



**PSED**

| Subject          | Fabulous Friend  | Shining Star   |
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| Coverage         | <ul style="list-style-type: none"> <li>• Seeking to gain attention in a variety of ways, drawing others into social interaction;</li> <li>• Building relationships with special people;</li> <li>• Being wary of unfamiliar people;</li> <li>• Interacting with others and exploring new situations when supported by familiar person;</li> <li>• Showing interest in the activities of others and responds differently to children and adults,</li> </ul> | <ul style="list-style-type: none"> <li>• Using a familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated;</li> <li>• Have a growing ability to soothe themselves, and may like to use a comfort object;</li> <li>• Cooperating with caregiving experiences,</li> <li>• Beginning to understand 'yes', 'no' and some boundaries</li> <li>• Know the steps we need to follow when washing hands after using the toilet or before eating.</li> </ul> |
| Cultural Capital | <ul style="list-style-type: none"> <li>• Daily story times</li> <li>• Our school value - Kindness</li> <li>• Show and tell</li> <li>• Turn taking &amp; sharing activities</li> <li>• 1:1 &amp; small group activity time with an adult</li> </ul>   | <ul style="list-style-type: none"> <li>• Check in feelings station</li> <li>• Star of the Day award</li> <li>• Home corner</li> <li>• 1:1 &amp; small group activity time with an adult</li> <li>• Weekly PSHE sessions</li> <li>• Photograph of family to support emotional regulation</li> </ul>   |

**CLL**

| Subject          | Lovely Listener  | Super Speaker   |
|------------------|--|---|
| Coverage         | <p>Moving the whole body to sounds they enjoy, such as music;</p> <ul style="list-style-type: none"> <li>• Having a strong exploratory impulse</li> <li>• Concentrating intensely on an object or activity they like for a short period;</li> <li>• Paying attention to dominant stimuli but is easily distracted by other noises around them;</li> <li>• Developing the ability to follow others' body language, including pointing and gesture;</li> <li>• Responding to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?');</li> <li>• Developing understanding of single words in context</li> </ul> | <ul style="list-style-type: none"> <li>• Using sounds in play</li> <li>• Using single words</li> <li>• Frequently imitating words and sounds;</li> <li>• Enjoying babbling and increasingly experimenting with using sounds and words to communicate for a range of purposes</li> <li>• Using pointing with eye gaze to make requests, and to share an interest;</li> </ul> |
| Cultural Capital | <ul style="list-style-type: none"> <li>• Music area</li> <li>• Daily story times</li> <li>• Show and tell</li> <li>• 1:1 &amp; small group activity time with an adult</li> </ul>  | <ul style="list-style-type: none"> <li>• Show and tell</li> <li>• Daily story times</li> <li>• 1:1 &amp; small group activity time with an adult</li> </ul>   |

PD

| Subject          | <b>Marvellous Mover</b>   | <b>Talented Tool User</b>   |
|------------------|---|---|
| Coverage         | <ul style="list-style-type: none"> <li>• Making connections between their movements and the marks they make;</li> <li>• Walking up steps holding hand of adult;</li> <li>• Beginning to balance blocks to build a small tower.</li> </ul> | <ul style="list-style-type: none"> <li>• Passing toys from one hand to the other;</li> <li>• Holding an object in each hand and bringing them together in the middle, e.g. holds two blocks and banging them together;</li> <li>• Picking up small objects between thumb and fingers;</li> <li>• Holding pen or crayon using a whole hand (palmar) grasp and making random marks with different strokes.</li> </ul> |
| Cultural Capital | <ul style="list-style-type: none"> <li>• Visit to the trim trail</li> <li>• Access to school technology - Interactive whiteboard and Ipads</li> <li>• Loose parts provision</li> <li>• Weekly Yoga session</li> </ul>                     | <ul style="list-style-type: none"> <li>• Loose parts provision</li> <li>• Fine motor provision</li> <li>• 1:1 &amp; small group activity time with an adult</li> </ul>  |

L

| Subject          | <b>Magnificent Markmaker</b>   |
|------------------|--|
| Coverage         | <ul style="list-style-type: none"> <li>• Making marks, but do not always ascribing meaning to the marks.</li> <li>• Making marks with a variety of equipment</li> <li>• Tracing marks using fingers</li> </ul> |
| Cultural Capital | <ul style="list-style-type: none"> <li>• Access to school technology - Interactive whiteboard and Ipads</li> <li>• 1:1 &amp; small group activity time with an adult</li> </ul>                                |

**M**

|                  |  |
|------------------|--|
| Subject          | <b>Magic at Maths</b>  |
| Coverage         | <ul style="list-style-type: none"><li>• Developing an awareness of number names through their enjoyment of action rhymes and songs that relating to their experience of numbers;</li><li>• Have some understanding that things exist, even when out of sight.</li><li>• Recognising big things and small things in meaningful contexts;</li><li>• Getting to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.</li></ul> |
| Cultural Capital | <ul style="list-style-type: none"><li>• Learning well known nursery rhymes</li><li>• Loose parts provision</li><li>• Maths cabinet</li><li>• Daily story times</li><li>• Sign in chart - 5 frames</li><li>• Daily routine timetable</li><li>• Day of the week &amp; weather chart</li></ul>  |

**UTW**

| Subject          | <b>Eager Explorer</b>  | <b>Curious Caterpillar</b>   |
|------------------|--|--|
| Coverage         | <ul style="list-style-type: none"> <li>• The beginning of understanding of people, culture and communities lies in early attachment and other relationships.</li> </ul>  | <ul style="list-style-type: none"> <li>• Have the confidence to explore new environments (classroom, outside area, library)</li> <li>• Noticing changes in their immediate environment</li> <li>• Engage appropriately with classroom resources</li> <li>• Begin to put things back where they belong</li> </ul> |
| Cultural Capital | <ul style="list-style-type: none"> <li>• Home corner</li> <li>• Show and tell</li> <li>• Daily story times</li> <li>• 1:1 &amp; small group activity time with an adult</li> <li>• Access to school technology - Interactive whiteboard and Ipads</li> </ul> | <ul style="list-style-type: none"> <li>• Visit the library</li> <li>• Visit the trim trail</li> <li>• Autumn walk visit on the school grounds</li> <li>• Access to school technology - Interactive whiteboard and Ipads</li> <li>• Tidy up times</li> <li>• Home corner</li> </ul>                               |

**EAD**

| Subject          | <b>Clever Creator</b>   | <b>Passionate Performer</b>  |
|------------------|---|--|
| Coverage         | <ul style="list-style-type: none"> <li>• Exploring and experimenting with a range of media through sensory exploration, and using whole body</li> <li>• Show different emotions in drawings and paintings, like happiness, sadness, fear, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Expressing self through physical action and sound.</li> <li>• Pretending that one object represents another, especially when objects have characteristics in common.</li> <li>• Listen with increased attention to sounds</li> <li>• Respond to what they have heard, expressing their thoughts and feelings</li> </ul> |
| Cultural Capital | <ul style="list-style-type: none"> <li>• Show and tell</li> <li>• Daily story times</li> <li>• 1:1 &amp; small group activity time with an adult</li> <li>• Weekly PSHE sessions</li> </ul>   | <ul style="list-style-type: none"> <li>• Learning well known nursery rhymes</li> <li>• Check in feelings station</li> </ul>  |