

Possible Themes	Autumn Term				Spring Term				Summer Term			
	September	October	November	December	January	February	March	April	May	June	July	August
	Focus Books Inform Our Planning											
F=Fiction	The Smartest Giant In Town (F)		Roxy The Raccoon (F) Dear Santa (F)		The Princess And The Pea (F)		The Gruffalo (F)		Handa's Surprise (F)		Monkey Puzzle (F)	
NF=Non-Fiction	People Who Help Us: Fire-Fighter (NF)		We All Have Different Families (NF)		People Who Help Us: Bus-Driver (NF)		The Rock Factory (NF)		Global Babies (NF)		Going To School (NF)	
NW=Non-Word	My Party (NW)		This Is Me! (NW)		Momo And Snap Are Not Friends (NW)		Look Out Butterfly (NW)		My Community (NW)		The Adventures of Polo (NW)	

Possible Festivals	Harvest	Diwali Remembrance Day	Hanuka	Chinese New Year	Valentine's Day	Lent	Queen's Birthday / Jubilee	Ramadan	Eid	Notting Hill Carnival
	Diwali	Bonfire Night	Christmas	Australia Day	Shrove Tuesday (Pancake Day)	Easter	Father's Day	Ramadan		
		St Andrew's Day	Remembrance Day			Holi (Hindu)	Father's Day	Father's Day		
						World Book Day	Ramadan			
						Mother's Day	Father's Day			
						St David's Day				
						St Patrick's Day				
						St George's Day				

Possible Trips Visits	Hindu Temple	Synagogue	Church	War Museum	Local Chinese Supermarket to buy ingredients for celebration	Local Primary Schools	Local Parks
	Post Office	Multicultural Supermarkets			Local Police Station / Visit from Locality Support Officer	Local GP / Nurse Visit	
	Continuous Provision of Local Environment Trips				(Focus: Transport, Architecture, Signs, Safety,	Technology, Maths, My Community)	
Curiosity Approach	Every Monday, Empty Table set-up for open-ended conversation, sharing and exploring opportunities lead by the children. General everyday items brought from home or planned for, <i>which are not toys</i> . Families to donate any items from home, such as pillows, sheets, kitchen utensils/appliances, maps, keys, furniture... any household items no longer needed. Please hand in to office for Risk Assessment first.						

Learning and teaching in EYFS will carefully follow the statutory and non-statutory guidance provided by the DfE. This planning is given as a guide to show how learning may emerge across the year. However, as it is a requirement that learning and development opportunities are planned around the needs and interests of each individual child, it should be noted that the plan is likely to transform throughout the year in response to our children and the enabling environment we provide for them.



**PROMOTING  
BRITISH  
VALUES**

Autumn	Spring	Summer
<p><b>Core Value: Rule of Law:</b> Establishing class rules, meal-times expectations (tidying up), Rules for playing games (turn-taking), Rules for safe use of equipment indoors and outdoors.</p> <p><b>Core Value: Mutual Respect:</b> Praise of children’s efforts to establish feelings and language of ‘pride’. Promoting good manners, kind hands, listening to others and their views. Provision for children to ‘plan’ together to embed a sense of togetherness and achievement (such as large scale junk building, group collages, etc..) Promote inclusion, ‘everyone is welcome’, everyone has skills and is valued (Super-Hero Powers provisions).</p>	<p><b>Core Value: Tolerance of Faith, Culture &amp; Others</b> Cultural Themes celebrating diversity, supported by visits to places of worship (Synagogue, Church, Hindu and Buddhist Temple...). Cultural Themes celebrating ‘where we are’ (making maps of the UK, create a flag display, activities about Kings and The Queen, supported by Royal Party. Encouraging all children to always ‘have a go’ when they feel they ‘can’t do it’.</p> <p><b>Core Value: Democracy</b> Elective games and activities (choosing in fair ways such as by vote). Sharing ideas for learning and choosing their own activity plan for the day or the week.</p>	<p><b>Core Value: Personal Responsibility &amp; Liberty</b> Children to take ownership of their classroom environments and provisions. Children to decide on how to present their work and their learning. Children encouraged to ‘repair’ equipment and promote a community ethos of ‘looking after our property’. Children to be given responsibilities, such as Chef’s Help during eating routines, helping younger peers from Tweenies.</p> <p><b>PROMOTING BRITISH VALUES:</b> Children should demonstrate understanding of the Core Values experienced throughout the year and be able to give examples of activities they have enjoyed, to support this.</p>

**3 Prime Areas: Personal, Social & Emotional Development, Communication & Language, Physical Development  
4 Specific Areas: Literacy, Maths, Understanding the World, Expressive Arts & Design**

Personal, Social and Emotional Development	Autumn	Autumn	Spring	Spring	Summer	Summer
<p><b>Rules and routines in Nursery.</b></p> <p><b>Getting to know each other</b> <b>Settling into Nursery</b> <b>Favourite Things</b> <b>Feelings</b></p> <p>Cooperates with boundaries and routines with support. Encourage children to separate from main carer.</p> <p>Children will begin to express preferences.</p> <p>Select and use resources with some support.</p> <p>Interested in others’ play and starting to join in. Aware of own feelings. <b>Bring Photos of people of importance from home</b></p> <p><b>Create Display showcasing all the children and their loved ones</b></p>	<p><b>Rules and routines in Nursery.</b></p> <p><b>Awareness of others’ beliefs</b> <b>Staying safe</b> <b>Helping others</b></p> <p>Cooperates with boundaries and routines with support.</p> <p>Is more outgoing in new social situations.</p> <p>Growing confidence to speak with other children.</p> <p>Talks about experiences at home.</p> <p>Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</p> <p><b>Bring &amp; Share Activities</b></p> <p><b>Some children to begin doing Parent Tour Visits with Key-Person and Manager</b></p>	<p><b>Rules and routines in Nursery.</b></p> <p><b>Caring for others’ Feelings</b></p> <p>Shows understanding of routines – works independently in areas.</p> <p>Remembers to put aprons on etc.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p><b>Some children to begin doing Parent Tour Visits with Key-Person and Manager</b></p> <p><b>Develop the language of negotiation, activities to be based around ‘helping your peer’</b></p>	<p><b>Rules and routines in Nursery.</b></p> <p><b>Feelings</b> <b>Treating others with respect</b></p> <p>Shows understanding of routines – works independently in areas.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Develop mutual respect. Responds to what others say or do. Communicates with peers.</p> <p>Understands that own actions affect other people.</p> <p>Rules and routines in Nursery.</p> <p><b>Working together: groups of children to plan together their own activities and environment layout</b></p> <p>Can play in a group to extend and elaborate ideas. Takes account of what others say. <b>Promoting British Values: Mutual Respect</b> <b>All children to do show-around Parent Tour Visits without Key-Person, Manager Only</b></p>	<p><b>Rules and routines in Nursery.</b></p> <p><b>Special objects</b> <b>Looking after ourselves.</b> <b>Everyone is special</b></p> <p>Takes account of what others say.</p> <p>Demonstrates friendly behaviour.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p><b>Supports new children to follow routines.</b></p> <p>Discusses significant events</p> <p><b>Small group to be given time in Baby or Tweenies Room for set activities, in order to offer help to younger peers. Growing a sense of self and responsibility.</b></p> <p><b>All children to do show-around Parent Tour Visits without Key-Person, with Manager Only</b></p>	<p><b>Rules and routines in Nursery.</b></p> <p><b>Caring for animals</b> <b>Caring for the environment</b></p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Supports new children/visitors to follow routines.</p> <p>Shows awareness of feelings and uses circle times to express feelings effectively.</p> <p><b>Bring Pets from home</b></p> <p><b>Garden activities</b></p> <p><b>Planting a Monkey-Puzzle Tree</b></p> <p><b>Promoting British Values, looking after our property</b></p> <p><b>All children to do show-around Parent Tour Visits without Key-Person, with Manager Only</b></p>	

Communication and Language	Listening and Attention	<b>Listening to a selection of familiar stories. Developing listening skills in the Reading Den and in very small groups.</b> <b>Playing with sounds, songs and rhymes, Jolly Phonics.</b> <b>Following directions. Map Games</b> <b>Recreating sounds.</b>		
		Shows interest in play with sounds, songs and rhymes.  Listens with interest to the noises adults make when they read stories.  <b>Promoting British Values: Listening to each other with good manners and not interrupting. Turn Taking, waiting.</b>  Listens to others when conversation interests them.	Is able to follow directions.  Listens to others when conversation interests them. Focuses attention.  Shows understanding by responding to some questions.	Is able to follow directions.  Listens to others when conversation interest them.  Focuses attention.  Asks and answers questions.
	Understanding	<b>Responding to instructions.</b> <b>Understanding prepositions.</b> <b>Understanding question vocabulary, why, where, who. Practitioners to focus on asking children how, where, why, who?...</b>		
		Responds to instructions with support.  Beginning to understand how and why questions. Use of actions to develop understanding – children to mirror actions e.g. good looking/listening...  Work with children to gauge understanding of prepositions.  Identify target children for interventions.  <b>Questioning during carpet/story time around Focus Book (NF):  Roxy The Raccoon: A book about disabilities and inclusion</b>	Responds to instructions and shows understanding of routines. Beginning to understand how and why questions. Use of actions to develop understanding. Questioning during carpet/story time.  Interventions to continue to support understanding.	Responds to instructions involving a two-part sequence. Responds to questions to share understanding. Recall of texts that have been shared during together time.  <b>Focus Books: anticipate, name key characters, show awareness of story-line, sequence and re-enact.</b>
	Speaking	<b>Developing Vocabulary.</b> <b>Conversation conventions and using talk to recall and relive experiences.</b> <b>Focus on asking children to take control of social situations themselves. Practitioners to model “When you did this, it made me feel sad” scenarios.</b>		
		Holds a conversation, jumping from topic to topic.  Can retell a simple past event.  Encourage children to respond to questioning – Open ended questioning encouraged throughout setting.  Build up vocabulary that reflects the breadth of their experiences.  Talks about their experiences in small groups – discuss Birthdays and holiday plans initially.  Encourage children to make choices in play.	Connect ideas and explain what is happening and anticipate what might happen next. Use story time to prompt discussion.  Encourage children to generate questions during whole class teaching.  Uses a range of tenses.  <b>Re-telling of Focus Books</b>	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (introduce new vocabulary during topic)  Adults to continue to work with children during play to extend vocabulary and language.

# Physical development

## Moving and Handling

**Outdoor Play**  
**Gymnastics**  
**Obstacle Course**  
**Large Gym Blocks**  
**Yoga**  
**Meditation**

Body part games. Sticky kids, movement to music using body parts

Provide various continuous provision around both indoor and outdoor area to promote and develop gross and fine motor skills

**Plastic scissors as continuous provision before adult-led metal scissors.**  
**\*join the dots, tracing skills.**  
**Dough discos during together time.**

Introduce outdoor equipment – ‘Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.’ Trip to local park climbing frames

Runs safely on whole foot.

Beginning to use tripod grip to hold writing tools.

May be beginning to show preference for a dominant hand.

Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

**Outdoor Play.**  
**Gymnastics**  
**Obstacle Course**  
**Large Gym Blocks**  
**Yoga**  
**Meditation**

**Trikes for pedal control**  
**Scooter for one footed control**

Provide various continuous provision around both indoor and outdoor area to promote and develop gross and fine motor skills.

**Introduce name cards – encourage children to identify name independently and begin to copy letters.**

Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Trip to local Playground to use climbing frames

Beginning to use three fingers (tripod grip) to hold writing tools.

Imitates drawing simple shapes such as circles and lines.

May be beginning to show preference for a dominant hand.

**Outdoor Play.**  
**In/Out Door Co-Operative Games**  
**Indoor parachute games.**

Provide various continuous provision around both indoor and outdoor area to promote and develop gross and fine motor skills.

**Adult-led activities to model use of tools. Children to have involvement in preparing some resources before EA&D tasks. For example, cutting up tissue paper, cutting strips of paper etc.**

Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  
 Holds pencil near point between first two fingers and thumb

Experiments with different ways of moving

**Outdoor Play**  
**In/Out Door Co-Operative Games**

**Games to develop gross motor skills: tunnels, balls, hoops**

Provide various continuous provision around both indoor and outdoor area to promote and develop gross and fine motor skills  
 Continue to promote use of tripod grip whilst writing/mark making.  
 Formation of letters and numbers.

Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

Can copy some letters, e.g. letters from their name.

Experiments with different ways of moving

**Outdoor Play**  
**Gymnastics**  
**Obstacle Course**  
**Large Gym Blocks**  
**Yoga**  
**Meditation**

**Trikes for pedal control**  
**Scooter for one footed control**

Dance  
 Provide various continuous provision around both indoor and outdoor area to promote and develop gross and fine motor skills  
 Ribbons available in outdoor area to encourage gross motor movement – show examples of ribbon dancing during carpet time. Make links to taught movements in Flipper Flapper sessions.

Rolls of paper available for gross arm movement.  
 Draws lines and circles using gross motor movements.

Experiments with different ways of moving.

**Outdoor Play**  
**Gymnastics**  
**Obstacle Course**  
**Large Gym Blocks**  
**Yoga**  
**Meditation**

**Trikes for pedal control**  
**Scooter for one footed control**

Provide various continuous provision around both indoor and outdoor area to promote and develop gross and fine motor

\*develop balance on blocks.

Pencil grip check to identify those who need support to write with tripod grip  
 Use Function Boards (zips, lock and key, Velcro, latch-key...).

Travels with confidence and skill around, under, over and through balancing and climbing equipment

Shows a preference for a dominant hand.  
 Begins to use anticlockwise movement and retrace vertical lines.  
 Begins to form recognisable letters

	<b>Health and Self Care</b>	<p>Encouraging self-autonomy of care.</p> <p><b>Chef Hat and Apron for Helpers at Breakfast, Snack, Lunch</b></p> <p><b>Children to be shown how to set up and clear up after themselves and each other</b></p> <p><b>Hand hygiene</b></p> <p><b>Children to begin to make simple Tea Time Foods.</b> Clearly communicates their need for potty or toilet.</p> <p>Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p>	<p>Encouraging self-autonomy of care.</p> <p><b>(Snack time routines)</b> <b>Pouring water and food for younger peers</b> <b>Safety Practices</b></p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to recognise danger and seeks support of significant adults for help.</p> <p><b>Children to begin to make simple Tea Time Foods.</b></p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can usually manage washing and drying hands.</p>	<p>Encouraging self-autonomy of care. Encourage to look at mirror when wiping own face and nose.</p> <p>Discuss risk assessments with children such as wiping up their spills, sweeping the classroom floor so as not to slip and fall, etc... (Snack time routines) Clearing up after younger peers and themselves</p> <p><b>Children to mostly prepare, make and cook their own Tea Time Foods.</b></p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can usually manage washing and drying hands.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>	<p>Encouraging self-autonomy of care. <b>(Snack time routines)</b></p> <p><b>Cooking activities to embed previous learnt hygiene routines</b></p> <p>Eats a healthy range of foodstuffs and understands need for variety in food. <b>Children to mostly prepare, make and cook their own Tea Time Foods.</b></p> <p>Usually dry and clean during the day.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>
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<b>Literacy</b>	<b>Reading</b>	<p>Selection of familiar stories and stories linked to children's interest and theme.</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p>Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages.</p> <p><b>Focus Book Literacy Work Sheets</b></p> <p><b>Support Books always available in the tubs (Trains, Sea-Life etc...) throughout the play areas to encourage familiarity and enjoyment of books. Practitioners to model familiarity by looking through and showing the children.</b></p>	<p>Selection of familiar stories and stories linked to children's interest and theme.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Use child's photo and name, to distinguish their work trays.</p> <p><b>Focus Book Literacy Work Sheets</b></p> <p><b>Support Books always available in the tubs (Trains, Sea-Life etc...) throughout the play areas to encourage familiarity and enjoyment of books.</b></p>	<p>Selection of familiar stories and stories linked to children's interest and theme.</p> <p>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.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p> <p>Recognises familiar words and signs around the nursery</p> <p><b>Focus Book Literacy Work Sheets</b></p>	<p>Selection of familiar stories and stories linked to children's interest and theme.</p> <p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Recognises familiar words and signs around the nursery</p> <p><b>Focus Book Literacy Work Sheets</b></p> <p><b>Support Books always available in the tubs (Trains, Sea-Life etc...) throughout the play areas to encourage familiarity and enjoyment of books. Children able to look through an area support book, such as Trains Book in the Train Basket</b></p>	<p>Selection of familiar stories and stories linked to children's interest and theme.</p> <p>Hears and says the initial sound in words.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</p> <p>Recognises familiar words and signs around the local environment</p> <p><b>Focus Book Literacy Work Sheets</b></p> <p><b>Children to be familiar with the Support Books at the continuous provision. Able show awareness of what preferred information they contain. i.e. The Dinosaurs Book from the Dinosaur Tub: to be able to find some dinosaurs and match them to the ones in the book.</b></p>	<p>Selection of familiar stories and stories linked to children's interest and theme.</p> <p>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.</p> <p>Describes main story settings, events and principal characters.</p> <p>Recognises familiar words and signs around the local environment</p> <p><b>Focus Book Literacy Work Sheets</b></p> <p><b>Support Books always available in the toy tubs (Trains, Sea-Life etc...) throughout the play areas to encourage familiarity and enjoyment of books.</b></p>
	<b>Phonics</b>	<p>Letters and Sounds Program Phase 1.</p> <p>Jolly phonics Songs and Sign Jolly Phonics sounding cards</p>	<p>Letters and Sounds Program Phase 1/2</p> <p>Jolly phonics Songs and Sign Jolly Phonics sounding cards</p>	<p>Letters and Sounds Program Phase 1/2</p> <p>Jolly phonics Songs and Sign Jolly Phonics sounding cards</p>	<p>Letters and Sounds Program Phase 1/2</p> <p>Jolly phonics Songs and Sign Jolly Phonics sounding cards</p>	<p>Letters and Sounds Program Phase 1/2/3</p> <p>Jolly phonics Songs and Sign Jolly Phonics sounding cards</p>	<p>Letters and Sounds Program Phase 1/2/3</p> <p>Jolly phonics Songs and Sign Jolly Phonics sounding cards</p>



	<b>Writing</b>	<p>Gross Motor Movements to prepare children for early writing</p> <p>Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places</p> <p><b>Lists available at different play areas as continuous opportunities to make marks as they are playing. i.e. Long paper and pen at Home Corner to make shopping lists, Small Card paper and crayons at Natural Corner to make marks, rubs. Paper and Pen hanging at Construction Area and Train Set</b></p> <p><b>Opportunities to write in different textures (sticks in sand/fingers in rice/spoons in foam/water brushes on blackboard...)</b></p> <p><b>Opportunities to formulate letters using a variety of media (Interactive Screen, Whipe Boards, Chalk Board, Plain Paper, Lined Paper)</b></p> <p style="text-align: center;"><b>Focus Book Literacy Work Sheets</b></p>		<p style="text-align: center;">Name Writing</p> <p>Name Writing to label their work trays and displays Ascribing Meaning to Marks Pencil Grip and Control</p> <p>Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words.</p> <p><b>Opportunities to write in different textures (sticks in sand/fingers in rice/spoons in foam/water brushes on blackboard...)</b></p> <p><b>Opportunities to formulate letters using a variety of media (Interactive Screen, Wipe Boards, Chalk Board, Plain Paper, Lined Paper)</b></p> <p style="text-align: center;"><b>Focus Book Literacy Work Sheets</b></p>		<p>Orally articulating sentences for scribe Developing pencil grip and control Writes own name with recognisable letters Recording dominant sounds in writing Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p><b>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</b></p> <p><b>Writes own name and other things such as labels for the different play areas (Construction, Small World, etc.), captions,</b></p> <p><b>Opportunities to write in different textures (sticks in sand/fingers in rice/spoons in foam/water brushes on blackboard...)</b></p> <p><b>Opportunities to formulate letters using a variety of media (Interactive Screen, Wipe Boards, Chalk Board, Plain Paper, Lined Paper)</b></p> <p style="text-align: center;"><b>Focus Book Literacy Work Sheets</b></p>	
<b>Mathematics</b>		<p>Counting Number recognition Representing Numbers Number rhymes 2D shapes Size and Length Months of the Year</p> <p>Selects a small number of objects from a group when asked, for example, <i>'please give me one'</i>, <i>'please give me two'</i>.</p> <p>Recites some number names in sequence.</p> <p>Creates and experiments with symbols and marks representing ideas of number.</p> <p>Begins to make comparisons between quantities. Uses some language of quantities, such as <i>'more'</i> and <i>'a lot'</i>, <i>it fits etc...</i></p> <p><b>Measure: Supported By Focus Book: Smartest Giant In Town</b></p> <p>Knows that a group of things</p>	<p>Counting Number recognition Representing Numbers Number rhymes Sorting Sequencing 3D Shape Matching Number rhymes +/- practise</p> <p>Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Uses shapes appropriately for tas</p> <p>Beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>.</p>	<p>Counting Number recognition Representing Numbers Number rhymes Pattern Weight 2D shape +/- practise Time</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Shows interest in shapes in the environment.</p> <p>Use junk modelling large materials with shape arrangement intent and prompt for such language.</p> <p>Look for patterns in the environment</p> <p><b>Activities for weighing</b></p>	<p>Counting Number recognition Representing Numbers Number rhymes +/- practise Capacity Sorting Size 3D shape Patterns</p> <p>Recognise some numerals of personal significance. Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Use the Pegged Socks to count and match.</p> <p>Repeat Geometric Solids Activity and develop at Malleable Area</p> <p>Outdoor opportunities for playground counting (wheels on trikes, legs on tables, sand bags, hard hats, etc..)</p> <p><b>Opportunities for using vegetables (baby potato and pumpkin) to</b></p>	<p>Counting Number recognition Representing Numbers Number rhymes Size Weight Sorting Number Problems</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Can describe their relative</p>	<p>Counting Number recognition Representing Numbers Number rhymes +/- practise Sequencing Pattern Symmetry</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p><b>Maths board games (Hungry Dogs), Peg Board copying patterns, Beads to sequence.</b></p>

	<p>changes in quantity when something is added or taken away.</p> <p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Children to make their Birthday Display.</p> <p>Maths Songs with Props (5 Little Ducks...)</p> <p>Focus Book Maths Work Sheets</p>	<p>Use Natural Materials for counting, sorting, finding similarities (metal, wood, feather)</p> <p>Sorting, weighing, etc...</p> <p><b>Name shapes in the environment</b></p> <p>Maths Songs with Props (10 Green Bottles...)</p> <p>Focus Book Maths Work Sheets</p>	<p><b>opportunities (water, rice in socks, cooking ingredients, indoor/outdoor weight scales)</b></p> <p>Maths Songs with</p> <p>Focus Book Maths Work Sheets</p>	<p><b>develop the language of size, difference &amp; similarity.</b></p> <p>Maths Songs with Props</p> <p>Focus Book Maths Work Sheets</p>	<p>position such as 'behind' or 'next to'.</p> <p>Orders two or three items by length or height. Use Socks on Peg Line.</p> <p>Orders two items by weight or capacity.</p> <p><b>Activities for Things That Float and Magnetic Activities.</b></p> <p>Maths Songs with Props</p> <p>Focus Book Maths Work Sheets</p>	<p><b>Use Natural materials (conquers, pines, seashells, corks, leaves) to math quantity to nr bowls.</b></p> <p><b>Metal Objects (some are magnetic some are not)</b></p> <p>Maths Songs with</p> <p>Focus Book Maths Work Sheets</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Understanding the World</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>People and Communities</b></p>	<p>Talking about significant events in own life.</p> <p><b>Parents to provide photos of immediate of child's family/pets/friends, to create All About Me Display Board by the children.</b></p> <p>Showing interest in lives of others and their families.</p> <p>Has a sense of own immediate family and relations.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>Beginning to have their own friends.</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><b>People Who Help Us Series to support this Learning Area</b></p> <p><b>Family Stay &amp; Play</b></p>	<p>Talking about significant events in own life.</p> <p><b>Parents to provide photos of immediate of child's family/pets/friends, to create All About Me Display Board by the children.</b></p> <p>Understanding different cultures.</p> <p><b>Use 'Traditional Party' as mode of teaching: Italy Day (children to cook Pizza and listen to Italian music), Ghana Day (cook PuffPuff, dress traditional party and listen to traditional music). Link this to children's / family's backgrounds.</b></p> <p><b>Encourage children to bring in a traditional object from home from their family's country or dressing up in clothes from their family's cultural background. Staff too.</b></p> <p>Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences.</p>	<p>Talking about significant events in own life.</p> <p><b>Shows interest in different occupations and ways of life.</b></p> <p><b>Support this with Occupational Role-Play (Nursery, Doctor, Postman, Astronaut, Bus Driver Dressing up and toys).</b></p> <p><b>Discussions around what work the family does (mummy works on the bus, daddy stays at home to look after baby...)</b></p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p><b>Children to bring significant object to Bring and Share at small circle times. What is it? Where is it from? What is it used for? Why is it special?</b></p> <p><b>Family Stay &amp; Play</b></p>	<p>Talking about significant events in own life.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p><b>Use We All Have Different Families Focus Book, to support learning.</b></p>	<p>Talking about significant events in own life.</p> <p>Recognising special times in their own lives</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Recognises and describes special times or events for family or friends.</p> <p><b>Focus Book: My Community Activities and Open-Ended Discussions lead by the children</b></p> <p><b>Extended Opportunities for Wider Community : Going to School</b></p> <p><b>Family Stay &amp; Play</b></p>	<p>Talking about significant events in own life.</p> <p>Enjoys joining in with family customs and routines</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Recognises and describes special times or events for family or friends.</p> <p><b>Focus Book: My Community Activities and Open-Ended Discussions lead by the children</b></p> <p><b>Extended Opportunities for Wider Community : Going to School</b></p>



	<b>The World</b>	<p>Talking about where we live and the local environment.</p> <p>Caring for animals.</p> <p>Exploring traditions around the world.</p> <p>Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p><b>Indoor growing opportunities</b>  <b>Outdoor Green House growing opportunities</b>  <b>Bring a pet to nursery</b></p>	<p>Exploring safety clothing</p> <p>Exploring traditions around the world.</p> <p>Caring for animals.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Shows care and concern for living things and the environment.</p> <p><b>Bring a pet to nursery</b>  <b>Support with trip to local Pet Shop.</b></p>	<p>Growth and changes over time</p> <p>Talks about why things happen and how things work</p> <p><b>Exploring traditions around the world. Use cooking, dressing-up and music to support this.</b></p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p><b>Opportunities to observe and record the changes from fresh orange peel, lemon peel, wilting flowers, drying leaves etc...</b></p> <p><b>Focus Book: Global Babies: extend activities to support this Learning Area</b></p>	<p>Comments and asks questions about the place they live and the natural world</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work.</p> <p><b>Developing an understanding of growth, decay and changes over time.</b>  <b>Shows care and concern for living things and the environment.</b></p> <p><b>Focus Book: Global Babies: extend activities to support this Learning Area</b></p>	<p>.Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Take active role in Nursery Garden. Looking after the environment. Understanding that provides a home for various forms of life.</p> <p>‘care and concern for living things...’</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. <b>Growing Monkey-Puzzle Tree</b></p> <p>Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time.</p> <p><b>Shows care and concern for living things and the environment.</b>  <b>Trips to support this: making a Bug House, Snail House, etc...</b>  <b>Children will incubate and grow a Monkey-Puzzle Tree (related to Focus Book)</b></p>
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	<b>Technology</b>	<p>Getting to know the computer and Interactive Screen.</p> <p>Navigation around the computer screen and controlling a mouse.</p> <p>Seeks to acquire basic skills in turning on and operating equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>Knows how to operate simple equipment.</p> <p>Interacts with age-appropriate computer software.</p> <p><b>Morning Focused Teaching session: Introduction to Laptops, On/Off and familiarity with choice of programs.</b></p> <p><b>Technology Search around the Nursery</b></p>	<p>Getting to know the computer and accessing programs.</p> <p>Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, or real objects.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Knows that information can be retrieved from computers.</p> <p><b>Technology Search around the Nursery</b></p> <p><b>Morning Focused Teaching session: Introduction to Laptops, On/Off and familiarity with choice of programs.</b></p> <p><b>Operating the Light Screen</b></p>	<p>Getting to know the computer and accessing programs.</p> <p>Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, or real objects.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Knows that information can be retrieved from computers.</p> <p><b>Continuous provision at Technology Table</b></p> <p><b>Morning Focused Teaching session: Continued introduction to Laptops, On/Off and establishing preferred programmes i.e. animals, language, puzzles, counting, shapes etc....</b></p>	<p>Getting to know the computer and accessing programs.</p> <p>Knows how to operate simple equipment. Knows that information can be retrieved from computers. Completes a simple program on a computer.</p> <p><b>Interactive Screen: from Screen off, to on, to selecting programme and using remotes to move up and down.</b></p> <p><b>Technology Search around the Nursery</b></p> <p><b>Continuous provision at Technology Table</b> Introduction to Laptops, On/Off and establishing preferred programmes i.e. animals, language, counting etc....</p>	<p>Getting to know the computer and accessing programs.</p> <p><b>Completes a simple program on a computer.</b> <b>Interacts with age-appropriate computer software.</b></p> <p><b>Continuous Provision at Technology Table</b></p> <p><b>Interactive Screen: teaching their younger Peers from Tweenies: Demonstrating to others</b></p> <p><b>Trips to support Technology in the Environment</b></p>	<p>Getting to know the computer and accessing programs.</p> <p><b>Completes a simple program on a computer.</b> <b>Interacts with age-appropriate computer software.</b></p> <p><b>Trips to support Technology in the Environment</b></p> <p><b>Interactive Screen: teaching their younger Peers from Tweenies: Demonstrating to others</b></p> <p><b>Trips to support Technology in the Environment</b></p>
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**Expressive Arts & Design: Exploring and Using Media and Materials**

Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing.

**Shows an interest in the way musical instruments sound. Make own shakers from tumblers and pebbles/rice/pasta...**

**Tap objects in the playground and observe the different sound effects (metal fence, plastic tray, wooden fence, wooden blocks...)**

Experiments with blocks, colours and marks.

Enjoys joining in with dancing and ring games. Sings a few familiar songs.

**Focus Book: Junk Modelling Small and Large**

Explores and learns how sounds can be changed. Explores colour and how colours can be changed.

Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

**Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Introduce Group-Collaboration of Junk Modelling with purpose (i.e. make a dolls house or cooker from cardboard boxes...)**

Tap objects in the playground and observe the different sound effects (metal fence, plastic tray, wooden fence, wooden blocks...)

**Focus Book: Junk Modelling Small and Large Scale**

Beginning to move rhythmically. Imitates movement in response to music.

Taps out simple repeated rhythms

Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

**Joins construction pieces together to build and balance. Large Lego, Duplo Lego and Fine Lego.**

Realises tools can be used for a purpose. Supported by Fidget Latch Panels with locks, keys, Velcro, knobs, pulleys etc...

**Light Screen Projector and Colour Palettes**

**Focus Book: Junk Modelling Small and Large**

Beginning to be interested in and describe the texture of things.

**Continuous provision in Home Corner of variation of fruits, vegetables, fresh and cooked.**

**Explores and learns how sounds can be changed. Junk Music Instruments: Tumblers, Tubes, Cup and String etc...**

**Children to put on their own Performance Talent Show using microphones**

**Explores colour and how colours can be changed. Creative Area set up with Pipettes**

**Light Screen Projector and Colour Palettes**

**Focus Book: Junk Modelling Small and Large Scale**

Explores the different sounds of instruments.

Explores what happens when they mix colours.

Experiments to create different textures.

Beginning to be interested in and describe the texture of things.

Explores and learns how sounds can be changed.

**Junk Music Instruments (Coffee Tins, frying pans, wooden spoons, upside down bins....)**

**Light Screen Projector and Geometric coloured solids**

**Focus Book: Junk Modelling Small and Large Scale**

Beginning to move rhythmically.

**Imitates movement in response to music. Interactive Screen @Just Dance'**

Taps out simple repeated rhythms

Explores the different sounds of instruments.

Beginning to be interested in and describe the texture of things.

**Junk Music Instruments (Coffee Tins, frying pans, wooden spoons, upside down bins....)**

**Observing changes in everyday objects: wilting leaves, fresh to cooked, wet-dry, food colouring in pasta and rice, etc...**

**Focus Book: Junk Modelling Small and Large Scale**

**Expressive Arts & Design: Being Imaginative**

Developing preferences for forms of expression.

Sings to self and makes up simple songs.

Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

Engages in imaginative role-play based on own first-hand experiences.

**Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.**

Developing preferences for forms of expression.

Creates movement in response to music.

Sings to self and makes up simple songs.

Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

Engages in imaginative role-play based on own first-hand experiences.

Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

Developing preferences for forms of expression.

Uses movement to express feelings.

Creates movement in response to music.

Sings to self and makes up simple songs.

Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

Engages in imaginative role-play based on own first-hand experiences.

Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Developing preferences for forms of expression.

Uses movement to express feelings.

Creates movement in response to music.

Sings to self and makes up simple songs.

Makes up rhythms.

**Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.**

**Engages in imaginative role-play based on own first-hand experiences.**

Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Plays alongside other children who are engaged in the same theme.

Developing preferences for forms of expression.

Uses movement to express feelings.

**Creates movement in response to music.**

**Sings to self and makes up simple songs.**

**Makes up rhythms.**

Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

Engages in imaginative role-play based on own first-hand experiences.

Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

Uses available resources to create props to support role-play. Puppets, junk modelling.

Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Plays alongside other children who are engaged in the same theme.

Developing preferences for forms of expression.

Uses movement to express feelings.

Creates movement in response to music.

Sings to self and makes up simple songs.

Makes up rhythms.

Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

Engages in imaginative role-play based on own first-hand experiences.

Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

**Uses available resources to create props to support role-play.**

**Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.**

