

Communication and Language

Autumn:

- Develop focus by trying to pay attention to more than one thing at a time.
- Use longer sentences of four to six words.

Spring– As above, and:

- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play.
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.

Summer– As above, and:

- Use a wider range of vocabulary.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Enjoy listening to longer stories and can remember much of what happens.
- Sing a large repertoire of songs.

Physical Development

Autumn:

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Show a preference for a dominant hand.

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Start taking part in some group activities which they make up for themselves, or in teams.

Spring:

- Use a comfortable grip with good control when holding pens and pencils.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Make healthy choices about food, drink, activity and tooth brushing.

Summer:

- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Personal, Social and Emotional Development

Autumn:

- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.

Spring and Summer:

- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Begin to understand how others might be feeling.

Understanding the World

Autumn:

- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family’s history.

Spring:

- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Continue to develop positive attitudes about the differences between people.

Summer:

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Show interest in different occupations.
- Explore how things work.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

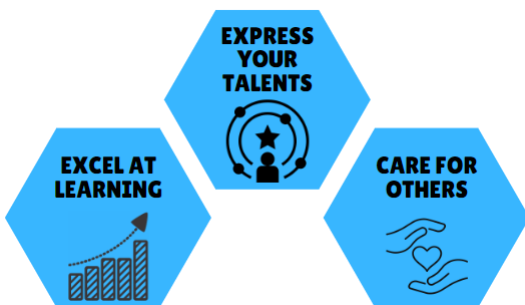
Autumn, Spring and Summer:

- Take part in simple pretend play, using an object to represent something else.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex ‘small worlds’ with blocks and construction kits.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these to represent objects.
- Draw with increasing complexity and detail.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs in the correct pitch and melodic shape.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Chase Bridge Foundation Subject Overview

Our CURRICULUM

Year N



OUR TOPICS

