CLL

**Listening and attention**

22-36mths

• Listens with interest to the noises adults make when they read stories.

• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.

• Shows interest in play with sounds, songs and rhymes.

• Single channelled attention. Can shift to a different task if

attention fully obtained – using child’s name helps focus.

30-50 mths

• Listens to others one to one or in small groups, when conversation interests them.

• Listens to stories with increasing attention and recall.

• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

• Focusing attention – still listen or do, but can shift own attention.

• Is able to follow directions (if not intently focused on own choice of activity).

**Understanding**

22-36mths

Identifies action words by pointing to the right picture, e.g., *“Who’s jumping?”*

• Understands more complex sentences, e.g. *‘Put your toys away and then we’ll read a book.’*

• Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. *Who’s that/can? What’s that? Where is.?*).

• Developing understanding of simple concepts (e.g. *big/little*).

30-50mths

• Understands use of objects (e.g. *“What do we use to cut things?’*)

• Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.

• Responds to simple instructions, e.g. to get or put away an object.

• Beginning to understand ‘why’ and ‘how’ questions.

**Speaking**

22-36mths

• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

• Holds a conversation, jumping from topic to topic.

• Learns new words very rapidly and is able to use them in communicating.

• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying *‘I have it’.*

• Uses a variety of questions (e.g. *what, where, who*).

• Uses simple sentences (e.g.’ *Mummy gonna work.’*)

• Beginning to use word endings (e.g. *going, cats*).

**PSED**

**Making relationships**

22-36 mths

• Interested in others’ play and starting to join in

• Seeks out others to share experiences.

• Shows affection and concern for people who are special to them.

• May form a special friendship with another child

30-50mth

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

• Initiates play, offering cues to peers to join them.

• Keeps play going by responding to what others are saying ordoing.

• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

**Self confidence and self awareness**

22-36 mths

• Separates from main carer with support and encouragement from a familiar adult.

• Expresses own preferences and interests

30-50mths

• Can select and use activities and resources with help.

• Welcomes and values praise for what they have done.

• Enjoys responsibility of carrying out small tasks.

• Is more outgoing towards unfamiliar people and more confident in new social situations.

• Confident to talk to other children when playing, and will communicate freely about own home and community.

• Shows confidence in asking adults for help.

**Managing feelings and behaviour**

22-36 mths

• Seeks comfort from familiar adults when needed.

• Can express their own feelings such as sad, happy, cross, scared, worried.

• Responds to the feelings and wishes of others.

• Aware that some actions can hurt or harm others.

• Tries to help or give comfort when others are distressed.

• Shows understanding and cooperates with some boundaries and routines.

• Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do.

• Growing ability to distract self when upset, e.g. by engaging in a new play activity.

Autumn 1 – Prime areas of learning

**Creating and thinking critically-Thinking**

**Having their own ideas**

• Thinking of ideas

• Finding ways to solve problems

• Finding new ways to do things

**Making links**

• Making links and noticing patterns in their experience

• Making predictions

• Testing their ideas

• Developing ideas of grouping, sequences, cause and effect

**Choosing ways to do things**

• Planning, making decisions about how to approach a task,

solve a problem and reach a goal

• Checking how well their activities are going

• Changing strategy as needed

• Reviewing how well the approach worked

**Characteristics of effective learning**

**Playing and exploring- engagement**

**Finding out and exploring**

• Showing curiosity about objects, events and people

• Using senses to explore the world around them

• Engaging in open-ended activity

• Showing particular interests

**Playing with what they know**

• Pretending objects are things from their experience

• Representing their experiences in play

• Taking on a role in their play

• Acting out experiences with other people

**Being willing to ‘have a go’**

• Initiating activities

• Seeking challenge

• Showing a ‘can do’ attitude

• Taking a risk, engaging in new experiences, and learning by trial and error

**Active learning –motivation**

**Being involved and concentrating**

• Maintaining focus on their activity for a period of time

• Showing high levels of energy, fascination

• Not easily distracted

• Paying attention to details

**Keeping on trying**

• Persisting with activity when challenges occur

• Showing a belief that more effort or a different approach will pay off

• Bouncing back after difficulties

**Enjoying achieving what they set out to do**

• Showing satisfaction in meeting their own goals

• Being proud of how they accomplished something – not just the end result

• Enjoying meeting challenges for their own sake rather than external rewards or

praise

PD

Moving and handling

22-36mths

• Runs safely on whole foot.

• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.

• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.

• Can kick a large ball.

• Turns pages in a book, sometimes several at once.

• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.

• Beginning to use three fingers (tripod grip) to hold writing tools

• Imitates drawing simple shapes such as circles and lines.

• Walks upstairs or downstairs holding onto a rail two feet to a step.

• May be beginning to show preference for dominant hand.

30-50mths

• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

• Mounts stairs, steps or climbing equipment using alternate feet.

• Walks downstairs, two feet to each step while carrying a small object.

• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

• Can stand momentarily on one foot when shown.

• Can catch a large ball.

• Draws lines and circles using gross motor movements.

• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

• Holds pencil near point between first two fingers and thumb and uses it with good control.

• Can copy some letters, e.g. letters from their name.

**Health and self-care**

22-36mths

• Feeds self competently with spoon.

• Drinks well without spilling.

• Clearly communicates their need for potty or toilet.

• Beginning to recognise danger and seeks support of significant adults for help.

• Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.

**Mathematics**

**Numbers**

30-50mths

• Uses some number names and number language spontaneously.

• Uses some number names accurately in play.

• Recites numbers in order to 10.

• Knows that numbers identify how many objects are in a set.

• Beginning to represent numbers using fingers, marks on paper or pictures.

• Sometimes matches numeral and quantity correctly.

• Shows curiosity about numbers by offering comments or asking questions.

• Compares two groups of objects, saying when they have the same number.

• Shows an interest in number problems.

• Separates a group of three or four objects in different ways,beginning to recognise that the total is still the same.

• Shows an interest in numerals in the environment.

• Shows an interest in representing numbers.

• Realises not only objects, but anything can be counted, including steps, claps or jumps.

**Space, shape and measure**

30-50mths

• Shows an interest in shape and space by playing with shapes or making arrangements with objects.

• Shows awareness of similarities of shapes in the environment.

• Uses positional language.

• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.

• Shows interest in shapes in the environment.

• Uses shapes appropriately for tasks.

• Beginning to talk about the shapes of everyday objects,e.g. ‘*round*’ and ‘*tall*’.

**Literacy**

**Reading**

22-36mths

• Has some favourite stories, rhymes, songs, poems or jingles.

• Repeats words or phrases from familiar stories.

• Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a …’.

30-50 mths

• Enjoys rhyming and rhythmic activities.

• Shows awareness of rhyme and alliteration.

• Recognises rhythm in spoken words.

• Listens to and joins in with stories and poems, one-to-one and also in small groups.

• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

**Writing**

22-36mths

Distinguishes between the different marks they make.

30-50mths

• Sometimes gives meaning to marks as they draw and paint.

• Ascribes meanings to marks that they see in different places

Autumn 1 – Specific area of learning

**Expressive arts and design**

**Exploring and using media and materials**

22-36mths

• Joins in singing favourite songs.

• Creates sounds by banging, shaking, tapping or blowing.

• Shows an interest in the way musical instruments sound.

• Experiments with blocks, colours and marks.

30-50mths

• Enjoys joining in with dancing and ring games.

• Sings a few familiar songs.

• Beginning to move rhythmically.

• Imitates movement in response to music.

• Taps out simple repeated rhythms.

• Explores and learns how sounds can be changed.

• Explores colour and how colours can be changed.

• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

• Beginning to be interested in and describe the texture of things.

• Uses various construction materials.

• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

• Joins construction pieces together to build and balance.

• Realises tools can be used for a purpose.

**Being imaginative**

22-36mths

• Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’

• Beginning to make-believe by pretending.

30-50mths

• Developing preferences for forms of expression.

• Uses movement to express feelings.

• Creates movement in response to music.

• Sings to self and makes up simple songs.

• Makes up rhythms.

• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

• Engages in imaginative role-play based on own first-hand experiences.

• Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.

• Captures experiences and responses with a range of media,such as music, dance and paint and other materials or words.

**Understanding the world**

**People and communities**

22-36mths

• Has a sense of own immediate family and relations.

• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.

• Beginning to have their own friends.

• Learns that they have similarities and differences that connect

them to, and distinguish them from, others.

30-50mths

• Shows interest in the lives of people who are familiar to them.

• 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.

• 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**

22-36mths

• Enjoys playing with small-world models such as a farm, a garage, or a train track.

• Notices detailed features of objects in their environment.

30-50mths.

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

Developing an understanding of growth decay

**Technology**

22-36 mths

• Seeks to acquire basic skills in turning on and operating some ICT equipment.

• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

30-50 mths

Knows how to operate simple equipment e.g turns on c.d player and uses remote control.

**A Unique Child:**

observing what a child is learning

**Poselationships:**

what adults could do

**Enabling Environments:**

what adults could provide

• Comments and asks questions about aspects of their familiar

world such as the place where they live or the natural world.

Technology

**PSED/Homework**

Jigsaw Jennie/Circle time activities/Continuous provision/Tizzy The Tiger/Home School Diaries

1. Homework – TFW

2. Homework- TFW

3. Homework- Photo of our house

4. Homework- Photo of our family

5. Homework- Counting

6. Homework – 2d Shape

7. Homework- The Three Little Pigs

8. Next Term.

**Literacy**

Daily letters and sounds sessions

End of session activities/TFW

1. The Three Little Pigs -Reading

2. The Three Little Pigs-Reading

3. The Three Little Pigs - Reading

4. The Three little Pigs –Reading

5. The Three Little Pig –Model story map- Reading

6. The Three Little pigs-Story Map –Writing/reading Adult Led F1

7. N/A

**CLL**

Talk for writing

Phase 1 letters and sounds

Story time/Phonological awareness.

1. Talk for Writing- The Three Little Pigs-L/A

2. Talk for Writing- The Three Little Pigs-L/A

3. Talk for Writing- The Three little Pigs-S

4. Talk for Writing- The Three Little Pigs-S

5. Talk for Writing- The Three Little Pigs-S

6. Talk for Writing- The Three Little Pigs-U

7. Talk for writing- The Three Little Pigs-Video evidence-comprehension Adult Led F1CL-LA-U-S

6.

Parent links- F1/2 phonics workshop.

Dojo’s and home school diaries.

**Characteristics of effective learning**

**Playing and exploring-** Continuous provision-Dolls house, home corner, dressing up, babies

**Active learning-** Continuous provision, adult led activities-collage faces.

**Creating and thinking critically** - Continuous provision, adult led activities-Collage faces-Houses.

Autumn 1 – Ourselves

Ideas for teaching

**Mathematics**

1. Baseline-counting
2. Baseline-counting
3. Number/counting
4. Number/counting
5. Number/counting
6. 2d shape
7. 2d shape
8. Positional language

**Expressive arts and Design**

1. Using different media to make a collage faces Adult Led F1-BI RE

2. Using different media to make a collage faces

Collage faces Adult Led F1-BI RE

3. Huff and Puff painting EMM Adult Led F1

4. Construction – Houses-EMM Adult Led F1 G

5. N/A

6. Story Map drawing-BI Adult led F1

7. 2d shape houses- BI Adult Led F1 H

Three pigs rap

Nursery rhymes- learn rhymes– song map-innovate rhymes-over 6 weeks.

Early Start in music.- M

**Understanding the world**

1. Looking at ourselves PC Adult led F1

2. Looking at ourselves PC Adult Led f1

3. N/A

4. Where we live W Adult Led F1 G

5. Huff and Puff game W Adult led F1 S

6. N/A

7. Our House PC Adult Led F1 H

**PD**

1. Collage faces Adult Led F1

2. Collage faces Adult Led F1

3. N/A

4. construction houses Adult Led F1

5. N/A

6. Drawing story maps

7. 2d shape houses

PE- Dance, Songs and movement about ourselves. Early start to music. Head , shoulders, knees. If you are happy and you…

Yoga-Animal poses