrushes, toothbrush, scarves or ribbons <p>Health and Self Care</p> <ul style="list-style-type: none"> • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child • Working towards a consistent, daily pattern in relation to eating, toileting and
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	<ul style="list-style-type: none"> and releasing the breath Starting to mirror the playful actions or movements of another adult or child Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important Gaining more bowel and bladder control and can attend to toileting needs most of the time themselves. Beginning to 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 	<ul style="list-style-type: none"> Can mirror the playful actions or movements of another adult or child Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Dresses with help and support, 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 	<p>sleeping routines and understands why this is important</p> <ul style="list-style-type: none"> Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. 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
Literacy (Understanding and being understood)	Reading <ul style="list-style-type: none"> With support, listens to and joins in with stories and poems, when reading one-to-one and in small groups With encouragement joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Begins to be aware of the way stories are structured, and to tell own stories Shows some understanding of events and principal characters in stories. With support may suggest how the story might end Shows interest in illustrations and words in print and digital books and words in the environment Beginning to recognise familiar words and signs such as own name, advertising logos and screen icons Looks at and enjoys print and digital books with an adult Starts to understand that print carries meaning Beginning to understand that information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) With adult support handles books and touch screen technology carefully and the correct way up with growing competence Begins to develop phonological 	Reading <ul style="list-style-type: none"> Listens to and joins in with stories and poems, when reading one-to-one and in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and may suggest how the story might end Shows interest in illustrations and words in print and digital books and words in the environment Recognises familiar words and signs such as own name, advertising logos and screen icons Looks at and enjoys print and digital books independently or with support Beginning to know that print carries meaning and, in English, is read from left to right and top to bottom Beginning to know information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Learning to handle books and touch screen technology carefully and the correct way up with growing competence 	Reading <ul style="list-style-type: none"> Listens to and joins in with stories and poems, when reading one-to-one and in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end Shows interest in illustrations and words in print and digital books and words in the environment Recognises familiar words and signs such as own name, advertising logos and screen icons Looks at and enjoys print and digital books independently Knows that print carries meaning and, in English, is read from left to right and top to bottom Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Handles books and touch screen technology carefully and the correct way up with growing competence

	<p>awareness, tuning in to sounds in the environment.</p> <ul style="list-style-type: none"> Beginning to clap or tap the syllables in words during sound play <p>Writing</p> <ul style="list-style-type: none"> With encouragement, makes up stories, play scenarios, and drawings in response to experiences, such as outings Sometimes gives meaning to their drawings and paintings Beginning to include mark making in their play Beginning to imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right 	<ul style="list-style-type: none"> With support begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps Begins to develop phonological and phonemic awareness Begins to show awareness of rhyme and alliteration Recognises rhythm in spoken words, songs, poems and rhymes Claps or taps the syllables in words during sound play Beginning to hear and say the initial sound in words <p>Writing</p> <ul style="list-style-type: none"> Makes up stories, play scenarios, and drawings in response to experiences, such as outings Sometimes gives meaning to their drawings and paintings Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves Includes mark making and early writing in their play Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Beginning to attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes – starting with the first letter Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<ul style="list-style-type: none"> Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps Begins to develop phonological and phonemic awareness Shows awareness of rhyme and alliteration Recognises rhythm in spoken words, songs, poems and rhymes Claps or taps the syllables in words during sound play Hears and says the initial sound in words <p>Writing</p> <ul style="list-style-type: none"> Makes up stories, play scenarios, and drawings in response to experiences, such as outings Sometimes gives meaning to their drawings and paintings Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves Includes mark making and early writing in their play Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
<p>Mathematics</p> <p>(Understanding number, quantity, space)</p>	<p>Comparison</p> <ul style="list-style-type: none"> With support, compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i> 	<p>Comparison</p> <ul style="list-style-type: none"> With support, compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i> 	<p>Comparison</p> <ul style="list-style-type: none"> Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i>

<p>and shape. It involves seeking patterns, creating and solving mathematical problems and engaging with stories, songs, games, practical activities and imaginative play)</p>	<p>Counting</p> <ul style="list-style-type: none"> • May enjoy counting verbally as far as they can go • With support learning to point or touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Beginning to use some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 5 <p>Cardinality</p> <ul style="list-style-type: none"> • Counts up to five items, beginning to recognise that the last number said represents the total counted so far (cardinal principle) • With support, can link numerals with amounts up to 5 <p>Composition</p> <ul style="list-style-type: none"> • With support, beginning to recognise that each counting number is one more than the one before • With support, separates a group of three or four objects in different ways, beginning to recognise that the total is still the same <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Beginning to respond to and use language of position and direction • With support, predicts, moves and rotates objects to fit the space or create the shape they would like <p>Shape</p> <ul style="list-style-type: none"> • With encouragement, chooses items based on their shape which are appropriate for the child's purpose • Beginning to respond to both informal language and common shape names • Shows some awareness of shape similarities and differences between objects • With adult support, attempts to create arches and enclosures when building, using trial and improvement to select blocks <p>Pattern</p> <ul style="list-style-type: none"> • Beginning to create their own spatial patterns showing some organisation or 	<p>Counting</p> <ul style="list-style-type: none"> • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 (up to 5) • Uses some number names and number language within play (up to 5), and may show fascination with large numbers • Begin to recognise numerals 0 to 10 <p>Cardinality</p> <ul style="list-style-type: none"> • With some support subitises one, two and three objects (without counting) • With support, counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Beginning to independently link numerals with amounts up to 5 and maybe beyond • Beginning to explore using a range of their own marks and signs to which they ascribe mathematical meanings <p>Composition</p> <ul style="list-style-type: none"> • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • With support, beginning to recognise that each counting number is one more than the one before • With support, separates a group of three or four objects in different ways, beginning to recognise that the total is still the same <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Beginning to use language of position and direction • With support, predicts, moves and rotates objects to fit the space or create the shape they would like <p>Shape</p> <ul style="list-style-type: none"> • Chooses items based on their shape which are appropriate for the child's purpose 	<p>Counting</p> <ul style="list-style-type: none"> • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 <p>Cardinality</p> <ul style="list-style-type: none"> • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings <p>Composition</p> <ul style="list-style-type: none"> • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like <p>Shape</p> <ul style="list-style-type: none"> • Chooses items based on their shape which are appropriate for the child's purpose
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	<p>regularity</p> <ul style="list-style-type: none"> Starting to join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next <p>Measures</p> <ul style="list-style-type: none"> In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items with adult modelling and support With encouragement and support, recalls a sequence of events in everyday life and stories 	<ul style="list-style-type: none"> Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects With support enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes With support, attempts to create arches and enclosures when building, using trial and improvement to select blocks <p>Pattern</p> <ul style="list-style-type: none"> Creates their own spatial patterns with support - showing some organisation or regularity Beginning to explore and add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next <p>Measures</p> <ul style="list-style-type: none"> In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items Recalls a sequence of events in everyday life and stories 	<ul style="list-style-type: none"> Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Attempts to create arches and enclosures when building, using trial and improvement to select blocks <p>Pattern</p> <ul style="list-style-type: none"> Creates their own spatial patterns showing some organisation or regularity Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next <p>Measures</p> <ul style="list-style-type: none"> In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items Recalls a sequence of events in everyday life and stories
<p>Understanding the world</p> <p>(Make sense of their expanding world and their place within it)</p>	<p>People and Communities</p> <ul style="list-style-type: none"> Beginning to show an interest in the lives of people who are familiar to them (immediate family) Enjoys joining in with family customs and routines Remembers and starting to talk about significant events in their own experience Recognises and starts to describe special times or events for family or friends with adult modelling and support. Beginning to show interest in different occupations and ways of life indoors and outdoors With adult support is starting to recognise some of the things that make them unique, and can begin to talk about some 	<p>People and Communities</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and with support talks about significant events in their own experience With encouragement recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors Starting to recognise some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 	<p>People and Communities</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors 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

	<p>of the similarities and differences in relation to friends or family</p> <p>The World</p> <ul style="list-style-type: none"> • With adult encouragement, beginning to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Beginning to talk about why things happen and how things work • Beginning to develop an understanding of growth, decay and changes over time • With support and modelling shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment <p>Technology</p> <ul style="list-style-type: none"> • With adult support can operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • With adult support, exploring how toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • With adult support, discovering that information can be retrieved from digital devices and the internet • Beginning to play with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet 	<p>The World</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment <p>Technology</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Explores how toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Discovering that information can be retrieved from digital devices and the internet • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet 	<p>The World</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment <p>Technology</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Knows that information can be retrieved from digital devices and the internet • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet
<p>Expressive Arts and Design</p> <p>(Using a variety of ways to</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own

<p>express and communicate through music, movement and a wide range of materials)</p>	<p>movement patterns</p> <ul style="list-style-type: none"> • With adult support enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • With modelling and support. taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Beginning to develop an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • With support uses tools for a purpose <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • With adult modelling and support, uses movement and sounds to express experiences, expertise, ideas and feelings • Beginning to experiment and create movement in response to music, stories and ideas • Sings to self and makes up simple songs with encouragement • With encouragement and modelling, creates sounds, movements, drawings to accompany stories • Beginning to notice what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences • With support, uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are 	<p>movement patterns</p> <ul style="list-style-type: none"> • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme 	<p>movement patterns</p> <ul style="list-style-type: none"> • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme
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	engaged in the same theme		
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** Please note that this Yearly Overview applies to children who join Pre School in September each year. For children who join mid-year, this plan will be adjusted accordingly.