

Lawford Mead Primary School Foundation Stage Curriculum - Autumn 2017-18

Nursery

Initial Topic Plan 2017-18 (These topics are subject to change and kept open ended so we can adapt according to children's views, ideas and interests.)

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?

Autumn 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,</p>	<p>Experiences/Provision:</p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Chn to share something they are good at.</p> <p>Family / differences / who lives with the children e.t.c Special events – special personal events, birthdays</p> <p>Home corner – decorating for a party. Christmas.</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Explore likes and dislikes – getting used to class and the school environment.</p> <p>Talking about how we feel when we receive a Birthday/ Christmas card.</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?") Responds to simple instructions, e.g. to get or put away an object. 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.</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>Discussing change including seasonal, moving from nursery to reception.</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 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.</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>

and understands wishes may not always be met. 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.		Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.		Shows understanding of how to transport and store equipment safely.	
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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.</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.</p>	<p>Experiences/Provision:</p> <p>Nursery rhymes</p> <p>Provisions based around stories</p> <p>Writing name in Christmas card.</p> <p>Writing letters to Father Christmas</p> <p>Letters and sounds phase 1 (N) Phase 2 (R)</p> <p>Formation of phase 2 sounds.</p> <p>Night time stories and poems.</p> <p>Different versions of the Nativity story</p> <p>Variety of Christmas 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. 40-60 months Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>Experiences/Provision:</p> <p>Talking about how old they are and number of people in family-Birthday chart</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>Practical activities combining two groups problem solving based on mental counting</p> <p>Number songs and rhymes</p> <p>Shape language – sides, curved, straight, points, corners</p> <p>2d and 3d shapes throughout a range of provision.</p> <p>Looking at packaging/presents- guessing shape inside the gift wrap.</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. 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 Technology 30-50 Months Shows skill in making</p>	<p>Experiences/Provision:</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Talk about firework safety</p> <p>Describing themselves, others and their favourite things including colours</p> <p>Understanding some people work during the night time</p> <p>Use of computers & I pads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday/ Christmas celebrations</p> <p>Learn about what Nocturnal animals are</p> <p>Autumn – leaves, colours, dark, seeds, Evergreen plants/ trees, berries</p> <p>Using torches as a light source – change effect with colour filters. Cut outs</p> <p>Using playdough-shapes</p> <p>Cutting and sticking</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 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 is not there. Engages in imaginative role-play based on own first-hand experiences 40-60 Months Chooses particular colours to use for a purpose.</p>	<p>Experiences/Provision:</p> <p>Using different art techniques on black paper.</p> <p>Looking at works of art representing night-time. E.g. Van Gogh</p> <p>Rangoli patterns.</p> <p>Signing/Nursery rhymes</p> <p>Singing Christmas songs & number rhymes</p> <p>Pretending to be other people in the home corner and the outdoor area, decorating Home corner</p> <p>Creative table in the classroom</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Learning& practising songs/ dance to perform for parents.</p> <p>Making a Christmas card</p> <p>Decorating paper/ printing to use as wrapping paper</p> <p>Participating in end of term party.</p> <p>Looking at the natural colours of Christmas. (red/ green-why?)</p>

				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.	skills Using Espresso to find out things about Diwali, Bonfire night, Christmas	Plays alongside other children who are engaged in the same theme. Plays co-operatively as part of a group to act out a narrative	
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Autumn 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>	
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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</p>	<p>Experiences/Provision:</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Talk about firework safety</p> <p>Describing themselves, others and their favourite things including colours</p> <p>Understanding some people work during the night time</p> <p>Use of computers & I pads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday/ Christmas celebrations</p> <p>Learn about what Nocturnal animals are</p> <p>Autumn – leaves, colours, dark, seeds, Evergreen plants/ trees, berries</p> <p>Using torches as a light source – change effect with colour filters. Cut outs</p> <p>Using playdough-shapes</p> <p>Cutting and sticking skills</p> <p>Using Espresso to find out things about Diwali, Bonfire night, Christmas</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 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 is not there. Engages in imaginative role-play based on own first-hand experiences 40-60 Months Chooses particular colours to use for a purpose.</p>	<p>Experiences/Provision:</p> <p>Using different art techniques on black paper.</p> <p>Looking at works of art representing night-time. E.g. Van Gogh</p> <p>Rangoli patterns.</p> <p>Signing/Nursery rhymes</p> <p>Singing Christmas songs & number rhymes</p> <p>Pretending to be other people in the home corner and the outdoor area, decorating Home corner</p> <p>Creative table in the classroom</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Learning& practising songs/ dance to perform for parents.</p> <p>Making a Christmas card</p> <p>Decorating paper/ printing to use as wrapping paper</p> <p>Participating in end of term party.</p> <p>Looking at the natural colours of Christmas. (red/ green-why?)</p>

such as labels, captions.			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.		Plays alongside other children who are engaged in the same theme. Plays co-operatively as part of a group to act out a narrative	
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Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> • Story books- Peace at last, Owl babies, Whatever next, • Resources for home corner • Firework music/ photo stimulus • Diwali DVD • Christmas DVD 	<ul style="list-style-type: none"> • Size vocabulary • Colours • Celebration words • Areas of setting • Positional language • Autumn language • School, playground, field • Environment • Thinking vocabulary 	<ul style="list-style-type: none"> • Maths display linked to shapes- stars, crescent moon • Literacy display name writing • Topic – light sources • Nativity characters- small world 	<ul style="list-style-type: none"> • Owl workshop 	<ul style="list-style-type: none"> • Bonfire Night • BBC Children in Need • EYFS Christmas performance • Christmas jumper day • End of term party

Reception

Initial Topic Plan 2017-18 (These topics are 'fluid' and kept open ended so that we can adapt according to children's views, ideas and interests.)

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

Autumn 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</p>	<p>Experiences/Provision:</p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Chn to share something they are good at.</p> <p>Earning Dojo points for showing kindness</p> <p>Family / differences / who lives with the children e.t.c Special events – special personal events, birthdays</p> <p>Home corner – decorating for a party/ special event</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Explore likes and dislikes – getting used to class and the school environment.</p> <p>Talking about how we feel when we receive a Birthday/ Friendship card.</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 (Learning Board, Moving Up)</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, moving from nursery to reception.</p> <p>Playing Simon says as a class, then talk partners.</p> <p>Understanding what the objects are used for in the classroom/introduction to different areas</p> <p>Opportunities to talk 1:1, talk partner, small group and whole class</p> <p>Introducing 'Helicopter stories'</p> <p>Bringing in one special thing and telling class why it is important to them.</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. Begins to form recognisable letters</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>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 'friend' cards</p> <p>Developing team work with parachute play. Spatial awareness- ring games, small apparatus</p> <p>Playdough/malleable 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>Personal hygiene - using unfamiliar toileting facilities</p> <p>Independently getting changed for P.E and Muddy Adventures</p> <p>Looking at work/ safety clothing – why worn?</p> <p>Dressing up clothes with different fastenings, in role paly</p> <p>Cooking- making a biscuit to give to someone else</p> <p>Looking at and discussing the difference between a healthy and unhealthy packed lunch</p>

child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting.					
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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.</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.</p>	<p>Experiences/Provision:</p> <p>Nursery rhymes</p> <p>Provisions based around stories – story sacks and puppets</p> <p>Looking at books from Library</p> <p>Being introduced to Letters and Sounds Phase 2 and relevant vocabulary – phoneme, grapheme</p> <p>Gaining understanding of Reading scheme – choice of books to take home.</p> <p>Formation of phase 2 sounds. (grapheme)</p> <p>Investigating writing areas indoors & outside.</p> <p>Writing notes/ cards to friends & people who are important to them</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 Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>Experiences/Provision:</p> <p>Talking about how old they are and number of people in family-Birthday chart</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>Number songs and rhymes</p> <p>Shape language – sides, curved, straight, points, corners</p> <p>Collaborative work – drawing round each other’s hands and feet – whose are longer?</p>	<p>Learning Objectives:</p> <p>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. 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 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</p>	<p>Experiences/Provision:</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Describing themselves, others and their favourite things including colours</p> <p>Understanding some people work during the night time</p> <p>Use of computers & iPads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Autumn – leaves, colours, dark, seeds, Evergreen plants/ trees, berries</p> <p>Using torches as a light source – change effect with colour filters. Cut outs</p> <p>Using playdough-shapes</p> <p>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 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 is not 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</p>	<p>Experiences/Provision:</p> <p>Signing/Nursery rhymes</p> <p>Singing Harvest songs & number rhymes</p> <p>Pretending to be other people in the home corner and the outdoor area, focus on jobs/work</p> <p>Creative table in the classroom</p> <p>Working with a friend to beat out rhythms to copy</p> <p>‘Painty Hands’ colour mixing in pairs</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Learning& practising songs/ dance to perform for parents.</p> <p>Participating Moving Up party.</p> <p>Looking at the natural colours of autumn</p>

				Uses ICT hardware to interact with age appropriate computer software.		act out a narrative	
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Autumn 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. 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>Chn to share something they are good at.</p> <p>Family / differences / who lives with the children e.t.c Special events – special personal events, birthdays</p> <p>Home corner – decorating for a party. Christmas.</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Explore likes and dislikes – getting used to class and the school environment.</p> <p>Talking about how we feel when we receive a Birthday/ Christmas card.</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. <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. 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 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&2</p> <p>Discussing change including seasonal, moving from nursery to reception.</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 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:</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.</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.</p>	<p>Experiences/Provision:</p> <p>Nursery rhymes</p> <p>Provisions based around stories</p> <p>Writing name in Christmas card.</p> <p>Writing letters to Father Christmas</p> <p>Letters and sounds phase 1 (N) Phase 2 (R)</p> <p>Formation of phase 2 sounds.</p> <p>Night time stories and poems.</p> <p>Different versions of the Nativity story</p> <p>Variety of Christmas 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 Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>Experiences/Provision:</p> <p>Talking about how old they are and number of people in family-Birthday chart</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>Practical activities combining two groups problem solving based on mental counting</p> <p>Number songs and rhymes</p> <p>Shape language – sides, curved, straight, points, corners</p> <p>2d and 3d shapes throughout a range of provision.</p> <p>Looking at packaging/presents- guessing shape inside the gift wrap.</p>	<p>Learning Objectives:</p> <p>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. 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</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>Talking about family celebrations, and with whom they are shared.</p> <p>Talk about firework safety</p> <p>Describing themselves, others and their favourite things including colours</p> <p>Understanding some people work during the night time</p> <p>Use of computers & I pads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday/ Christmas celebrations</p> <p>Learn about what Nocturnal animals are</p> <p>Autumn – leaves, colours, dark, seeds, Evergreen plants/ trees, berries</p> <p>Using torches as a light source – change effect with colour filters. Cut outs</p> <p>Using playdough-shapes</p> <p>Cutting and sticking skills</p> <p>Using Espresso to find out things about Diwali, Bonfire night, Christmas</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 is not 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>Using different art techniques on black paper.</p> <p>Looking at works of art representing night-time. E.g. Van Gogh</p> <p>Rangoli patterns.</p> <p>Signing/Nursery rhymes</p> <p>Singing Christmas songs & number rhymes</p> <p>Pretending to be other people in the home corner and the outdoor area, decorating Home corner</p> <p>Creative table in the classroom</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Learning& practising songs/ dance to perform for parents.</p> <p>Making a Christmas card</p> <p>Decorating paper/ printing to use as wrapping paper</p> <p>Participating in end of term party.</p> <p>Looking at the natural colours of Christmas. (red/ green-why?)</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> • Night time Story books- Peace at last, Owl babies, Whatever next, • Resources for home corner/ Santa's workshop • Firework music/ photo stimulus • Diwali DVD • Christmas DVD 	<ul style="list-style-type: none"> • Colours • Celebration words • Positional language • Autumn language • School, playground, field • Environment • Thinking vocabulary 	<ul style="list-style-type: none"> • Maths display linked to shapes- stars, crescent moon • Topic – Night time • Nativity characters- small world 	<ul style="list-style-type: none"> • Owl Workshop • Phonics workshop for parents & children 	<ul style="list-style-type: none"> • Bonfire Night • BBC Children in Need • EYFS Christmas performance • End of term party