



## Early Years Curriculum Overview: Nursery 2020-21

AREAS OF LEARNING	Autumn Term 1  <b>TOPIC</b> My, Myself & My Home  <b>PWP:</b> Ten Little Fingers, Ten Little Toes	Autumn Term 2  <b>TOPIC:</b> Traditional Tales  <b>PWP:</b> Goldilocks and the Three Bears	Spring Term 1  <b>TOPIC:</b> Growing  <b>PWP:</b> Jaspar's Beanstalk	Spring Term 2  <b>TOPIC:</b> Stepping Into Spring  <b>PWP:</b> One Springy Day	Summer Term 1  <b>TOPIC:</b> Under the Sea  <b>PWP:</b> Commotion in the Ocean	Summer Term 2  <b>TOPIC:</b> Around the World  <b>PWP:</b> A Ticket Around the World
<b>CL 1</b> <b>Listening &amp; Attention</b>  <b>COMMUNICATION &amp; LANGUGAE</b>	<b>22-36</b> -Listens with interest to noises when stories are read -responds to familiar sounds -shows interest in play with sounds/songs -single channeled attention.	<b>30-50</b> - Listens when conversation interests them	<b>30-50</b> - Joins in with rhymes and stories - Listens to stories with attention/recall  <b>All statements apply.</b>	<b>30-50</b> - Follows direction - Focusing attention		
<b>Implementation:</b> <b>CL 1</b>	- When reading adult to utilise different sounds in the book to bring to life for children (eg in Peace At Last), use voice and objects to do this - Adult to introduce shaker/clapping sequence to gain children's attention to respond to familiar sound - Use 'Phonics Play' sound buttons to identify and discriminate sounds.	- To introduce a picture of interest to the snack table (change weekly) to promote conversation. - Adult to read a traditional tale every day to the children, making the sounds/ noises of the characters etc	- Daily nursery rhymes to happen and children also encouraged to have a turn at performing one in front of the class - Daily stories read which promote repeated key phrases -Story and songs watched on youtube, to become familiar with texts.	- Introduce talking partners - Circle time with talking object to practise listening to others and taking turns in conversation. - Games to encourage following directions & attention eg – *Simon Says (use different sea creatures)- "The Octopus says" *Red light/Green light (add different colours to add actions-eg purple=jump) Use visuals to help. *Simple obstacle course *Follow my leader (gross motor imitation for EAL/poor speech)		

	- Adult to learn children's unique interests and promote these to gain their attention			
<b>CL 2 Understanding</b> <b>COMMUNICATION &amp; LANGUGAE</b>	<b>22-36</b> -identifies action words -understands more complex sentences -understands 'who' 'what' 'where' in sentences -developing simple concepts (big/little)	<b>30-50</b> - Understands use of objects - Responds to simple instructions	<b>30-50</b> - Understands prepositions <b>All statements apply.</b>	<b>30-50</b> - Understands why/how
<b>Implementation: CL 2</b>	- The action dice: children roll the action dice and a numeral dice then they have to do the correct amount of actions (eg jumping five times) - Adult to ask simple questions at the end of story time. - sorting into big/little *autumn leaves *stacking toys *playdough nesting cutters *pictures of babies/adults	- To use the different materials to create a bears face. (Scissors for cutting/glue for sticking) - Children to re inact the traditional tales, deciding who they are (characters), where they are (setting) and what they are doing (action), perform in class with masks	- Explore prepositions using the beebots - Use prepositions in regard to growing eg roots under the ground, shoots above, leaves on. - read 'Where's Spot' talk about prepositions. Play game – use soft toy (Jasper) can the children put him on, under, in, next to the chair/box.	- Learning about under the sea/ travel through 'why' and 'how' questions. E.g. why do fish live in the sea? How do they breathe? How could we travel to Spain on holiday?

<p style="text-align: center;"><b>CL 3 Speaking</b></p> <p><b>COMMUNICATION &amp; LANGUGAE</b></p>	<p style="text-align: center;"><b>22-36</b></p> <ul style="list-style-type: none"> <li>- uses language as a powerful means to widen contacts, share feelings, experiences/thoughts</li> <li>-holds conversation, jumping topic to topic <ul style="list-style-type: none"> <li>- uses gestures, limited talk</li> </ul> </li> <li>-uses questions ('what' 'where' 'who')</li> <li>-learns new words rapidly</li> <li>-use simple sentence</li> <li>- beginning to use word endings (going, cats)</li> </ul>	<p style="text-align: center;"><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Uses 'and'/'because'</li> <li>- Uses talk to connect ideas</li> </ul>	<p style="text-align: center;"><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Questions: why/what/when/how</li> <li>- Uses a range of tenses</li> </ul> <p style="text-align: center;"><b>All statements apply.</b></p>	<p style="text-align: center;"><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Uses vocabulary focused on objects reflecting their experiences/importance</li> <li>- Uses talk in pretend</li> </ul>
<p><b>Implementation: CL 3</b></p>	<ul style="list-style-type: none"> <li>- Themed small group times to encourage children to take turns talking and sharing their experiences, e.g. show and tell, work they have done today, Tapestry observation sharing, etc, other children to ask questions about this</li> <li>- Lots of circle time which promote opportunities for taking it in turns to talk/ share our ideas</li> <li>-Talk about the pictures in our focus book.</li> </ul>	<ul style="list-style-type: none"> <li>- Class soft toy animal to take home (if Covid allows), children to come into school and share on Monday, talk about their adventure/ weekend together</li> <li>- Lots of adult modelling in how to build sentences, speak clearly to link our thoughts and make clear to others</li> <li>-Talk about own experiences related to the content of our focus book.</li> </ul>	<ul style="list-style-type: none"> <li>- Dialogic reading techniques to be used during daily reading sessions: talking about the beginning/middle/end of the story, what has happened, what might happen (tenses) and relating to children's own experiences/ moments of significance (past, present and future)</li> </ul>	<ul style="list-style-type: none"> <li>-Circle time sessions to talk about ourselves and our experiences (at the start of a new half term)</li> <li>-Bring in our favourite toys (show and tell) [If covid allows] to talk about them.</li> <li>-Use imaginative talk in role play, small world play, puppet play.</li> </ul>

<p><b>PD 1</b> <b>Moving &amp; Handling</b></p> <p><b>PHYSICAL DEVELOPMENT</b></p>	<p><b>22-36</b></p> <ul style="list-style-type: none"> <li>-Runs safely on whole foot</li> <li>-squats with steadiness -</li> <li>Climbs confidently</li> <li>-Can kick ball</li> <li>-turns pages in a book</li> <li>-shows control holding and using jugs/hammers/books and mark making tools</li> <li>-beginning to use three fingers (tripod grip)</li> <li>-imitates drawing simple shapes (circles/lines)</li> <li>-walks upstairs /downstairs holding onto a rail</li> <li>-beginning to show preference for dominant hand</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>-Can stand momentarily on one foot</li> <li>Can catch a large ball</li> <li>- Holds pencil between thumb/two fingers</li> <li>- Draws lines/circles</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Uses one-handed tools</li> <li>-Holds pencil near point, uses good control</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>-Mounts stairs/steps/climbing equipment using alternate feet</li> <li>-Walks downstairs, two feet to each step while carrying a small object -</li> <li>Moves freely/negotiates space -</li> <li>Can copy some letters</li> </ul>
<p><b>Implementation:</b> <b>PD 1</b></p>	<ul style="list-style-type: none"> <li>- Different sized bottles/containers to explore filling and emptying with sensory materials (e.g coloured rice)</li> <li>- Drawing self-portraits and looking closely at what makes us unique</li> <li>- Making steps in the outdoor construction area to practice walking up and down on</li> <li>-Use paintbrushes and mark makers.</li> <li>-Balls in outside area, set up cones for goals.</li> <li>-Explore the climbing apparatus</li> <li>-Encourage the children to pour their own water from a jug at snack time.</li> <li>-Use jugs and containers in the water tray (with</li> </ul>	<ul style="list-style-type: none"> <li>- Billy goats gruff themed running game (children to run 'over' the bridge before troll gets them)</li> <li>- What's the time Mr wolf game</li> <li>- Ball games in the outside area.</li> <li>-PE sessions focusing on techniques of throwing and catching a ball/standing (balancing) on one foot.</li> <li>-Mark making trays, using sand/glitter/salt/sprinkles using a paintbrush or finger. Pattern cards.</li> <li>-Chalk boards to mark make using chalk/paintbrush and water.</li> </ul>	<ul style="list-style-type: none"> <li>-make collages/models using scissors, glue, tape, paper</li> <li>-practice mark making using pens, pencils using dot to dot, mazes, pencil control sheets.</li> <li>-model with clay, dough. Plasticine, rolling pins, junk, cutters etc</li> <li>-Threading with beads/cotton reels/buttons</li> <li>-Sewing cards/blocks</li> <li>-Hole punches</li> <li>-Jigsaws</li> </ul>	<ul style="list-style-type: none"> <li>-Explore a range of climbing, balancing and sliding apparatus, bats and balls, hoops in the outside area.</li> <li>-PE sessions that focus on exploring space and different movements. Explore travelling using different body parts (feet only, hands/feet, tummies etc)</li> <li>-use name cards to encourage children to copy their name onto their work.</li> <li>-practice forming letters using pens, pencils, crayons, chalks, sand, dough.</li> </ul>

	<p>water/lentils/porridge oats/rice).</p> <p>-Dough Disco. Using playdough to strengthen muscles in hands by squeezing, rolling, flattening, poking dough.</p>	<p>-Using chalk on the playground.</p> <p>-‘Squiggle While You Wiggle’ gross motor using coloured scarves.</p>		
<p><b>PD 2</b> <b>Health &amp; Self-Care</b></p> <p><b>PHYSICAL DEVELOPMENT</b></p>	<p><b>22-36</b></p> <ul style="list-style-type: none"> <li>- Drinks well without spilling</li> <li>-Communicates need for toilet</li> <li>-Beginning to recognize danger</li> <li>-Helps with clothing</li> <li>-Beginning to be independent in self-care</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Independently uses toilet/wash hands/dress self</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>-Understands tools to be used safely</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>-Can tell adults when hungry or tired -</li> <li>Observes the effects of activity on body</li> </ul>
<p><b>Implementation:</b> <b>PD 2</b></p>	<ul style="list-style-type: none"> <li>- Drinking at snack time from cups instead of cartons/ bottles</li> <li>- Signalong used to support children to express when they need the toilet</li> <li>- Toilets to be decorated nicely to prompt children to use them/ want to</li> </ul>	<ul style="list-style-type: none"> <li>-Adopt healthy and hygenic routines throughout the school day.</li> <li>-Dicuss what contributes to our health.</li> </ul>	<ul style="list-style-type: none"> <li>-Opportunities practice manipulative skills – cooking, digging, using scissors, hammers etc. Talk about how to use and carry tools equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about effects of exercise after PE or outside play – perspiration, racing heartbeat, heavy breathing, tiredness.</li> <li>-Discuss personal physical feelings eg tiredness/hunger and how we recognise these feelings.</li> <li>-Discuss posters concerning personal hygiene routines –brush your teeth/wash your hands etc.</li> </ul>

	<ul style="list-style-type: none"> <li>- Children encouraged to dress themselves after an accident/ PE</li> <li>- Children to have labelled (with picture of self and written name) pegs/ self-registration to use independently</li> </ul>			
<p><b>PSED 1</b> <b>Making Relationships</b></p> <p><b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b></p>	<p><b>22-36</b></p> <ul style="list-style-type: none"> <li>- Interested in others play and starting to join in</li> <li>- Seeks out others to share experiences</li> <li>- Shows affection and concern for those special to them</li> <li>- Forms special friendship with another child</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>-Play in a group, extending and elaborating play ideas.</li> <li>-Initiates play. - Keeps play going by responding to others.</li> <li>-Demonstrates friendly behavior, forming good relationships with adults and peers.</li> </ul>	<p><b>30-50</b></p> <p><b>All statements apply.</b></p>	<p><b>30-50</b></p> <p><b>All statements apply.</b></p>
<p><b>Implementation: PSED 1</b></p>	<ul style="list-style-type: none"> <li>- Promoting friendships through small group time with an adult by playing games/ talking to one another</li> <li>- Promote friendship in 'kindness week', making a picture for your friend (buddy system)</li> </ul>	<ul style="list-style-type: none"> <li>-Key people – making parents and children aware of their teacher and other adults in the class.</li> <li>-Create positive relationships with parents –encourage sharing skills/visits (when covid allows)</li> <li>- Circle time games including: bug and in a rug, pass the monkey, the honey pot game, etc</li> <li>- Explore the 3 bears as a family and share pictures of our own families/ discuss</li> </ul>		

<p><b>PSED 2</b> <b>Self-confidence &amp; Self Awareness</b></p> <p><b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b></p>	<p><b>22-36</b></p> <ul style="list-style-type: none"> <li>- Separates from main carer</li> <li>- Expresses own preferences and interests</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Selects and uses activities</li> <li>- Welcomes praise for what they have done <ul style="list-style-type: none"> <li>- Enjoys responsibility of carrying out tasks</li> </ul> </li> <li>- More outgoing towards unfamiliar people</li> <li>- More confident in unfamiliar situations</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Confident to talk to other children when playing, communicates freely about own home</li> <li>- Shows confidence in asking adults for help</li> </ul>	<p><b>30-50</b></p> <p><b>All statements apply.</b></p>
<p><b>Implementation: PSED 2</b></p>	<ul style="list-style-type: none"> <li>- Adults invited in classroom every day to settle their children at a busy fingers activity and then child to separate from them (if covid allows)</li> <li>- Children provided with options throughout the day and self-choosing times, e.g. what they would like for snack</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss reward system-end of day balloon chart, stickers, Pot of Gold, Brilliance award, looking at rules and re-enforcing through praise &amp; encouragement, their hard work, efforts &amp; kindness.</li> <li>-Teach children to use and care for materials and encourage them to do so independently.</li> <li>-Share achievements with the class.</li> <li>-Introduce class leader for the day. (Help the teacher/other children, turn lights on and off, stand at the front of the line etc)</li> <li>- Continuous provision planned each week to captivate children following the theme and their interests, children encouraged to access them independently during free flow</li> </ul>	<ul style="list-style-type: none"> <li>-Sharing news about our homes and cultures.</li> <li>-Role play area that reflects on children's own homes.</li> <li>-Introduce different customs through stories and books.</li> <li>-Discussions about others cultures and the differences in our lives.</li> <li>-Put on coats, aprons, dressing up clothes with decreasing support.</li> </ul>	

		<ul style="list-style-type: none"> <li>- Circle time to encourage talking about home life, interests, thoughts, feelings.</li> <li>- At the end of the topic children to reflect on the traditional tales explored and draw a picture of their favourite/ go to an activity about this and tell the adult why they chose it.</li> </ul>		
<p><b>PSED 3</b> <b>Managing Feelings &amp; Behaviour</b></p> <p><b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b></p>	<p><b>22-36</b></p> <ul style="list-style-type: none"> <li>- Seeks comfort from familiar adult</li> <li>- Can express own feelings</li> <li>- Responds to feelings/wishes of others</li> <li>- Aware that actions hurt others</li> <li>- Tries to comfort when others are distressed <ul style="list-style-type: none"> <li>- Shows understanding and cooperates with boundaries/routine</li> </ul> </li> <li>- Can inhibit own actions</li> <li>- Growing ability to distract self if upset</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Begins to accept needs of others/share <ul style="list-style-type: none"> <li>- Can tolerate delay when needs not immediately met</li> </ul> </li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Can usually adapt behavior to changes in routine</li> <li>- Aware of own feelings, actions and that words can hurt others</li> </ul>	<p><b>30-50</b></p> <p><b>All statements apply.</b></p>



<p><b>Implementation: PSED 3</b></p>	<ul style="list-style-type: none"> <li>- Adults to take time 1:1 with each child to build a positive relationship</li> <li>- Feeling cards to be used to talk about what makes us happy/sad etc and why, cards to support children in expressing their own feelings</li> <li>- Kind hands to be used in the classroom, visual to support this</li> <li>- Behaviour visuals to be used to encourage positive behaviour and reject negative: circle time discussions that we make good choices in the classroom</li> <li>- Children to create class rules to follow</li> <li>- Visual timetable created to personalise our routines to support the children in transitioning to the different stages of the day</li> </ul>	<ul style="list-style-type: none"> <li>- 3 little pig activity about being a good friend.</li> <li>-Introduce stories and books that emphasise moral issues.</li> <li>-Explore stories about caring for each other through role play, small world and puppetry.</li> <li>-Take turns to use limited equipment eg bikes, computer.</li> <li>-Play circle time games and matching games to emphasise turn taking.</li> </ul>	<ul style="list-style-type: none"> <li>-Settling in new classroom, model what is expected in the classroom/outdoors/assembly and when walking around the school.</li> <li>- Changes in routine talked about before they happen to support children, e.g. going to assembly, photograph day, PE.</li> <li>- Engage in activities outside of the classroom (where covid allows) e.g. assemblies to give children opportunities to learn to adapt behaviour to different situations.</li> <li>-Powerpoint/game about what makes a good friend and what makes a bad friend.</li> <li>-Explore stories about caring for each other through role play, small world and puppetry.</li> </ul>	
<p><b>L 1 Reading  LITERACY</b></p>	<p style="text-align: center;"><b>22-36</b></p> <ul style="list-style-type: none"> <li>- Favourite stories/rhymes</li> <li>- Repeats words/phrases from stories</li> <li>- Fills in missing word/phrase in story</li> </ul>	<p style="text-align: center;"><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Enjoys rhyming/rhythmic activities</li> <li>- Listens to/joins in with stories and poems - Joins in with repeated refrains and anticipates key events/phrases.</li> <li>-Handles books independently.</li> <li>-Hold books the correct way up/turns pages.</li> </ul>	<p style="text-align: center;"><b>30-50</b></p> <ul style="list-style-type: none"> <li>-Beginning to be aware of how stories are structured</li> <li>-Listens to stories with attention and recall - Recognises familiar signs &amp; logos.</li> <li>-knows information can be relayed in the form of print.</li> <li>-Knows that print carries meaning &amp; in English is read left to right/top to bottom.</li> </ul>	<p style="text-align: center;"><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Shows awareness of rhyme and alliteration</li> <li>- Recognises rhythm in spoken words</li> <li>-Suggests how a story might end - Describe main story setting, events &amp; characters.</li> <li>-Interest in illustrations/print in books &amp; print in environment.</li> <li>-Handles books carefully.</li> </ul>

<p><b>Implementation: L 1</b></p>	<ul style="list-style-type: none"> <li>- Every Friday children to bring a book from home to share their favourite story (if covid allows, otherwise put on tapestry to share)</li> <li>- Children take it in turns to choose their favourite book from the classroom for story time.</li> <li>-Singing basket/bag where children can chose their favourite prop that relates to a song/rhyme/poem.</li> </ul>	<ul style="list-style-type: none"> <li>- Children to join in with repeated key phrases and finishing sentences in traditional tales, adult to pause to allow for this</li> <li>- Adults and children to perform traditional tales with masks, repeating the phases/ words from the story</li> <li>- Role play area (indoor and outdoor) decorated to support retelling of traditional tales</li> <li>-Sharing book time- where children can choose a book and look at it alone or with others.</li> <li>- Familiar stories to be read with repeated phrases children can join in with/ finish sentence.</li> </ul>	<ul style="list-style-type: none"> <li>- Daily reading independent/ with adult encouraged to explore what words are for, which way we hold a book, which direction print is read in, explore front and back cover, etc.</li> <li>- Participation in PWP actions and retelling of stories to develop awareness of story structure.</li> <li>-Encourage reading class labels, names, signs.</li> <li>-Make up own stories inspired by books, poems, pictures, music etc.</li> <li>-Listen to texts/rhymes on CD player or you tube.</li> <li>-Adult led activities modelling language and use of reading and writing eg following a recipe to make playdough.</li> <li>-Introduce our logo board, Can the children recognise 'read' any of the well known logo's eg McDonalds, Asda.</li> <li>-Recognises own name by using labels around the classroom-self registration, coat pegs, drink label, balloon label, name card.</li> <li>-Play apple circle time game. (Names written on apple shapes, spread them out, and repeat rhyme for each child)</li> </ul>	<ul style="list-style-type: none"> <li>- Silly soup: children sing the silly soup song with the teacher and add objects that rhyme into the pot.</li> <li>-Clap out syllables for a word or the children's names.</li> <li>Read rhyming stories/play rhyming games eg rhyming pairs/finish that rhyme etc</li> <li>- Alliterative games/ activities such as calling children to line up by an alliterative title e.g. Sammy the snake, Leslie the lion, etc.</li> <li>- Singing and chants to practise rhythm in words</li> <li>- PWP display using words and illustrations from focus story to encourage recognition and interest in the pictures/ words of the story.</li> <li>- Daily reading promotes independent reading/ looking at books and handling with care</li> </ul>
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<p><b>L 2 Writing</b></p> <p><b>LITERACY</b></p>	<p><b>22-36</b></p> <ul style="list-style-type: none"> <li>-Distinguish between marks</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>-Give meaning to marks different marks.</li> <li>-Ascribe meaning to</li> </ul>	<p><b>30-50</b></p> <p><b>All statements apply</b></p>	<p><b>30-50</b></p> <p><b>All statements apply</b></p>
<p><b>Implementation: L 2</b></p>	<ul style="list-style-type: none"> <li>- Drawing activity to do our self portraits</li> <li>- Sensory writing</li> <li>- Printing in scented playdough with various tools</li> </ul>	<ul style="list-style-type: none"> <li>-Write cards, invitations, lists, books, labels, messages, instructions, letters, flap books.</li> <li>-Write name at every opportunity.</li> <li>-Practice forming letters using pens, pencils, crayons, chalks, paints, sand, dough.</li> </ul>		

		<p>-Opportunities for writing in all areas of the classroom, clip boards, dry wipe boards and outdoor.</p> <p>- Going on a looking walk (within the classroom due to covid) to see what different things we can see, e.g. displays on walls, numbers/ logos/ letters around the room, etc</p>		
<p><b>M 1</b> <b>Numbers</b></p> <p><b>MATHEMATICS</b></p>	<p><b>22-36</b></p> <ul style="list-style-type: none"> <li>- Selects a small number of objects from a group when asked</li> <li>- Recites number names in sequence</li> <li>- Creates/experiments with marks representing number</li> <li>- Begins to make comparisons between quantities</li> <li>- Use language such as 'more' and 'a lot'</li> <li>- Knows a group of things changes when something is added or taken away</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>•Use number names/number language spontaneously</li> <li>•Use number names accurately in play. <ul style="list-style-type: none"> <li>•Recite numbers to 10.</li> <li>•Represent numbers using fingers, marks, pictures.</li> </ul> </li> <li>•Show interest in representing numbers.</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>•Know numbers identify how many objects in a set.</li> <li>•Compare two groups of objects, saying when they are the same. <ul style="list-style-type: none"> <li>•Show interest in numerals in the environment.</li> </ul> </li> <li>•Realises not only objects, but anything can be counted, including steps, claps or jumps. <ul style="list-style-type: none"> <li>•Match numeral and quantity correctly.</li> </ul> </li> <li>•Show curiosity about numbers by offering comments or asking questions. <ul style="list-style-type: none"> <li>•Shows interest in number problems.</li> </ul> </li> <li>•Separates a group of objects in different ways, beginning to recognise that the total is still the same.</li> </ul>	<p><b>30-50</b></p> <p><b>All statements apply.</b></p>

**Implementation: M 1**

- Fruit game with tweezers to sort into coloured bowls
- Dabber pens to be used to represent quantity
- Decorating front doors and writing numbers on them to represent the places that we live

- Sing number songs and rhymes.
- Use pictures and props to illustrate counting rhymes.
- Sorting bears activity linked to Goldilocks for counting, categorizing and exploring size
- The apple tree counting game
- Count 1-5, 1-10, 1-20
- Errors in counting backwards and forwards using puppet (missing number, repeated number, wrong order)
- Recite number names in order, continuing the count forwards or backwards from a given number
- Estimate small numbers without counting e.g. 1-6 dice/dominoes or fingers
- Recognise none and zero in stories, rhymes and when counting
- Play error games with puppet e.g. count same object twice, miss out an object, make an error in counting sequence, touch but don't name, summarise incorrectly)
- Count how many children in the class each day and how many adults.

- Count sounds, movements, moving things, objects in a circle, blank number track
- Compare two numbers and say which is more or less.
- Count a set of objects (5, 10) giving just one number name to each object.
- 'Top Marks' maths IWB game. Match quantity of sea creatures to the numeral.
- Talk about how many children off school each day- how many we have without them, how many would there be if they were here.
- Solve simple practical problems and respond to "what could we try next?"
- Provide number labels in the environment – e.g bikes, maths area.
- Number hunt to look for numerals in the environment.

<p><b>M 1</b> <b>Shape, Space &amp; Measure</b></p> <p><b>MATHEMATICS</b></p>	<p><b>22-36</b></p> <ul style="list-style-type: none"> <li>-Notices simple shapes</li> <li>-Categorise objects making arrangements. by shape or size</li> <li>-Use the language of Size</li> <li>-understands about Immediate, past, future</li> <li>-Anticipates time based Events</li> <li>-Shows an interest in shapes and and patterns playing with shapes</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>-Shows an in sustained construction activity/ talking about shapes.</li> <li>-Shows an interest in shape and space by playing with shapes or making arrangements with objects</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>-Shows awareness of similarities of shapes in environment.</li> <li>-shows interest in shapes in the environment. - Beginning to talk about shapes eg round &amp; tall.</li> <li>-Uses positional language.</li> <li>-Uses shapes appropriately for tasks.</li> </ul>	<p><b>30-50:</b></p> <p><b>All statements apply</b></p>
<p><b>Implementation: M 2</b></p>	<ul style="list-style-type: none"> <li>- Go on a shape hunt in the outdoor area</li> <li>- Visual timetable displayed in the classroom promoted by the adults to predict the next part of the day/ show what has been covered</li> <li>- Creating houses through 2d shapes (carpet shapes, collage materials, etc)</li> <li>-Sort/count sets of animals, compare bears, play people, shapes and other classroom objects by size and compare and order</li> </ul>	<ul style="list-style-type: none"> <li>- Sorting bears activity for copying patterns/ size</li> <li>-To use loose parts to create pictures and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>-Use 2D plastic shapes/magnetic/carpet shapes to make recognisable pictures.</li> <li>-Play games involving positional language e.g. hiding teddy and talking about where he is.</li> <li>-Walk around school and look for shapes in the environment, focusing on similarities and descriptive language.</li> <li>-Sing shape songs.</li> <li>-Shape game in the hall. Different shape on each wall, can the children run to the correct shape, when given clues.</li> </ul>	

<p><b>UW 1 People &amp; Communities</b></p> <p><b>UNDERSTANDING THE WORLD</b></p>	<p><b>22-36</b></p> <ul style="list-style-type: none"> <li>- Sense of immediate family</li> <li>- Imitates every day actions from culture in play</li> <li>- Has own friends</li> <li>- Learns they have similiarities/differences to others</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Shows interests in lives of people familiar to them</li> <li>- Talks about their own signifant events</li> <li>- Recognises/describes special times or events <ul style="list-style-type: none"> <li>- Shows interest in different occupations/ways of life</li> <li>- Knows some of the things that make them unique, can talk about this</li> </ul> </li> </ul>	<p><b>30-50</b></p> <p><b>All statements apply.</b></p>	<p><b>30-50</b></p> <p><b>All statements apply.</b></p>
<p><b>Implementation: UW 1</b></p>	<ul style="list-style-type: none"> <li>- Learning about ourselves/ each other, who we are, our families, etc</li> <li>- Role play area set up as a home corner to prompt make believe situations from personal experiences</li> <li>- Collage activity to learn more about the children, sticking things from magazines that they like etc</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about the 3 bears as a family, sharing photos of our own families through tapestry and sharing them.</li> <li>- Soft Bear sent home at weekend (if covid allows), parents to upload to tapestry so child can share with class on Mondays</li> <li>- Collage activity to learn more about the children, sticking things from magazines that they like in a green box and anything they don't in a red box</li> <li>- Circle time to talk about our favourite things, what we like doing, what makes us happy/sad, etc.</li> <li>- Read 'We're All Different' eBook- talk about how we're similar/ different to each other.</li> <li>-Walk around the local environment and look at different homes which we live in.</li> </ul>		

		<ul style="list-style-type: none"> <li>-Make our homes using construction materials</li> <li>-Talk about our homes. families and places that we go to, compare to other children and discuss.</li> <li>- Participate in celebrations activities e.g. making chocolate sparklers on Bonfire night, making xmas crafts at xmas, watch fireworks video on Diwali.</li> <li>- Learn about how people celebrate xmas.</li> </ul>			
<p><b>UW 2</b> <b>The World</b></p> <p><b>UNDERSTANDING THE WORLD</b></p>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Enjoys playing with small world</li> <li>- Notices features of objects in their environment</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Comments/asks questions about their familiar world</li> <li>- Develops an understanding of growth/decay/change</li> <li>-Shows care/concern for living things and the environment</li> </ul>	<p><b>30-50</b></p> <p>Talks about things they have observed</p> <ul style="list-style-type: none"> <li>- Talks about why things happen/how things work</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Develops an understanding of growth/decay/change</li> </ul>	<p><b>30-50</b></p> <p><b>All statements apply.</b></p>
<p><b>Implementation:</b> <b>UW 2</b></p>	<ul style="list-style-type: none"> <li>- Small world linked to every day experiences (doll's house, train station etc)</li> <li>- Go on a looking walk around the school to see what different things we can see, e.g. displays, details etc</li> <li>- Go on a Broadfield bee hunt to find our learning bees around the school</li> <li>- Learn about Autumn. Look at Autumn PowerPoint with photos and info, make mind map of what we know about Autumn.</li> </ul>	<ul style="list-style-type: none"> <li>- Small world linked to traditional tales: doll's house, three bears porridge café, houses to build from sticks/straws/bricks etc</li> <li>- Learn about Winter. Look at Winter PowerPoint with photos and info, make mind map of what we know about Winter.</li> <li>- Go on Winter walk.</li> <li>-Investigate snow/ice/frost.</li> <li>-Winter/Christmas crafts – snow painting, snow men, snow flakes etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Children to support the development of the sensory garden</li> <li>- Children to support the development of the bug hotel and complete checklist of which bugs use it</li> <li>- Children to create a brochure of how to look after the hotel and creatures</li> <li>-Spring walk – looking at changes in our environment</li> <li>-Growing beans- recording changes.</li> </ul>	<ul style="list-style-type: none"> <li>-Visit forest school pond-look for tadpoles/frogs.</li> <li>-Learn about the life cycle of the frog.</li> <li>-look at changes in the weather.</li> </ul>	<ul style="list-style-type: none"> <li>-Provide play maps and small world equipment for children to create their own environments. Eg under the sea/different countries.</li> <li>-Use small world and role play to explore other lives and environments.</li> <li>-Find out about the world through looking at books, pictures,artefacts.</li> <li>-Discuss weather and changes throughout the term.</li> </ul>

	<ul style="list-style-type: none"> <li>- Go on Autumn walk.</li> <li>- Autumn crafts- leaf rubbing, fingerprint painting autumn leaves on trees, collaging using natural materials.</li> </ul>			
<p><b>UW 3</b> <b>Technology</b></p> <p><b>UNDERSTANDING THE WORLD</b></p>	<p><b>22-36</b></p> <ul style="list-style-type: none"> <li>- Acquires basic skills in turning on/operating ICT equipment</li> <li>- Operates mechanical toys</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>-Knows how to operate simple equipment</li> <li>-Interest in technological toys</li> <li>-Shows skill in making toys work</li> <li>- Knows information that information can be retrieved from computers</li> </ul>	<p><b>30-50</b></p> <p><b>All statements apply.</b></p>	<p><b>30-50</b></p> <p><b>All statements apply.</b></p>
<p><b>Implementation:</b> <b>UW 3</b></p>	<ul style="list-style-type: none"> <li>- Purple mash activities on the touchscreen ipads</li> <li>- Phonics play listening games on the interactive whiteboard</li> <li>-Use pull back and wind up toys.</li> </ul>	<ul style="list-style-type: none"> <li>- Computers available in classroom with child-friendly programmes/ software</li> <li>-Show the children how to use ICT such as laptops, bee bots and recording sticks.</li> <li>-Class leader to turn on the tidy up music on the CD player.</li> <li>-To discuss how we can find information out – through books/computers/phones eg-use google to find out what is a bears natural habitat.</li> <li>-To use small world resources that has buttons and sounds.</li> <li>-To encourage the children to use the ipads to take photos of their own work.</li> </ul>		



<p><b>EAD 1</b> <b>Exploring &amp; Using Media &amp; Materials</b></p> <p><b>EXPRESSIVE ARTS &amp; DESIGN</b></p>	<p><b>22-36</b></p> <ul style="list-style-type: none"> <li>- Joins in singing favourite songs</li> <li>- Creates sounds</li> <li>- Shows an interest in the way musical instruments sound</li> <li>- Experiments with blocks/colours/marks</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Enjoys joining in with dancing/ring games</li> <li>- Sings a few familiar songs</li> <li>- Moves rhythmically</li> <li>- Imitates movement to music</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Explores different sounds of instruments</li> <li>- Explores/learns how sounds can change</li> <li>- Construct stacking blocks vertically/horizontally to make enclosures/spaces</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Describes the texture of things</li> <li>- Uses various construction materials</li> <li>- Joins construction pieces together to build and balance</li> </ul>	<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>- Taps our repeated rhythms</li> <li>- Explores colour and how it can be changed</li> <li>- Understands they can use lines to enclose a space</li> <li>- Realises tools can be used for a purpose</li> </ul>
<p><b>Implementation: EAD 1</b></p>	<ul style="list-style-type: none"> <li>- The singing basket: children choose a toy from the basket and we choose a rhyme about this</li> <li>- Children to independently explore our music areas, inside &amp; outside.</li> <li>- Pass the beater game: children pass the beater around in a circle to a song, when the song stops the child with the beater must choose an instrument to play</li> <li>- Sing songs related to body parts eg "heads shoulders knees and toes", "1 finger 1 thumb", "If you're happy &amp; you know it."</li> <li>- Fruit printing for mark making</li> <li>- Painting (finger, bubble, hand, splatter) with different size brushes, different types of paint, on different sized, shaped &amp; textured paper.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn the Goldilocks song/rhyme</li> <li>- Nursery rhyme wooden spoons</li> <li>- Moving our bodies to different styles of music (eg slow for classical, fast for pop), listen to a range of music from different countries</li> <li>- Ring and circle games/songs to get to know each other: Ickity Tickity, we went for a ride on a bus, bug in a rug, etc.</li> <li>- Youtube action songs – 'roll up the map', move and freeze', 'shake your sillies out.'</li> <li>- 'Sticky Kids' CD- action songs</li> <li>- 'Bean Bag Rock' CD-action songs using bean bags.</li> </ul>	<ul style="list-style-type: none"> <li>- Children to support development of outdoor music area</li> <li>- Children to make own instruments</li> <li>- Musical circle time with instruments</li> <li>- Musical instruments explored through carpet time and then left for independent access and music making</li> <li>- using the bricks to create gardens to protect our plants.</li> <li>- Make music through singing, body sounds, classroom objects &amp; musical instruments.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaging activities for textures</li> <li>- Summer themed sensory play (should Covid allow it)</li> <li>- Gingerbread man playdough.</li> <li>- Explores textures such as wet/dry sand, dough, clay, rice etc (if covid allows)</li> <li>- touch different fabrics &amp; materials in class-feely bag/alphabet/numbers/names describe.</li> </ul>	<ul style="list-style-type: none"> <li>- Names colours and experiments with them (water colours, block paints, powder paints)</li> <li>- Explore tools for painting: brushes, sponges, stamps, rags and fingers, use these tools to print pictures.</li> <li>- Explore tools for modelling with junk, clay, dough, construction.</li> <li>- Look at paintings &amp; other forms of art and discuss content and style.</li> </ul>

	- Making our houses out of wooden blocks			
<b>EAD 2</b> <b>Being imaginative</b>  <b>EXPRESSIVE ARTS &amp; DESIGN</b>	<b>22-36</b> - Using representation to communicate - Beginning to make believe by pretending	<b>30-50</b> - Developing preferences for forms of expression - Uses movement to express feeling - Imitates adults spontaneously - Role plays based on experiences	<b>30-50</b> - Creates movement in response to music - Makes up rhythms - Sings to self/makes up songs - Builds stories around toys - Uses resources as props for role play - Captures experiences with a range of media	<b>30-50</b>  <b>All statements apply</b>
<b>Implementation:</b> <b>EAD 2</b>	- Play in the home corner, make believing my mimicking simple every day actions (e.g. pouring tea) -- Doll's house for children to play based on their everyday experiences, e.g. making dinner, drinking tea, etc.  - Mark make to express/ represent something -Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped & textured paper.	- Taking on a role in the roleplay area (the characters' house)/ using the props inside to pretend - Decorating masks to be the characters to support play - Drawing our favourite characters from our favourite traditional tale. -Make music through singing, body sounds, classroom objects and musical instruments. -Provide different objects & materials in discovery trays that the children can explore. Adults to encourage vocabulary which will enable children to talk about their experiences.	-Listen to a wide range of music from around the world. -Use body percussion or musical instruments to create a rhythm for the children to copy and then make up their own. -Recreate and make up new characters and stories through imaginative & small world play. - Adults to model making up songs/ rhymes - Doll's house/ home corner for children to play based on their everyday experiences, e.g. making dinner, drinking tea, etc. - Children encouraged to want to take photos/ record using the ipads to capture experiences (also to draw a picture/ write it down if something happens) - Materials in role play for children to use as clothes, bedding ,etc. as props (if covid allows)	