

## Early Years Spring Term Long Term Overview 22 to 36 months - Cycle A Our World

Communication and Language	Personal, Social, Emotional Development	Physical Development	Understanding the World	Expressive Arts and Design	
<p><b><u>Listening and attention</u></b></p> <ul style="list-style-type: none"> <li>Listens with interest to the noises adults make when they read stories.</li> <li>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>Shows interest in play with sounds, songs and rhymes.</li> <li>Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.</li> </ul> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>Identifies action words by pointing to the right picture, e.g., "Who's jumping?"</li> <li>Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</li> <li>Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is?).</li> <li>Developing understanding of simple concepts (e.g. big/little).</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>Holds a conversation, jumping from topic to topic.</li> <li>Learns new words very rapidly and is able to use them in communicating.</li> <li>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.</li> <li>Uses a variety of questions (e.g. what, where, who).</li> <li>Uses simple sentences (e.g. 'Mummy going to work.')</li> <li>Beginning to use word endings (e.g. going, cats).</li> </ul>	<p><b><u>Making relationships</u></b></p> <ul style="list-style-type: none"> <li>Interested in others' play and starting to join in.</li> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul> <p><b><u>Self-confidence and self-awareness</u></b></p> <ul style="list-style-type: none"> <li>Separates from main carer with support and encouragement from a familiar adult.</li> <li>Expresses own preferences and interests.</li> </ul> <p><b><u>Managing Feelings</u></b></p> <ul style="list-style-type: none"> <li>Seeks comfort from familiar adults when needed.</li> <li>Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>Responds to the feelings and wishes of others.</li> <li>Aware that some actions can hurt or harm others.</li> <li>Tries to help or give comfort when others are distressed.</li> <li>Shows understanding and cooperates with some boundaries and routines.</li> <li>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul>	<p><b><u>Moving and handling</u></b></p> <ul style="list-style-type: none"> <li>Runs safely on whole foot.</li> <li>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>Can kick a large ball.</li> <li>Turns pages in a book, sometimes several at once.</li> <li>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>Imitates drawing simple shapes such as circles and lines.</li> <li>Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>May be beginning to show preference for dominant hand.</li> </ul> <p><b><u>Health and self-care</u></b></p> <ul style="list-style-type: none"> <li>Feeds self competently with spoon.</li> <li>Drinks well without spilling.</li> <li>Clearly communicates their need for potty or toilet.</li> <li>Beginning to recognise danger and seeks support of significant adults for help.</li> <li>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>Beginning to be independent in self-care, but still often needs adult support.</li> </ul>	<p><b><u>People and communities</u></b></p> <ul style="list-style-type: none"> <li>Has a sense of own immediate family and relations.</li> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>Beginning to have their own friends.</li> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> <p><b><u>The world</u></b></p> <ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>Notices detailed features of objects in their environment.</li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul>	<p><b><u>Exploring &amp; using media &amp; materials</u></b></p> <ul style="list-style-type: none"> <li>Joins in singing favourite songs.</li> <li>Creates sounds by banging, shaking, tapping or blowing.</li> <li>Shows an interest in the way musical instruments sound.</li> <li>Experiments with blocks, colours and marks.</li> </ul> <p><b><u>Being imaginative</u></b></p> <ul style="list-style-type: none"> <li>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> <li>Beginning to make-believe by pretending.</li> </ul>	<p style="text-align: center;">Spring Term Coverage</p> <p style="text-align: center;">Continuous Provision</p> <p style="text-align: center;">Seal / Continuous Provision</p> <p style="text-align: center;">Outdoor Area Continuous Provision / PE</p> <p style="text-align: center;">Role Play</p> <p>Literacy, Mathematics and R.E see separate planning</p>