

















Our Nursery Curriculum						
Overarching Themes	Autumn / Winter 		Spring 		Summer Early Learning Goal 	
	All About Me 	Celebrations 	My Place in the World 	Living Things 	Terrific Tales 	Adventures and Environments 
	The following are a few general themes we would like to cover throughout the year. However, these may be adapted depending on the children's interest.					
Core Books 	Elmer Three Billy Goats Gruff	The Gingerbread Man	Shark in the Park Dear Zoo	The Very Hungry Caterpillar Oi Frog	Goldilocks and the Three Bears	We're Going on a Bear Hunt The Three Little Pigs
PSED	 Being me in my world – Jigsaw	 Celebrating Differences - Jigsaw	 Dreams and Goals - Jigsaw	 Healthy Me - Jigsaw	 Relationships - Jigsaw	 Changing Me – Jigsaw
PSED Related Texts	<u>Related texts:</u> - Starting School by Janet and Allan Ahlberg.	<u>Related texts:</u> - Monkey Puzzle by Julia Donaldson. - Christmas Story/Nativity	<u>Related texts:</u> -Oh, the Places You'll Go by Dr.Seuss.	<u>Related texts:</u> - Somebody Swallowed Stanley by Sarah Roberts.	<u>Related texts:</u> -Sharing a Shell by Julia Donaldson. -The Bad Tempered Ladybird by Eric Carle.	<u>Related texts:</u> -The North Star by Peter Reynolds. -The Koala Who Could by Rachel

	<p>- Going To School by Usborne Books.</p> <p>-Shine by Sarah Asuquo.</p> <p>- Ruby’s Worry By Tom Percival</p> <p>-Ravi’s Roar by Tom Percival.</p>	<p>-Family and ME by Michaela Dias-Hayes</p> <p>-All are welcome by Alexandra Penfold.</p> <p>-We are family by Patricia Hegarty.</p>	<p>-Incredible You by Rhys Brisenden.</p> <p>-The Most Magnificent Thing by Ashley Spires.</p> <p>-Giraffes Can’t Dance by Giles Andreae.</p> <p>-The Snail and the Whale by Julia Donaldson.</p>	<p>-Oliver’s Vegetables by Vivian French.</p> <p>-Oliver’s Fruit Salad by Vivian French.</p> <p>-Tiny Seed by Eric Carle.</p> <p>-Who’s in the loo by Jeanne Willis.</p> <p>-The tiger who came for tea by Judith Kerr.</p>	<p>-Tadpole’s Promise by Jeanne Willis.</p> <p>-Superworm by Julia Donaldson</p> <p>-Guess How Much I Love You by Sam McBratney</p>	<p>Bright.</p> <p>-The Lion Inside by Rachel Bright.</p> <p>-</p>
--	--	--	---	--	--	--

Prime Areas

Personal, Social, Emotional Development

Self – Regulation	<p>Can recognise when someone is feeling sad/happy.</p> <p>Joins in a range of activities that interest me.</p> <p>Is starting to understand that I need to wait for my turn before I get to play with something.</p> <p>Explore new toys and environments, but I might ‘check in’ with familiar adult as and when needed.</p> <p>Can separate from my main carer with support and encouragement from a familiar adult.</p> <p>Is becoming more confident and independent to explore different areas of the classroom.</p> <p>Is beginning to follow simple instructions from the teacher.</p>	<p>Beginning to express their feelings with some support if needed and label when they are feeling sad/happy/angry.</p> <p>Is able to express my own preference and interest and begin to understand that others may have different preferences and interests.</p> <p>Show more confidence in new social situations.</p> <p>Can select and use activities and resources, and is confident to talk to other children when playing together.</p> <p>Is able to follow simple instructions.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Is starting to use their words to communicate their wants and needs in different situations.</p>	<p>Expresses their feelings in their interactions with others and through play.</p> <p>Talk about their feelings in simple terms, using words like happy, sad and angry.</p> <p>Beginning to understand how others might be feeling and is beginning to be able to recognise the impact of their choices/behaviour/actions on others.</p> <p>More able to adapt their behaviour in different situations.</p> <p>Develop appropriate ways of being assertive. Can talk with others to solve conflicts.</p> <p>More able to share and take turns with others, sometimes with support.</p> <p>Is able to follow instructions with increasing attention.</p>
Managing Self	<p>Is developing a sense of responsibility in my classroom.</p>	<p>Is becoming more confident to try new activities.</p>	<p>Becoming more aware of the similarities and differences between themselves and others.</p>


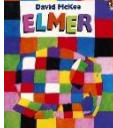
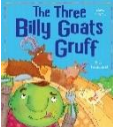


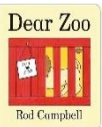


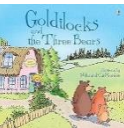



	<p>Can use the toilet independently but may need reminders to wash their hands. Can put their coat on (without zipping). Can wash my hands with increasing independence. Begin to learn that some things are mine, some things are shared and some things belong to other people. Seek comfort from familiar adults, when needed. Responds to some appropriate boundaries, with encouragement and support. Can talk to a familiar adult when feeling upset, hurt, angry. Is beginning to follow classroom rules with some reminders.</p>	<p>Talks about my feelings using words like 'happy', 'sad', 'angry' or 'worried'. Is becoming more independent at putting their coat on and is shows resilience with fastening coat. Begin to understand the importance of oral health. Will respond to appropriate boundaries, with encouragement and support. Is beginning to adapt my behaviour to different events, social situations and changes in routine. Is able to talk about our Golden Rules and understand why we have these in class. Begin to accept the needs of others. Attempts to meet their own care needs but may need some support (toileting, dressing). Show awareness that some actions can hurt or harm others.</p>	<p>Develop their sense of responsibility and membership of a community. Shows confidence and self-esteem through being outgoing towards new people, taking risks and trying new things. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Be increasingly independent in meeting their own care needs (toileting, dressing).</p>
<p>Building Relationships</p>	<p>Is becoming more outgoing with unfamiliar people. Can show awareness of others' play and start to join in. Is beginning to show more confidence in new social situations. Can explore the familiar environment independently. Will ask for help when needs it from a familiar adult. Is developing some friendships in class and enjoys playing alongside others. Responds to the feelings and wishes of others.</p>	<p>Can play cooperatively with a familiar adult, e.g. rolling a ball back and forth. Can play with other children as part of a game/activity, with support. Extend play with others e.g. building up role play and responding to what others are saying/doing. Makes new friends in the class, and talks to adults to share news or as part of an activity. Talks to others freely about home and community. Is beginning to talk with others to solve conflicts. Can show affection and concern for people who are special to me. Start to find solutions to conflicts – sometimes with support.</p>	<p>Seeks out adults and other children, sharing experiences and play ideas. Play with one or more other children, extending and elaborating play ideas. Is able to use their words to resolve conflicts and will also look to a supportive adult for help in resolving conflict with peers. Become more confident to engage in conversation with unfamiliar people, in the safe context of their setting. Can recognise when another child is upset. Can take turns and share sometimes with adult support.</p>


Communication and Language			
<p>Listening, Attention and understanding</p>	<p>Can maintain attention and concentrate for a short while. Join in with rhymes and songs by making sounds and by moving my body. Understand and begin to respond to more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'. I can identify my own friends. Listens to rhymes and familiar stories and can remember some of what happened. Can ask a familiar adult questions when they need help.</p>	<p>Can maintain attention, concentrate and sit quietly for slightly longer periods. Enjoys listening to stories and can remember much of what happens. Responds to two requests. Understands a simple instruction that has two parts. Responds to simple questions. Responds to 'why' questions. Focus on adults as they read or sing, responding with sounds and movements. Is more confident to ask a familiar adult questions when they need to support.</p>	<p>Enjoys listening to longer stories and can remember most of what happens. Can pay attention to more than one thing at a time e.g. can focus on adults and friends as I speak and play, responding to comments. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Asks and understands 'why' questions, like: "Why do you think the caterpillar got so fat?" Contribute sensible comments to discussions and conversations. Can hold a conversation with a familiar adult or child and asks questions to clarify understanding.</p>
<p>Speaking</p>	<p>To use everyday words to talk about people I know. To communicate my thoughts and feelings but I might still have problems with irregular tenses and plurals, such as 'runned' for 'ran'. To say lots of sounds clearly but I may have problems with some sounds: j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Can use my words to communicate my wants and needs. Can respond to what / where questions with words. Is beginning to ask questions to clarify their understanding. Can speak in sentences of four to five words</p>	<p>Can use talk to express feelings, desires and needs. Can hold a conversation. Remembers and use new words - vocabulary increasing. Can ask questions and I can respond to questions using simple sentences. Can play make-believe games. Can speak in sentences of five to six words. Is beginning to use some plurals. Is beginning to join in with rhymes and songs. Start a conversation with an adult or a friend and continue it for many turns. Can engage and make comments about familiar stories. Uses talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Can engage in conversation with adults and peers explaining what has happened/what might happen. Can use plurals and some tenses correctly. Can link simple sentences using because or and. Can use a wider range of vocabulary in discussions and play. Can answer simple why questions. Can speak in longer sentences of six to seven words. Can use talk to share my own ideas and offer suggestions. Knows many rhymes and songs, is able to talk about familiar books, and tell a story. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>

Physical Development			
Gross Motor Skills	<p>Beginning to move in different ways such as running and jumping.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Control my whole body and am able to negotiate space and objects.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Move to music and express myself.</p> <p>Uses brooms to brush and spades to dig in sand/soil.</p> <p>Can run, jump and climb with increasing confidence.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Can hop and stand on one leg.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Start taking part in group activities that they make up for themselves or in teams.</p> <p>Stops confidently when moving around the environment and can run safely.</p>
Fine Motor Skills	<p>Begins to explore with one handed tools e.g. scissors.</p> <p>Uses a comfortable grip when using mark making materials.</p> <p>Shows increasing control over mark making equipment.</p> <p>Starting to use a pincer grasp when shown.</p> <p>Makes connections between my movement and the marks I make.</p>	<p>Can use scissors to make snips, holding scissors in one hand.</p> <p>Can copy some recognisable letter shapes from name.</p> <p>Holds pencil in fingers rather than a whole hand grasp.</p> <p>Is beginning to show a preference for a dominant hand.</p> <p>Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).</p> <p>Is beginning to learn how to use a knife and fork.</p> <p>Can pick up tiny objects using a fine pincer grasp.</p> <p>Makes simple models using construction toys.</p>	<p>Use one-handed tools and equipment safely and confidently, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Can use tweezers and threading equipment with increasing control and confidence.</p>

Specific Areas




Literacy

<p>Core Books</p> 	 		 	 		 
<p>Festivals/ Celebrations</p> 		<p>Halloween Bonfire Night Remembrance day Diwali Children in Need Christmas</p>	<p>Chinese New Year Valentines Day</p>	<p>Mothers Day Ramadan Holi Easter</p>	<p>St. George's Day</p>	<p>Fathers Day</p>
<p>Please see more detailed Ready Steady Write progression document below</p>						
<p>Comprehension</p>	<p>Can repeat songs, rhymes, stories and repeat familiar phrases. Can fill in missing words from well-known rhymes. Can ask questions about things that have been read to me or from looking at books. Can name characters from a familiar story.</p>	<p>Can retell a simple story using visual clues, e.g. talking through a familiar book. Makes suggestions about what happens next in a story. Can hold a book, turn the pages and indicate an understanding of pictures and print. Can ask how and why questions about a book. Shows preferences for different books and stories.</p>	<p>Understand the five key concepts about print:</p> <ol style="list-style-type: none"> 1. print has meaning 2. print can have different purposes 3. we read English text from left to right and from top to bottom 4. the names of the different parts of a book 5. page sequencing <p>Engage in extended conversations about stories, learning new vocabulary. Re-enact stories they have heard. Talk about stories that they have heard in more detail.</p>			
<p>Word Reading</p>	<p>Can identify signs and symbols in the environment and recall what they mean. Can recognise a few letters from my name. Can clap syllables in my name. Can say some initial sounds in words.</p>	<p>Can notice and repeat sounds. Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word -hear and say some initial sounds in words 	<p>Can keep a simple rhythm and match some rhyming words. Is able to recognise own name. Can say initial sounds in a word with increasing confidence. Can orally blend some simple cvc words. Can discriminate between sounds .</p>			

		-recognise words with the same initial sound, such as money and mother	
		 RWI phonics programme introduced	
Writing	Shows increasing control over mark making equipment. Talk about the different marks I have made. Begin to make some recognisable shapes to represent different pictures and potentially some letters.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Starts to form shapes to represent letters from their name. Begin to talk about their drawings, listening and copying new ideas from peers and adults.	Gives meaning to the marks that they make. Write some or all of their name. Write some letters accurately. Can say what they have drawn.
Maths			
Number	Recite some number names in sequence up to 5. Can show finger numbers to 3. Mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc). Can begin to count a small group of objects to 3.	Can confidently recite numbers to 5 Show finger numbers to 5. Can show fast recognition of up to 2 objects, without having to count them individually ('subitising'). Can begin to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Can experiment with their own symbols and marks as well as numerals. Begin to solve real life maths problems with support.	Can recite numbers past 5. Can show fast recognition of up to 3 objects, without having to count them individually ('subitising'). Can recite numbers past 5. Can begin to represent numbers to 5 using fingers, marks or digits. Can say one number for each item in order: 1, 2, 3, 4, 5. Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Can solve real world mathematical problems with numbers up to 5. Knows that the amount stays the same however objects are arranged.

<p>Numerical Patterns</p>	<p>Say one number for each item in order: 1,2,3,4,5. Can show an understanding of simple comparisons like 'more'. Can count to 5. Can link numerals and amounts to 3.</p>	<p>Can begin to show 'finger numbers' up to 5. Is beginning to compare quantities using language: 'more than', 'fewer than'. Can begin to solve real world mathematical problems with numbers up to 5. Can recognise patterns in the environment. Can order numbers to 3. Can begin to link numerals and amounts to 5.</p>	<p>Can show 'finger numbers' up to 5. Experiments with their own symbols and marks as well as numerals. Can compare quantities using language: 'more than', 'fewer than'. Can link numerals and amounts up to 5. Can read numerals to 5 and match to an amount. Can order numbers to 5. Can solve real world maths problems with numbers up to 5. Can make a simple AB pattern using everyday materials and objects.</p>
<p>Shape, Space and Measure</p>	<p>Talk about and identifies some patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Explores and talks about different shapes using language such as 'big' and 'little'. Makes comparisons relating to size. Explore 2D shapes. Show some understanding of 'now' and 'next'.</p>	<p>Describe a familiar route. Discuss routes using words like 'in front of' and 'behind'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Explore and identify some 2D shapes. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Uses some everyday language to talk about and compare size and shape.</p>	<p>Can recognise a repeated pattern. Can create AB patterns – stick, leaf, stick, leaf. Notice / correct an error in a repeating pattern. Can talk about routines e.g. before/after. Can identify shapes in the environment. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, and cuboids) using some informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Make comparisons between objects relating to size, length, weight, and capacity.</p>

Expressive Arts and Design			
<p>Creating with Materials</p>	<p>Join different materials and explore different textures. Experimenting with draw Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. To Know that different materials have different textures. To Know that the appearance of an object can change when other materials are added. Know how to use glue to join materials together. With support from an adult, can think about how they can change their product to improve its appearance. (glitter pens, felt tips, other embellishments).</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make. Use drawing to represent ideas like movement or loud noises. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>
<p>Being Imaginative and Expressive</p>	<p>Listen with increased attention to sounds. Take part in simple pretend play, using an object to represent something else even though they are not similar. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Use mark making to create a design. Can make choices about their design preference and can choose appropriate materials to create their design idea.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>

See DT curriculum	<p style="text-align: center;">Christmas Tree Class Garlands</p>  <p style="text-align: center;">Vocab: Sequins, felt, cotton, wool, glitter, shiny, soft, rough, smooth, hard, glue, stick, beads</p>	<p style="text-align: center;">Biscuit Decorating</p>  <p style="text-align: center;">Vocab: Make, create, feel, taste, pour, pipe, spread, good, bad, like, dislike</p>	<p style="text-align: center;">Making Dwellings – Three Little Pigs</p>  <p style="text-align: center;">Vocab: Hard, soft, rough, smooth, damp, slippery, bendy, big, small, tall, short, wide, thin, sticks, bricks, straw</p>
Understanding of the World			
The Natural World	<p>Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials. Explore how things work. To observe and talk about weather changes throughout Autumn. To name and identify body parts i.e. head, shoulders, knees, toes, arms, legs, feet. To show a willingness to explore the world around them.</p>	<p>Plant seeds and care for growing plants. To explore and talk about how animals change- chicken/bean/seed. Begin to understand the need to respect and care for the natural environment and all living things. Continue to use all their senses in hands-on exploration of natural materials. To observe and talk about their immediate environment. To name and identify a range of animals. To observe and talk about some changes that occur in Spring. To understand that we have to wear appropriate clothing in the Spring. To name some fruits and vegetables.</p>	<p>Explore collections of materials with similar and/or different properties. Continue to use all their senses in hands-on exploration of natural materials and talk about it. To know that things in nature change with time. To begin to name a range of habitats i.e. sea, fields, woods, ice, trees. To observe and talk about some changes that occur in Summer and understand that we have to wear appropriate clothing in the Summer. To talk about a range of mini beasts and observe the different environments that they live in. Explore and talk about different forces they can feel.</p>

<p>People, Culture and Communities</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>To talk about my home and where I live.</p> <p>To know simple vocabulary to label visible features of the area around them (trees, school, house, garage, shop, fire station).</p> <p>To explore and talk about what I can see in my local area.</p> <p>Begin to talk about members of their immediate family and community.</p> <p>To observe and talk about weather changes throughout Autumn.</p>	<p>Show interest in different occupations.</p> <p>To talk about the country that I live in.</p> <p>To talk about different people and their roles within our society.</p> <p>To continue to talk about the people they love, members of their immediate family and community.</p> <p>To know that there are other places/countries in the world and that not all places are the same.</p> <p>To observe and talk about weather changes throughout Spring.</p> <p>Develop positive attitudes about the differences between people.</p> <p>To understand the purpose of a map.</p> <p>To talk about some of the special days people in our community celebrate.</p> <p>To begin to recognise that their peers' families may look very different to theirs.</p> <p>To know that you can move around the world in different types of transport.</p>	<p>Talk about the differences they have experienced or seen in photos.</p> <p>To observe and talk about weather changes throughout Summer.</p> <p>To know that directions can be given and followed.</p> <p>To observe and talk about weather changes throughout each season.</p> <p>To know that one season follows the next.</p>
<p>Past and Present</p>	<p>To begin to understand the concept of past, present and future (yesterday, today and tomorrow).</p> <p>To talk about members of my immediate family.</p> <p>To know that there are stages of human growth from a baby to elderly.</p> <p>Learn about events i.e. Christmas, Bonfire night, Halloween.</p>	<p>To begin to understand the concept of past, present and future (yesterday, today and tomorrow).</p> <p>To know that things in nature change with time.</p> <p>To know that living things grow.</p> <p>To talk about important people from the past.</p> <p>Join in with conversations about stories involving historical figures.</p>	<p>To begin to understand the concept of past, present and future (yesterday, today and tomorrow).</p> <p>Talk about the differences they have experienced or seen in photos.</p> <p>To know that there are seasons that go in order.</p> <p>To know that there are seasons that change.</p> <p>To observe and talk about weather changes throughout Summer.</p>

<p>Trips and visits potential ideas</p>		<p>Understanding the World Local Area Walk</p> <p>Understanding the World Trip to a farm/stable (Linked to Nativity/Christmas celebrations)</p>	<p>Literacy Irlam Library</p> <p>Understanding the world Trip to Irlam Fire station</p> <p>Understanding the world Trip to the Chinese Restaurant</p> <p>Understanding the world Trip to the airport</p>	<p>Understanding the world Chicks, Frogs, caterpillars</p> <p>Understanding the world Chester Zoo</p> <p>Understanding the world Grow outdoors</p>	<p>Literacy Irlam Library – Library</p> <p>Understanding the world Trip to Dunham Massey</p> <p>Expressive Arts and Design Trip to the theatre</p>	<p>Understanding the world Sea life centre</p> <p>Understanding the world Trip to the beach</p>
---	--	---	--	---	---	---

|

Autumn Term

Autumn/Winter



All About Me



Celebrations



Personal, Social and Emotional Development		
	Knowledge and skills:	Potential learning opportunities
Self – Regulation	<p>Can recognise when someone is feeling sad/happy.</p> <p>Joins in a range of activities that interest me.</p> <p>Is starting to understand that I need to wait for my turn before I get to play with something.</p> <p>Explore new toys and environments, but I might ‘check in’ with familiar adult as and when needed.</p> <p>Can separate from my main carer with support and encouragement from a familiar adult.</p> <p>Is becoming more confident and independent to explore different areas of the classroom.</p> <p>Is beginning to follow simple instructions from the teacher.</p>	<ul style="list-style-type: none"> • Four point scale – emotions (the Zones of Regulation). • Golden Rules and behaviour systems. • Explore feelings through stories and opportunities to share and talk about their own feelings • Positive reinforcement (Reception: stickers, mathematician/writer/super star lanyards, certificates, star of the day). • Reinforce the need to look after our environment: Choose it, use it, put it away. • SALT interventions. • Morning jobs – turn taking and sharing games. • Consistently establishing the expected behaviour. • Interventions to help reduce conflict and help children to resolve their own problems. • Labelling emotions in the environment. • Labelling provision areas so children become confident and familiar within each of them. • Reinforcing both indoor/outdoor rules. • Jigsaw PSHE scheme of work activities and texts.
Managing Self	<p>Is developing a sense of responsibility in my classroom.</p> <p>Can use the toilet independently but may need reminders to wash their hands.</p> <p>Can put their coat on (without zipping).</p> <p>Can wash my hands with increasing independence.</p> <p>Begin to learn that some things are mine, some things are shared and some things belong to other people.</p> <p>Seek comfort from familiar adults, when needed.</p> <p>Responds to some appropriate boundaries, with encouragement and support.</p> <p>Can talk to a familiar adult when feeling upset, hurt, angry.</p> <p>Is beginning to follow classroom rules with some reminders.</p>	<ul style="list-style-type: none"> • Embedding expectations, rules and routines (lining up, assemblies). • Toileting/hand washing/putting on and zipping up coat. • Getting changed for PE/Outdoor learning. • Personal safety: NSPCC: Pantasaurus highlighted throughout. • Perseverance, resilience and independence developed through challenges set by adults. • Understanding right and wrong: exploring this theme through stories. • Staying healthy: PE, physical activity, healthy eating, oral hygiene. • Model independence, resilience, and perseverance in the face of challenge. • Reinforce the need to stay healthy: sun safety, being a safe pedestrian. • Jigsaw PSHE scheme of work activities and texts. • Develop self-care routines including wearing/choosing appropriate clothes in different weather.

<p>Building Relationships</p>	<p>Is becoming more outgoing with unfamiliar people. Can show awareness of others' play and start to join in. Is beginning to show more confidence in new social situations. Can explore the familiar environment independently. Will ask for help when needs it from a familiar adult. Is developing some friendships in class and enjoys playing alongside others. Responds to the feelings and wishes of others.</p>	<ul style="list-style-type: none"> • Jigsaw – Relationships (learning to be kind, make new friends). • Provide children with opportunities to learn to share/take turns/work as a team through games during morning jobs. • Forming positive relationships with new adults. • Teachers to encourage reception to help nursery with certain tasks. • Developing particular friendships. • Learning to work and play cooperatively. Able to find ways to resolve conflicts, asking adults for support when needed. • Showing sensitivity to others. • Teachers modelling how to make positive relationships. • Circle times. Allowing opportunities for children to share information about themselves. Talking about family. • Modelling how to play games/jigsaws fairly as a group. • Jigsaw PSHE scheme of work activities and texts. • Enhancements linked to all about me topic.
<p>Communication and Language</p>		
	<p>Knowledge and skills:</p>	<p>Potential learning opportunities</p>
<p>-Listening, Attention and Understanding</p>	<p>Can maintain attention and concentrate for a short while. Join in with rhymes and songs by making sounds and by moving my body. Understand and begin to respond to more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'. I can Identify my own friends. Listens to rhymes and familiar stories and can remember some of what happened. Can ask a familiar adult questions when they need help.</p>	<ul style="list-style-type: none"> • Listening Winter walks. • Wellcomm interventions throughout the year. • SALT support for identified children. • Engagement in core stories, rhymes, singing, poems, etc. • Blank Level Questions: questioning specific to the needs of individual children. • Beginning to recreate and retell their own stories through story scribing. • Invite visitors into school, which will develop listening, and attention skills. • Weekly P4C sessions which help children to speak in full sentences and specifically develop listening and attention skills. • Encouraging children to listen carefully through playing rhymes, poems and songs. • Core texts and rhymes; The Rainbow Fish, Room on the Broom, Funny Bones.

<p>-Speaking</p>	<p>To use everyday words to talk about people I know. To communicate my thoughts and feelings but I might still have problems with irregular tenses and plurals, such as 'runned' for 'ran'. To say lots of sounds clearly but I may have problems with some sounds: j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Can use my words to communicate my wants and needs. Can respond to what / where questions with words. Is beginning to ask questions to clarify their understanding. Can speak in sentences of four to five words</p>	<ul style="list-style-type: none"> • Talking about ourselves, our families and where we live. • Language rich environment linked to current learning. • Engagement in stories, non-fiction, rhymes, singing, poems, etc. • Blank Level Questions: questioning specific to the needs of individual children. • Focus on vocabulary and language structures: Conversations and talk at the centre of everything that we do. • Using core stories to develop and extend vocabulary of each individual child. • Modelling correct sentence structures back to children. For example, "Me is hungry". "I am hungry". • Beginning to recreate and retell their own stories through story scribing. • Providing real and meaningful experiences encourage children to talk and question. • Weekly P4C sessions which help children to speak in full sentences and specifically develop listening and attention skills. • Morning P4C Question of the Day and Book of the Day. • Morning jobs involve the children speaking and working cooperatively together. • Developing high quality conversations outdoors as well as indoors. • Encouraging children to talk about themselves and their family. • SALT interventions for identified children. • Weekly Charanga sessions.

Physical Development		
	Knowledge and skills:	Potential learning opportunities
Gross Motor Skills	<p>Beginning to move in different ways such as running and jumping.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Control my whole body and am able to negotiate space and objects.</p>	<ul style="list-style-type: none"> • <u>Resources are available throughout the year to support the development of Gross Motor Skills.</u> • Outdoor Physical Shed: bats, balls, skipping ropes. Hula-hoops, balancing steppingstones, bean bags. • Large scale construction, sand, water and mud kitchen – blocks, tyres, crates, cones, spades, brushes, buckets, utensils, water wall etc. • Music in the playground twice a week – dancing, Diwali Dancing • Nativity production dances • Wheely Wednesdays – bikes and scooters on the playground every Wednesday. • Adults to enhance/provide resources to support gross motor development e.g- painting large scale. • Large outdoor painting – fireworks. • Reinforce routines of getting ready for the PE coaches. • Lining up and queueing up for lunch daily. <p>PE UNITS</p> <ul style="list-style-type: none"> -Physical Literacy 1 -Movement to Music
Fine Motor Skills	<p>Begins to explore with one handed tools e.g. scissors.</p> <p>Uses a comfortable grip when using mark making materials.</p> <p>Shows increasing control over mark making equipment.</p> <p>Starting to use a pincer grasp when shown.</p> <p>Makes connections between my movement and the marks I make.</p>	<ul style="list-style-type: none"> • <u>Resources available throughout the year to support the development of Fine Motor Skills.</u> • Pencils, paintbrushes, scissors, cutlery, hole punch. • Adults to enhance/ provide resources to support fine motor development e.g.- tweezers and pom poms, threading etc. • Letter formation/handwriting • Children encouraged to use a dominant hand. • Fine motor station. • Provide opportunities for children to hold a pencil/pen (writing area). • Encourage children to start using cutlery to cut up their own food. • Teachers show children how to hold a pencil using a tripod grip (modelling writing). • Using different tools whilst making Christmas/Diwali/Bonfire night/Halloween/Remembrance Day crafts.

Literacy		
	Knowledge and skills:	Potential learning opportunities
Comprehension	<p>Can repeat songs, rhymes, stories and repeat familiar phrases.</p> <p>Can fill in missing words from well-known rhymes.</p> <p>Can ask questions about things that have been read to me or from looking at books.</p> <p>Can name characters from a familiar story.</p>	<ul style="list-style-type: none"> • Read and share Core Stories (Elmer, Three Billy Goats, The Gingerbread Man) • Read and share stories about families. • Share non-fiction stories about Autumn/Winter, celebrations. • Home comprehension cards. • Story scribing. • Story friends – Ready Steady Write. • Biscuit the Bear adventure journal. • Daily story time. • Bedtime Story Evening. • Story props linked to key texts. • Question of the day – P4C.
Word Reading	<p>Can identify signs and symbols in the environment and recall what they mean.</p> <p>Can recognise a few letters from my name.</p> <p>Can clap syllables in my name.</p> <p>Can say some initial sounds in words.</p>	<ul style="list-style-type: none"> • Recognising letters/symbols in the environment • RWI ability book. • RWI scheme. • Daily sound session – set 1. • Blend and segment simple words. • Language rich environment. • Story scribing. • Pinny time. • Magnetic letter boards. • Fred Talk. • Question of the day – name recognition.
Writing	<p>Shows increasing control over mark making equipment.</p> <p>Talk about the different marks I have made.</p> <p>Begin to make some recognisable shapes to represent different pictures and potentially some letters.</p>	<ul style="list-style-type: none"> • Story scribing. • Daily RWI sound session. • Core stories • Ready Steady Write. • Writing resources in the provision to support mark making and writing development – pens, pencils, crayons, highlighters etc. • Morning Job – writing focus. • Writing and labelling opportunities linked to all about me and celebration themes. • Outdoor mark making resources.

Maths		
	Knowledge and skills:	Potential learning opportunities
Number	<p>Recite some number names in sequence up to 5. Can show finger numbers to 3. Mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc). Can begin to count a small group of objects to 3.</p>	<ul style="list-style-type: none"> • Daily Power Maths session. • Maths area (games, maths resources available for children to access in the provision) • Maths through rules and routines (Counting how many children are in school, lining up for dinner etc) • Maths through Morning Jobs (daily) • Maths books • Counting songs. • Core Rhymes (five little speckled frogs). • Outdoor maths area. • Classroom number line. • Introduce and write numbers 1-5. • Counting objects 1:1 correspondence. • Counting the animals/people/cars in provision.
Numerical Patterns	<p>Say one number for each item in order: 1,2,3,4,5. Can show an understanding of simple comparisons like 'more'. Can count to 5. Can link numerals and amounts to 3.</p>	<ul style="list-style-type: none"> • Ordering numbers on a number line. • Maths area (games, maths resources available for children to access in the provision) • Maths symbols in the environment. • Maths tough trays. • Maths through rules and routines (Counting how many children are in school, lining up for dinner etc) • Core Rhymes (five little speckled frogs) / counting songs.
Shape, Space and Measure	<p>Talk about and identifies some patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Explores and talks about different shapes using language such as 'big' and 'little'. Makes comparisons relating to size. Explore 2D shapes. Show some understanding of 'now' and 'next'.</p>	<ul style="list-style-type: none"> • Create repeating patterns with natural materials. • Shapes in the environment/ shape hunts. • Ordering children's height. • Scales in the maths area so children can explore heavier, lighter and equal. • Water area – exploring capacity, measurement and volume. • Daily 'Day of week' chart. • Construction – building with 3D shapes. • Using shapes to create pictures of ourselves, firework displays etc. • Playdough ingredients – measuring. • Maths area (games, maths resources available for children to access in the provision).

Expressive Arts and Design		
	Knowledge and skills:	Potential learning opportunities
Creating with Materials	<p>Join different materials and explore different textures.</p> <p>Experimenting with draw</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>To Know that different materials have different textures.</p> <p>To Know that the appearance of an object can change when other materials are added.</p> <p>Know how to use glue to join materials together.</p> <p>With support from an adult, can think about how they can change their product to improve its appearance. (glitter pens, felt tips, other embellishments).</p>	<ul style="list-style-type: none"> • Malleable materials, e.g. Playdough Station, Self-serve paint area, Transient Art, natural/real life objects to create/build/model with, small- and large-scale construction, Junk modelling. • Modelling -Creating stable structures using different materials. • Patterns and Printing -Making patterns with different objects (potato, hand, sponges, fork, cotton reels, leaves). • Diwali - Create own artefacts (tea light holders, Mehndi patterns. taste Indian food) • Halloween -Create own Halloween decorations/cards. • Remembrance Day-create our own poppies with variety of media. • Christmas -Creating Christmas artefacts (cards, calendars, presents, decorations). -Christmas cookies. • Bonfire Night Firework pictures - Colour Mixing. Children will explore colour through paint by using and mixing primary and secondary colours. • Autumn pictures – making a collage with natural materials. • DT – Making Christmas Garlands /DT challenges.
Being Imaginative and Expressive	<p>Listen with increased attention to sounds.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Use mark making to create a design.</p> <p>Can make choices about their design preference and can choose appropriate materials to create their design idea.</p>	<ul style="list-style-type: none"> • Story scribing. • Singing core rhymes. • Christmas -Children to take part in Christmas Show. Making Christmas cards and decorations. • Self-portrait – using different medias. • Outdoor music boom box. • Charanga music sessions. • Children learn and sing new songs as well as well-known nursery rhymes and songs. • Outdoor Music station for children to explore sound as well as song bags inside for children to engage in music/singing. • Adults play alongside to model and enhance role play. • Domestic/home corner role play is developed. • Role-play resources are readily available in provision from open-ended resources to specific resources, e.g. doctor's role-play. Adults will observe, play and enhance where appropriate.

Understanding of the World		
	Knowledge and skills:	Potential learning opportunities
The Natural World	<p>Talk about what they see, using a wide vocabulary.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore how things work.</p> <p>To observe and talk about weather changes throughout Autumn.</p> <p>To name and identify body parts i.e. head, shoulders, knees, toes, arms, legs, feet.</p> <p>To show a willingness to explore the world around them.</p>	<ul style="list-style-type: none"> • Daily weather chart. • Scientific resources in the environment – magnifying glasses, mirrors, magnets etc. • Outdoor Autumn/Winter walks – using senses. • Exploring a range of festivals and celebrations e.g – Halloween, Bonfire Night, Christmas. • Autumn/Winter sensory touch trays. • Season tree in the provision. • Small world area – resources to support children in making different environments e.g. – farm, polar, zoo, ocean etc.
People, Culture and Communities	<p>Continue developing positive attitudes about the differences between people.</p> <p>To talk about my home and where I live.</p> <p>To know simple vocabulary to label visible features of the area around them (trees, school, house, garage, shop, fire station).</p> <p>To explore and talk about what I can see in my local area.</p> <p>Begin to talk about members of their immediate family and community.</p> <p>To observe and talk about weather changes throughout Autumn.</p>	<ul style="list-style-type: none"> • Birthdays display. • Family tree display and pictures from home. • Drawing self-portraits, family portraits. • Looking at maps in the provision. • Walk around school grounds. • Encouraging parents to share pictures via Seesaw. • Sharing pictures of staff relatives throughout their lives. • People who help us figures in the small world area. • Celebrations – bonfire night (firefighters, police officers). • Diwali, Halloween, Christmas, Bonfire Night. • The Nativity. • Local walk – observing local places of worship.
Past and Present	<p>To begin to understand the concept of past, present and future (yesterday, today and tomorrow).</p> <p>To talk about members of my immediate family.</p> <p>To know that there are stages of human growth from a baby to elderly.</p> <p>Learn about events i.e. Christmas, Bonfire night, Halloween.</p>	<ul style="list-style-type: none"> • Family tree display. • Class discussions on events from the past – Remembrance Day, Christmas, Bonfire Night, Halloween. • Visual timetable – using language such as first, next, after, finally. • The Nativity story. • Showing pictures of homes, schools and transport. • Looking at school life in the past compared to now. • Looking at ways of communicating now compared to in the past. • Using chronology to order events. • Looking at transport now compared to in the past.

		<ul style="list-style-type: none"> • Photos from the past in the provision to allow to explore and order chronologically.
Computing		
	<p>Throughout the year: Computing resources are readily available in the provision to help develop the skills and knowledge needed in preparation for the year 1 computing curriculum.</p> <ul style="list-style-type: none"> -BeeBots -Remote controls -Laptops available in the computing area whereby children can play maths/phonics games -iPads used by teachers but children are encouraged to snap their own evidence and talk about their own creations etc. -Interactive whiteboard for children to draw, play games etc. -Pretend laptop, phones, microwave in the home corner. 	

Spring Term

Spring



My Place in the World



Living Things



Personal, Social and Emotional Development		
	Knowledge and skills:	Potential learning opportunities
Self – Regulation	<p>Beginning to express their feelings with some support if needed and label when they are feeling sad/happy/angry.</p> <p>Is able to express my own preference and interest and begin to understand that others may have different preferences and interests.</p> <p>Show more confidence in new social situations.</p> <p>Can select and use activities and resources, and is confident to talk to other children when playing together.</p> <p>Is able to follow simple instructions.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Is starting to use their words to communicate their wants and needs in different situations.</p>	<ul style="list-style-type: none"> • Talk about living things/the world around them with peers. • Four-point scale – emotions (the Zones of Regulation). • Golden Rules and behaviour systems. • Explore feelings through stories and opportunities to share and talk about their own feelings • Positive reinforcement (stickers, super star lanyards, certificates, star of the day). • Reinforce the need to look after our environment: Choose it, use it, put it away. • SALT interventions. • Morning jobs – turn taking and sharing games. • Consistently establishing the expected behaviour. • Interventions to help reduce conflict and help children to resolve their own problems. • Labelling emotions in the environment. • Labelling provision areas so children become confident and familiar within each of them. • Reinforcing both indoor/outdoor rules. • Jigsaw PSHE scheme of work activities and texts.
Managing Self	<p>Is becoming more confident to try new activities.</p> <p>Talks about my feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Is becoming more independent at putting their coat on and is shows resilience with fastening coat.</p> <p>Begin to understand the importance of oral health.</p> <p>Will respond to appropriate boundaries, with encouragement and support.</p> <p>Is beginning to adapt my behaviour to different events, social situations and changes in routine.</p> <p>Is able to talk about our Golden Rules and understand why we have these in class.</p> <p>Begin to accept the needs of others.</p>	<ul style="list-style-type: none"> • Embedding expectations, rules and routines (lining up, assemblies). • Toileting/hand washing/putting on and zipping up coat. • Getting changed for PE/Outdoor learning. • Personal safety: NSPCC: Pantasaurus highlighted throughout. • Perseverance, resilience and independence developed through challenges set by adults. • Understanding right and wrong: exploring this theme through stories. • Staying healthy: PE, physical activity, healthy eating, oral hygiene. • Model independence, resilience, and perseverance in the face of challenge. • Reinforce the need to stay healthy: sun safety, being a safe pedestrian. • Jigsaw PSHE scheme of work activities and texts.

	Attempts to meet their own care needs but may need some support (toileting, dressing). Show awareness that some actions can hurt or harm others.	<ul style="list-style-type: none"> • Develop self-care routines including wearing/choosing appropriate clothes in different weather.
Building Relationships	<p>Can play cooperatively with a familiar adult, e.g. rolling a ball back and forth. Can play with other children as part of a game/activity, with support.</p> <p>Extend play with others e.g. building up role play and responding to what others are saying/doing.</p> <p>Makes new friends in the class, and talks to adults to share news or as part of an activity.</p> <p>Talks to others freely about home and community.</p> <p>Is beginning to talk with others to solve conflicts.</p> <p>Can show affection and concern for people who are special to me.</p> <p>Start to find solutions to conflicts – sometimes with support.</p>	<ul style="list-style-type: none"> • Jigsaw – Relationships (learning to be kind, make new friends). • Provide children with opportunities to learn to share/take turns/work as a team through games during morning jobs. • Forming positive relationships with new adults. • Teachers to encourage reception to help nursery with certain tasks. • Developing particular friendships. • Learning to work and play cooperatively. Able to find ways to resolve conflicts, asking adults for support when needed. • Showing sensitivity to others. • Teachers modelling how to make positive relationships. • Circle times. Allowing opportunities for children to share information about themselves. Talking about family. • Modelling how to play games/jigsaws fairly as a group. • Jigsaw PSHE scheme of work activities and texts. • Enhancements linked to all about me topic.

Communication and Language

	Knowledge and skills:	Potential learning opportunities
-Listening, Attention and Understanding	<p>Can maintain attention, concentrate and sit quietly for slightly longer periods.</p> <p>Enjoys listening to stories and can remember much of what happens.</p> <p>Responds to two requests.</p> <p>Understands a simple instruction that has two parts.</p> <p>Responds to simple questions.</p> <p>Responds to 'why' questions.</p> <p>Focus on adults as they read or sing, responding with sounds and movements.</p> <p>Is more confident to ask a familiar adult a question when they need to support.</p>	<ul style="list-style-type: none"> • Listening Spring walks. • Wellcomm interventions throughout the year. • SALT support for identified children. • Engagement in core stories, rhymes, singing, poems, etc. • Blank Level Questions: questioning specific to the needs of individual children. • Listening to stories through story scribing. • Invite visitors into school, which will develop listening, and attention skills. • Weekly P4C sessions which help children to speak in full sentences and specifically develop listening and attention skills.

		<ul style="list-style-type: none"> • Encouraging children to listen carefully through playing rhymes, poems and songs. • Core texts and rhymes; Shark in the Park, Dear Zoo, The Hungry Caterpillar, Oi Frog.
<p>-Speaking</p>	<p>Can use talk to express feelings, desires and needs. Can hold a conversation. Remembers and use new words - vocabulary increasing. Can ask questions and I can respond to questions using simple sentences. Can play make-believe games. Can speak in sentences of five to six words. Is beginning to use some plurals. Is beginning to join in with rhymes and songs. Start a conversation with an adult or a friend and continue it for many turns. Can engage and make comments about familiar stories. Uses talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<ul style="list-style-type: none"> • Talking about the people we love on Valentine's Day, Mother's Day. • Talking about different celebrations; Ramadan, Holi, Easter, Chinese New Year. • Talking about signs of Spring. • Language rich environment linked to current learning. • Engagement in stories, non-fiction, rhymes, singing, poems, etc. • Blank Level Questions: questioning specific to the needs of individual children. • Focus on vocabulary and language structures: Conversations and talk at the centre of everything that we do. • Using core stories to develop and extend vocabulary of each individual child. • Modelling correct sentence structures back to children. For example, "Me is hungry". "I am hungry". • Beginning to retell their own stories through story scribing. • Providing real and meaningful experiences encourage children to talk and question. • Weekly P4C sessions which help children to speak in full sentences and specifically develop listening and attention skills. • Morning P4C Question of the Day and Book of the Day. • Morning jobs involve the children speaking and working cooperatively together. • Developing high quality conversations outdoors as well as indoors. • Encouraging children to talk about themselves and their family. • SALT interventions for identified children. • Weekly music/circle time/story sessions.

Physical Development		
	Knowledge and skills:	Potential learning opportunities
Gross Motor Skills	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Move to music and express myself.</p> <p>Uses brooms to brush and spades to dig in sand/soil.</p> <p>Can run, jump and climb with increasing confidence.</p>	<ul style="list-style-type: none"> • Resources are available throughout the year to support the development of Gross Motor Skills. Outdoor Physical Shed: bats, balls, skipping ropes. Hula-hoops, balancing steppingstones, bean bags. • Painting pictures of plants/animals. • Drawing/following a map. • Large scale construction, sand, water and mud kitchen – blocks, tyres, crates, cones, spades, brushes, buckets, utensils, water wall etc. • Search for minibeasts outside/minibeast hunt. • Music in the playground twice a week – Chinese dragon dancing • Spring walks – spot signs of spring. • Wheely Wednesdays – bikes and scooters on the playground every Wednesday. • Adults to enhance/provide resources to support gross motor development e.g- painting large scale. • Large outdoor painting – Holi. • Reinforce routines of getting ready for the PE coaches. • Lining up and queueing up for lunch daily. <p>PE UNITS</p> <p>-Gymnastics 1</p> <p>-Physical Literacy 2 (throwing, catching, sending, receiving)</p>
Fine Motor Skills	<p>Can use scissors to make snips, holding scissors in one hand.</p> <p>Can copy some recognisable letter shapes from name.</p> <p>Holds pencil in fingers rather than a whole hand grasp.</p> <p>Is beginning to show a preference for a dominant hand.</p> <p>Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).</p> <p>Is beginning to learn how to use a knife and fork.</p> <p>Can pick up tiny objects using a fine pincer grasp.</p> <p>Makes simple models using construction toys.</p>	<ul style="list-style-type: none"> • Resources available throughout the year to support the development of Fine Motor Skills. • Pencils, paintbrushes, scissors, cutlery, hole punch. • Draw pictures of animals/plants. • Making animals/plants using playdough. • Creating planet Earth pictures/paintings. • Using different tools whilst making Valentines Day/Mother's Day/Easter cards, Making Chinese New Year/Holi crafts. • Adults to enhance/ provide resources to support fine motor development e.g.- tweezers and pom poms, threading etc. • Handling chicks/minibeasts. • Drawing a map.

		<ul style="list-style-type: none"> • Children encouraged to use a dominant hand to mark make. • Fine motor station. • Provide opportunities for children to hold a pencil/pen (writing area). • Encourage children to start using cutlery to cut up their own food. • Teachers show children how to hold a pencil using a tripod grip (modelling writing).
Literacy		
	Knowledge and skills:	Potential learning opportunities
Comprehension	<p>Can retell a simple story using visual clues, e.g. talking through a familiar book.</p> <p>Makes suggestions about what happens next in a story.</p> <p>Can hold a book, turn the pages and indicate an understanding of pictures and print.</p> <p>Can ask how and why questions about a book.</p> <p>Shows preferences for different books and stories.</p>	<ul style="list-style-type: none"> • Read and share Core Stories (Shark in the Park, Dear Zoo, The hungry Caterpillar, Oi Frog). • Read and share non-fiction stories about my world/Spring and living things. • Home comprehension cards. • Story scribing. • Biscuit the Bear adventure journal. • Daily story time. • Bedtime Story Evening. • Story props linked to key texts. • Book of the day – P4C. • Book to share.
Word Reading	<p>Can notice and repeat sounds.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word -hear and say some initial sounds in words -recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> • Recognising letters/symbols in the environment • Language rich environment. • Story scribing. • Fred Talk. • Book of the day – name recognition.
Writing	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Starts to form shapes to represent letters from their name.</p>	<ul style="list-style-type: none"> • Story scribing. • Sketching plants in the environment/animals. • Writing cards for Mother's Day/valentines day. • Core stories • Writing resources in the provision to support mark making and writing development – pens, pencils, crayons, highlighters etc. • Morning Job – writing focus.

	Begin to talk about their drawings, listening and copying new ideas from peers and adults.	<ul style="list-style-type: none"> • Writing and labelling opportunities linked to all about me and celebration themes. • Outdoor mark making resources.
Maths		
	Knowledge and skills:	Potential learning opportunities
Number	<p>Can confidently recite numbers to 5</p> <p>Show finger numbers to 5.</p> <p>Can show fast recognition of up to 2 objects, without having to count them individually ('subitising').</p> <p>Can begin to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Can experiment with their own symbols and marks as well as numerals.</p> <p>Begin to solve real life maths problems with support.</p>	<ul style="list-style-type: none"> • Daily Maths session. • Maths area (games, maths resources available for children to access in the provision) • Finding and counting minibeasts • Maths through rules and routines (Counting how many children are in school, lining up for dinner etc) • Maths through Morning Jobs (daily) • Counting songs / Core Rhymes (five little speckled frogs). • Outdoor maths area. • Classroom number line. • Introduce and write numbers 1-5. • Counting objects 1:1 correspondence. • Counting the animals/people/cars in provision.
Numerical Patterns	<p>Can begin to show 'finger numbers' up to 5.</p> <p>Is beginning to compare quantities using language: 'more than', 'fewer than'.</p> <p>Can begin to solve real world mathematical problems with numbers up to 5.</p> <p>Can recognise patterns in the environment.</p> <p>Can order numbers to 3.</p> <p>Can begin to link numerals and amounts to 5.</p>	<ul style="list-style-type: none"> • Making patterns using flowers/leaves. • Ordering numbers on a number line. • Making more and less groups of flowers/natural resources. • Outdoor maths area. • Classroom number line. • Maths area (games, maths resources available for children to access in the provision) • Maths symbols in the environment. • Maths tough trays. • Maths through rules and routines (Counting how many children are in school, lining up for dinner etc) • Core Rhymes (five little speckled frogs). Counting songs.
Shape, Space and Measure	Describe a familiar route. Discuss routes using words like 'in front of' and 'behind'.	<ul style="list-style-type: none"> • Measuring minibeasts, flowers. • Observing patterns on minibeasts, flowers, leaves etc. • Printing leaves – making patterns.

	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Explore and identify some 2D shapes.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Uses some everyday language to talk about and compare size and shape.</p>	<ul style="list-style-type: none"> • Create repeating patterns with natural materials. • Shapes in the environment. • Shape walks. • Ordering children's height. • Scales in the maths area so children can explore heavier, lighter and equal. • Water area – exploring capacity, measurement and volume. • Daily 'Day of week' chart. • Construction – building with 3D shapes. • Using shapes to create pictures of ourselves, firework displays etc. • Playdough ingredients – measuring. • Outdoor maths area. • Maths area (games, maths resources available for children to access in the provision). •
Expressive Arts and Design		
	Knowledge and skills:	Potential learning opportunities
<p>Creating with Materials</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<ul style="list-style-type: none"> • Malleable materials, e.g. Playdough Station, Self-serve paint area, Transient Art, natural/real life objects to create/build/model with, small- and large-scale construction, Junk modelling. • Modelling -Creating stable structures (minibeast homes/houses). • Patterns and Printing -Making patterns with different objects (potato, hand, sponges, fork, cotton reels, leaves). • Spring pictures – making a collage with natural materials. • DT – decorating biscuits. • Easter – making Easter crafts/cards. • Holi – use paint to represent through movement. • Mother's Day- drawing a picture of mum/mother figure. • Valentine's Day – drawing/painting a picture of someone we love. • Chinese New Year – drawing/painting a dragon.
<p>Being Imaginative and Expressive</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<ul style="list-style-type: none"> • Story scribing. • Making a home for a squirrel, rabbit etc. • Making our local area (Irlam) including different types of buildings. • Singing core rhymes (head, shoulders, knees and toes). • Self-portrait – using different medias.

	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	<ul style="list-style-type: none"> • Outdoor music boom box. • Music session (core rhymes). Children learn and sing new songs as well as well-known core rhymes. • Musical instruments outside for children to explore sound as well as song bags inside for children to engage in music/singing. • Adults play alongside to model and enhance role play. • Domestic/home corner role play is developed. • Role-play resources are readily available in provision from open-ended resources to specific resources, e.g. doctor's role-play. Adults will observe, play and enhance where appropriate. • DT challenges.
Understanding of the World		
	Knowledge and skills:	Potential learning opportunities
The Natural World	<p>Plant seeds and care for growing plants.</p> <p>To explore and talk about how animals change- chicken/bean/seed.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Continue to use all their senses in hands-on exploration of natural materials.</p> <p>To observe and talk about their immediate environment.</p> <p>To name and identify a range of animals.</p> <p>To observe and talk about some changes that occur in Spring.</p> <p>To understand that we have to wear appropriate clothing in the Spring.</p> <p>To name some fruits and vegetables.</p>	<ul style="list-style-type: none"> • Daily weather chart. Scientific resources in the environment – magnifying glasses, mirrors, magnets etc. • Outdoor Spring walks – using senses. • Exploring a range of festivals and celebrations e.g – Holi, Easter. • Spring sensory tough trays. • Spring season tree in the provision. • Small world area – resources to support children in making different environments e.g. – farm, polar, zoo, ocean etc. • Animal hunt outside. • Planting a seed/bulb. • Observing chicks in the provision. Draw pictures/hold them. • Sensory tough trays • Local walk.
People, Culture and Communities	<p>Show interest in different occupations.</p> <p>To talk about the country that I live in.</p> <p>To talk about different people and their roles within our society.</p> <p>To continue to talk about the people they love, members of their immediate family and community.</p>	<ul style="list-style-type: none"> • Local walk. • Birthdays display. • Family tree display and pictures from home. • Visit from a police officer/fire fighter or to police station etc. • Drawing self-portraits, family portraits. • Looking at maps/globes in the provision.

	<p>To know that there are other places/countries in the world and that not all places are the same.</p> <p>To observe and talk about weather changes throughout Spring.</p> <p>Develop positive attitudes about the differences between people.</p> <p>To understand the purpose of a map.</p> <p>To talk about some of the special days people in our community celebrate.</p> <p>To begin to recognise that their peers' families may look very different to theirs.</p> <p>To know that you can move around the world in different types of transport.</p>	<ul style="list-style-type: none"> • Walk around school grounds. • Encouraging parents to share pictures via Seesaw. • Sharing pictures of staff relatives throughout their lives. • People who help us figures in the small world area. • Celebrations – Holi, Easter, Ramadan. • Mother's Day, Valentine's Day – talking about people we love. • Local walk – observing local places of worship.
<p>Past and Present</p>	<p>To begin to understand the concept of past, present and future (yesterday, today and tomorrow).</p> <p>To know that things in nature change with time.</p> <p>To know that living things grow.</p> <p>To talk about important people from the past.</p> <p>Join in with conversations about stories involving historical figures.</p>	<ul style="list-style-type: none"> • Family tree display. • Chicks in provision – observe them change over time. • Class discussions on events from the past – Easter story. • Celebrations - Holi, Easter, Ramadan. • Visual timetable – using language such as first, next, after, finally. • Showing pictures of homes, schools and transport. • Looking at school life in the past compared to now. • Looking at ways of communicating now compared to in the past. • Using chronology to order events. • Looking at transport now compared to in the past. • Photos from the past in the provision to allow to explore and order chronologically. • Conversations about important people – Neil Armstrong, Florence Nightingale etc.
<p>Computing</p>		

	<p>Throughout the year: Computing resources are readily available in the provision to help develop the skills and knowledge needed in preparation for the year 1 computing curriculum.</p>
--	--

- BeeBots

- Remote controls

- Laptops available in the computing area whereby children can play maths/phonics games

- iPads used by teachers but children are encouraged to snap their own evidence and talk about their own creations etc.

- Interactive whiteboard for children to draw, play games etc.

- Pretend laptop, phones, microwave in the home corner.

Summer Term

Summer



Terrific Tales



Adventures and Environments



Personal, Social and Emotional Development		
	Knowledge and skills:	Potential learning opportunities
Self – Regulation	<p>Expresses their feelings in their interactions with others and through play.</p> <p>Talk about their feelings in simple terms, using words like happy, sad and angry.</p> <p>Beginning to understand how others might be feeling and is beginning to be able to recognise the impact of their choices/behaviour/actions on others.</p> <p>More able to adapt their behaviour in different situations.</p> <p>Develop appropriate ways of being assertive. Can talk with others to solve conflicts.</p> <p>More able to share and take turns with others, sometimes with support.</p> <p>Is able to follow instructions with increasing attention.</p>	<ul style="list-style-type: none"> • Talk about the environment around them (summer) with peers. • Continue four-point scale – emotions (the Zones of Regulation). • Golden Rules and behaviour systems. • Explore feelings through stories and opportunities to share and talk about their own feelings. • Positive reinforcement (stickers, super star lanyards, certificates, star of the day). • Reinforce the need to look after our environment: Choose it, use it, put it away. • SALT interventions. • Morning jobs – turn taking and sharing games. • Consistently establishing the expected behaviour. • Interventions to help reduce conflict and help children to resolve their own problems. • Labelling emotions in the environment. • Labelling provision areas so children become confident and familiar within each of them. • Reinforcing both indoor/outdoor rules. • Jigsaw PSHE scheme of work activities and texts.
Managing Self	<p>Becoming more aware of the similarities and differences between themselves and others.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Shows confidence and self-esteem through being outgoing towards new people, taking risks and trying new things.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>	<ul style="list-style-type: none"> • Develop self-care routines including wearing/choosing appropriate clothes in different weather. • Embedding expectations, rules and routines (lining up, assemblies). • Toileting/hand washing/putting on and zipping up coat. • Getting changed for PE/Outdoor learning. • Personal safety: NSPCC: Pantasaurus highlighted throughout. • Perseverance, resilience and independence developed through challenges set by adults. • Understanding right and wrong: exploring this theme through stories. • Staying healthy: PE, physical activity, healthy eating, oral hygiene. • Model independence, resilience, and perseverance in the face of challenge. • Tooth brushing. • Reinforce the need to stay healthy: sun safety, being a safe pedestrian.

	<p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Be increasingly independent in meeting their own care needs (toileting, dressing).</p>	<ul style="list-style-type: none"> • Jigsaw PSHE scheme of work activities and texts.
<p>Building Relationships</p>	<p>Seeks out adults and other children, sharing experiences and play ideas.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Is able to use their words to resolve conflicts and will also look to a supportive adult for help in resolving conflict with peers.</p> <p>Become more confident to engage in conversation with unfamiliar people, in the safe context of their setting.</p> <p>Can recognise when another child is upset.</p> <p>Can take turns and share sometimes with adult support.</p>	<ul style="list-style-type: none"> • Jigsaw – Relationships (learning to be kind, make new friends). • Provide children with opportunities to learn to share/take turns/work as a team through games during morning jobs. • Forming positive relationships with new adults. • Developing particular friendships. • Learning to work and play cooperatively. Resolving conflicts, asking adults for support when needed. • Teachers modelling how to make positive relationships. • Circle times. Allowing opportunities for children to share information about themselves. • Talking about family/friends/loved ones/my world. • Modelling how to play games/jigsaws fairly as a group. • Jigsaw PSHE scheme of work activities and texts. • Enhancements linked to Terrific Tales and Adventures and Environments.

Communication and Language		
	Knowledge and skills:	Potential learning opportunities
-Listening, Attention and Understanding	<p>Enjoys listening to longer stories and can remember most of what happens.</p> <p>Can pay attention to more than one thing at a time e.g. can focus on adults and friends as I speak and play, responding to comments.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Asks and understands 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Contribute sensible comments to discussions and conversations.</p> <p>Can hold a conversation with a familiar adult or child and asks questions to clarify understanding.</p>	<ul style="list-style-type: none"> • Listening Summer walks. • Listening/talking about Tales/adventure stories. • Wellcomm interventions throughout the year. • SALT support for identified children. • Engagement in core stories, rhymes, singing, poems, etc. • Blank Level Questions: questioning specific to the needs of individual children. • Listening to stories through story scribing. • Invite visitors into school, which will develop listening, and attention skills. • Weekly P4C sessions which help children to speak in full sentences and specifically develop listening and attention skills. • Encouraging children to listen carefully through playing rhymes, poems and songs. • Core texts and rhymes; Goldilocks and the three bears, we're going on a bear hunt, three little pigs.
-Speaking	<p>Can engage in conversation with adults and peers explaining what has happened/what might happen.</p> <p>Can use plurals and some tenses correctly.</p> <p>Can link simple sentences using because or and.</p> <p>Can use a wider range of vocabulary in discussions and play.</p> <p>Can answer simple why questions.</p> <p>Can speak in longer sentences of six to seven words.</p> <p>Can use talk to share my own ideas and offer suggestions.</p> <p>Knows many rhymes and songs, is able to talk about familiar books, and tell a story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<ul style="list-style-type: none"> • Talking about the people we love on Father's Day. • Talking about different celebrations; St.George's Day. • Talking about signs of Summer • Language rich environment linked to current learning. • Engagement in stories, non-fiction, rhymes, singing, poems, etc. • Blank Level Questions: questioning specific to the needs of individual children. • Going on an adventure story lines / making up our own tales. • Focus on vocabulary and language structures: Conversations and talk at the centre of everything that we do. • Using core stories to develop and extend vocabulary of each individual child. • Modelling correct sentence structures back to children. For example, "Me is hungry". "I am hungry". • Beginning to retell their own stories through story scribing.

		<ul style="list-style-type: none"> • Providing real and meaningful experiences encourage children to talk and question. • Weekly P4C sessions which help children to speak in full sentences and specifically develop listening and attention skills. • Morning P4C Question of the Day and Book of the Day. • Morning jobs involve the children speaking and working cooperatively together. • Developing high quality conversations outdoors as well as indoors. • Encouraging children to talk about themselves and their family. • SALT interventions for identified children. • Weekly music/circle time/story sessions.
Physical Development		
	Knowledge and skills:	Potential learning opportunities
Gross Motor Skills	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Can hop and stand on one leg.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Start taking part in group activities that they make up for themselves or in teams.</p> <p>Stops confidently when moving around the environment and can run safely.</p>	<ul style="list-style-type: none"> • <u>Resources are available throughout the year to support the development of Gross Motor Skills.</u> Outdoor Physical Shed: bats, balls, skipping ropes. Hula-hoops, balancing steppingstones, bean bags. Large scale construction, sand, water and mud kitchen – blocks, tyres, crates, cones, spades, brushes, buckets, utensils, water wall etc. • Search for minibeasts outside. • Music in the playground twice a week – Chinese dragon dancing • Make a pirate ship/rocket/aeroplane using construction materials. • Making an ocean/farm/polar/jungle environment. • Spring walks – spot signs of spring. • Wheely Wednesdays – bikes and scooters on the playground every Wednesday. • Adults to enhance/provide resources to support gross motor development e.g- painting large scale. • Exploring powder paint – Holi. • Reinforce routines of getting ready for the PE coaches. • Lining up and queueing up for lunch daily. <p>PE UNITS</p> <ul style="list-style-type: none"> -Sports Day Events -Physical Literacy 3

<p>Fine Motor Skills</p>	<p>Use one-handed tools and equipment safely and confidently, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Can use tweezers and threading equipment with increasing control and confidence.</p>	<ul style="list-style-type: none"> • Resources available throughout the year to support the development of Fine Motor Skills. • Pencils, paintbrushes, scissors, cutlery, hole punch. • Using different tools whilst making Valentines Day/Mother's Day/Easter cards, Making Chinese New Year/Holi crafts. • Adults to enhance/ provide resources to support fine motor development e.g.- tweezers and pom poms, threading etc. • Handling chicks/minibeasts. • Drawing a map. • Letter formation/handwriting • Children encouraged to use a dominant hand. • Fine motor station. • Provide opportunities for children to hold a pencil/pen (writing area). • Encourage children to start using cutlery to cut up their own food. • Teachers show children how to hold a pencil using a tripod grip (modelling writing).
<p>Literacy</p>		
	<p>Knowledge and skills:</p>	<p>Potential learning opportunities</p>
<p>Comprehension</p>	<p>Understand the five key concepts about print:</p> <ol style="list-style-type: none"> 6. print has meaning 7. print can have different purposes 8. we read English text from left to right and from top to bottom 9. the names of the different parts of a book 10. page sequencing <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Re-enact stories they have heard. Talk about stories that they have heard in more detail.</p>	<ul style="list-style-type: none"> • Read and share Core Stories (Goldilocks and the Three Bears, Three Little Pigs, We're Going on a Bear Hunt). • Read and share non-fiction stories about adventures/environments, summer and tales. • Home comprehension cards. • Story scribing. • Biscuit the Bear adventure journal. • Daily story time. • Bedtime Story Evening. • Story props linked to key texts. • Book of the day linked to adventures/environments or tales – P4C
<p>Word Reading</p>	<p>Can keep a simple rhythm and match some rhyming words.</p> <p>Can recognise my own name.</p> <p>Can say initial sounds in a word with increasing confidence.</p> <p>Can orally blend some simple cvc words.</p> <p>Can discriminate between sounds.</p>	<ul style="list-style-type: none"> • Recognising letters/symbols in the environment • Book of the day linked to adventures/environments or tales – P4C • Read and share Core Stories (Goldilocks and the Three Bears, Three Little Pigs, We're Going on a Bear Hunt).

		<ul style="list-style-type: none"> • Read and share non-fiction stories about adventures/environments, summer and tales. • Language rich environment. • Story scribing. • Fred Talk. • Book of the day – name recognition.
Writing	<p>Gives meaning to the marks that they make. Write some or all of their name. Write some letters accurately. Can say what they have drawn.</p>	<ul style="list-style-type: none"> • Story scribing. • Write my own terrific tales. • Draw pictures of animals in different environments. • Draw a map for a bear hunt. • Draw Goldilocks, Three pigs, bear (core stories). • Draw a dragon for St. George's Day. • Writing cards for Father's Day. • Core stories • Writing resources in the provision to support mark making and writing development – pens, pencils, crayons, highlighters etc. • Morning Job – writing focus. • Writing and labelling opportunities linked to adventures/celebrations and terrific tales themes. Outdoor mark making resources.
Maths		
	Knowledge and skills:	Potential learning opportunities
Number	<p>Can recite numbers past 5. Can show fast recognition of up to 3 objects, without having to count them individually ('subitising'). Can recite numbers past 5. Can begin to represent numbers to 5 using fingers, marks or digits. Can say one number for each item in order: 1, 2, 3, 4, 5. Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Can solve real world mathematical problems with numbers up to 5. Knows that the amount stays the same however objects are arranged.</p>	<ul style="list-style-type: none"> • Daily Maths session. • Maths through stories (Three Little Pigs). • Maths area (games, maths resources available for children to access in the provision) • Finding and counting flowers. • Maths through rules and routines (Counting how many children are in school, lining up for dinner etc) • Maths through Morning Jobs (daily) • Counting songs / Core Rhymes (5 currant buns). • Outdoor maths area. • Classroom number line. • Introduce and write numbers 1-5. • Counting objects 1:1 correspondence. • Counting the animals/people/cars in provision.

<p>Numerical Patterns</p>	<p>Can show 'finger numbers' up to 5. Experiments with their own symbols and marks as well as numerals. Can compare quantities using language: 'more than', 'fewer than'. Can link numerals and amounts up to 5. Can read numerals to 5 and match to an amount. Can order numbers to 5. Can solve real world maths problems with numbers up to 5. Can make a simple AB pattern using everyday materials and objects.</p>	<ul style="list-style-type: none"> • Making patterns using flowers/leaves. • Ordering numbers on a number line. • Making more and less groups of flowers/natural resources. • Outdoor maths area. • Classroom number line. • Maths area (games, maths resources available for children to access in the provision) • Maths symbols in the environment. • Maths tough trays. • Maths through rules and routines (Counting how many children are in school, lining up for dinner etc) • Core Rhymes (1,2,3,4,5 once I caught a fish alive). • Counting songs.
<p>Shape, Space and Measure</p>	<p>Can recognise a repeated pattern. Can create AB patterns – stick, leaf, stick, leaf. Notice / correct an error in a repeating pattern. Can talk about routines e.g. before/after. Can identify shapes in the environment. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, and cuboids) using some informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Make comparisons between objects relating to size, length, weight, and capacity.</p>	<ul style="list-style-type: none"> • Maths through core stories (Goldilocks). • Measuring minibeasts, flowers. • Observing patterns on minibeasts, flowers, leaves etc. • Printing leaves – making patterns. • Create repeating patterns with natural materials. • Shapes in the environment. • Shape walks. • Ordering children's height. • Scales in the maths area so children can explore heavier, lighter and equal. • Water area – exploring capacity, measurement and volume. • Daily 'Day of week' chart. • Construction – building with 3D shapes. • Using shapes to create pictures of animals. • Playdough ingredients – measuring. • Outdoor maths area. • Maths area (games, maths resources available for children to access in the provision).

Expressive Arts and Design		
	Knowledge and skills:	Potential learning opportunities
Creating with Materials	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<ul style="list-style-type: none"> • Malleable materials, e.g. Playdough Station, Self-serve paint area, Transient Art, natural/real life objects to create/build/model with, small- and large-scale construction, Junk modelling. • Making an obstacle course – going on an adventure • <u>Patterns and Printing</u> -Making patterns with different objects (potato, hand, sponges, fork, cotton reels, leaves). • <u>Summer pictures</u> – making a collage with natural materials. • <u>DT</u> – Making dwellings (<u>Three little pigs</u>). • <u>Father's Day</u>- drawing a picture of mum/mother figure. • <u>St. George's Day</u> – Designing and creating a dragon.
Being Imaginative and Expressive	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<ul style="list-style-type: none"> • Story scribing. • Animals/vehicles/people to create different environments. • Retelling core stories (We're Going on a bear hunt, Three little pigs, Goldilocks). • Singing core rhymes (head, shoulders, knees and toes). • Self-portrait – using different medias. • Outdoor music boom box. • Music session (core rhymes). Children learn and sing new songs as well as well-known core rhymes. • Musical instruments outside for children to explore sound as well as song bags inside for children to engage in music/singing. • Adults play alongside to model and enhance role play. • Domestic/home corner role play is developed. • Role-play resources are readily available in provision from open-ended resources to specific resources, e.g. doctor's role-play. Adults will observe, play and enhance where appropriate. • DT challenges.

Understanding of the World

	Knowledge and skills:	Potential learning opportunities
The Natural World	<p>Explore collections of materials with similar and/or different properties.</p> <p>Continue to use all their senses in hands-on exploration of natural materials and talk about it.</p> <p>To know that things in nature change with time.</p> <p>To begin to name a range of habitats i.e. sea, fields, woods, ice, trees.</p> <p>To observe and talk about some changes that occur in Summer and understand that we have to wear appropriate clothing in the Summer.</p> <p>To talk about a range of mini beasts and observe the different environments that they live in.</p> <p>Explore and talk about different forces they can feel.</p>	<ul style="list-style-type: none"> • Daily weather chart. Scientific resources in the environment – magnifying glasses, mirrors, magnets etc. Outdoor Spring walks – using senses. • Sea Life/ farm/ zoo trip. • Summer walks. • Floating and sinking pirate ships. • Exploring a range of festivals and celebrations e.g – Holi, Easter. • Summer sensory touch trays. • Summer season tree in the provision. • Small world area – resources to support children in making different environments e.g. – farm, polar, zoo, ocean etc. • Minibeast hunt outside. • Planting a seed/bulb. • Observing caterpillars. • Local walk.
People, Culture and Communities	<p>Talk about the differences they have experienced or seen in photos.</p> <p>To observe and talk about weather changes throughout Summer.</p> <p>To know that directions can be given and followed.</p> <p>To observe and talk about weather changes throughout each season.</p> <p>To know that one season follows the next.</p>	<ul style="list-style-type: none"> • Local walk. • Weather chart. • Birthdays display. • Family tree display and pictures from home. • Drawing self-portraits, family portraits. • Looking at maps/globes in the provision. Make a pirate map. • Walk around school grounds. • Encouraging parents to share pictures via Seesaw. • Sharing pictures of staff relatives throughout their lives. • Celebrations – St. George’s Day. • Father’s Day – talking about people we love. • Local walk – observing local places of worship.
Past and Present	<p>To begin to understand the concept of past, present and future (yesterday, today and tomorrow).</p> <p>Talk about the differences they have experienced or seen in photos.</p> <p>To know that there are seasons that go in order.</p> <p>To know that there are seasons that change.</p>	<ul style="list-style-type: none"> • Family tree display. • Caterpillars in provision – observe them change over time. • Class discussions on events from the past – St. George’s Day. • Visual timetable – using language such as first, next, after, finally. • Talking about pirates. • Showing pictures of homes, schools and transport. • Looking at school life in the past compared to now.

	<p>To observe and talk about weather changes throughout Summer.</p>	<ul style="list-style-type: none"> • Looking at ways of communicating now compared to in the past. • Using chronology to order events. • Looking at transport now compared to in the past. • Photos from the past in the provision to allow to explore and order chronologically. • Conversations about important people – Rosa Parks.
<p>Computing</p>		
	<p>Throughout the year: Computing resources are readily available in the provision to help develop the skills and knowledge needed in preparation for the year 1 computing curriculum.</p> <ul style="list-style-type: none"> -BeeBots -Remote controls -Laptops available in the computing area whereby children can play maths/phonics games -iPads used by teachers but children are encouraged to snap their own evidence and talk about their own creations etc. -Interactive whiteboard for children to draw, play games etc. -Pretend laptop, phones, microwave in the home corner. 	