

## 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

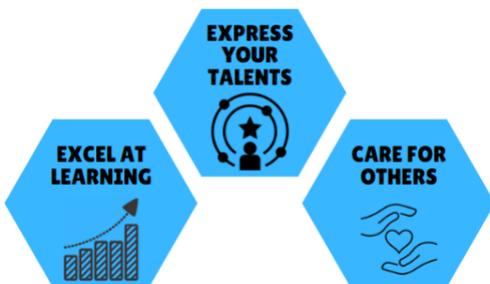
### Autumn, Spring and Summer:

- 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

