

Lawford Mead Primary & Nursery School Foundation Stage Curriculum

Nursery topics

Autumn Term 1	Why do you love me so much?	Spring Term 1	How many colours in a rainbow?	Summer Term 1	What is a shadow?
Autumn Term 2	Is it shiny?	Spring Term 2	Are eggs alive?	Summer Term 2	How high can I jump?

These topics are subject to change and kept open ended so we can adapt according to children's views, ideas and interests.

Nursery : Spring 1

Personal, Social and Emotional development <i>(Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)</i>		Communication and Language <i>(. Listening and Attention, understanding and speaking)</i>		Physical Development <i>(Moving and handling, Health and self-care)</i>	
<p>Learning Objectives: Making Relationships 30-50 Months Initiates play, offering cues to peers to join them. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>40-60 Months Initiates conversations, attends to and takes account of what others say.</p> <p>Self –confidence and self-awareness 30-50 Months Can select and use activities and resources with help. Is more outgoing towards unfamiliar people and more confident in new social situations. Shows confidence in asking adults for help.</p> <p>40-60 Months Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>Managing feelings and behaviour 30-50 Months Aware of own feelings, and knows that some actions and words can hurt others' feelings. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>40-60 Months Understand that own actions affect other people e.g. 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.</p>	<p>Experiences/Provision:</p> <p>Home Visits for new children</p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Children to talk about their Christmas holiday/ presents</p> <p>Special events – special personal events, birthdays,</p> <p>Home corner – Re-enacting stories</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Taking turns in table top games</p> <p>Using 'Taste the Rainbow' as positive behaviour reinforcement.</p>	<p>Learning Objectives: Listening and attention 30-50 Months Listens to others one to one or in small groups, when conversation interests them. Is able to follow directions (if not intently focused on own choice of activity).</p> <p>40-60 Months Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Understanding 30- 50 Months Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'how' and 'why' questions.</p> <p>40-60 Months Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking 30-50 Months Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</p> <p>40-60 Months Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Experiences/Provision:</p> <p>Establish Rules and Routines with new children</p> <p>Story times encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) and singing relevant Jolly Phonics songs.</p> <p>Letters and Sounds Phase 1</p> <p>Discussing change including seasonal,</p> <p>Understanding what the objects are used for in the classroom/introduction to different areas</p>	<p>Learning Objectives: Movement and handling 30-50 Months Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Holds pencil between thumb and two fingers, no longer using whole-hand grasp</p> <p>40-60 Months Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Health and Self-care 30-50 Months Can tell adults when hungry or tired or when they want to rest or play. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands.</p> <p>40-60 Months Shows some understanding of good practises with regard to eating. Sleeping, exercise and hygiene can contribute to good health. Usually dry and clean during the day. Shows understanding of how to transport and store equipment safely.</p>	<p>Experiences/Provision:</p> <p>Hygiene (washing hands etc.)</p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising in P.E.</p> <p>Spatial awareness- ring games, small apparatus Parachute games – indoors and outside</p> <p>Folding painted paper to smudge colours together</p> <p>Playdough/ sensory provisions – rainbow slime</p> <p>Practising independence skills, putting on & doing up fastenings on own coat. Why are we having to wear mittens, hats etc.</p> <p>Looking at festival foods – are they healthy?</p> <p>Running to catch bubbles</p> <p>Pouring and scooping rainbow rice</p> <p>Hole punching different coloured paper to make confetti</p>

Literacy <i>(Reading and Writing)</i>		Mathematics <i>(Numbers and Shape, Space and Measure)</i>		Understanding the World <i>(People and communities, the World and Technology)</i>		Expressive Arts and Design <i>(Exploring and using media and materials and Being Imaginative)</i>	
<p>Learning Objectives: Reading 30-50 months Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. 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. Recognises familiar words and signs such as own name and advertising logos.</p> <p>40-60 months Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Enjoys an increasing range of books</p> <p>Writing 30-50 months Sometimes gives meaning to marks as they draw and paint. 40-60 months Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts</p>	<p>Experiences/Provision:</p> <p>Nursery rhymes</p> <p>Provisions based around stories</p> <p>Letters and sounds phase 1</p> <p>Book area inside and outside</p> <p>Mark making with different coloured pens, crayons, chalk, biro's, pencils</p>	<p>Learning Objectives:</p> <p>Numbers 30-50 months Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.</p> <p>40-60 months Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p>Shape space and measure 30-50 months 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. 40-60 months Beginning to use everyday language related to money</p>	<p>Experiences/Provision:</p> <p>Number rhymes and songs</p> <p>Recognising numbers in the environment including the use of Numicon to represent numbers</p> <p>Basic one to one correspondence through a variety of counting activities</p> <p>Representing numbers in a variety of ways</p> <p>Creating repeating patterns using any of the rainbow colours</p> <p>Shape language – sides, curved, arch.</p> <p>Experience playing/ building with 2d and 3d shapes throughout a range of provision.</p> <p>Matching/pairs colour games</p> <p>Creating patterns</p> <p>Building jelly cube towers – how high can you go?</p>	<p>Learning Objectives: People and communities 30-50 Months</p> <p>Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different Occupations and ways of life. 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>40-60 Months Enjoys joining in with family customs and routines.</p> <p>The World 30-50 Talk about why things happen and how things work Show care and concern for living things 40-50 Looks closely at similarities, differences, patterns & change</p> <p>Technology 30-50 Months Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 40-60 Months Uses ICT hardware to interact with age appropriate computer software.</p>	<p>Experiences/Provision:</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Talking about weather changes – rain and sunshine are needed to make a rainbow</p> <p>Use of computers & iPads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Winter– leaves-, dark, Evergreen plants/ trees, berries,</p> <p>Using playdough-shapes</p> <p>Cutting and sticking skills</p> <p>Investigating light box, layer translucent coloured materials to effect change.</p> <p>Looking through kaleidoscopes</p> <p>Looking at the colours on the surface of a bubble – blowing bubbles in water tray</p> <p>Discovering Chinese New Year celebrations</p>	<p>Learning Objectives: Exploring and using media and materials 30-50 Months Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Explores and learns how sounds can be changed 40-60 Months Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Understands that different media can be combined to create new effects.</p> <p>Being Imaginative 30-50 Months Notices what adults do, imitating what is observed and then doing it spontaneously when the adult isn't there. Engages in imaginative role-play based on own first-hand experiences 40-60 Months Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme. Plays co-operatively as part of a group to act out a narrative</p>	<p>Experiences/Provision:</p> <p>Singing/Nursery rhymes</p> <p>Dancing with coloured scarves/ ribbons on sticks</p> <p>Pretending to be other people in the home corner and the outdoor area,</p> <p>Creative table in the classroom – experiencing paint colour mixing</p> <p>Matching paint colours used to Paint charts (B&Q)</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Looking at and sharing opinions the work of Jackson Pollock.</p> <p>Investigating the 7 colour musical instruments – hand bells, hand chimes, boom whackers.</p> <p>Investigating different coloured water , gloop, play dough and other sensory activities</p> <p>Making 'kaleidoscopes' with cardboard tubes and coloured cellophane</p> <p>Making milk bottle Elmer's – colour change by layering</p>
Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events			
<ul style="list-style-type: none"> Colour stories – Elmer, Rainbow fish 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Elmer elephants Light box 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Performing 'Rainbow Orchestra' to parents 			

Nursery : Spring 2

Personal, Social and Emotional development <i>(Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)</i>		Communication and Language <i>(Listening and Attention, understanding and speaking)</i>		Physical Development <i>(Moving and handling, Health and self-care)</i>	
<p>Learning Objectives: Making Relationships 30-50 Months Initiates play, offering cues to peers to join them. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>40-60 Months Initiates conversations, attends to and takes account of what others say.</p> <p>Self –confidence and self-awareness 30-50 Months Can select and use activities and resources with help. Is more outgoing towards unfamiliar people and more confident in new social situations. Shows confidence in asking adults for help.</p> <p>40-60 Months Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>Managing feelings and behaviour 30-50 Months Aware of own feelings, and knows that some actions and words can hurt others' feelings. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>40-60 Months Understand that own actions affect other people e.g. 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.</p>	<p>Experiences/Provision:</p> <p>Meeting new children on Home Visits</p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Special events – special personal events, birthdays,</p> <p>Home corner</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Looking at slide show of photos of peers in setting – can they recognise/ name other children?</p>	<p>Learning Objectives: Listening and attention 30-50 Months Listens to others one to one or in small groups, when conversation interests them. Is able to follow directions (if not intently focused on own choice of activity).</p> <p>40-60 Months Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Understanding 30- 50 Months Understands use of objects (e.g. <i>"What do we use to cut things?"</i>) Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'how' and 'why' questions.</p> <p>40-60 Months Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking 30-50 Months Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</p> <p>40-60 Months Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Experiences/Provision:</p> <p>Establish Rules and Routines with new children</p> <p>Story times encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Letters and Sounds Phase 1</p> <p>Discussing change including seasonal.</p> <p>Understanding what the objects are used for in the classroom/introduction to different areas</p>	<p>Learning Objectives: Movement and handling 30-50 Months Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Holds pencil between thumb and two fingers, no longer using whole-hand grasp</p> <p>40-60 Months Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Health and Self-care 30-50 Months Can tell adults when hungry or tired or when they want to rest or play. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands.</p> <p>40-60 Months Shows some understanding of good practises with regard to eating. Sleeping, exercise and hygiene can contribute to good health. Usually dry and clean during the day. Shows understanding of how to transport and store equipment safely.</p>	<p>Experiences/Provision:</p> <p>Hygiene (washing hands etc.)</p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising.</p> <p>Exploring trays of peat – filling containers/ small flower pots with scoops/ spoons</p> <p>Folding paper to make cards</p> <p>Picking the shell off a hard boiled egg</p> <p>Rolling boiled eggs down the hill – Whose won?</p> <p>Spatial awareness- ring games, small apparatus</p> <p>Playdough provisions – spring colours or scented. Rolling egg shapes to count into an egg box</p> <p>Transferring glittery/ painted 'magic beans' from one container to another wit tweezers</p> <p>Scenting water with pot-pourri.</p> <p>Perfume station – pestle and mortar to crush pot pourri, herbs and spices to scent water.</p> <p>Growing grass in a tuff spot – cut with scissors as it grows.</p>

Literacy <i>(Reading and Writing)</i>		Mathematics <i>(Numbers and Shape, Space and Measure)</i>		Understanding the World <i>People and communities, the World and Technology)</i>		Expressive Arts and Design <i>(Exploring and using media and materials and Being Imaginative)</i>	
<p>Learning Objectives: Reading 30-50 months Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Listens to and joins in with stories and poems, one-to-one and also in small groups.</p>	<p>Experiences/Provision:</p> <p>Nursery rhymes</p> <p>Provisions based around relevant stories</p> <p>Looking at/ reading non-fiction books about the life cycle of chicks, frogs, plants.</p>	<p>Learning Objectives: Numbers 30-50 months Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.</p>	<p>Experiences/Provision:</p> <p>Number rhymes and songs</p> <p>Playing with numbered flower pots & counting beans into them.</p>	<p>Learning Objectives: People and communities 30-50 Months Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience.</p>	<p>Experiences/Provision:</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Easter egg hunt in garden</p>	<p>Learning Objectives: Exploring and using media and materials 30-50 Months Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move</p>	<p>Experiences/Provision:</p> <p>Singing/Nursery rhymes</p> <p>Working as a group to accompany songs with instruments</p>

<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Recognises familiar words and signs such as own name and advertising logos.</p> <p>40-60 months Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Enjoys an increasing range of books</p> <p>Writing 30-50 months Sometimes gives meaning to marks as they draw and paint. 40-60 months Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts</p>	<p>Letters and sounds phase 1 (N)</p> <p>Book area inside and outside – focus on spring/ seasonal change.</p> <p>Identifying relevant pictures – buds, chick, frog spawn, blossom</p> <p>Mark making in trays of bird seeds</p> <p>Mark making with quills</p> <p>Writing own version of stories</p>	<p>40-60 months Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p>Shape space and measure 30-50 months 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. 40-60 months Beginning to use everyday language related to money</p>	<p>Basic one to one correspondence through a variety of counting activities</p> <p>Comparing sizes of different flower pots from enormous to tiny.</p> <p>Looking at the differences between different egg cups</p> <p>Numbered ducks in water tray.</p> <p>5 little ducks song 5 Little speckled frogs</p> <p>Matching and sorting different sized/ patterned eggs.</p> <p>Comparing chicken, quail and duck egg</p> <p>Representing numbers in a variety of ways</p> <p>Shape language – sides, curved, straight, points, corners</p>	<p>Recognises and describes special times or events for family or friends. Shows interest in different Occupations and ways of life. 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>40-60 Months Enjoys joining in with family customs and routines.</p> <p>The World 30-50 Talk about why things happen and how things work Show care and concern for living things 40-50 Looks closely at similarities, differences, patterns & change</p> <p>Technology 30-50 Months Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 40-60 Months Uses ICT hardware to interact with age appropriate computer software.</p>	<p>Using playdough-shapes Cutting and sticking skills.</p> <p>Plastic frogs & tadpoles in water tray – gravel, weed, lily pads, bark/logs</p> <p>Looking at different feathers with magnifying glass</p> <p>Planting seeds and seedlings in Nursery garden</p> <p>Explaining the difference they see between a raw egg & a boiled egg</p> <p>Investigating what other animals lay eggs</p> <p>Use of computers & I pads in the classroom</p>	<p>rhythmically. Explores and learns how sounds can be changed 40-60 Months Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Understands that different media can be combined to create new effects.</p> <p>Being Imaginative 30-50 Months Notices what adults do, imitating what is observed and then doing it spontaneously when the adult isn't there. Engages in imaginative role-play based on own first-hand experiences 40-60 Months Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme. Plays co-operatively as part of a group to act out a narrative</p>	<p>Pretending to be other people in the home corner and the outdoor area, Painting with feathers.</p> <p>Creative table in the classroom – feathers, bird seed, peat, flower heads.</p> <p>Singing and dancing to 'Chick chick chick chicken lay a little egg for me'.</p> <p>Making own books in writing area. Making A Mother's Day gift/ card Making an Easter card. Participating in end of term party.</p>
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Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> Eggs to hatch Rosie's Walk – book and animation The Bunny Who Found Easter (Charlotte Zolotow) 	<ul style="list-style-type: none"> Chick/ frog life cycle Incubator & chick care Spring related words 	<ul style="list-style-type: none"> Flower pots & bean/seed counting Incubator Tank of frog spawn Magnifying glasses Mud kitchen 	<ul style="list-style-type: none"> Walking to school pond to collect frog spawn 	<ul style="list-style-type: none"> Hatching eggs Easter Disco Easter Egg Hunt

Reception topics

Autumn Term 1	Do you want to be friends?	Spring Term 1	Can I switch it on?	Summer Term 1	Are we there yet?
Autumn Term 2	What happens when I fall asleep?	Spring Term 2	Will you read me a story?	Summer Term 2	Do cows drink milk?

These topics are subject to change and kept open ended so we can adapt according to children's views, ideas and interests.

Reception: Spring 1

Personal, Social and Emotional development <i>(inc. Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)</i>		Communication and Language <i>inc. Listening and Attention, understanding and speaking)</i>		Physical Development <i>(Moving and handling, Health and self-care)</i>	
<p>Learning Objectives: Making Relationships 30-50 Months Initiates play, offering cues to peers to join them. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>40-60 Months Initiates conversations, attends to and takes account of what others say.</p> <p>Self –confidence and self-awareness 30-50 Months Can select and use activities and resources with help. Is more outgoing towards unfamiliar people and more confident in new social situations. Shows confidence in asking adults for help.</p> <p>40-60 Months Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>Managing feelings and behaviour 30-50 Months Aware of own feelings, and knows that some actions and words can hurt others' feelings. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>40-60 Months Understand that own actions affect other people e.g. 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. Begin to negotiate and solve problems</p>	<p>Experiences/Provision:</p> <p>Chn to talk about their Christmas holiday/ presents</p> <p>Special events – special personal events, birthdays, Christmas</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Explaining to class what they were doing in any Tapestry uploads (from home)</p> <p>Learning about rehearsing what they want to say before recording it</p> <p>Expecting children to want to come into the classroom without parent/carer.</p> <p>Opportunities in play where children <u>have</u> to share and negotiate.</p>	<p>Learning Objectives: Listening and attention 30-50 Months Listens to others one to one or in small groups, when conversation interests them. Is able to follow directions (if not intently focused on own choice of activity).</p> <p>40-60 Months Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Understanding 30- 50 Months Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'how' and 'why' questions.</p> <p>40-60 Months Responds to instructions involving a 2 part sequence. Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking 30-50 Months Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</p> <p>40-60 Months Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative in their play</p>	<p>Experiences/Provision:</p> <p>Establish/remind children of new or familiar class routines – behavioural expectations.</p> <p>Story times- encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Letters and Sounds Phase 1&2</p> <p>Discussing change including seasonal,</p> <p>Sometimes making up stories at story time, taking suggestions from the children.</p> <p>Expecting children to respond using full sentences</p> <p>Developing technological vocab – e mail, messaging, texting, programming, electricity, batteries, charging</p> <p>Giving instructions in logical/ organised order</p> <p>Combining small world and technological toys in role play situations.</p>	<p>Learning Objectives: Movement and handling 30-50 Months Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Holds pencil between thumb and two fingers, no longer using whole-hand grasp</p> <p>40-60 Months Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Health and Self-care 30-50 Months Can tell adults when hungry or tired or when they want to rest or play. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands.</p> <p>40-60 Months Shows some understanding of good practises with regard to eating. Sleeping, exercise and hygiene can contribute to good health. Usually dry and clean during the day. Shows understanding of how to transport and store equipment safely.</p>	<p>Experiences/Provision:</p> <p>Hygiene (washing hands etc.)</p> <p>Dance unit – using technology to play different styles of music</p> <p>Noticing changes to body when exercising. Begin to understand terms 'warm up' and 'cool down'.</p> <p>Daily funky finger time for fine motor- including fastenings.</p> <p>Spatial awareness- ring games, small apparatus</p> <p>Practising independence skills, putting on & doing up fastenings on own coat. Why are we having to wear mittens, hats etc.</p> <p>Cooking- using technology – electric gadgets, microwave etc</p> <p>Cooking Chinese vegetable stir fry – knowing the need to have different types of food</p> <p>Torch /battery – discuss safety issues</p>

Literacy <i>(Reading and Writing)</i>		Mathematics <i>(Numbers and Shape, Space and Measure)</i>		Understanding the World <i>(People and communities, the World and Technology)</i>		Expressive Arts and Design <i>(Exploring and using media and materials and Being Imaginative)</i>	
<p>Learning Objectives:</p> <p>Reading 30-50 months Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. 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. Recognises familiar words and signs such as own name and advertising logos.</p> <p>40-60 months Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Enjoys an increasing range of books</p> <p>Writing 30-50 months Sometimes gives meaning to marks as they draw and paint.</p> <p>40-60 months Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts</p>	<p>Experiences/Provision:</p> <p>Rhyming and alliteration stories</p> <p>Provisions based around stories</p> <p>Following e-book text on SMART TV</p> <p>Listening to stories on Coomber CD player</p> <p>Letters and sounds Phase 2 & 3</p> <p>Learning how to write e mails and then pretending in their play.</p> <p>Book area inside and outside – self chosen</p> <p>Making a class book of logos from Google Images</p> <p>Writing own version of stories</p>	<p>Learning Objectives:</p> <p>Numbers 30-50 months Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.</p> <p>40-60 months Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p>Shape space and measure 30-50 months 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.</p> <p>40-60 months Uses everyday language related to time Beginning to use everyday language related to money Begins to identify own mathematical problems based on own interests and fascinations</p>	<p>Experiences/Provision:</p> <p>FOLLOW MATHEMATICS MASTERY CPD</p> <p>Number rhymes and songs</p> <p>Recognising numbers in the Environment, particularly electronically – Digital clock, calculators, stopwatch ...</p> <p>Buying on the internet – Credit card, account ...</p> <p>Bee Bot and remote control cars – directions and early mapping skills.</p> <p>Representing numbers in a variety of ways</p> <p>Practical activities combining two groups problem solving based on mental counting</p> <p>2d and 3d shapes throughout a range of provision.</p> <p>Focus on new Year date and changing seasons</p> <p>Counting money in CNY envelope</p> <p>Opportunities in play to reflect newly understood concepts – ordering numbers to 20</p>	<p>Learning Objectives:</p> <p>People and communities 30-50 Months</p> <p>Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different Occupations and ways of life.</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>40-60 Months Enjoys joining in with family customs and routines.</p> <p>The World 30-50 Talk about why things happen and how things work</p> <p>40-50 Looks closely at similarities, differences, patterns & change</p> <p>Technology 30-50 Months Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>40-60 Months Uses ICT hardware to interact with age appropriate computer software.</p>	<p>Experiences/Provision:</p> <p>Fining China on Google Earth.</p> <p>Watching Chinese New Year DVD</p> <p>Chinese food role play</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Investigating electrical circuits Use of computers & iPads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Knows what 'technology' and how it is used in their home.</p> <p>Melting chocolate in a microwave for crispy cakes – party food.</p> <p>Introducing internet safety – Stories</p> <p>Beginning to understand 'then & now' in relation to technological advances.</p> <p>Winter– leaves., dark, Evergreen plants/ trees, berries,</p> <p>Persevering to make an electrical circuit</p> <p>Consolidating cutting and sticking skills</p>	<p>Learning Objectives:</p> <p>Exploring and using media and materials 30-50 Months Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Explores and learns how sounds can be changed</p> <p>40-60 Months Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Understands that different media can be combined to create new effects.</p> <p>Being Imaginative 30-50 Months Notices what adults do, imitating what is observed and then doing it spontaneously when the adult isn't there. Engages in imaginative role-play based on own first-hand experiences</p> <p>40-60 Months Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme. Plays co-operatively as part of a group to act out a narrative</p>	<p>Experiences/Provision:</p> <p>Digital Art – Using Paint program on computer and iPads</p> <p>Making sounds/music on electric keyboard</p> <p>Recording themselves singing on easi-speak microphones</p> <p>Pretending to be other people in the home corner and the outdoor area,</p> <p>Creative table in the classroom</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Using Red/black and gold paper and colours for CNY</p> <p>Participating in Moving Up term party.</p> <p>Computer keyboards in role play to 'send' e mails</p> <p>Remote controls and mobile phones in role play</p>
Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events			
<ul style="list-style-type: none"> Electricity box – wires, batteries, bulbs and buzzers Remote control toys Rechargeable torches iPads Technology stories 	<ul style="list-style-type: none"> Seasons. pattern of day Celebration words Positional language Winter language Technological terms – remote, internet, browse, website, e-mail, message etc. 	<ul style="list-style-type: none"> Letters and sounds Wow wall Literacy display name writing Topic – Technology Maths – shapes and halving Terrific Tablets How do I switch it on? 	<ul style="list-style-type: none"> E mailing Head and Deputy Head teachers and other staff/ classes 	<ul style="list-style-type: none"> Reading focus Moving up party Chinese New Year Sending e mails 			

Reception: Spring 2

Personal, Social and Emotional development <i>(inc. Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)</i>		Communication and Language <i>inc. Listening and Attention, understanding and speaking)</i>		Physical Development <i>(Moving and handling, Health and self-care)</i>	
<p>Learning Objectives: Making Relationships 30-50 Months Initiates play, offering cues to peers to join them. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>40-60 Months Initiates conversations, attends to and takes account of what others say.</p> <p>Self –confidence and self-awareness 30-50 Months Can select and use activities and resources with help. Is more outgoing towards unfamiliar people and more confident in new social situations. Shows confidence in asking adults for help.</p> <p>40-60 Months Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>Managing feelings and behaviour 30-50 Months Aware of own feelings, and knows that some actions and words can hurt others' feelings. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>40-60 Months Understand that own actions affect other people e.g. 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.</p>	<p>Experiences/Provision:</p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Special events – special personal events, birthdays,</p> <p>Outside area: opportunities for sharing, working together and team building</p>	<p>Learning Objectives: Listening and attention 30-50 Months Listens to others one to one or in small groups, when conversation interests them. Is able to follow directions (if not intently focused on own choice of activity). 40-60 Months Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Understanding 30-50 Months Understands use of objects (e.g. "What do we use to cut things?")</p> <p>Beginning to understand 'how' and 'why' questions. 40-60 Months Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking 30-50 Months Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). 40-60 Months Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduce a storyline or narrative into their play</p>	<p>Experiences/Provision:</p> <p>Establish Rules and Routines with new children</p> <p>Story times encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Letters and Sounds Phase 1 & 2</p> <p>Looking at faces of book characters – how do you think they are feeling? Developing vocabulary to understand and express emotions.</p> <p>Discussing change including seasonal, moving from nursery to reception.</p>	<p>Learning Objectives: Movement and handling 30-50 Months Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Holds pencil between thumb and two fingers, no longer using whole-hand grasp 40-60 Months Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Health and Self-care 30-50 Months Can tell adults when hungry or tired or when they want to rest or play. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. 40-60 Months Shows some understanding of good practises with regard to eating. Sleeping, exercise and hygiene can contribute to good health. Usually dry and clean during the day. Shows understanding of how to transport and store equipment safely.</p>	<p>Experiences/Provision:</p> <p>Hygiene (washing hands etc.)</p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising.</p> <p>Daily funky finger time for fine motor-including fastenings.</p> <p>Folding paper to make cards</p> <p>Spatial awareness- ring games, small apparatus</p> <p>Playdough provisions</p> <p>Practising independence skills, putting on & doing up fastenings on own coat. Why are we having to wear mittens, hats etc.</p> <p>Looking at fluorescent/ safety clothing – why worn?</p> <p>Cooking- making Christmas shape cookies</p> <p>Looking at festival foods – are they healthy?</p> <p>Firework, candle, torch/battery safety</p>

Literacy <i>(Reading and Writing)</i>		Mathematics <i>(Numbers and Shape, Space and Measure)</i>		Understanding the World <i>People and communities, the World and Technology)</i>		Expressive Arts and Design <i>(Exploring and using media and materials and Being Imaginative)</i>	
<p>Learning Objectives: Reading 30-50 months Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Listens to and joins in with stories and poems, one-to-</p>	<p>Experiences/ Provision:</p> <p>Rhyming and alliteration stories</p> <p>Provisions based around stories</p>	<p>Learning Objectives: Numbers 30-50 months Uses some number names and number language spontaneously. Uses some number names accurately in play.</p>	<p>Experiences/ Provision:</p> <p>Following Mathematics Mastery Programme of Study</p> <p>Number rhymes and songs linked to stories</p> <p>Recognising numbers in the</p>	<p>Learning Objectives: People and communities 30-50 Months Shows interest in the lives of people who are familiar to them.</p>	<p>Experiences/ Provision:</p> <p>Talking about family celebrations, and with whom they are shared.</p>	<p>Learning Objectives: Exploring and using media and materials 30-50 Months Enjoys joining in with dancing and ring games.</p>	<p>Experiences/ Provision:</p> <p>Traditional stories in role play – 3 little pigs, 3 Billy Goats Gruff, Goldilocks, Gingerbread man, Enormous turnip,</p>

<p>one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Recognises familiar words and signs such as own name and advertising logos.</p> <p>40-60 months Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences Enjoys an increasing range of books</p> <p>Writing 30-50 months Sometimes gives meaning to marks as they draw and paint. 40-60 months Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts</p>	<p>Listening to stories and following text on Coomber CD player</p> <p>Listen to stories on CD as a class without pictures. Asking children what they can remember from the story – processing questions</p> <p>Letters and sounds Phase 2 & 3</p> <p>Building up quick recall - Tricky word song</p> <p>Drawing and annotating a picture of themselves in their World Book Day costume</p> <p>Book area inside and outside – self chosen</p> <p>Developing story writing vocabulary – Once upon a time, The End ...</p> <p>Writing own version of stories</p>	<p>Recites numbers in order to 10.</p> <p>40-60 months Recognise some numerals of personal significance. Recognises numerals 0 to 10, then 0-20 Estimate number of objects and checks to see by counting them Begin to identify own mathematical problems based on own ideas and fascinations.</p> <p>Shape space and measure 30-50 months 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. 40-60 months Beginning to use everyday language related to money</p>	<p>Environment, particularly electronically – Digital clock, calculators, stopwatch ...</p> <p>Representing numbers in a variety of ways</p> <p>Practical activities combining two groups problem solving based on mental counting</p> <p>Grabbing a handful of Jack's beans</p> <p>Building structures. Props to retell stories – bridges, houses, castles ... Encouraging children to plan by talking through what they want to build and how they will begin task.</p>	<p>Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different Occupations and ways of life.</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>40-60 Months Enjoys joining in with family customs and routines.</p> <p>The World 30-50 Talk about why things happen and how things work</p> <p>40-50 Looks closely at similarities, differences, patterns & change</p> <p>Technology 30-50 Months Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 40-60 Months Uses ICT hardware to interact with age appropriate computer software.</p>	<p>Use of computers & iPads in the classroom</p> <p>Finding out about Chinese New Year</p> <p>Investigating China on Google Earth</p> <p>Changing seasons – noticing arrival of spring</p> <p>Planting beans from 'Jack and the Beanstalk' – watching and monitoring growth</p> <p>Consolidating cutting and sticking skills</p>	<p>Sings a few familiar songs. Beginning to move rhythmically. Explores and learns how sounds can be changed</p> <p>40-60 Months Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Understands that different media can be combined to create new effects.</p> <p>Being Imaginative 30-50 Months Notices what adults do, imitating what is observed and then doing it spontaneously when the adult isn't there. Engages in imaginative role-play based on own first-hand experiences 40-60 Months Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme. Plays co-operatively as part of a group to act out a narrative</p>	<p>Pretending to be other people/ characters in the home corner and the outdoor area,</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Inspiration from Chinese music to create dance moves</p> <p>Participating in Moving Up term party.</p> <p>Using props from story sacks</p> <p>Using costumes and props to 'perform' story</p> <p>Wands and wishes – decorating wands & developing character</p>
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Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> Box of books from Essex Library services Celebration words 	<ul style="list-style-type: none"> Chinese New Year - artefacts Celebration words Spring language 	<ul style="list-style-type: none"> Letters and sounds Wow wall Maths – Reading area 	<ul style="list-style-type: none"> Muddy Adventures Pyjama Day linked to 'Whatever Next' (science week) 	<ul style="list-style-type: none"> Target Sharing Day Chinese New Year Reading focus – World Book Day Science week (12th March) Moving up party