

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

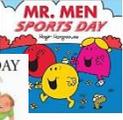
Personal, Social and Emotional development <i>(inc. Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)</i>		Communication and Language <i>inc. Listening and Attention, understanding and speaking)</i>		Physical Development <i>(Moving and handling, Health and 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>Visiting 'new' families and settling new children</p> <p>Establishing rules and routines</p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Children to talk about their Easter eggs/ holiday</p> <p>Morning Nursery participating in Muddy Adventures</p> <p>Special events – special personal events such as birthdays</p> <p>Home corner – Re-enacting stories</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Talking about our feelings, and what being frightened feels like.</p> <p>Investigating light and shadows. Talking about possible fear of the dark and overcoming it by being/ feeling brave</p> <p>Team work to build shadow blocks</p> <p>Table top games, initially with an adult, taking turns and negotiating.</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>Tapestry Talk Time – looking at Parents Posts on Tapestry – opportunities to tell their peer group what was happening in the photo/ why it was taken.</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>Library sessions – sharing a book with parent/ carer</p> <p>Questioning what is a shadow? Why?.. When? ... Where? ...</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>Daily funky finger activities for fine motor- including fastenings.</p> <p>Learning how to write name ready for 'big' school.</p> <p>Changes to body when exercising.</p> <p>Spatial awareness- ring games, small apparatus Practicing specific skills in preparation for Sports Day activities Playdough provisions</p> <p>Practising independence skills, putting on & doing up fastenings on own coat.</p> <p>Talking about sun safety – hat, cream, sunglasses and why we need to wear them.</p> <p>Looking at fluorescent/ safety clothing – why worn?</p> <p>Looking at festival foods – are they healthy?</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>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 opportunities</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 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>Practical activities combining two groups problem solving based on mental counting</p> <p>Shape language – sides, curved, straight, points, corners</p> <p>Investigating 2d and 3d shapes throughout a range of provision.</p> <p>Using 2D shapes and transparencies on light box.</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</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>Hearing about St George's day ,recognising and making a flag of England.</p> <p>Talking about family celebrations, and with whom they are shared.</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>Signs of spring - blossom</p> <p>Involving parents in planting flowers/plants in garden</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</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>Singing/Nursery rhymes</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>Black mark making on white/ white chalks on black paper.</p> <p>Making own books in writing area.</p> <p>Learning and joining in with "The sun has got his hat on".</p> <p>Drawing around others' shadows with giant chalks.</p> <p>Participating in end of half term party.</p> <p>Bear Hunt cave and props in role play.</p> <p>Overlapping different coloured transparencies on light box.</p>		
Additional resources		Vocabulary		Displays/ areas of interest		Outings/ visitors		Special events	
<ul style="list-style-type: none"> Gruffalo's Child Going on a Bear Hunt 		<ul style="list-style-type: none"> Shadow, daytime, night time, sunlight, moon light, darkness, silhouettes, disappear, reflection, nocturnal, 		<ul style="list-style-type: none"> Phonics working wall. Face in profile silhouettes 		<ul style="list-style-type: none"> Parent planting days 		<ul style="list-style-type: none"> Muddy Adventures 	

Nursery: Summer 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>Children to share any news from the half term holiday – Tapestry talk time</p> <p>Special events – special personal events, birthdays, Eid</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).</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>Processing verbal challenges e.g “How many times can you bounce the ball?”</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, moving from nursery to reception.</p> <p>Understanding what the objects are used for in the classroom/introduction to different areas</p> <p>Identifying and naming different pieces of sport equipment</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>Setting up obstacle courses for children to negotiate</p> <p>Focus on sports day activities and why exercise is important and healthy</p> <p>Changes to body when exercising.</p> <p>Investigating the school tyre park and Adventure Playgrounds.</p> <p>Using ribbons or scarves to dance/move to different pieces of music.</p> <p>Folding paper to make cards for Father’s day or anyone else special to them.</p> <p>Spatial awareness- ring games, small apparatus</p> <p>Playdough/ malleable provisions – learning how to roll a ball</p> <p>Practising independence skills, putting on & doing up fastenings on own clothes</p> <p>Talking about sun safety – hat, sun cream, drinking water</p> <p>Padding/ stamping in paddling pool, if warm enough!</p> <p>Looking at festival foods – are they healthy?</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.</p>	<p>Experiences/Provision:</p> <p>Nursery rhymes</p> <p>Provisions based around stories</p>	<p>Learning Objectives: Numbers 30-50 months Uses some number names and number language spontaneously.</p>	<p>Experiences/Provision:</p> <p>Number rhymes and songs</p> <p>Recognising numbers in the environment</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</p>	<p>Experiences/Provision:</p> <p>Singing/Nursery rhymes</p>

<p>Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 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>Looking at sticker books of the World Cup</p> <p> Recognising/reading any sporty logo's.</p> <p>Letters and sounds phase 1</p> <p>Looking at Sporty stories – 'Go on Mum' 'Sports Day' 'Mr Men Sports Day'</p> <p> </p> <p>Weekly library sessions with parents</p> <p>Book area inside and outside</p> <p>Mark making opportunities – drawing large and small circle's</p> <p>Writing name in Father's Day cards</p> <p>Drawing and naming different parts of their bodies</p> <p>Tally chart recording of goals scored</p>	<p>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>Basic one to one correspondence through a variety of counting activities e.g counting, sorting and ordering numbered ping pong balls/ tennis balls</p> <p>Representing numbers in a variety of ways</p> <p>Practical activities combining two groups problem solving based on mental counting</p> <p>Shape language – sides, curved, straight, points, corners</p> <p>Sorting different sized balls</p> <p>2d and 3d shapes throughout a range of provision.</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. 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>Use of computers & iPads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Summer– leaves, plants/ trees, blossom, flowers,</p> <p>Using playdough-shapes</p> <p>Cutting and sticking skills</p> <p>Using stop watches to monitor how long they can do something for.</p> <p>Taking photos/video of their friends being active</p>	<p>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>Pretending to be other people in the home corner and the outdoor area, Creative table in the classroom</p> <p>Making own books in writing area. Using paint coloured balls and rolling or throwing onto giant pieces of paper.</p> <p>Participating in end of term party. Laying stepping stones in garden area or building bridges and obstacles with planks and outdoor equipment</p> <p>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</p>
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Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> Sticky kids PE activities Stop watches Parachute 	<ul style="list-style-type: none"> Exercise, healthy, keeping fit, drop, throw, catch, bounce, highest, tallest, jump, hop, skip, balance, skeleton, muscles, bones, aim, kick, dribble, goal, score, tally 	<ul style="list-style-type: none"> Target throwing/ aiming Hammering e.g. golf tees 	<ul style="list-style-type: none"> Trip to Nature Reserve (5th July) Having snack in the Adventure Playground 	<ul style="list-style-type: none"> 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 <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</p> <p>40-60 Months Initiates conversations, attends to and takes account of what others say.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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</p>	<p>Experiences/Provision:</p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Children to recall anything they may have done over the Easter holiday.</p> <p>Special events – special personal events e.g. birthdays</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>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.</p> <p>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.</p>	<p>Learning Objectives: Listening and attention 40-60 Months Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>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.</p> <p>Understanding 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>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</p> <p>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.</p> <p>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.</p>	<p>Experiences/Provision:</p> <p>Expecting children to stay at a self-chosen task for longer, giving verbal challenges/ problems to solve to develop higher level thinking.</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, particularly with different members of staff.</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Letters and Sounds Phase 2, 3 & 4</p> <p>Discussing change including seasonal, visual timetable of day.</p>	<p>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.</p> <p>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</p> <p>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.</p> <p>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.</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>Regular funky finger/ handwriting time for fine motor.</p> <p>Folding paper to make cards</p> <p>Inspiration for children to choose to write – pictures of cars, logos, super bikes, Cars film ...</p> <p>Spatial awareness- ring games, small apparatus. Investigating new equipment from SP grant</p> <p>Playdough provisions</p> <p>Practising independence – talking about safety in the sun – hats & sun cream, finding shade, drinking water.</p> <p>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.</p> <p>Cooking- making car/vehicle shape cookies for class Assembly</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</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>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.</p> <p>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</p> <p>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.</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 & 4</p> <p>Setting in ability groups for phonic sessions</p> <p>Book area inside and outside – self chosen</p> <p>Making a class book of car logos from Google Images</p> <p>Mark making on tally charts – traffic count, car makes.</p> <p>Writing own version of stories</p> <p>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.</p>	<p>Learning Objectives:</p> <p>Numbers</p> <p>40-60 months Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p>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.</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>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.</p>	<p>Experiences/Provision:</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>Representing numbers in a variety of ways – tally chart, pictograph</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 3D shapes – building models of cars, vans etc. Testing the suitability of cylinders as wheels.</p> <p>Looking at road signs – what does the 'm' mean?</p> <p>Looking at the numbers on registration plates</p>	<p>Learning Objectives:</p> <p>People and communities</p> <p>40-60 Months Enjoys joining in with family customs and routines.</p> <p>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.</p> <p>The World</p> <p>40-50 Looks closely at similarities, differences, patterns & change</p> <p>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</p> <p>Technology 40-60 Months Completes a simple program on a computer. Uses ICT hardware to interact with age appropriate computer software.</p> <p>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.</p>	<p>Experiences/Provision:</p> <p>Talking about journeys they may have been on with their families.</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Use of computers & iPads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Look at different types of vehicles from around the world – why are they more appropriate to use?</p> <p>Looking at maps and begin to understand symbols used.</p> <p>Look at road signs and understand what they mean.</p> <p>Spring– leaves, blossom,</p> <p>Finding Boydells farm on Google maps and looking at route of journey.</p> <p>Looking at website of Boydells farm.</p> <p>Beginning to understand 'then & now' in relation to technological advances.</p> <p>Knows what 'technology' means and how it has been used in the development of transport.</p>	<p>Learning Objectives:</p> <p>Exploring and using media and Materials</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>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.</p> <p>Being Imaginative</p> <p>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</p> <p>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.</p>	<p>Experiences/Provision:</p> <p>Digital Art – Using Paint program on computer and iPads to draw vehicles</p> <p>Observational drawing of a bicycle wheel</p> <p>Using small cars' vehicles to create tyre track prints</p> <p>Using marbles and spheres to paint continuous lines.</p> <p>Painting a picture of their family car.</p> <p>Looking at works of art/ advertising photos of vehicles.</p> <p>Consolidating cutting and sticking skills</p> <p>Pretending to be other people/take on a role 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>Performing in Class Assembly</p> <p>Participating in Moving Up party.</p> <p>Small world provision, based around vehicles, garage,</p> <p>Build and create own vehicles to 'drive' in outside area</p>

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 <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</p> <p>40-60 Months Initiates conversations, attends to and takes account of what others say.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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</p>	<p>Experiences/Provision:</p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Children being the 'teacher' at end of day – choosing good sitters to get their things to go home.</p> <p>Special events – special personal events e.g. birthday</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Transition visits to year 1</p>	<p>Learning Objectives: Listening and attention 40-60 Months Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>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.</p> <p>Understanding 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>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</p> <p>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.</p> <p>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.</p>	<p>Experiences/Provision:</p> <p>Recalling trip to Boydells farm – retelling facts and memories</p> <p>Guess who? game – describing an animal for others to guess</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/events and celebrations they have attended</p> <p>Discussing change including seasonal, moving from reception into year 1.</p> <p>Identifying and noticing farm artefacts from the past.</p>	<p>Learning Objectives:</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p>	<p>Experiences/Provision:</p> <p>Specific hand writing skills in Funky Fingers sessions.</p> <p>Spatial awareness- ring games, small apparatus</p> <p>Playdough provisions</p> <p>Developing specific skills for Sports Day events.</p> <p>Completing PE activities with male adult – FUDG day.</p> <p>Looking at what food is grown/produced on a farm</p> <p>Looking at and finding out about fruit & veg from other countries – talking about what they may have tried before.</p> <p>Sun safety – hats, cream, shade Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising.</p> <p>'Milking' latex gloves in water tray – white soap bar in water</p> <p>Looking at safety clothes on a farm – why worn?</p> <p>Making ice cream</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</p> <p>40-60 months</p>	<p>Experiences/Pro vision:</p>	<p>Learning Objectives: Numbers</p>	<p>Experiences/Pro vision:</p> <p>Number rhymes and songs</p>	<p>Learning Objectives: People and communities</p>	<p>Experiences/Pro vision:</p> <p>Small world farm play</p>	<p>Learning Objectives: Exploring and using media and Materials</p>	<p>Experiences/Pro vision:</p>

<p>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>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.</p> <p>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</p> <p>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.</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 relevant stories on Coomber CD player</p> <p>Letters and sounds Phase 2, 3 & 4</p> <p>Tricky Word song</p> <p>Push! (ORT)</p> <p>Book area inside and outside – self chosen</p> <p>Writing 'Thank you' letters to Boydells farm.</p> <p>Writing own version of farm based stories</p> <p>'Be the farmer' writing – clipboards & paper outside, ordering food for animals, what needs fixing/ doing?</p>	<p>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</p> <p>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.</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>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.</p>	<p>Recognising numbers in the Environment, particularly electronically – Digital clock, calculators, stopwatch ...</p> <p>Buying on the internet – Credit card, account ...</p> <p>Practical activities combining two groups problem solving based on mental counting</p> <p>Exploring properties of 2d and 3d shapes through a range of provision.</p> <p>Comparing different types of egg – chicken, duck, goose</p> <p>Comparing size of car/tractor tyre – why different?</p> <p>Farm shop role play – money, weighing produce</p> <p>Following Mathematics Mastery approach to ensure full curriculum coverage.</p>	<p>40-60 Months Enjoys joining in with family customs and routines.</p> <p>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.</p> <p>The World 40-50 Looks closely at similarities, differences, patterns & change</p> <p>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</p> <p>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.</p>	<p>Talking about family celebrations, and with whom they are shared.</p> <p>Using internet to research which animals can give us milk – cows, goats, sheep, camels</p> <p>Times of the day – daily routines. Milking time, feeding time</p> <p>Comparison on 'now and then' in relation to farm machinery – particularly milking cows</p> <p>Seasonal change – spring into summer</p> <p>Looking at life cycle of farm animals – names of baby animals</p> <p>Creating own map designs for small world farms.</p> <p>Looking at milk based products - Making ice cream</p> <p>Look at food packaging & finding country of origin on Google earth</p> <p>Finding holiday destinations on Google maps</p> <p>Using Young MacDonald's farm (SHERSTON)</p> <p>Recording on Tapestry what technology they use in their home.</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>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.</p> <p>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</p> <p>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.</p>	<p>Farm art – grain, straw, feathers, grass.</p> <p>Fruit and vegetable printing</p> <p>Using grain to make shakers.</p> <p>Making up version of Old Macdonald song.</p> <p>Farmer Duck role play Creative table in the classroom</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Making animal masks – mixing colours e.g. red & white – pink pig</p> <p>Participating in End of Year party.</p>
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Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> Farm animals from Oaklands Museum 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Boydells farm trip Planting in outdoor area Farm art – feathers, grain, straw 'Half Term Homework' - Tapestry 	<ul style="list-style-type: none"> Move Up morning FUDG – Dad's & Grandads 	<ul style="list-style-type: none"> Sports Day FUDG Exhibition afternoon End of year family picnic