



Acorns Saplings 3 -4 YO	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question	What is important to me at my house?	Who helps me in my community?	What has changed around me?	Do all fairytales have a happy ending?	What has changed around me?	What is different and the same about Warton and London?
Stunning Start activity	Children to set up the domestic role play area by bringing in items from home.	Superhero day (dress up as a superhero).	Nature walk (in school grounds)- looking for signs of the season.	Reading story of Goldilocks. Making porridge, tasting it and improving it.	Nature walk (around the village)- looking for signs of the season.	Landmarks (including people) sorting activity (Warton and London).
Fabulous Finish activity	Children to create 'Saplings Street': models of their own houses using junk materials. (Collaborative with parents)	Creating props for Warton's Got Talent: Who am I? How do I help?	Perform a song / dance / poem linked to winter.	Acting out story of Three Little Pigs including blowing down the houses.	Design and create a seasons scavenger hunt for Saplings to do.	Plan and organise a King's Picnic.
Key Texts	-Super Duper You! -Tiger Who Came to Tea - Kipper's Toy Box	-Stickman -Busy People: Teacher -Little Red Riding Hood -First Festivals: Christmas	-Peace at Last -My First Seasons -We're going on a Bear Hunt	-Goldilocks -Three Little Pigs -Not Now Bernard	-Not a Stick - ABC Walk in the Countryside	-Naughty Bus -Planet Earth -Busy London
Communication & Language <i>Taken from Birth to Five Ranges 4</i>	<ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories 	<ul style="list-style-type: none"> Single channelled attention; can shift to a different 	<ul style="list-style-type: none"> Shows interest in play with sounds, songs and rhymes 	<ul style="list-style-type: none"> Listens to familiar stories with increasing attention and recall 	<ul style="list-style-type: none"> Focusing attention – can still listen or do, but can change their own focus of attention 	<ul style="list-style-type: none"> Responds to instructions with more elements



<p><i>& 5 (A Unique Child)</i></p>	<ul style="list-style-type: none"> • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Identifies action words by following simple instructions, e.g. <i>Show me jumping</i> • Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic 	<p>task if attention fully obtained – using child's name helps focus</p> <ul style="list-style-type: none"> • Beginning to understand more complex sentences • Understands use of objects • Learns new words very rapidly and is able to use them in communicating 	<ul style="list-style-type: none"> • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences 	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Understands who, what, where in simple questions • Uses talk to explain what is happening and anticipate what might happen next 	<ul style="list-style-type: none"> • Is able to follow directions (if not intently focused) • Developing understanding of simple concepts • Shows understanding of prepositions such as <i>under, on top, behind</i> • Uses a variety of questions (e.g. <i>what, where, who</i>) • Uses talk in pretending that objects stand for something else in play, 	<ul style="list-style-type: none"> • Beginning to understand why and how questions • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>
<p>Physical Development <i>Taken from Birth to Five Ranges 4 & 5 (A Unique Child)</i></p>	<ul style="list-style-type: none"> • Runs safely on whole foot • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support 	<ul style="list-style-type: none"> • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Able to help with and increasingly independently put on and take off simple clothing items such as 	<ul style="list-style-type: none"> • Moves in response to music, or rhythms played on instruments such as drums or shakers • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Can name and identify different parts of the body 	<ul style="list-style-type: none"> • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • Turns pages in a book, sometimes several at once • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath 	<ul style="list-style-type: none"> • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Observes and can describe in words or actions the 	<ul style="list-style-type: none"> • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely



		hats, unzipped jackets, wellington boots			effects of physical activity on their bodies.	
Personal, Social & Emotional Development <i>Taken from Birth to Five Ranges 4 & 5 (A Unique Child)</i>	<ul style="list-style-type: none"> Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves 	<ul style="list-style-type: none"> Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it Responds to the feelings of others, showing concern and offering comfort 	<ul style="list-style-type: none"> Shows empathy and concern for people who are special to them by partially matching others' feelings with their own Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest 	<ul style="list-style-type: none"> Is developing an understanding of and interest in differences of gender, ethnicity and ability Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows 	<ul style="list-style-type: none"> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants 	<ul style="list-style-type: none"> Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions
Phonics						
Literacy	Talking about favourite stories	Distinguishing between marks made	Joining in with rhythmic and musical activities Giving meaning to marks made	Listening to and joining in with familiar stories Mark making regularly	Recognising familiar words and signs Writing their own name	Using letter shapes to attempt to write familiar names & words
Maths	Comparison Counting		Spatial awareness	Pattern Measures	Comparison Counting	



	Cardinality		Shape		Cardinality	
					Composition	
Understanding the World <i>Taken from Birth to Five Ranges 4 & 5 (A Unique Child)</i>	<ul style="list-style-type: none"> Has a sense of own immediate family and relations and pets 	<ul style="list-style-type: none"> Learns that they have similarities and differences that connect them to, and distinguish them from, others Shows interest in different occupations and ways of life indoors and outdoors 	<ul style="list-style-type: none"> Talks about why things happen and how things work Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	<ul style="list-style-type: none"> Developing an understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects 	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Shows care and concern for living things and the Environment
Expressive Arts & Design	Exploring colour and texture	Using props in role play	Singing songs and making music	Acting out familiar stories	Using construction materials	Drawing