



Acorns: Long Term Learning Map – 2022-23

		Terms 1-3			Terms 4-6		
Enrichment Opportunities	Book of the term	Tip Tip Dig Dig	Dear Zoo	Brown bear	Bear hunt	Hungry Caterpillar	Shark in the Park
	Other		Start visits to nature school				
PSED Personal, Social and Emotional Development		<p>Beginning to build a relationship with my key worker and am starting to leave my carer without getting upset.</p> <p>To start to play on my own and with my friends, but know my key worker is nearby.</p> <p>I am curious about my new environment and want to explore it.</p> <p>Starting to express preferences and decisions.</p> <p>Engage with others through gestures, gaze and talk.</p> <p>To be able to choose what I want to play with.</p> <p>I am growing in independence and wanting to do things without adults help.</p> <p>I am beginning to wait my turn.</p> <p>I know my like and dislikes.</p>			<p>I am beginning to know how I feel and what to do when I have these feelings.</p> <p>I am noticing and similarities and differences between myself and friends.</p> <p>I am starting to develop friendships with other children.</p> <p>I am starting to feel confident when visiting new areas with my key staff, eg Nature school and the hall.</p> <p>I am learning to use the toilet with help</p> <p>Feel strong enough to express a range of emotions.</p> <p>Be increasingly able to talk about and manage my emotions.</p> <p>Begin to show 'effortful control'. Waiting for my turn and resisting the strong impulse to grab what I want or push my way to the front.</p>		
Communication and Language		<p>To have around 50 words in my vocabulary.</p> <p>To be able to put two or three words together</p> <p>To be able to understand between 200-500 words.</p> <p>To be able to understand simple questions and instructions.</p> <p>Make themselves understood and can become frustrated when they cannot.</p>			<p>To be able to shift from one task to another if my name is called. "Name, please can you stop now? We're tidying up"</p> <p>To be able to use around 300 words.</p> <p>Can link up to 5 words together.</p> <p>Starting to use pronouns, plurals and prepositions- These may not always be used correctly.</p>		

	<p>Start to say how they are feeling, using words as well as actions.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures</p> <p>To be able to identify familiar objects and properties for practitioners when they are described.</p>	<p>Can follow instructions with three key words like: "Can you wash dolly's face?"</p> <p>Can start to understand action words.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</p> <p>Use the speech sounds p, b, m, w.</p> <p>Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>
<p>Physical Development Gross Motor Fine Motor</p>	<p>To be able to balance blocks and build a small tower.</p> <p>Make connections between my hands and feet movement and the marks they make.</p> <p>I can jump with both feet off the ground.</p> <p>I can Kick a ball.</p> <p>Show an increasing desire to be independent, such as wanting to feed, dress or undress myself.</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle</p> <p>Can hold a cup with two hand and can drink without spilling much.</p> <p>Show awareness of what a potty/toilet is used for.</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Beginning to climb confidently, catch a large ball and pedal a tricycle.</p> <p>Develop manipulation and control. Explore different materials and tools.</p> <p>I am beginning to show preference for using a dominant hand.</p> <p>I can drink well without spilling.</p> <p>I can help put things away.</p> <p>I am developing my sense of touch, smell, taste, and hearing.</p>
<p>Maths</p>	<p>Combine objects like stacking blocks and cups.</p> <p>Put objects inside others and take them out again.</p> <p>Take part in finger rhymes with numbers.</p> <p>Build with a range of resources.</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'.</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> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Notice patterns and arrange things in patterns</p> <p>Complete inset puzzles.</p>
<p>Literacy</p>	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p>	<p>Sing songs and say rhymes independently, for example, singing whilst playing</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book.</p>

	<p>Enjoy sharing books with an adult.</p> <p>Enjoy drawing freely.</p>	<p>Make comments and shares my own ideas about books.</p> <p>Develop play around my favourite stories using props.</p> <p>Notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.</p> <p>Add marks to my drawings and give meaning to them. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p>
<p>UTW (Understanding The World)</p>	<p>Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p>	<p>Make connections between the features of my family and other families.</p> <p>Notice differences between people.</p>
<p>EAD Expressive, Arts and Design (Art and DT)</p>	<p>Show attention to sounds and music.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Explore different materials, using all my senses to investigate them.</p>	<p>Make rhythmical and repetitive sounds.</p> <p>Start to make marks intentionally.</p> <p>Express ideas and feelings through making marks, and sometimes giving meaning to the marks I make.</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a hold a wooden block to my ear and pretend it's a phone.</p> <p>Manipulate and play with different materials.</p> <p>Use my imagination as I consider what I can do with different materials.</p> <p>Make simple models which express My ideas.</p>