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: Summer 1

Personal, Social and Emotional development *(inc. Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)*		Communication and Language *inc. Listening and Attention, understanding and speaking)*		Physical Development *(Moving and handling, Health and self-care)*	
Learning Objectives:	Experiences/Provision:	Learning Objectives:	Experiences/Provision:	Learning Objectives:	Experiences/Provision:
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. **40-60 Months** Initiates conversations, attends to and takes account of what others say. **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. **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. **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.	Visiting 'new' families and settling new children Establishing rules and routines Circle times, working on listening skills and sharing of news. Children to talk about their Easter eggs/ holiday Morning Nursery participating in Muddy Adventures Special events – special personal events such as birthdays Home corner – Re-enacting stories Outside area: opportunities for sharing, working together and team building Talking about our feelings, and what being frightened feels like. Investigating light and shadows. Talking about possible fear of the dark and overcoming it by being/ feeling brave Team work to build shadow blocks Table top games, initially with an adult, taking turns and negotiating.	**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. **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. **Speaking** **30-50 Months** Beginning to use more complex sentences to link thoughts (e.g. *using and, because*). Uses a range of tenses (e.g. *play, playing, will play, played*). **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.	Establish Rules and Routines with new children Story times encouraging the children to retell what they have heard, sharing their ideas and asking questions. Talking about themselves and their likes and dislikes Opportunities to talk about festivals and celebrations they have attended Tapestry Talk Time – looking at Parents Posts on Tapestry – opportunities to tell their peer group what was happing in the photo/ why it was taken. Practising alphabet (singing) Letters and Sounds Phase 1&2 Discussing change including seasonal, moving from nursery to reception. Understanding what the objects are used for in the classroom/introduction to different areas Library sessions – sharing a book with parent/ carer Questioning **what** is a shadow? **Why**?.. **When**? … **Where?** …	**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. **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.	Hygiene (washing hands etc.) Cutting and sticking-independent and guided. Daily funky finger activities for fine motor- including fastenings. Learning how to write name ready for 'big' school. Changes to body when exercising. Spatial awareness- ring games, small apparatus Practicing specific skills in preparation for Sports Day activities Playdough provisions Practising independence skills, putting on & doing up fastenings on own coat. Talking about sun safety – hat, cream, sunglasses and why we need to wear them. Looking at fluorescent/ safety clothing – why worn? Looking at festival foods – are they healthy?

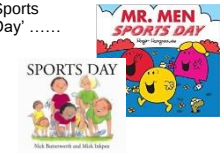
Literacy *(Reading and Writing)*		Mathematics *(Numbers and Shape, Space and Measure)*		Understanding the World *People and communities, the World and Technology)*		Expressive Arts and Design *(Exploring and using media and materials and Being Imaginative)*	
Learning Objectives:	Experiences/Provision:	Learning Objectives:	Experiences/Provision:	Learning Objectives:	Experiences/Provision:	Learning Objectives:	Experiences/Provision:
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. **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 **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	Nursery rhymes Provisions based around stories Letters and sounds phase 1 Book area inside and outside Mark making opportunities	**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. **40-60 months** Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10 **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	Number rhymes and songs Recognising numbers in the environment including the use of Numicon to represent numbers Basic one to one correspondence through a variety of counting activities Representing numbers in a variety of ways Practical activities combining two groups problem solving based on mental counting Shape language – sides, curved, straight, points, corners Investigating 2d and 3d shapes throughout a range of provision. Using 2D shapes and transparencies on light box.	**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. **40-60 Months** Enjoys joining in with family customs and routines. **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** Uses ICT hardware to interact with age appropriate computer software.	Hearing about St George's day ,recognising and making a flag of England. Talking about family celebrations, and with whom they are shared. Understanding some people work during the night time Use of computers & iPads in the classroom Times of the day – daily routines Pretend birthday celebrations Signs of spring - blossom Involving parents in planting flowers/plants in garden Cutting and sticking skills	**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. **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	Singing/Nursery rhymes Pretending to be other people in the home corner and the outdoor area, Creative table in the classroom Just dance and music on for dancing during daily moving up time. Black mark making on white/ white chalks on black paper. Making own books in writing area. Learning and joining in with "The sun has got his hat on". Drawing around others' shadows with giant chalks. Participating in end of half term party. Bear Hunt cave and props in role play. Overlapping different coloured transparencies on light box.

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
• Gruffalo's Child • Going on a Bear Hunt	• Shadow, daytime, night time, sunlight, moon light, darkness, silhouettes, disappear, reflection, nocturnal,	• Phonics working wall. • Face in profile silhouettes	• Parent planting days	• Muddy Adventures

Nursery: Summer 2

Personal, Social and Emotional development *(inc. Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)*		Communication and Language *inc. Listening and Attention, understanding and speaking)*		Physical Development *(Moving and handling, Health and self-care)*	
Learning Objectives:	Experiences/Provision:	Learning Objectives:	Experiences/Provision:	Learning Objectives:	Experiences/Provision:
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. **40-60 Months** Initiates conversations, attends to and takes account of what others say. **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. **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. **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.	Circle times, working on listening skills and sharing of news. Children to share any news from the half term holiday – Tapestry talk time Special events – special personal events, birthdays, Eid Outside area: opportunities for sharing, working together and team building	**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. **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. **Speaking** **30-50 Months** Beginning to use more complex sentences to link thoughts (e.g. *using and, because*). Uses a range of tenses (e.g. *play, playing, will play, played*). **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.	Establish Rules and Routines with new children Story times encouraging the children to retell what they have heard, sharing their ideas and asking questions. Talking about themselves and their likes and dislikes Processing verbal challenges e.g "How many times can you bounce the ball?" Opportunities to talk about festivals and celebrations they have attended Practising alphabet (singing) Letters and Sounds Phase 1 Discussing change including seasonal, moving from nursery to reception. Understanding what the objects are used for in the classroom/introduction to different areas Identifying and naming different pieces of sport equipment	**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. **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.	Hygiene (washing hands etc.) Cutting and sticking-independent and guided. Setting up obstacle courses for children to negotiate Focus on sports day activities and why exercise is important and healthy Changes to body when exercising. Investigating the school tyre park and Adventure Playgrounds. Using ribbons or scarves to dance/move to different pieces of music. Folding paper to make cards for Father's day or anyone else special to them. Spatial awareness- ring games, small apparatus Playdough/ malleable provisions – learning how to roll a ball Practising independence skills, putting on & doing up fastenings on own clothes Talking about sun safety – hat, sun cream, drinking water Paddling/ stamping in paddling pool, if warm enough! Looking at festival foods – are they healthy?

Literacy *(Reading and Writing)*		Mathematics *(Numbers and Shape, Space and Measure)*		Understanding the World *People and communities, the World and Technology)*		Expressive Arts and Design *(Exploring and using media and materials and Being Imaginative)*	
Learning Objectives:	Experiences/Provision:	Learning Objectives:	Experiences/Provision:	Learning Objectives:	Experiences/Provision:	Learning Objectives:	Experiences/Provision:
Reading **30-50 months** Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration.	Nursery rhymes Provisions based around stories	**Numbers** **30-50 months** Uses some number names and number language spontaneously.	Number rhymes and songs Recognising numbers in the environment	**People and communities** **30-50 Months** Shows interest in the lives of people who are familiar to them.	Talking about family celebrations, and with whom they are shared.	**Exploring and using media and materials** **30-50 Months**	Singing/Nursery rhymes

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. **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 **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	Looking at sticker books of the World Cup Recognising/ reading any sporty logo's. Letters and sounds phase 1 Looking at Sporty stories – 'Go on Mum' 'Sports Day' 'Mr Men Sports Day' ……  Weekly library sessions with parents Book area inside and outside Mark making opportunities – drawing large and small circle's Writing name in Father's Day cards Drawing and naming different parts of their bodies Tally chart recording of goals scored	Uses some number names accurately in play. Recites numbers in order to 10. **40-60 months** Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10 **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	Basic one to one correspondence through a variety of counting activities e.g counting, sorting and ordering numbered ping pong balls/ tennis balls Representing numbers in a variety of ways Practical activities combining two groups problem solving based on mental counting Shape language – sides, curved, straight, points, corners Sorting different sized balls 2d and 3d shapes throughout a range of provision.	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. **40-60 Months** Enjoys joining in with family customs and routines. **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** Uses ICT hardware to interact with age appropriate computer software.	Use of computers & iPads in the classroom Times of the day – daily routines Pretend birthday celebrations Summer– leaves, plants/ trees, blossom, flowers, Using playdough-shapes Cutting and sticking skills Using stop watches to monitor how long they can do something for. Taking photos/video of their friends being active	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. **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	Pretending to be other people in the home corner and the outdoor area, Creative table in the classroom Making own books in writing area. Using paint coloured balls and rolling or throwing onto giant pieces of paper. Participating in end of term party. Laying stepping stones in garden area or building bridges and obstacles with planks and outdoor equipment Throwing and catching with different sized and shape balls. Blowing bubbles to catch Priding sweat bands/ head bands for children to do their fitness. Being the nurse or First Aider at the 'First Aid' post – looking after children who may have had a sporting injury

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
• Sticky kids PE activities • Stop watches • Parachute	• Exercise, healthy, keeping fit, drop, throw, catch, bounce, highest, tallest, jump, hop, skip, balance, skeleton, muscles, bones, aim, kick, dribble, goal, score, tally	• Target throwing/ aiming • Hammering e.g. golf tees	• Trip to Nature Reserve (5^{th} July) • Having snack in the Adventure Playground	• Sports day activities with families • Transition visits to new reception class • Whole school picnic with families

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: Summer 1

Personal, Social and Emotional development *(inc. Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)*		Communication and Language *inc. Listening and Attention, understanding and speaking)*		Physical Development *(Moving and handling, Health and self-care)*	
Learning Objectives: **Making Relationships** **40-60 Months** Initiates conversations, attends to and takes account of what others say. **ELG** **Initiates conversations, attends to and takes account of what others say.** **Explains own knowledge and understanding, and asks appropriate questions of others.** **Takes steps to resolve conflicts with other children, e.g. finding a compromise.** **Self –confidence and self-awareness** **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. **ELG** **Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help** **Managing feelings and behaviour** **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. **ELG** **Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride**	Experiences/Provision: Circle times, working on listening skills and sharing of news. Children to recall anything they may have done over the Easter holiday. Special events – special personal events e.g. birthdays Outside area: opportunities for sharing, working together and team building Introducing 'Free Flow Friday' so that the children have access to both classrooms – opportunities to share and use unfamiliar resources. Opportunity for staff to observe and support other children. Opportunity for children to work as a team and negotiate. Link with 'Naughty Bus story'. Talk about how sometimes our bad behaviour/ choices spoil things for other people and that there may be a mess to clear up afterwards.	Learning Objectives: **Listening and attention** **40-60 Months** Maintains attention, concentrates and sits quietly during appropriate activity. **ELG** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. **Understanding** **40-60 Months** Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion. **ELG** **Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events** **Speaking** **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. **ELG** **Children express themselves effectively, showing awareness of the listeners needs. They used past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.**	Experiencing children to stay at a self-chosen task for longer, giving verbal challenges/ problems to solve to develop higher level thinking. Story times -encouraging the children to retell what they have heard, sharing their ideas and asking questions. Talking about themselves and their likes and dislikes, particularly with different members of staff. Opportunities to talk about festivals and celebrations they have attended Practising alphabet (singing) Letters and Sounds Phase 2, 3 & 4 Discussing change including seasonal, visual timetable of day.	Learning Objectives: **Movement and handling** **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. **ELG** **Children show good control and co-ordination in large and small movements. They move confidently in a range of way, safely negotiating space. They handle equipment and tools effectively, including pencils for writing** **Health and Self-care** **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. **ELG** **Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.**	Experiences/Provision: Hygiene (washing hands etc.) Cutting and sticking-independent and guided. Changes to body when exercising. Regular funky finger/ handwriting time for fine motor. Folding paper to make cards Inspiration for children to choose to write – pictures of cars, logos, super bikes, Cars film … Spatial awareness- ring games, small apparatus. Investigating new equipment from SP grant Playdough provisions Practising independence – talking about safety in the sun – hats & sun cream, finding shade, drinking water. Looking at fluorescent/ safety clothing – why worn? Link to Wonderful Wheels day –why must we wear safety helmets? Look at knee and shoulder pads for skateboarders. Cooking- making car/vehicle shape cookies for class Assembly

Literacy *(Reading and Writing)*		Mathematics *(Numbers and Shape, Space and Measure)*		Understanding the World *People and communities, the World and Technology)*		Expressive Arts and Design *(Exploring and using media and materials and Being Imaginative)*	
Learning Objectives: **Reading** **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 **ELG** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common and irregular words. They demonstrate understanding when talking with others about what they have read. **Writing** **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 **ELG** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some simple irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Experiences/Provision: Rhyming and alliteration stories Provisions based around stories Following e-book text on SMART TV Listening to stories on Coomber CD player Letters and sounds Phase 2, 3 & 4 Setting in ability groups for phonic sessions Book area inside and outside – self chosen Making a class book of car logos from Google Images Mark making on tally charts – traffic count, car makes. Writing own version of stories Class book –'Naughty Bus'. Each child having a turn of taking the text and bus home, and writing a sentence about the bus's adventure with them.	Learning Objectives: **Numbers** **40-60 months** Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10 **ELG** Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. **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 **ELG** Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Experiences/Provision: Number rhymes and songs Recognising numbers in the Environment, particularly electronically – Digital clock, calculators, stopwatch … Buying on the internet – Credit card, account … Representing numbers in a variety of ways – tally chart, pictograph Practical activities combining two groups problem solving based on mental counting 2d and 3d shapes throughout a range of provision. Focus on 3D shapes – building models of cars, vans etc. Testing the suitability of cylinders as wheels. Looking at road signs – what does the 'm' mean? Looking at the numbers on registration plates	Learning Objectives: **People and communities** **40-60 Months** Enjoys joining in with family customs and routines. **ELG** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. **The World** **40-50** Looks closely at similarities, differences, patterns & change **ELG** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes **Technology** **40-60 Months** Completes a simple program on a computer. Uses ICT hardware to interact with age appropriate computer software. **ELG** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Experiences/Provision: Talking about journeys they may have been on with their families. Talking about family celebrations, and with whom they are shared. Use of computers & iPads in the classroom Times of the day – daily routines Pretend birthday celebrations Look at different types of vehicles from around the world – why are they more appropriate to use? Looking at maps and begin to understand symbols used. Look at road signs and understand what they mean. Spring– leaves, blossom, Finding Boydells farm on Google maps and looking at route of journey. Looking at website of Boydells farm. Beginning to understand 'then & now' in relation to technological advances. Knows what 'technology' means and how it has been used in the development of transport.	Learning Objectives: **Exploring and using media and Materials** **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. **ELG** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function. **Being Imaginative** **40-60 Months** Creates simple representations of events, people and objects. Chooses particular colours to use for a purpose. Introduces a story line or narrative into their play Plays alongside other children who are engaged in the same theme. Plays co-operatively as part of a group to act out a narrative **ELG** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance and role play and stories.	Experiences/Provision: Digital Art – Using Paint program on computer and iPads to draw vehicles Observational drawing of a bicycle wheel Using small cars' vehicles to create tyre track prints Using marbles and spheres to paint continuous lines. Painting a picture of their family car. Looking at works of art/ advertising photos of vehicles. Consolidating cutting and sticking skills Pretending to be other people/take on a role in the home corner and the outdoor area, Creative table in the classroom Just dance and music on for dancing during daily moving up time. Performing in Class Assembly Participating in Moving Up party. Small world provision, based around vehicles, garage, Build and create own vehicles to 'drive' in outside area

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
-The Naughty Bus story and die cast mini-bus	- Vehicle, transport, engine, power, inventions, wheels, axle, tyres, garage, mechanic, directions, map, registration plate, MOT, licence, test, sleigh, tread, canoe, rickshaw,	- Old and new vehicles	• Trip to Boydells Farm	• Class Assembly • 'The Adventures of ' Naughty Bus' • Wonderful Wheels day

Reception: Summer 2

Personal, Social and Emotional development *(inc. Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)*		Communication and Language *inc. Listening and Attention, understanding and speaking)*		Physical Development *(Moving and handling, Health and self-care)*	
Learning Objectives: **Making Relationships** **40-60 Months** Initiates conversations, attends to and takes account of what others say. **ELG** **Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.** **Self –confidence and self-awareness** **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. **ELG** **Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help** **Managing feelings and behaviour** **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. **ELG** **Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride**	Experiences/Provision: Circle times, working on listening skills and sharing of news. Children being the 'teacher' at end of day – choosing good sitters to get their things to go home. Special events – special personal events e.g. birthday Outside area: opportunities for sharing, working together and team building Transition visits to year 1	Learning Objectives: **Listening and attention** **40-60 Months** Maintains attention, concentrates and sits quietly during appropriate activity. **ELG** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. **Understanding** **40-60 Months** Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion. **ELG** **Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events** **Speaking** **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. **ELG** **Children express themselves effectively, showing awareness of the listeners needs. They used past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.**	Experiences/Provision: Recalling trip to Boydells farm – retelling facts and memories Guess who? game – describing an animal for others to guess Story times encouraging the children to retell what they have heard, sharing their ideas and asking questions. Talking about themselves and their likes and dislikes Opportunities to talk about festivals/events and celebrations they have attended Discussing change including seasonal, moving from reception into year 1. Identifying and noticing farm artefacts from the past.	Learning Objectives: **Movement and handling** **40-60 Months** Experiments with different ways of moving. Travels with confidence& skill around, over under & through balancing & climbing equipment. 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. **ELG** **Children show good control and co-ordination in large and small movements. They move confidently in a range of way, safely negotiating space. They handle equipment and tools effectively, including pencils for writing** **Health and Self-care** **40-60 Months** Eats a healthy range of food stuffs and understands the need for a variety of food. 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. **ELG** **Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.**	Experiences/Provision: Specific hand writing skills in Funky Fingers sessions. Spatial awareness- ring games, small apparatus Playdough provisions Developing specific skills for Sports Day events. Completing PE activities with male adult – FUDG day. Looking at what food is grown/produced on a farm Looking at and finding out about fruit & veg from other countries – talking about what they may have tried before. Sun safety – hats, cream, shade Cutting and sticking-independent and guided. Changes to body when exercising. 'Milking' latex gloves in water tray – white soap bar in water Looking at safety clothes on a farm – why worn? Making ice cream

Literacy *(Reading and Writing)*		Mathematics *(Numbers and Shape, Space and Measure)*		Understanding the World *People and communities, the World and Technology)*		Expressive Arts and Design *(Exploring and using media and materials and Being Imaginative)*	
Learning Objectives: **Reading** **40-60 months**	Experiences/Provision:	Learning Objectives: **Numbers**	Experiences/Provision: Number rhymes and songs	Learning Objectives: **People and communities**	Experiences/Provision: Small world farm play	Learning Objectives: **Exploring and using media and Materials**	Experiences/Provision:

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 **ELG** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common and irregular words. They demonstrate understanding when talking with others about what they have read. **Writing** 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 **ELG** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some simple irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Rhyming and alliteration stories Provisions based around stories Following e-book text on SMART TV Listening to relevant stories on Coomber CD player Letters and sounds Phase 2, 3 & 4 Tricky Word song Push! (ORT) Book area inside and outside – self chosen Writing 'Thank you' letters to Boydells farm. Writing own version of farm based stories 'Be the farmer' writing – clipboards & paper outside, ordering food for animals, what needs fixing/ doing?	**40-60 months** Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10 Record, using marks they can interpret and explain **ELG** Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. **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 **ELG** Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Recognising numbers in the Environment, particularly electronically – Digital clock, calculators, stopwatch … Buying on the internet – Credit card, account … Practical activities combining two groups problem solving based on mental counting Exploring properties of 2d and 3d shapes through a range of provision. Comparing different types of egg – chicken, duck, goose Comparing size of car/tractor tyre – why different? Farm shop role play – money, weighing produce Following Mathematics Mastery approach to ensure full curriculum coverage.	**40-60 Months** Enjoys joining in with family customs and routines. **ELG** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. **The World** **40-50** Looks closely at similarities, differences, patterns & change **ELG** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes **Technology** **40-60 Months** Uses ICT hardware to interact with age appropriate computer software. **ELG** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Talking about family celebrations, and with whom they are shared. Using internet to research which animals can give us milk – cows, goats, sheep, camels …. Times of the day – daily routines. Milking time, feeding time …. Comparison on 'now and then' in relation to farm machinery – particularly milking cows Seasonal change – spring into summer Looking at life cycle of farm animals – names of baby animals Creating own map designs for small world farms. Looking at milk based products - Making ice cream Look at food packaging & finding country of origin on Google earth Finding holiday destinations on Google maps Using Young MacDonald's farm (SHERSTON) Recording on Tapestry what technology they use in their home.	**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. **ELG** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function. **Being Imaginative** **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 **ELG** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance and role play and stories.	Farm art – grain, straw, feathers, grass. Fruit and vegetable printing Using grain to make shakers. Making up version of Old Macdonald song. Farmer Duck role play Creative table in the classroom Just dance and music on for dancing during daily moving up time. Making animal masks – mixing colours e.g. red & white – pink pig Participating in End of Year party.

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
• Farm animals from Oaklands Museum	•	• Boydells farm trip • Planting in outdoor area • Farm art – feathers, grain, straw • 'Half Term Homework' - Tapestry	• Move Up morning • FUDG – Dad's & Grandads	• Sports Day • FUDG • Exhibition afternoon • End of year family picnic