



Early Years Curriculum Overview: Reception 2020-21

AREAS OF LEARNING	Autumn Term 1 <u>TOPIC</u> Me, Myself & My Home <u>PWP</u> What Makes Me Happy	Autumn Term 2 <u>TOPIC:</u> Traditional Tales <u>PWP</u> Little Red Riding Hood/ The Three Little Pigs	Spring Term 1 <u>TOPIC:</u> Growing <u>PWP</u> Jasper's Beanstalk	Spring Term 2 <u>TOPIC:</u> Stepping Into Spring <u>PWP</u> One Springy Day	Summer Term 1 <u>TOPIC:</u> Under the Sea <u>PWP</u> Commotion in the Ocean	Summer Term 2 <u>TOPIC:</u> Around the World <u>PWP</u> A Ticket Around the World
<p>CL 1 Listening & Attention</p> <p>COMMUNICATION & LANGUAGE</p>	<p>30-50</p> <ul style="list-style-type: none"> - Listens when conversation interests them - Joins in with rhymes and stories - Listens to stories with attention/recall - Follows direction - Focusing attention 	<p>40-60</p> <ul style="list-style-type: none"> - Maintains attention and concentrates - Two channelled attention 	<p>40-60</p> <ul style="list-style-type: none"> - Maintains attention and concentrates - Two channelled attention <p>All statements apply.</p>	<p>ELG:</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>		
<p>Implementation: CL 1</p>	<ul style="list-style-type: none"> - Introduce talking partners - Singing/ reciting (due to Covid) traditional nursery rhymes - Children given colour groups to promote their independence/ following directions to get out/ put away school equipment etc - Daily table time to develop focusing - Circle time with talking object to practise listening to others and taking turns in conversation. 	<ul style="list-style-type: none"> - Whole class daily stories, reading traditional tales. - School pantomime (traditional fairytale) performance to watch (if available due to Covid, otherwise to watch youtube performance and take it in turns to perform at carpet time). - Story time done with props/ figures or actions rather than just reading - Daily carpet time and table activities to develop attention and concentration. 	<ul style="list-style-type: none"> - Powerpoints to watch exploring growing and the changes the new season brings - Visitors into school (if covid allows it) - Introduce show and tell - Visuals to support concentration on the carpet (eg good sitting) - Seasonal walk to encourage children to maintain attention when in a different environment/ there are distractions 	<ul style="list-style-type: none"> - Table time increased to twice a day to support the development in independent work and focusing, also to support transition to year one. - Play a variety of memory/ concentration games - Play Chinese whispers/ similar themed listening games 		

<p>CL 2 Understanding</p> <p>COMMUNICATION & LANGUAGE</p>	<p>30-50</p> <ul style="list-style-type: none"> - Understands use of objects - Understands prepositions - Responds to simple instructions - Understands why/how 	<p>40-60</p> <ul style="list-style-type: none"> - Responds to two part instructions - Listens/responds to ideas expressed by others 	<p>40-60</p> <ul style="list-style-type: none"> - Understands humour - Follows a story without pictures/props <p>All statements apply.</p>	<p>ELG:</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>
<p>Implementation: CL 2</p>	<ul style="list-style-type: none"> - Collaging pictures to make our faces (using scissors/ glue for their purpose). - Collaging and discussing where parts of our faces should go (prepositions)- hair on top of our head, eyebrows above our eyes, mouth underneath our nose, etc. - Construction activities (building our homes – placing small world figures in homes) to explore prepositions - Daily adult led activities to develop response to instructions. - Learning about ourselves/ each other through 'why' and 'how' questions. E.g. why do we look different? why do we live in houses? why do we go to school? 	<ul style="list-style-type: none"> - Learning a Christmas performance, lots of instructions to be memorised and followed. - PSHE carpet time - Hot seating game: child has to think of a character from a traditional tale and other children have to ask questions and respond to answers to figure out to they are. - Circle time to listen to others. - Adult participation and modelling during CIL to listen to others' ideas and respond appropriately. 	<ul style="list-style-type: none"> - Children to bring in cracker jokes they collected over Christmas for us to share. - Carpet time story telling using the mighty writer to create our own stories. - Listening and comprehension activities about stories from Audible 	<ul style="list-style-type: none"> - Role play/ carpet time play pretending to go on a journey around the world, tickets/plan etc to be made and questions to prompt, how will we get there, why have you chosen this country, etc

<p style="text-align: center;">CL 3 Speaking</p> <p style="text-align: center;">COMMUNICATION & LANGUAGE</p>	<p style="text-align: center;">30-50</p> <ul style="list-style-type: none"> - Uses 'and'/'because' - Uses talk to connect ideas - Questions: why/ what/ when/ how - Uses a range of tenses - Uses intonation/ rhythm/ phrasing - Uses vocabulary reflecting their experiences/ importance - Uses talk in pretend 	<p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> - Extends vocabulary: grouping/naming/meaning - Uses language to imagine roles in play - Links statements, sticks to a theme - Uses talk to organize & clarify thinking 	<p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> - Introduced storyline/narrative to play <p style="text-align: center;">All statements apply.</p>	<p style="text-align: center;">ELG:</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
<p>Implementation: CL3</p>	<ul style="list-style-type: none"> - Lots of circle time which promote opportunities for taking it in turns to talk/ share our ideas - Lots of adult modelling in how to build sentences, speak clearly to link our thoughts and make clear to others. - 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) 	<ul style="list-style-type: none"> - Masks put in role play area to prompt children to play the part of characters and talk to clarify this to each other, to retell the tales and repeat key phrases/ language from the text to support imagination in play - Hot seating game: child has to think of a character from a traditional tale and other children have to ask questions, child in hot seat to use their words thoughtfully to give clues as to who they are - PWP display shows new vocab which has been explored through new story 	<ul style="list-style-type: none"> - Adults to actively model play scenarios/ narratives for (and join in with) children to imitate and learn to create their own - Play/ storyline prompt cards created to support children in adding purpose and narrative to their play. 	<ul style="list-style-type: none"> - Sharing photos/ videos from past trips or holidays/ different places we've been to, children to talk to the class about where they went and their experiences

<p>PD 1 Moving & Handling</p> <p>PHYSICAL DEVELOPMENT</p>	<p>30-50</p> <ul style="list-style-type: none"> - Holds pencil between thumb/two fingers - Draws lines/circles - Copies some letters - Uses one-handed tools - Moves freely/ negotiates space 	<p>40-60</p> <ul style="list-style-type: none"> - Negotiates space successfully when playing running/chasing - Experiments with ways of moving - Jump off, lands appropriately - Shows increase over object: patting, throwing, catching, pushing, kicking 	<p>40-60</p> <ul style="list-style-type: none"> - Travels over, under & through climbing equipment - Use simple tools to effect changes - Handles tools safely and with control - Shows preference for dominant hand - Uses anticlock wise moments/retrace vertical lines - Form recognisable letters - Holds pencil effectively to correctly form letters 	<p>ELG:</p> <p>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>
<p>Implementation: PD 1</p>	<ul style="list-style-type: none"> - Table time activity: the teacher can't remember how to hold a pencil so the children must teach her! Children to model to teacher how to hold pencil to make marks/ colour appropriately and with control. - Table time/ daily activities to prompt copying letters and mark making skills - Letter activities for children to copy the formation: whiteboards, chalks, prompt cards, magnets/letter stones, etc. - Cutting/ sticking activities using one handed tools - Running games in PE to practice negotiating space - Following pattern cards - Weekly P.E to practise negotiating space in gross motor movements. 	<ul style="list-style-type: none"> - Obstacle course created in outdoor area to explore moving in different ways - All children encouraged to access the climbing frame to practice moving differently and jumping/ landing appropriately. Arm bands introduced for turn taking. - Balls (of different sizes) introduced in the outdoor area - Weekly P.E lessons include activities to explore moving in a range of ways, negotiating space within the hall, moving objects such as balls, beanbags. 	<ul style="list-style-type: none"> - PE to support traveling in different ways as we use the apparatus - Tools introduced at Forest School, to be used safely and responsibly - Constant letter formation practice through phonics - Those that are ready shown how to join cursive writing together 	

<p style="text-align: center;">PD 2 Health & Self-Care</p> <p style="text-align: center;">PHYSICAL DEVELOPMENT</p>	<p style="text-align: center;">30-50</p> <ul style="list-style-type: none"> - Observes the effect of activity on body - Understands tools to be used safely - Independently uses toilet/ wash hands/ dress self 	<p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> - Eats healthy food/ understands why - Usually dry/ clean - Understanding of exercise/ health/hygiene - Understanding need for safety, manages some risks - Understands how to transport/ store equipment safely 	<p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> - Practices appropriate safety measures without supervision <p style="text-align: center;">All statements apply.</p>	<p style="text-align: center;">ELG:</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<p>Implementation: PD 2</p>	<ul style="list-style-type: none"> - At the end of the PE sessions children will reflect on how their bodies are feeling, if they feel different now to at the beginning, feel our heartbeats, what changes we've noticed - At the end of PE children will go to their colour tables to dress independently (if covid allows this) - Toilets/ sinks decorated nicely to encourage children to use them with little/ no support - Children encouraged to put coats on independently. - Children taught how to transport scissors safely. 	<ul style="list-style-type: none"> - As we get closer to Christmas, discuss the traditional foods we eat, sort these into healthy/ unhealthy - Play the greedy Gorilla game to sort foods. - Create an information sheet with children of ways in which we can stay safe inside and outside of school - Children to take more responsibility for the care of the inside/ outside area and tidying up/ storing equipment - Explore the safety aspects within traditional tales, e.g. should red riding hood have been allowed to walk alone to grandmas? What tools do you think the little pigs needed for building? What equipment might they need for safety? E.g. goggles, hard hat. Why? 	<ul style="list-style-type: none"> - Different tools to be used (hammers, nails, peelers, etc) at Forest School - Introduce the self-selecting areas for outdoor area where children can take their own activities but must then return them safely/ appropriately 	

<p>PSED 1 Making Relationships</p> <p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT</p>	<p>30-50</p> <ul style="list-style-type: none"> - Play in a group, extending and elaborating play ideas. - Initiates play. - Keeps play going by responding to others. - Demonstrates friendly behavior, forming good relationships with adults and peers. 	<p>40-60</p> <ul style="list-style-type: none"> - Initiates conversations, attends to and takes account of what others say. - Explains own knowledge and understanding, and asks appropriate questions of others. - Takes steps to resolve conflicts with other children, e.g. finding a compromise. 	<p>40-60</p> <p>All statements apply.</p>	<p>ELG:</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>
<p>Implementation: PSED 1</p>	<ul style="list-style-type: none"> - Lots of circle time games including: bug and in a rug, pass the monkey, the honey pot game, etc - Promote friendship in 'kindness week' through the buddy system (make a picture for your friend) - Promote positive relationships by modelling good behaviour and kindness, stories/ powerpoints to reinforce 	<ul style="list-style-type: none"> - Turn taking table games to be played to encourage stronger communication skills between the children: sharing, explaining rules, etc - Children always invited to the front of the carpet to share an experience/ given the opportunity to do public speaking - Class leader is responsible for resolving conflicts between children/ help them find a solution or come to an agreement (adult steps in when necessary or to support) 		

<p>PSED 2 Self-confidence & Self Awareness</p> <p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT</p>	<p>30-50</p> <ul style="list-style-type: none"> - Selects and uses activities and resources. - Welcomes/ values praise. - Enjoys responsibility for small tasks. - More outgoing towards unfamiliar people and in new situations. - Confident to talk to others when playing and will communicate about own home/community. - Confident to ask adults for help. 	<p>40-60</p> <ul style="list-style-type: none"> - Speaks to others about own needs, wants, interests, opinions. - Describes self in positive terms and talk about abilities. 	<p>40-60</p> <p>All statements apply.</p>	<p>ELG:</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<p>Implementation: PSED 2</p>	<ul style="list-style-type: none"> - Continuous provision planned each week to captivate children following the theme and their interests, children encouraged to access them independently during free flow - Daily class leader: responsible for different class jobs (handing out snack, helping sort issues children are having throughout the day) - Pot of gold to encourage valuing praise - Circle time to encourage talking about home life, interests, thoughts, feelings. - Gem of the week to encourage children to welcome and value praise received for their hard work, efforts, kindness, etc. 	<ul style="list-style-type: none"> - At the end of story discuss what we liked/ didn't, if we could change something what would it be - Daily positive affirmations to remind children how brilliant they are - Carpet time opportunities to express our views/ opinions - Circle time to talk about our skills and interests. Chance to talk about things we would like to be better at- how do we become better at things? Will build up resilience and persistence in learning skills and encourage sense of pride in achievements. 		<ul style="list-style-type: none"> - Encourage constant reflection/ review with the children of what works/ doesn't work in the classroom (activities) and encourage any changes they can suggest to implement

<p>PSED 3 Managing Feelings & Behaviour</p> <p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT</p>	<p>30-50</p> <ul style="list-style-type: none"> -Aware of own feelings, and knows that some actions and words can hurt others' feelings. -Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. -Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. -Can usually adapt behaviour to different events, social situations and changes in routine. 	<p>40-60</p> <ul style="list-style-type: none"> -Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. -Aware of the boundaries set, and of behavioural expectations in the setting. -Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<p>40-60</p> <p>All statements apply.</p>	<p>ELG:</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
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**Implementation:
PSED 3**

- Heartsmart for PSHE
- Feeling cards to be used to talk about what makes us happy/sad and why
- Introduce class rules (create together)
- Kind hands to be used in the classroom, visuals to support this
- Behaviour visuals to be used to encourage positive behaviour and reject negative behaviour: circle time discussions for how we can make good choices in the classroom
- Visual timetable created to personalise our routines to support the children in transitioning to the different stages of the day
- Changes in routine talked about before they happen to support children, e.g. going to assembly
- 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.

- Feelings display in class to encourage children to think for themselves about this
- Daily social stories to see these from other perspectives
- Class rules to be read daily by the class leader
- Class leader to support children if they need help in ending a disagreement/ resolving an issue
- Class discussions surrounding how to be a good friend. Praise for those seen putting this into practise.

<p style="text-align: center;">L 1 Reading</p> <p style="text-align: center;">LITERACY</p>	<p style="text-align: center;">30-50</p> <ul style="list-style-type: none"> - Enjoys rhyming and rhythmic activities. - Shows awareness of rhyme and alliteration. - Recognises rhythm in spoken words. - Listens to and joins in with stories and poems, one-to-one and also in small groups. - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Beginning to be aware of the way stories are structured. - Suggests how the story might end. - Listens to stories with increasing attention and recall. - Describes main story settings, events and principal characters. - Shows interest in illustrations and print in books and print in the environment. - Recognises familiar words/own name /logos. - Looks at books independently. - Handles books carefully. - Knows information can be relayed in the form of print. - Holds books the correct way up and turns pages. - Knows that print carries meaning 	<p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> -Hears and says initial sounds in words. -Links sounds to letters, naming and sounding letters from alphabet. -Knows info can be retrieved from books and computers. 	<p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> - Uses vocab and forms of speech that are increasingly influenced by experience of books. - Enjoys a variety of books. 	<p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> -Segment sounds in words and blend them, knows which letters represent them. -Begins to read words and simple sentences. -Creates a rhyming string. 	<p style="text-align: center;">ELG:</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>
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<p>Implementation: L 1</p>	<ul style="list-style-type: none"> - Silly soup: children sing the silly soup song with the teacher and add objects that rhyme into the pot. - Alliterative games/ activities such as calling children to lunch by an alliterative title e.g. Sammy the snake, Leslie the lion, etc. - Singing and chants to practise rhythm in words. - 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. - Familiar stories to be read with repeated phrases children can join in with/ finish sentence - Participation in PWP actions and retelling of stories to develop awareness of story structure - PWP display using words and illustrations from focus story to encourage recognition and interest in the pictures/ words of the story - Daily lunch choices require children to recognise and select own name 	<ul style="list-style-type: none"> - Collaging story setting activities to discuss where story is set, what it would be like using senses in the story, i.e. look, smell, sound - Making character masks to discuss features of characters - Silly soup: using the initial sounds - Children dismissed from the carpet by using the initial letter of their name - Play I-spy - Explore factual books and showing children how we find information from google - Daily phonics sessions and activities available 	<ul style="list-style-type: none"> - Circle time discussing our favourite books, is there a pattern in the ones we like – same theme, same author, etc - Plant real seeds using vocabulary/ sentences from the pwp to apply this knowledge in a real life situation 	<ul style="list-style-type: none"> - Create a Spring themed writing/ rhyming game - Play rhyming bingo 	<ul style="list-style-type: none"> - Explore a range of books set in different countries/ in different languages
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	<ul style="list-style-type: none"> - Magazine cutting and sticking, looking at logos and recognisable images - Logo poster displayed in room to encourage children to look at different logos and discuss - Daily reading promotes independent reading/ looking at books and handling with care - Lots of phase 1 phonics sessions/ learning to promote this initial stage of pre-reading 				
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<p style="text-align: center;">L 2 Writing</p> <p style="text-align: center;">LITERACY</p>	<p style="text-align: center;">30-50</p> <ul style="list-style-type: none"> - Sometimes gives meaning to marks as they draw and paint. - Ascribes meanings to marks that they see in different places. 	<p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> - Gives meanings to marks as they draw, write and paint. - Hears and says initial sounds in words. - Links sounds to letters, naming and sounding letters from the alphabet. - Writes own name. 	<p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> - Writes labels and captions. - Segments and blends sounds in words. - Uses clearly identifiable letters to communicate meaning, representing some sounds correctly in sequence. 	<p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> - Writes short sentences in meaningful contexts. - Creates a rhyming string. 	<p style="text-align: center;">ELG:</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
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<p>Implementation: L 2</p>	<ul style="list-style-type: none"> - Self-portraits (painting and drawing) - Continuous mark making opportunities both indoor and outdoor - 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 - Daily table time activities to practise giving meaning to marks. - Logos display in each classroom of recognisable places/objects for children to ascribe meaning. 	<ul style="list-style-type: none"> - Creating story maps/ sequences - Daily phonics and table time writing opportunities 	<ul style="list-style-type: none"> - Label the parts of a growing plant - Create an information sheet on how to plant a seed 	<ul style="list-style-type: none"> - Write a list/ booklet of the different signs of spring 	
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<p style="text-align: center;">M 1 Numbers</p> <p>MATHEMATICS</p>	<p style="text-align: center;">30-50</p> <ul style="list-style-type: none"> - Use number names/number language - Recite numbers to 10. - Identifies number of objects in a set. - Represent numbers using fingers/ marks/ pictures. - Match numeral/quantity correctly. - Show curiosity about numbers. - Compare two groups of objects, saying when they are - Shows interest in number problems. - Separates a group of objects and finds total. - Show interest in numerals in the environment. - Show interest in representing numbers. - Realises anything can be counted 	<p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> - Recognises numerals 1 to 5. - Counts up to three or four objects by saying one number name for each item. - Counts actions or objects which cannot be moved. - Counts objects to 10, and beginning to count beyond 10. - Counts out up to six objects from a larger group 	<p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> - Counts an irregular arrangement of up to ten objects. - Estimates how many objects they can see and checks by counting them. - Uses the language of 'more' and 'fewer' to compare two sets of objects. - Finds the total number of items in two groups by counting all of them. - Says the number that is one more than a given number. - Finds one more/less from a group of up to five objects, then ten objects. 	<p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> - Says the number that is one more/less than a given number. - Finds one more or one less from a group of up to five objects, then ten objects. - Solve problems including doubling, having and sharing. 	<p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> - Says the number that is one more/less than a given number. - Finds one more or one less from a group of up to five objects, then ten objects. - Solve problems including doubling, having and sharing. 	<p style="text-align: center;">ELG:</p> <ul style="list-style-type: none"> - Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
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Implementation: M 1

- Count how many children in the class each day and how many adults
- Talk about how many children off school each day- how many we have without them, how many would there be if they were here.
- Put a marble in the jar each day when all the children are in school (attendance reward system). Count how many marbles each day.
- All about today board: days of the week/ date every day
- Apple tree counting game to match numeral to quantity
- Fruit sorting activity to categorise and count
- Loose parts sorting and counting activities
- Rubber gloves filled with sand and numeral counts to experiment with representing numbers on fingers
- Circle time games for counting actions (e.g. jumps, claps)
- Number hunt to look for numerals in the environment

- Sensory porridge activity to share and count bowls for Goldilocks characters
- Teddy bear counters to sort into families, compare whether they have the same amount and sizes etc.
- Play outdoor maths games, grandpas footsteps, what's the time Mr wolf, etc.

- Estimating how many plant seeds we can see in the jar, checking by counting
- Comparing different amounts of plant seeds with different varieties and sizes etc.
- Marble in the jar- estimate how many in the jar now. How many will we have if we add 1 more tomorrow?

<p>M 2 Shape, Space & Measure</p> <p>MATHEMATICS</p>	<p>30-50</p> <ul style="list-style-type: none"> - Shows an interest in shape and space by playing with shapes or making arrangements with objects. - Shows awareness of similarities of shapes in the environment. - Shows interest in shapes in the environment. - Uses shapes appropriately for tasks. - Beginning to talk about the shapes of objects 	<p>40-60</p> <ul style="list-style-type: none"> - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. - Selects a particular named shape. - Uses familiar objects and common shapes to create and recreate patterns and build models 	<p>40-60</p> <ul style="list-style-type: none"> - Orders and sequences familiar events. - Measures short periods of time in simple ways. - Uses everyday language related to time. - Uses everyday language related to time. 	<p>40-60</p> <ul style="list-style-type: none"> - Can describe their relative position such as 'behind' or 'next to'. - Orders two or three items by length or height. - Orders two items by weight or capacity. 	<p>ELG:</p> <p>Early Learning Goal Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<p>Implementation: M 2</p>	<ul style="list-style-type: none"> - 2d shapes to make the houses we live in - Magnetic shapes to make houses - Shape hunt - Environmental shape hunt through the school (if allowed, or just outside area) 	<ul style="list-style-type: none"> - Create 3d shapes from folded paper - Hide 3d shapes in a bag and children to guess the shape by feeling it 	<ul style="list-style-type: none"> - Ordering familiar events/ routine (e.g. morning routine) - Order the way we in which we plant something/ plants grow - Coin recognition through games such as pocket money - Shop set up to 'pay' for snack and change given etc 	<ul style="list-style-type: none"> - Positional language using beebots - Order plants by height and animals by size - 	<ul style="list-style-type: none"> - Introduce 'time keeper of the day' that wears a class watch and is responsible for letting the teacher know when it's certain times of the day, e.g. when it's 11 o'clock we get ready for lunch

<p>UW 1 People & Communities</p> <p>UNDERSTANDING THE WORLD</p>	<p>30-50</p> <ul style="list-style-type: none"> -Shows interest in lives of people who are familiar. -Talks about significant events from own experience. -Describe special times/events. - Knows things make them unique and can talk about similarities/differences. 	<p>40-60</p> <ul style="list-style-type: none"> -Enjoys joining in with family customs and routines. 	<p>40-60</p> <p>All statements apply.</p>	<p>ELG:</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<p>Implementation: UW 1</p>	<ul style="list-style-type: none"> - Bear sent home at weekend (if covid allows), parents to upload to tapestry so child can share with class on Mondays - 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 - Circle time to talk about our favourite things, what we like doing, what makes us happy/sad, etc. - Read 'We're All Different' eBook- talk about how we're similar/different to each other. 	<ul style="list-style-type: none"> - Talking about the 3 bears as a family and exploring their customs/ routines, sharing photos of our own families and discussing our own customs/ routines - Participate in celebrations activities e.g. making chocolate sparklers on Bonfire night, making xmas crafts at xmas, watch fireworks video on Diwali. - Learn about how people celebrate xmas. - Circle time about what we plan on doing during the holidays. 		

<p>UW 2 The World</p> <p>UNDERSTANDING THE WORLD</p>	<p>30-50</p> <ul style="list-style-type: none"> - Comments/questions about familiar/natural world. - Talks about what they have observed. - Talks about why things happen/how they work. - Develops an understanding of growth, decay and changes over time. - Shows care and concern for living things/ environment. 	<p>40-60</p> <ul style="list-style-type: none"> - Looks at similarities/ differences/ patterns and change. 	<p>40-60</p> <p>All statements apply.</p>	<p>ELG:</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
<p>Implementation: UW 2</p>	<ul style="list-style-type: none"> - Class pet? - Children to support the development of the sensory garden - Children to support the development of the bug hotel and complete checklist of which bugs use it - Children to create a brochure of how to look after the hotel and creatures - Learn about Autumn. Look at Autumn PowerPoint with photos and info, make mind map of what we know about Autumn. - Go on Autumn walk. - Autumn crafts- leaf rubbing, fingerprint painting autumn leaves on trees, collaging using natural materials. 	<ul style="list-style-type: none"> - Winter walk to look at how the seasons have changed since autumn and further back to summer. - Explore colder climates and colder weather as our seasons change, arctic animals etc. - Winter crafts- snowy scene colouring/painting, cutting snowflakes for hanging. 	<ul style="list-style-type: none"> - Seasonal walk to observe the changes, pictures done to show this - Life cycle of chicks, eggs, caterpillars, etc - Explore growth and children's passed experienced - Explore different things that grow and the fact we are all constantly growing and changing - Learning about Chinese New Year 	<ul style="list-style-type: none"> - ICT explore seaside photos from modern day and compare them to those from the past

<p>UW 3 Technology</p> <p>UNDERSTANDING THE WORLD</p>	<p>30-50</p> <ul style="list-style-type: none"> - Operates simple equipment. - Shows interest in technological toys or real objects. - Shows skill in making toys work to achieve effects. - Knows info can be retrieved from computers. 	<p>40-60</p> <ul style="list-style-type: none"> - Completes a simple program on a computer. - Uses ICT hardware to interact with age appropriate software. 	<p>40-60</p> <p>All statements apply.</p>	<p>ELG:</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
<p>Implementation: UW 3</p>	<ul style="list-style-type: none"> - Children to independently explore phonics play/ purple mash on interactive whiteboard - Children to have access to the ipads for camera/ video use and apps. 	<ul style="list-style-type: none"> - Children to have access to the ipads for camera/ video use and apps - Children to have a turn on child-friendly software on computer/laptops 		

<p>EAD 1 Exploring & Using Media & Materials</p> <p>EXPRESSIVE ARTS & DESIGN</p>	<p>30-50</p> <ul style="list-style-type: none"> -Joins in with dancing/ring games. -Sings familiar songs. -Moves rhythmically. Imitates movement to music. -Taps out repeated rhythms. -Explores colour/colour change. -Explores how sounds can change. -Uses lines to enclose a space and shape to represent objects. -Describes texture. -Uses construction materials. -Constructs stacking blocks vertically/horizontally, makes enclosures/spaces. -Joins construction pieces to build/balance. -Uses tools for a purpose. 	<p>40-60</p> <ul style="list-style-type: none"> -Builds up a repertoire of songs/dances. -Explores different sounds of instruments. -Experiments to create different textures. 	<p>40-60</p> <ul style="list-style-type: none"> - Explores what happens when they mix colours. -Understands different media can be combined to create new effects. -Constructs with purpose in mind. -Selects appropriate resources and adapts where necessary. 	<p>40-60</p> <ul style="list-style-type: none"> -Manipulates materials to achieve a planned effect. -Uses simple tools/techniques competently. -Selects tools/techniques to shape, assemble and join materials. 	<p>ELG:</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
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<p>Implementation: EAD 1</p>	<ul style="list-style-type: none"> - 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 - Apple printing to mix colours - Creating houses out of wooden blocks, photos to prompt - Building houses using lego. - Junk modelling houses with different materials - Children to support development of outdoor music area - Children to make own instruments - Musical circle time with instruments - Autumn sensory tray using natural materials to talk about texture e.g. conkers, acorns, twigs, leaves, etc. 	<ul style="list-style-type: none"> - Singing and dancing opportunities as we prepare for Christmas performance - Moving our bodies in different ways to different styles of music (e.g. slow to classical, fast to pop), explore music from different countries and notice any differences and similarities - Musical instruments explored through carpet time and then left for independent access and music making - Collaging activities for textures - Christmas sensory play (should Covid allow it) - Gingerbread man playdough 	<ul style="list-style-type: none"> - Colour mixing through art activities, eg finger painting - Children encouraged to plan things before they create (in construction area, junk modelling etc) by drawing a picture of their design 	<ul style="list-style-type: none"> - Glue/ sellotape and general tools for crafting materials now available for children to use independently without asking for them (so they are responsible not to waste them, pour glue, put lids on glue sticks etc) - Tools to be added to the construction areas 	
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<p>EAD 2 Being imaginative</p> <p>EXPRESSIVE ARTS & DESIGN</p>	<p>30-50</p> <ul style="list-style-type: none"> - Sings to self/makes up songs and rhythms. - Imitates adults spontaneously. - Builds stories around toys. - Role plays based on experiences. - Uses props to support role play. - Captures experiences with a range of media. 	<p>40-60</p> <ul style="list-style-type: none"> -Creates simple representations of events, people and objects. -Chooses a colour for a purpose. -Initiates new combinations of movements and gestures to express/respond to feelings, ideas and experiences. 	<p>40-60</p> <ul style="list-style-type: none"> -Introduces a storyline/ narrative into play. -Plays alongside other children. -Plays as part of a group to act out a narrative. 	<p>40-60</p> <p>All statements apply.</p>	<p>ELG:</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
<p>Implementation: EAD 2</p>	<ul style="list-style-type: none"> - 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) - Small world toys for children to make up stories during play. - Materials in role play for children to use as clothes, bedding ,etc. as props (if covid allows) 	<ul style="list-style-type: none"> - Masks in role play areas linked to traditional tales - Drawing/ painting our favourite characters - Fruit printing - Junk modelling station opened to be accessed independently for creations - Explore mood painting: mixing colours and choosing colours to reflect feelings 	<ul style="list-style-type: none"> - Take turns to perform the pwp being the character and beanstalk - Adults to model/ support bringing in a storyline into play 	<ul style="list-style-type: none"> - Mother's day cards 	<ul style="list-style-type: none"> - Father's day cards - Explore making up our own compositions with musical instruments