



Ladybird LTP Year B

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests /Lines of Enquiry	<p>Helping Hands Emergency vehicles People who help us Harvest Autumn Halloween Family Ourselves Pets</p> <p>Books</p>  <p>The 3 Little Pigs Shhh we have a plan Peace at Last</p>	<p>Helping Hands Light and dark Fire safety Colour Autumn Halloween Bonfire Night/ fireworks Christmas Father Christmas story Toys</p> <p>Books</p>  <p>Percy the Park Keeper. Meg and Mog Goldilocks and the 3 bears</p>	<p>Once upon a time Witches Wizards Dragons Dinosaurs</p> <p>Seasonal change Melting, freezing</p> <p>Books</p> <p>The Magic Porridge Pot Don't call me sweet.</p>	<p>Move it</p> <p>Non fiction- types of vehicles</p> <p>Forces Cars Journeys</p> <p>Books</p> <p>Whatever Next The Gingerbread Man</p>	<p>Down on the farm</p> <p>Non fiction- Life cycles Farm animal information books Farm vehicles</p> <p>Lifecycles- chicks</p> <p>Books The Billy Goats Gruff Rosie's walk Farmer Duck</p>	<p>Secret Garden</p> <p>Non- fiction- growing, Minibeasts</p> <p>Life cycles- caterpillars</p> <p>Books</p> <p>The very Hungry Caterpillar</p>
Physical Development	<p>To feed themselves with a spoon To be able to jump To explore traveling at different speeds To be able to put on an apron with some support</p>		<p>To take off their own coat. To be able to jump off small equipment To be able to run with increasing control- To be able to put on an apron with increasing independence To know when I need changing</p>		<p>Can grasp, hold and explore a range of objects. To have developed a shoulder pivot for gross motor movements. To use sit down trikes to ride. To walk, run, jump, squat and climb on and off low equipment. To put on a hat. To show awareness of their need to use the toilet. To put on my own wellies To use sit down trikes to ride</p>	
<p>Can catch a large thrown by an adult. Develop shoulder pivots To wash hands with support</p>						
Personal, Social and Emotional Development	<p>To develop relationships with key person in school and at home To explore own reflection and begin to recognise the way that they look Begins to explore the classroom with the support of key person To develop an awareness of simple classroom rules with adult support</p>		<p>To settle quickly with support of key person when required To recognise themselves in a photo. Begins to use talk or gestures to get the resources that they want. Begins to know where they want to play and can access areas of provision with increasing independence. May still 'check in' with key person for reassurance Begins to play alongside other children To develop an awareness of simple classroom rules with adult support To develop an awareness of feelings. E.g. happy, sad</p>		<p>To express whether they like or dislike something. To settle quickly when parents leave. To know their key adult at home and in school. To know where they want to play. With support, begin to wait for what they want. To be confident in the classroom. With adult support, to follow a simple classroom rule. To use gestures, facial expressions and words to express feelings. To play alongside others in the same area of the classroom. To use simple words to describe their feelings - "happy" "sad"</p>	

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<p style="text-align: center;"><i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.</i></p>			
	<p>To form a positive relationship with a key person. To name some of the children and adults in their class. To gain independence ("me do it")</p>		
<p>Communication and Language</p>	<p>To be able to interact with others using vocalisations, pointing and gestures Shows an awareness of wanting to interact with others Initiates simple interactions with others Begin to understand Where/what questions? Enjoys listening to songs and begins to join in with actions</p>	<p>Puts 2 words together/ begins to form simple phrases, sentences e.g Me want milk, My car fast etc Shows greater understanding Understand Where/what questions? Begins to show an interest in listening to short stories (1-1) for short periods (not the whole story) Begins to talk about what they are doing</p>	<p>To follow a basic instruction. To listen to a short story (1:1) and show an understanding of what is happening To start to say how they are feeling using words and actions. Can describe what they are doing as they are carrying out an activity. Begin to understand who? questions</p>
<p>To respond to their name when called. To name everyday objects confidently and correctly.</p>			
<p>Understanding the World</p>	<p>To know who lives in my house. To begin to learn daily routine and follow them with support To begin to notice when something has changed</p>	<p>To remember daily routines with some support when required To talk about something that I have done today To notice simple differences with support Move it- Identify types of transport. Explore making small world vehicles move</p>	<p>To remember daily routines To talk about something that I did yesterday To notice simple differences To talk about differences that they have noticed To notice how things change To begin to name and recognise types of weather</p>
<p>To name people who are important to them. To enjoy playing in different weather conditions. To use treasure baskets to explore a range of natural materials.</p>			
<p>Expressive Arts and Design</p>	<p>To enjoys sensory experiences and begin to make marks To explore glue and begin to understand it's purpose To identify when 2 colours are the same To use appropriate sound and movements for small world objects; To explore making different sounds;</p>	<p>To experiment making marks using a variety of materials To begin to use glue for a purpose to stick items together with support when needed To talk and identify a variety of colours with increasing independence To begin to use familiar characters in their everyday play; To use real objects in their play Exploring the different noises they make with their voice;</p>	<p>To use glue to stick items to one another. To explore paint and other materials using a range of senses. To experiment with paint and begin to make marks on paper. To draw for a purpose and talk about the marks that they have made. To name different colours correctly. To name objects that they have selected for their play; To recognise different sounds that they hear; To move in response to music;</p>
<p>To join in with actions for songs/nursery rhymes; To build a tower with bricks. To join pieces of track make a track for the train. To use mirrors to explore the faces they can make.</p>			
<p>Literacy</p>	<p>To explore making marks using a variety of resources/ materials</p>	<p>To develop marks to lines, dots, squiggles and begins to explore circles To begin to talk about the marks that I have made;</p>	<p>To ask simple questions about a story they are reading.</p>

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	<p>To enjoy listening to songs and begin to join in with repetitive words and actions</p> <p>To begin to develop a love for books</p>	<p>To become more confident at singing known songs using actions to support them</p> <p>To name key items in a picture;</p> <p>To enjoy looking at books independently or with an adult</p>	<p>To recognise a familiar story; To repeat words or phrases from familiar stories;</p> <p>To enjoy singing a range of songs and rhymes;</p> <p>To notice some print such as the first letter of their name;</p> <p>To begin to talk about the marks that I have made;</p> <p>To make a variety of marks (circular, lines, zig zag);</p>
	<p>To use a variety of mark making materials;</p> <p>To develop a shoulder pivot when using large equipment;</p> <p>To enjoy looking at books with key person or independently</p>		
<p>Mathematics</p>	<p>To join in with simple rhymes</p> <p>To say some number names;</p> <p>To compare amounts using 'lots' 'more' 'same';</p> <p>To use familiar language to describe a shape;</p> <p>To complete a simple inset puzzle;</p> <p>To notice a simple pattern in the environment;</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p>		