

Children's Interests: Fairies/ building/ dinosaurs

AOL Aspect/ Subject	Week 1 HOME VISITS	Week 2 PT- classroom routines	Week 3 - classroom routines & rules. Our school	Week 4 classroom routines & rules. Ourselves	Week 5 classroom routines & rules. Ourselves	Week 6 classroom routines & rules. Ourselves
Roleplay/ Developing Imagination and Imaginative Play			Home corner	Home corner	Home corner	Home corner
<b>CL</b> Listening and attention Understanding Speaking		<b>BASELINE</b>	<b>BASELINE</b> Maintains attention, concentrates and sits quietly during appropriate activity.  Responds to simple instructions, e.g. to get or put away an object.	<b>BASELINE</b> Maintains attention, concentrates and sits quietly during appropriate activity.  Responds to simple instructions, e.g. to get or put away an object.	Maintains attention, concentrates and sits quietly during appropriate activity.  Responds to simple instructions, e.g. to get or put away an object.	Maintains attention, concentrates and sits quietly during appropriate activity.  Responds to simple instructions, e.g. to get or put away an object.
Literacy- Reading Writing		<b>BASELINE</b>	<b>BASELINE</b> Enjoys an increasing range of books.  Gives meaning to marks they make as they draw, write and paint.  Begins to break the flow of speech into words.  Hears and says the initial sound in words.	<b>BASELINE</b> Enjoys an increasing range of books.  Gives meaning to marks they make as they draw, write and paint.  Begins to break the flow of speech into words. <b>(circle time games...)</b>  Hears and says the initial sound in words. <b>(circle time games...)</b>	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. <b>(Goldilocks...)</b>  Enjoys an increasing range of books. <b>(Traditional tales...)</b>  Gives meaning to marks they make as they draw, write and paint.  Begins to break the flow of speech into words.  Hears and says the initial sound in words.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  Enjoys an increasing range of books.  Continues a rhyming string.

<p><b>M</b> Shape, space and measure <b>Numbers</b></p>		<p><b>BASELINE</b></p>	<p><b>BASELINE</b> Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved.</p>	<p><b>BASELINE</b> Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved.</p>	<p>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved.</p>	<p>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved.</p>
<p><b>UW</b> People and communities  The world  Technology</p>		<p><b>BASELINE</b></p>	<p>Shows care and concern for living things and the environment. <b>(garden and classroom...)</b></p>	<p>Shows care and concern for living things and the environment. <b>(garden and classroom...)</b></p>	<p>Shows care and concern for living things and the environment. <b>(garden and classroom...)</b></p>	<p>Shows care and concern for living things and the environment. <b>(garden and classroom...)</b></p>
<p><b>PSED</b> Making Relationships Self Confidence &amp; Self Awareness Managing feelings and behaviour</p>		<p><b>BASELINE</b></p>	<p><b>BASELINE</b> Confident to speak to others about own needs, wants, interests and opinions.  Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.  Aware of the boundaries set, and of behavioural expectations in the setting.  Explains own knowledge and understanding, and asks appropriate questions of others.</p>	<p><b>BASELINE</b> Confident to speak to others about own needs, wants, interests and opinions.  Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.  Aware of the boundaries set, and of behavioural expectations in the setting.  Explains own knowledge and understanding, and asks appropriate questions of others</p>	<p>Confident to speak to others about own needs, wants, interests and opinions.  Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.  Aware of the boundaries set, and of behavioural expectations in the setting.  Explains own knowledge and understanding, and asks appropriate questions of others</p>	<p>Confident to speak to others about own needs, wants, interests and opinions.  Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.  Aware of the boundaries set, and of behavioural expectations in the setting.  Explains own knowledge and understanding, and asks appropriate questions of others</p>

<p><b>EAD</b> Exploring and using media and materials Being imaginative</p>		<p><b>BASELINE</b></p>	<p><b>BASELINE</b> Begins to build a repertoire of songs and dances. <b>(circle time games...)</b></p> <p>Create simple representations of events, people and objects.</p>	<p><b>BASELINE</b> Begins to build a repertoire of songs and dances. <b>(circle time games...)</b></p> <p>Create simple representations of events, people and objects.</p>	<p>Begins to build a repertoire of songs and dances. <b>(circle time games...)</b></p> <p>Create simple representations of events, people and objects.</p>	<p>Begins to build a repertoire of songs and dances. <b>(circle time games...)</b></p> <p>Create simple representations of events, people and objects.</p>
<p><b>PD</b></p>		<p><b>BASELINE</b> Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <b>(waterproof suits/wellies...)</b></p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control. <b>(scissors/hacksaw etc photoframe ...)</b></p>	<p><b>BASELINE</b> Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <b>(waterproof suits/wellies...)</b></p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control. <b>(scissors/hacksaw etc photoframe ...)</b></p>	<p><b>BASELINE</b> Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <b>(waterproof suits/wellies...)</b></p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p>	<p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <b>(waterproof suits/wellies...)</b></p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p>	<p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <b>(waterproof suits/wellies...)</b></p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p>
<p><b>Other Events</b></p>						