Communication and Language Development

**Listening and Attention**
- Listens to and enjoys rhythmic patterns in rhymes and stories
- Demonstrates listening by trying to join in
- Listens to stories with increasing attention and recall
- Focuses attention - still listen or do but can shift own attention
- Can follow directions (if not intently focused on own choice of activity)

**Understanding**
- Selects familiar objects by name and will go and find objects when asked, or identify objects from a group
- Is developing understanding of simple concepts
- Understands 'who', 'what', 'where' in simple questions
- Understands use of objects
- Beginning to understand 'why' and 'how' questions

**Speaking**
- Beginning to put two words together
- Uses different types of everyday words - nouns, verbs and adjectives
- Beginning to talk about people and things that are not present
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts
- Holds a conversation, jumping from topic to topic
- Uses simple sentences
- Beginning to use more complex sentences to link thoughts
- Can retell a simple past event in correct order
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
- Builds up vocabulary that reflects the breadth of their experiences

Children to think of questions before hand for their visitor.

**Physical Development**

**Moving and Handling**
- Can kick a large ball
- Beginning to use three fingers (tripod grip) to hold writing tools
- Imitates drawing simple shapes such as circles or lines
- 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
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles
- Can catch a large ball
- Draws lines and circles using gross motor
- Movements
- Uses one-handed tools and equipment such as 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 use it with good control
- Understands that equipment and tools have to be used safely

**Health and Self Care**
- Beginning to recognise danger and seeks support of adults
- Health and Self Care
- For their visitor.

**Personal, Social and Emotional Development**

**Making Relationships**
- Plays cooperatively with a familiar adult
- Seeks out others to share experiences
- Initiates play, offering cues to peers to join in
- Responds to what others say or do and keeps play going
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults
- Is aware of own feelings and knows that some actions and words can hurt others' feelings
- Uses a familiar adult as a secure base from which to explore independently in new environments

**Self-confidence and Self-awareness**
- Demonstrates sense of self as an individual
- Separates from main carer with support and encouragement from a familiar adult
- Talks confidently to other children when playing
- Shows confidence in asking adults for help
- Welcomes and values praise for what they have done

**Managing feelings and behaviour**
- Begins to accept the needs of others
- Adapts behaviour to different events, social situations and changes in routine
- Shows understanding and cooperates with some boundaries and routines
- Tries to help or give comfort when others are distressed

**Self-care**
- Shows confidence in asking adults for help
- Welcomes and values praise for what they have done

**PSED - Safety and Consequences**
- Caring for older people

**Core Reading Texts: The Little Red Hen and Farmer Duck**
- A variety of Non-fiction books

**Cooking: Baking Bread**
- Instructions on how to bake bread.

Children to write questions before hand for their visitor.

**Spring 2**

**EYFS Map**

**CROSS-CURRICULAR LINK WITH AREAS OF LEARNING**

**People who help us**

**Physical Development**

**Moving and Handling**
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**Health and Self Care**
- Beginning to recognise danger and seeks support of significant adults for help
- Beginning to be independent in self-care, but still often needs adult support
- Willing to try new food textures and tastes

**Core Reading Texts: The Little Red Hen and Farmer Duck**
- A variety of Non-fiction books

**Cooking: Baking Bread**
- Instructions on how to bake bread.

Children to write questions before hand for their visitor.
Understanding the world

People and Communities
Is curious about people and shows interest in stories about themselves and their family
Shows interest in the lives of people who are familiar to them
Shows interest in different occupations and ways of life
Talks about some of the similarities and differences in relation to friends or family
Leads that they have similarities and differences that connect them to, and distinguishes them from, others

The World
Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking
Can talk about some of the things they have observed such as plants, animals, natural and found objects
Talks about why things happen and how things work
Is developing an understanding of growth, decay and changes over time

Maths

Numbers
Recites some number names in sequence
Creates and experiments with symbols and marks representing ideas of number
Begin to make comparisons between quantities
Uses some language of quantities, such as ‘more’ and ‘a lot’

Uses some number names and number language spontaneously
Uses some number names accurately in play
Recites numbers in order to 10
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
Knows that numbers identify how many objects are in a set
Knows that a group of things changes in quantity when something is added or taken away
Shows an interest in representing numbers
Shape, Space and Measure

Begins to use the language of size
Shows an interest in shape and space by playing with shapes or making arrangements with objects
Beginning to talk about the shapes of everyday objects
Enjoys filling and emptying containers

Technology

Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them
Operates mechanical toys
Operates simple equipment such as turning on a CD player or using a remote control
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 computers.

Expressive Arts and Design

Exploring and Using Media and Materials
Explores and experiments with a range of media through sensory exploration, and using whole body
Imitates and improvises actions they have observed such as clapping or waving
Beginning to move to music, listen to or join in rhymes or songs
Notices, and is interested in the effects of making movements which leave marks
Creates sounds by banging, shaking, tapping or blowing
Experiments with blocks, colours and marks
Taps out simple repeated rhythms
Explores and learns how sounds can be changed
Explores colour and how colours can be changed
Beginning to be interested in and describe the texture of things
Joins construction pieces together to build and balance

Being Imaginative
Expresses self through physical action and sound
Pretends that one object represents another, especially when objects have characteristics in common
Builds stories around toys
Uses available resources to create props to support role play
Captures experiences and responses with a range of media such as music, dance and paint and other materials or words
Developing preferences for forms of expression

Role - Play - Doctors surgery

Expressive Arts and Designs:
- Creating their own washing machine and other technology that helps us in our day to day lives.
- Designing a uniform for a specific profession
- Creating your own telephone
- Creating a fitness video to a piece of music

WOW Moments

Special Visitors
Policeman, Postman, Reflexologist, Nurse, Dentist and Charity Organisation.

Understanding the world:

How do you help at home?

How do you help at school?

Name different parts of the body and how the body works - Linked to Reflexologist visit (How your heart works)

Before we had washing machines - How did we wash our clothes?

Technology:
- Talking about different types of materials
- How things work
- Talk about the different technology out there and how it helps us
- What tech helps with vision and hearing (Linked in with nurse visit)