

# Lawford Mead Primary School Foundation Stage Curriculum

## Nursery Autumn 1

Autumn Term 1	What is a shadow?	Spring Term 1	Why do you love me so much?	Summer Term 1	Why is water wet?
Autumn Term 2	Is it shiny?	Spring Term 2	Why can't I have chocolate for breakfast?	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.

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><b>Learning Objectives:</b></p> <p><b>Making Relationships</b> <b>22-36 Months</b> Interested on others' play and starting to join in. Seeks out others to share experiences. Shows attention and concern for people who are special to them. May form a special friendship with another child.</p> <p><b>30-50 Months</b> 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><b>Self –confidence and self-awareness</b> <b>22-36 Months</b> Separates from main carer with support and encouragement from a familiar adult. Expresses own preference and interests.</p> <p><b>30-50 Months</b> 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><b>Managing feelings and behaviour</b> Seeks comfort from familiar adults when needed. Responds to the feelings and wishes of others. Shows understanding and co-operation with some boundaries and routines. Growing ability to distract self when upset e.g. by engaging in new play activity.</p> <p><b>30-50 Months</b> 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><b>Experiences/Provision:</b></p> <p>Visiting 'new' families and settling new children</p> <p>Establishing rules and routines</p> <p>Playing in a dark den. Investigating fairy lights &amp; torches.</p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Children to talk about their summer holiday</p> <p>Special events – special personal events such as birthdays</p> <p>Home corner – Re-enacting</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>Beginning to learn names of their peers, playing alongside with adult support.</p> <p>Talking about how we feel in the dark</p> <p>Coping with/ understanding routine of a fire drill.</p> <p>Talking about why we don't look at the sun or shine torches into people's eyes.</p>	<p><b>Learning Objectives:</b></p> <p><b>Listening and attention</b> <b>22-36 months</b> Listens with interest to the noises adults make when they read stories. Shows interest in play sounds, songs numbers and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained –using child's name helps focus.</p> <p><b>30-50 Months</b> 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><b>Understanding</b> <b>22-36 months</b> Identifies action words by pointing to the right picture e.g. "Who's jumping?" Understands more complex sentences e.g. " put your toys and then we'll read a book" Developing understanding of simple concepts (e.g. big/little)</p> <p><b>30- 50 Months</b> Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'how' and 'why' questions.</p> <p><b>Speaking</b> <b>22-36 months</b> Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk e.g. reaches toward a toy, saying 'I have it'. Uses simple sentences (e.g. 'Mummy gonna work')</p> <p><b>30-50 Months</b> 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><b>Experiences/Provision:</b></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&amp;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 <b>what</b> is a shadow? <b>Why?.. When? ... Where? ...</b></p>	<p><b>Learning Objectives:</b></p> <p><b>Movement and handling</b> <b>22-36 months</b> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on Nursery play equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. Walks upstairs or downstairs holding onto a rail and two feet to a step. May be beginning to show preference for dominant hand.</p> <p><b>30-50 Months</b> 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><b>Health and Self-care</b> <b>22-36 months</b> . Drinks without spilling. Clearly communicates their need for potty or toilet. Helps with clothing e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support</p> <p><b>30-50 Months</b> 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><b>Experiences/Provision:</b></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 &amp; 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>

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Literacy <i>(Reading and Writing)</i>		Mathematics <i>(Numbers and Shape, Space and Measure)</i>		Understanding the World <i>(People and communities, the World and Technology)</i>		Expressive Arts and Design <i>(Exploring and using media and materials and Being Imaginative)</i>	
<p><b>Learning Objectives:</b></p> <p><b>Reading</b> <b>22-36 months</b> Has some favourite stories, rhymes, songs, poems or jingles. <b>30-50 months</b> 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><b>Writing</b> <b>22-36 months</b> Distinguishes between the different marks they make. <b>30-50 months</b> Sometimes gives meaning to marks as they draw and paint.</p>	<p><b>Experiences/Provision:</b></p> <p>Nursery rhymes –Singing, recognising pictures and characters. Choral speaking – filling in the last, rhyming word (L&amp;S 1)</p> <p>Provisions based around stories – Range of different versions, small world toys and resources</p> <p>Cross curricular links</p> <p>Letters and sounds phase 1</p> <p>Book area inside and outside</p> <p>Mark making opportunities, inside and outside</p> <p>Using giant chalks to chalk around outlines on the ground.</p>	<p><b>Learning Objectives:</b></p> <p><b>Numbers</b> <b>22-36 months</b> Selects a small number of objects from a group when asked, for example. 'Please give me one'. 'Please give me two'. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' &amp; 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. <b>30-50 months</b> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.</p> <p><b>Shape space and measure</b> <b>22-36 months</b> Notices simple shapes &amp; patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. Understands some talk about immediate past &amp; future, e.g. 'before', 'later' or 'soon'. Anticipates specific time based events such as mealtimes or home time. <b>30-50 months</b> 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><b>Experiences/Provision:</b></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>Using autumn resources for 1-1 correspondence (leaves, conkers, pine cones ...)</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><b>Learning Objectives:</b></p> <p><b>People and communities</b> <b>22-36 months</b> Has a sense of own immediate family &amp; relations. In pretend play, imitates everyday actions and events from own family &amp; cultural background, e.g. making &amp; drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to &amp; distinguish them from, others. <b>30-50 Months</b> 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><b>The World</b> <b>22-36 months</b> Enjoys playing with small-world models such as farm, garage, or a train track. Notices detailed features in their environment <b>30-50</b> Talk about why things happen and how things work Show care and concern for living things</p> <p><b>Technology</b> <b>22-36 months</b> Seeks to acquire basic skills in turning on &amp; operating some ICT equipment. Operates mechanical toys e.g. turns the knob on a wind-up toy or pulls back on a friction car. <b>30-50 Months</b> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p><b>Experiences/Provision:</b></p> <p>Going outside at sunny times – noticing shadows on the ground – silhouette shapes, moving and standing still. How can we make our shadow longer or smaller? Do we have to do anything with our bodies?</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Understanding some people work during the night time</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Signs of autumn – noting trees change colour &amp; fall off trees</p> <p>Planting bulbs in readiness for spring</p> <p>Cutting and sticking skills</p> <p>Water tray outside &amp; add a little baby oil &amp; sequins to see the water sparkle/ catch the light.</p> <p>Use of computers &amp; iPads in the classroom. Using iPads to take photos of signs of autumn.</p> <p>Art of glow App</p> <p>Investigating remote control cars.</p> <p>Cause &amp; effect toys</p> <p>Talking about sources of light and what powers them (disco ball, torches...)</p>	<p><b>Learning Objectives:</b></p> <p><b>Exploring and using media and Materials</b> <b>22-36 months</b> Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Experiments with blocks, colours &amp; marks. <b>30-50 Months</b> 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><b>Being Imaginative</b> <b>22-36 months</b> Beginning to use representation to communicate e.g. drawing a line and saying 'that's me'. Beginning to make believe by pretending. <b>30-50 Months</b> 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><b>Experiences/Provision:</b></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>Using autumn leaves as stimulus for art work – Andrew Goldsworthy art work.</p> <p>Looking closely at the detail/ patterns on leaves, pine cones. Conker shell ...</p> <p>Using autumn colour paint, playdough, pens &amp; pencils – reinforce autumn colour spectrum</p> <p>Drawing around others' shadows with giant chalks.</p> <p>Bear Hunt cave and props in role play.</p> <p>Overlapping different coloured transparencies on light box.</p> <p>Looking at the light shining through doilies and translucent materials held up to the window.</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> <li>Gruffalo's Child</li> <li>Going on a Bear Hunt – story, CD &amp; DVD</li> </ul>	<ul style="list-style-type: none"> <li>Shadow, daytime, night time, sunlight, moon light, darkness, silhouettes, disappear, reflection, nocturnal,</li> </ul>	<ul style="list-style-type: none"> <li>Face in profile silhouettes</li> </ul>	<ul style="list-style-type: none"> <li>Autumn Explorers – looking for signs of autumn</li> </ul>	<ul style="list-style-type: none"> <li>First Target Sharing Day</li> </ul>

## Lawford Mead Primary School Foundation Stage Curriculum

### Nursery Autumn 2

Autumn Term 1	What is a shadow?	Spring Term 1	Why do you love me so much?	Summer Term 1	Why is water wet?
Autumn Term 2	Is it shiny?	Spring Term 2	Why can't I have chocolate for breakfast?	Summer Term 2	How high can I jump?

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

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><b>Learning Objectives:</b></p> <p><b>Making Relationships</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Initiates conversations, attends to and takes account of what others say.</p> <p><b>Self –confidence and self-awareness</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><b>Managing feelings and behaviour</b> <b>30-50 Months</b> 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><b>Experiences/Provision:</b></p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Chn to share something they are good at.</p> <p>Family / differences / who lives with the children e.t.c Special events – special personal events, birthdays</p> <p>Home corner – decorating for a party. Christmas.</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Explore likes and dislikes – getting used to class and the school environment.</p> <p>Talking about how we feel when we receive a Birthday/ Christmas card.</p>	<p><b>Learning Objectives:</b></p> <p><b>Listening and attention</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><b>Understanding</b> <b>30- 50 Months</b> Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'how' and 'why' questions.</p> <p><b>40-60 Months</b> Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p><b>Experiences/Provision:</b></p> <p>Establish Rules and Routines with new children</p> <p>Story times encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Letters and Sounds Phase 1</p> <p>Discussing change including seasonal.</p> <p>Understanding what the objects are used for in the classroom/introduction to different areas</p>	<p><b>Learning Objectives:</b></p> <p><b>Movement and handling</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Health and Self-care</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></p> <p>Hygiene (washing hands etc.)</p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising.</p> <p>Folding paper to make cards</p> <p>Spatial awareness- ring games, small apparatus</p> <p>Playdough provisions</p> <p>Practising independence skills, putting on &amp; doing up fastenings on own coat. Why are we having to wear mittens, hats etc.</p> <p>Looking at fluorescent/ safety clothing – why worn?</p> <p>Cooking- making Christmas shape cookies</p> <p>Looking at festival foods – are they healthy?</p> <p>Firework, candle, torch/battery safety</p>

<p><b>40-60 Months</b> 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>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>			
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<b>Literacy</b> <i>(Reading and Writing)</i>		<b>Mathematics</b> <i>(Numbers and Shape, Space and Measure)</i>		<b>Understanding the World</b> <i>People and communities, the World and Technology)</i>		<b>Expressive Arts and Design</b> <i>(Exploring and using media and materials and Being Imaginative)</i>	
<p><b>Learning Objectives:</b></p> <p><b>Reading</b> <b>30-50 months</b> 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><b>40-60 months</b> Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p><b>Writing</b> <b>30-50 months</b> Sometimes gives meaning to marks as they draw and paint.</p> <p><b>40-60 months</b> Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Writes own name and other things such as labels, captions.</p>	<p><b>Experiences/Provision:</b></p> <p>Nursery rhymes, words that rhyme</p> <p>Provisions based around stories</p> <p>Writing name in Christmas card.</p> <p>Drawing pictures for Father Christmas</p> <p>Letters and sounds phase 1</p> <p>Night time stories and poems.</p> <p>Different versions of the Nativity story</p> <p>Variety of Christmas stories</p>	<p><b>Learning Objectives:</b></p> <p><b>Numbers</b> <b>30-50 months</b> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.</p> <p><b>40-60 months</b> Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p><b>Shape space and measure</b> <b>30-50 months</b> 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><b>40-60 months</b> Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p><b>Experiences/Provision:</b></p> <p>Talking about how old they are and number of people in family-Birthday chart</p> <p>Recognising numbers in the environment including the use of Numicon to represent numbers</p> <p>Basic one to one correspondence through a variety of counting activities</p> <p>Representing numbers in a variety of ways</p> <p>Practical activities combining two groups problem solving based on mental counting</p> <p>Number songs and rhymes</p> <p>Shape language – sides, curved, straight, points, corners</p> <p>2d and 3d shapes throughout a range of provision.</p> <p>Looking at packaging/ presents- guessing shape inside the gift wrap.</p>	<p><b>Learning Objectives:</b></p> <p><b>People and communities</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Enjoys joining in with family customs and routines.</p> <p><b>The World</b> <b>30-50</b> Talk about why things happen and how things work Show care and concern for living things</p> <p><b>40-50</b> Looks closely at similarities, differences, patterns &amp; change</p> <p><b>Technology</b> <b>30-50 Months</b> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p><b>40-60 Months</b> Uses ICT hardware to interact with age appropriate computer software.</p>	<p><b>Experiences/Provision:</b></p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Talk about firework safety</p> <p>Describing themselves, others and their favourite things including colours</p> <p>Understanding some people work during the night time</p> <p>Use of computers &amp; iPads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday/ Christmas celebrations</p> <p>Learn about what Nocturnal animals are</p> <p>Autumn – leaves, colours, dark, seeds, Evergreen plants/ trees, berries</p> <p>Using torches as a light source – change effect with colour filters. Cut outs</p> <p>Using playdough-shapes</p> <p>Cutting and sticking skills</p>	<p><b>Learning Objectives:</b></p> <p><b>Exploring and using media and materials</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Being Imaginative</b> <b>30-50 Months</b> Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences</p> <p><b>40-60 Months</b> Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme.</p>	<p><b>Experiences/Provision:</b></p> <p>Using different art techniques on black paper.</p> <p>Looking at works of art representing night-time. E.g. Van Gogh</p> <p>Rangoli patterns.</p> <p>Singing/Nursery rhymes</p> <p>Singing Christmas songs</p> <p>'Twinkling Orchestra'</p> <p>Pretending to be other people in the home corner and the outdoor area, decorating Home corner</p> <p>Creative table in the classroom</p> <p>Learning&amp; practising songs/ dance to perform for parents.</p> <p>Making a Christmas card</p> <p>Decorating paper/ printing to use as wrapping paper</p> <p>Participating in end of term party.</p> <p>Looking at the natural colours of Christmas. (red/ green-why?)</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> <li>Night time Story books- e.g Peace at last, Owl babies, Whatever next</li> <li>Resources for home corner</li> <li>Firework music/ photo stimulus</li> <li>Diwali DVD</li> <li>Christmas DVD</li> </ul>	<ul style="list-style-type: none"> <li>Colours</li> <li>Celebration words</li> <li>Autumn language</li> <li>School, playground, field</li> <li>Thinking vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Maths display linked to shapes- stars, crescent moon</li> <li>Topic – Looking at metals</li> <li>Nativity characters- small world</li> </ul>		<ul style="list-style-type: none"> <li>BBC Children in Need</li> <li>EYFS Christmas performance</li> <li>Christmas jumper day</li> <li>End of term party</li> </ul>

## Lawford Mead Primary School Foundation Stage Curriculum

### Nursery Spring 1

Autumn Term 1	What is a shadow?	Spring Term 1	Why do you love me so much ?	Summer Term 1	Why is water wet?
Autumn Term 2	Is it shiny?	Spring Term 2	Why can't I have chocolate for breakfast?	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.

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><b>Learning Objectives:</b></p> <p><b>Making Relationships</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Initiates conversations, attends to and takes account of what others say.</p> <p><b>Self –confidence and self-awareness</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><b>Managing feelings and behaviour</b> <b>30-50 Months</b> Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p><b>Experiences/Provision:</b></p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Children to share something they are good at.</p> <p>Family / differences / who lives with the children e.t.c Special events – special personal events, birthdays</p> <p>Home corner – reflecting life experiences</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Explore likes and dislikes – getting used to class and the school environment.</p> <p>Talking about how we feel when we receive a Birthday card.</p> <p>Who loves us? How we feel when we are loved. Looking at pictures of faces showing different emotions. Can we recognise them?</p> <p>Introducing 'Taste The Rainbow' behaviour reward system.</p>	<p><b>Learning Objectives:</b></p> <p><b>Listening and attention</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><b>Understanding</b> <b>30- 50 Months</b> Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'how' and 'why' questions.</p> <p><b>40-60 Months</b> Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking</b> <b>30-50 Months</b> 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><b>40-60 Months</b></p>	<p><b>Experiences/Provision:</b></p> <p>Establish Rules and Routines with new children</p> <p>Story times encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing)</p> <p>Understanding what the objects are used for in the classroom/introduction to different areas</p> <p>Introducing circle time – children take turns to speak – who can remember what someone else just said?</p>	<p><b>Learning Objectives:</b></p> <p><b>Movement and handling</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Health and Self-care</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></p> <p>Hygiene (washing hands etc.)</p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising.</p> <p>Folding paper to make cards</p> <p>Spatial awareness- ring games, small apparatus</p> <p>Playdough provisions – salt dough to make 'dough families'</p> <p>Practising independence skills, putting on &amp; doing up fastenings on own coat. Why are we having to wear mittens, hats etc.</p>

<p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p><b>40-60 Months</b> 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>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>			
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<b>Literacy</b> <i>(Reading and Writing)</i>		<b>Mathematics</b> <i>(Numbers and Shape, Space and Measure)</i>		<b>Understanding the World</b> <i>People and communities, the World and Technology)</i>		<b>Expressive Arts and Design</b> <i>(Exploring and using media and materials and Being Imaginative)</i>	
<p><b>Learning Objectives:</b></p> <p><b>Reading</b> <b>30-50 months</b> 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><b>40-60 months</b> Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p><b>Writing</b> <b>30-50 months</b> Sometimes gives meaning to marks as they draw and paint.</p> <p><b>40-60 months</b> Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Writes own name and other things such as labels, captions.</p>	<p><b>Experiences/Provision:</b></p> <p>Nursery rhymes</p> <p>Provisions based around stories</p> <p>Writing name in Christmas card.</p> <p>Writing letters to Father Christmas</p> <p>Letters and sounds phase 1 (N) Phase 2 (R)</p> <p>Formation of phase 2 sounds.</p> <p>Night time stories and poems.</p> <p>Different versions of the Nativity story</p> <p>Variety of Christmas stories</p>	<p><b>Learning Objectives:</b></p> <p><b>Numbers</b> <b>30-50 months</b> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.</p> <p><b>40-60 months</b> Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p><b>Shape space and measure</b> <b>30-50 months</b> 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><b>40-60 months</b> Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p><b>Experiences/Provision:</b></p> <p>Talking about how old they are and number of people in their family-Birthday chart</p> <p>Basic one to one correspondence through a variety of counting activities</p> <p>Representing numbers in a variety of ways</p> <p>Practical activities combining two groups problem solving based on mental counting</p> <p>Number songs and rhymes</p>	<p><b>Learning Objectives:</b></p> <p><b>People and communities</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Enjoys joining in with family customs and routines.</p> <p><b>The World</b> <b>30-50</b> Talk about why things happen and how things work Show care and concern for living things</p> <p><b>40-50</b> Looks closely at similarities, differences, patterns &amp; change</p> <p><b>Technology</b> <b>30-50 Months</b> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p><b>40-60 Months</b> Uses ICT hardware to interact with age appropriate computer software.</p>	<p><b>Experiences/Provision:</b></p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Describing themselves, others and their favourite things including colours</p> <p>Use of computers &amp; I pads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday</p> <p>Noticing seasonal changes – snow? Hail? Any buds poking out of the soil?</p> <p>Using playdough-shapes</p> <p>Cutting and sticking skills</p>	<p><b>Learning Objectives:</b></p> <p><b>Exploring and using media and materials</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Being Imaginative</b> <b>30-50 Months</b> Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences</p> <p><b>40-60 Months</b> Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme.</p>	<p><b>Experiences/Provision:</b></p> <p>Signing/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>Making a card or 'present' to give to one of their friends</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
'Family stories' – Owl Babies, The Bay's catalogue, How much do you love me?' iPads to take photos of each other	<ul style="list-style-type: none"> <li>Size vocabulary</li> <li>Colours</li> <li>Celebration words</li> <li>Areas of setting</li> <li>Positional language</li> <li>Environment</li> <li>Thinking vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Taste The Rainbow</li> <li>Baby photos – can you recognise us?</li> <li>Height chart – how tall am I?</li> <li>Trays of shallow, damp sand to print hands or feet</li> </ul>		<ul style="list-style-type: none"> <li>Making a card for someone they love (link to Valentine's Day)</li> </ul>

## Lawford Mead Primary School Foundation Stage Curriculum

### Nursery: Spring 2

Autumn Term 1	What is a shadow?	Spring Term 1	Why do you love me so much?	Summer Term 1	Why is water wet?
Autumn Term 2	Is it shiny?	Spring Term 2	Why can't I have chocolate for breakfast?	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.

Personal, Social and Emotional development <i>( Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)</i>		Communication and Language <i>( Listening and Attention, understanding and speaking)</i>		Physical Development <i>(Moving and handling, Health and self-care)</i>	
<p><b>Learning Objectives:</b> <b>Making Relationships</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Initiates conversations, attends to and takes account of what others say.</p> <p><b>Self –confidence and self-awareness</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><b>Managing feelings and behaviour</b> <b>30-50 Months</b> Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p><b>Experiences/Provision:</b></p> <p>Home Visits for new children</p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Special events – special personal events, birthdays,</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Taking turns in table top games</p> <p>Talking about favourite foods and why they like them. Sorting picture of food into 'like' and 'don't like'</p> <p>Introducing 'Taste the Rainbow' as positive behaviour reinforcement.</p>	<p><b>Learning Objectives:</b> <b>Listening and attention</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><b>Understanding</b> <b>30- 50 Months</b> Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'how' and 'why' questions.</p> <p><b>40-60 Months</b> Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking</b> <b>30-50 Months</b> 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><b>40-60 Months</b></p>	<p><b>Experiences/Provision:</b></p> <p>Establish Rules and Routines with new children</p> <p>Story times encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) and singing relevant Jolly Phonics songs.</p> <p>Letters and Sounds Phase 1 –activities to support children to learn how to hear/ listen.</p> <p>Discussing change including seasonal,</p>	<p><b>Learning Objectives:</b> <b>Movement and handling</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Health and Self-care</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></p> <p>Hygiene (washing hands etc.)</p> <p>Cutting and sticking with 1 handed tools -independent and guided.</p> <p>Changes to body when exercising in P.E. Spatial awareness- ring games, small apparatus Parachute games – indoors and outside</p> <p>Practising independence skills, putting on &amp; doing up fastenings on own coat.</p> <p>Looking at cereal box packaging &amp; other 'breakfast foods'.</p> <p>Tents, blankets and tunnels for the children to try and move through/under</p> <p>Using different sized hand tools to dog gravel, compost, sand. Noticing the properties of each</p> <p>Exploring the properties of playdough/ slime, using scissors, colanders, garlic press, rollers etc – comparing the differences</p> <p>Stirring melted chocolate</p>

<p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p><b>40-60 Months</b> 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>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>Using small knives to spread bread – chocolate spread, butter, honey, cheese spread, jam ...</p> <p>Talking about why we need to brush our teeth and then using a toothbrush to brush teeth in nursery.</p>
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<b>Literacy</b> <i>(Reading and Writing)</i>		<b>Mathematics</b> <i>(Numbers and Shape, Space and Measure)</i>		<b>Understanding the World</b> <i>People and communities, the World and Technology)</i>		<b>Expressive Arts and Design</b> <i>(Exploring and using media and materials and Being Imaginative)</i>	
<p><b>Learning Objectives:</b></p> <p><b>Reading</b> <b>30-50 months</b> 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><b>40-60 months</b> 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><b>Writing</b> <b>30-50 months</b> Sometimes gives meaning to marks as they draw and paint.</p> <p><b>40-60 months</b> 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><b>Experiences/Provision:</b></p> <p>Nursery rhymes</p> <p>Provisions based around stories</p> <p>Extending vocabulary – House, office, bungalow, flats, basement, loft</p> <p>Letters and sounds phase 1</p> <p>Looking at real maps/ tourist leaflets. What do the different symbols mean?</p> <p>Following a map route with their finger</p> <p>Mark making – trying to draw within the lines of a given maze/ map route</p> <p>Book area inside and outside</p> <p>Investigative mark making with different coloured pens, crayons, chalk, biro's, pencils</p> <p>Mark making shopping list.</p>	<p><b>Learning Objectives:</b></p> <p><b>Numbers</b> <b>30-50 months</b> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.</p> <p><b>40-60 months</b> Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p><b>Shape space and measure</b> <b>30-50 months</b> 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><b>40-60 months</b> Beginning to use everyday language related to money</p>	<p><b>Experiences/Provision:</b></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 Number Explorers - looking for numerals in the indoor and outdoor environment</p> <p>Comparing different types of chocolate – milk, white, dark</p> <p>Experience playing/ building with 2d and 3d shapes throughout a range of provision.</p> <p>Adding small world figures to extend placement vocabulary</p> <p>Mark making shopping lists, introducing money and prices</p>	<p><b>Learning Objectives:</b></p> <p><b>People and communities</b> <b>30-50 Months</b></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><b>40-60 Months</b> Enjoys joining in with family customs and routines.</p> <p><b>The World</b> <b>30-50</b> Talk about why things happen and how things work Show care and concern for living things</p> <p><b>40-50</b> Looks closely at similarities, differences, patterns &amp; change</p> <p><b>Technology</b> <b>30-50 Months</b> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p><b>40-60 Months</b> Uses ICT hardware to interact with age appropriate computer software.</p>	<p><b>Experiences/Provision:</b></p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Talking about weather changes – rain and sunshine are needed to make a rainbow</p> <p>Use of computers &amp; iPads in the classroom – taking photos outside of different buildings</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Finding own house and school on Google maps – teacher led, with H/V knowledge What other features can they identify?</p> <p>Identifying smells –sweets, toothpaste, lemon, yogurt, ginger ...</p>	<p><b>Learning Objectives:</b></p> <p><b>Exploring and using media and materials</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Being Imaginative</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></p> <p>Singing/Nursery rhymes</p> <p>Dancing with coloured scarves/ ribbons on sticks</p> <p>Pretending to be other people in the home corner and the outdoor area,</p> <p>Using toothbrushes and paint – flick patterns like Jackson Pollock</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Investigating different coloured water, gloop, play dough and other sensory activities</p> <p>Using vegetables as a printing tool – rolling corn-on-the-cob, ends of carrots, cabbage leaves ...</p> <p>Writing patterns in flour, cocoa,</p> <p>Oat collage</p>



Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> <li>Model of teeth</li> <li>Cooking utensils to make porridge</li> <li>Toaster</li> </ul>	<ul style="list-style-type: none"> <li>Healthy, variety, muscles, bones, teeth, dentist, fillings, decay, slice, toast ...</li> <li>Party food – sometimes, occasionally, treat,</li> <li>Ingredients, recipe</li> </ul>	<ul style="list-style-type: none"> <li>How we made porridge</li> <li>Shop in role play area</li> <li>'Smelly Table'</li> </ul>	<ul style="list-style-type: none"> <li>Parents invited to Easter Bonnet parade</li> </ul>	<ul style="list-style-type: none"> <li>MAGS days</li> <li>Easter Bonnet parade</li> <li>Easter egg Hunt</li> </ul>

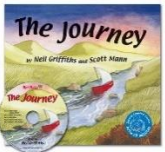
## Lawford Mead Primary School Foundation Stage Curriculum

### Nursery: Summer 1

Autumn Term 1	What is a shadow?	Spring Term 1	Why do you love me so much?	Summer Term 1	Why is water wet?
Autumn Term 2	Is it shiny?	Spring Term 2	Why can't I have chocolate for breakfast?	Summer Term 2	How high can I jump?

Personal, Social and Emotional development <i>( Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)</i>		Communication and Language <i>(. Listening and Attention, understanding and speaking)</i>		Physical Development <i>(Moving and handling, Health and self-care)</i>	
<p><b>Learning Objectives:</b></p> <p><b>Making Relationships</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Initiates conversations, attends to and takes account of what others say.</p> <p><b>Self –confidence and self-awareness</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><b>Managing feelings and behaviour</b> <b>30-50 Months</b> 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><b>Experiences/Provision:</b></p> <p>Home Visits for new children</p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Special events – special personal events, birthdays,</p> <p>Home corner – Dora The Explorer House</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Taking turns in table top games</p> <p>Describing items in a feely box. Which children will take risk to put their hand inside?</p> <p>Using 'Taste the Rainbow' as positive behaviour reinforcement.</p>	<p><b>Learning Objectives:</b></p> <p><b>Listening and attention</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><b>Understanding</b> <b>30- 50 Months</b> Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'how' and 'why' questions.</p> <p><b>40-60 Months</b> Responds to instructions involving a 2-part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p><b>Experiences/Provision:</b></p> <p>Establish Rules and Routines with new children</p> <p>Story times encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) and singing relevant Jolly Phonics songs.</p> <p>Letters and Sounds Phase 1</p> <p>Discussing change including seasonal,</p> <p>Understanding what the objects are used for in the classroom/introduction to different areas</p> <p>Hide objects outside – can the children find them by following verbal instructions.</p> <p>Being able to describe what they see and hear on their adventure walk.</p>	<p><b>Learning Objectives:</b></p> <p><b>Movement and handling</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Health and Self-care</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></p> <p>Hygiene (washing hands etc.)</p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising in P.E. Spatial awareness- ring games, small apparatus Parachute games – indoors and outside</p> <p>Playdough/ sensory provisions – rainbow slime</p> <p>Practising independence skills, putting on &amp; doing up fastenings on own coat. Why are we having to wear mittens, hats etc.</p> <p>Running to catch bubbles</p> <p>Small soap bars in the water tray</p> <p>Water investigation with big containers, tubes &amp; buckets outside.</p> <p>Tents, blankets and tunnels for the children to try and move through/under</p> <p>Using different sized hand tools to dig gravel, compost, sand. Noticing the properties of each, then add water – Do they change?</p> <p>Exploring the properties of playdough/ slime, using scissors, colanders, garlic</p>

<p><b>40-60 Months</b> 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>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>			<p>press, rollers etc. – comparing the differences</p>
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<b>Literacy</b> <i>(Reading and Writing)</i>		<b>Mathematics</b> <i>(Numbers and Shape, Space and Measure)</i>		<b>Understanding the World</b> <i>People and communities, the World and Technology)</i>		<b>Expressive Arts and Design</b> <i>(Exploring and using media and materials and Being Imaginative)</i>	
<p><b>Learning Objectives:</b></p> <p><b>Reading</b> <b>30-50 months</b> 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><b>40-60 months</b> 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><b>Writing</b> <b>30-50 months</b> Sometimes gives meaning to marks as they draw and paint.</p> <p><b>40-60 months</b> 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><b>Experiences/Provision:</b></p> <p>Nursery rhymes</p> <p>Provisions based around stories</p> <p>Letters and sounds phase 1</p> <p>Story of the Gingerbread Man – why couldn't he swim across river? What happens if we put a gingerbread man biscuit in water?</p> <p>'The Journey' story</p>  <p>Book area inside and outside, including non-fiction about water.</p> <p>Investigative mark making with different coloured pens, crayons, chalk, biro's, pencils.</p>	<p><b>Learning Objectives:</b></p> <p><b>Numbers</b> <b>30-50 months</b> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.</p> <p><b>40-60 months</b> Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p><b>Shape space and measure</b> <b>30-50 months</b> 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><b>40-60 months</b> Ordering by capacity</p>	<p><b>Experiences/Provision:</b></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 Number Explorers - looking for numerals in the indoor and outdoor environment</p> <p>Experience playing/ building with 2d and 3d shapes throughout a range of provision. Adding small world figures to extend placement vocabulary</p> <p>Experiencing different containers – using vocab of 'full, half-full, empty, spill ...</p>	<p><b>Learning Objectives:</b></p> <p><b>People and communities</b> <b>30-50 Months</b></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><b>40-60 Months</b> Enjoys joining in with family customs and routines.</p> <p><b>The World</b> <b>30-50</b> Talk about why things happen and how things work Show care and concern for living things</p> <p><b>40-50</b> Looks closely at similarities, differences, patterns &amp; change</p> <p><b>Technology</b> <b>30-50 Months</b> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p><b>40-60 Months</b> Uses ICT hardware to interact with age appropriate computer software.</p>	<p><b>Experiences/Provision:</b></p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Talking about weather changes – rain and sunshine are needed to make a rainbow</p> <p>Noticing how pictures can change if sprinkled or painted with water.</p> <p>Use of computers &amp; iPads in the classroom – taking photos outside of different buildings</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Finding own house and school on Google maps – teacher led, with H/V knowledge What other features can they identify? (rivers, lake, swimming pool ...)</p> <p>Experiencing water in the form of ice. Finding the best way to melt it.</p> <p>Discovering the different forms of water in weather</p>	<p><b>Learning Objectives:</b></p> <p><b>Exploring and using media and materials</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Being Imaginative</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></p> <p>Singing/Nursery rhymes</p> <p>Dancing with coloured scarves/ ribbons on sticks</p> <p>Pretending to be other people in the home corner and the outdoor area,</p> <p>Creative area – junk modelling/ making their own telescope/ binoculars. Putting different coloured cellophane over the end – how does that change what you see?</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Looking at and sharing opinions about the work of Jackson Pollock.</p> <p>Investigating the 7 colour musical instruments – hand bells, hand chimes, boom whackers.</p> <p>Investigating different coloured water, gloop, play dough and other sensory activities</p> <p>Watching how coloured water 'moves' up a piece of kitchen roll.</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> <li>Focus on outdoor provision – big tubes, funnels and containers</li> </ul>	<ul style="list-style-type: none"> <li>Water, dry, pure, clear, dirty, coloured, rainbow, rain, puddle, river, lake</li> <li>Rain, snow, hail, drizzle, spitting</li> </ul>	<ul style="list-style-type: none"> <li>Planting seeds – testing what happens if they don't get watered.</li> <li>Personal hygiene – why we wash our hands</li> </ul>	<ul style="list-style-type: none"> <li>1 morning a week in the Muddy Adventures area</li> </ul>	<ul style="list-style-type: none"> <li>FUDG day</li> </ul>

## Lawford Mead Primary School Foundation Stage Curriculum


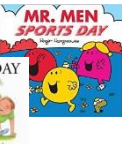
### Nursery Summer 2

Autumn Term 1	What is a shadow?	Spring Term 1	Why do you love me so much?	Summer Term 1	Why is water wet?
Autumn Term 2	Is it shiny?	Spring Term 2	Why can't I have chocolate for breakfast?	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.

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><b>Learning Objectives:</b></p> <p><b>Making Relationships</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Initiates conversations, attends to and takes account of what others say.</p> <p><b>Self –confidence and self-awareness</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><b>Managing feelings and behaviour</b> <b>30-50 Months</b> Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p><b>Experiences/Provision:</b></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><b>Learning Objectives:</b></p> <p><b>Listening and attention</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><b>Understanding</b> <b>30- 50 Months</b> 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><b>40-60 Months</b> Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking</b> <b>30-50 Months</b> 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><b>40-60 Months</b></p>	<p><b>Experiences/Provision:</b></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><b>Learning Objectives:</b></p> <p><b>Movement and handling</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Health and Self-care</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></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 &amp; doing up fastenings on own clothes</p>

<p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p><b>40-60 Months</b> 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>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</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>
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<b>Literacy</b> <i>(Reading and Writing)</i>		<b>Mathematics</b> <i>(Numbers and Shape, Space and Measure)</i>		<b>Understanding the World</b> <i>People and communities, the World and Technology)</i>		<b>Expressive Arts and Design</b> <i>(Exploring and using media and materials and Being Imaginative)</i>		
<p><b>Learning Objectives:</b></p> <p><b>Reading</b> <b>30-50 months</b> 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><b>40-60 months</b> 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><b>Writing</b> <b>30-50 months</b> Sometimes gives meaning to marks as they draw and paint.</p> <p><b>40-60 months</b> 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><b>Experiences/Provision:</b></p> <p>Nursery rhymes</p> <p>Provisions based around stories</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><b>Learning Objectives:</b></p> <p><b>Numbers</b> <b>30-50 months</b> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.</p> <p><b>40-60 months</b> Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p><b>Shape space and measure</b> <b>30-50 months</b> 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><b>40-60 months</b> Beginning to use everyday language related to money</p>	<p><b>Experiences/Provision:</b></p> <p>Number rhymes and songs</p> <p>Recognising numbers in the environment</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><b>Learning Objectives:</b></p> <p><b>People and communities</b> <b>30-50 Months</b></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><b>40-60 Months</b> Enjoys joining in with family customs and routines.</p> <p><b>The World</b> <b>30-50</b> Talk about why things happen and how things work Show care and concern for living things</p> <p><b>40-50</b> Looks closely at similarities, differences, patterns &amp; change</p> <p><b>Technology</b> <b>30-50 Months</b> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p><b>40-60 Months</b> Uses ICT hardware to interact with age appropriate computer software.</p>	<p><b>Experiences/Provision:</b></p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Use of computers &amp; 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><b>Learning Objectives:</b></p> <p><b>Exploring and using media and materials</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Being Imaginative</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></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>Making own books in writing area.</p> <p>Using paint coloured balls and rolling or throwing onto giant pieces of paper.</p> <p>Participating in end of term party.</p> <p>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.</p> <p>Blowing bubbles to catch</p> <p>Priding sweat bands/ head bands for children to do their fitness.</p> <p>Being the nurse or First Aider at the 'First Aid' post – looking after children who may have had a sporting injury</p>	
<b>Additional resources</b>		<b>Vocabulary</b>		<b>Displays/ areas of interest</b>		<b>Outings/ visitors</b>		<b>Special events</b>
<ul style="list-style-type: none"> <li>Sticky kids PE activities</li> <li>Stop watches</li> <li>Parachute</li> </ul>		<ul style="list-style-type: none"> <li>Exercise, healthy, keeping fit, drop, throw, catch, bounce, highest, tallest, jump, hop,</li> </ul>		<ul style="list-style-type: none"> <li>Target throwing/ aiming</li> <li>Hammering e.g. golf tees</li> </ul>		<ul style="list-style-type: none"> <li>Class trip</li> <li>Having snack in the Adventure Playground</li> </ul>		<ul style="list-style-type: none"> <li>Sports day activities with families</li> </ul>

	skip, balance, skeleton, muscles, bones, aim, kick, dribble, goal, score, tally			<ul style="list-style-type: none"><li>• Transition visits to new reception class</li><li>• Whole school picnic with families</li></ul>
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