

# Lawford Mead Primary School Foundation Stage Curriculum

## Nursery: Autumn 1

Autumn Term 1	Stories and Rhymes	Spring Term 1	Let's Explore	Summer Term 1	Sunshine and Sunflowers
Autumn Term 2	Sparkle and Shine	Spring Term 2	Animal Safari	Summer Term 2	Move it!

Personal, Social and Emotional development		Communication and Language		Physical Development	
<p><b>Learning Focus:</b> <b>Self Regulate</b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remembering rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad' 'angry' or 'worried'</p> <p><b>Manage Self</b> Show more confidence in new social situations.</p> <p><b>Building Relationships</b> Become more outgoing with unfamiliar people, on the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Understand gradually how others might be feeling..</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.</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 or present.</p> <p>Acknowledge emotions – happy, excited. Sad, angry etc.</p>	<p><b>Learning Objectives:</b> <b>Listening and attention</b> Enjoy listening to longer stories and can remember much of what happened. Pay attention to more than one thing at a time, which can be difficult, Understand a question or instruction that has two parts such as 'Get your coat and wait at the door'. Understand 'why' questions like: "why do you think the caterpillar got so fat?"</p> <p><b>Speaking</b> Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</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&amp;2</p> <p>Discussing change such as seasons, growing up...</p> <p>Understanding what the objects are used for in the classroom/introduction to different areas</p> <p>Observational drawings of leaves &amp; vegetable, focusing on descriptive language rather than the finished product</p>	<p><b>Learning Objectives:</b> <b>Gross motor</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Uses large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow block.</p> <p><b>Fine motor</b> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>	<p><b>Experiences/ Provision:</b></p> <p>Encouraging independence with personal hygiene (washing hands etc.)</p> <p>Cutting and sticking-independent and guided.</p> <p>Cutting fruit at snack time on individual plate.</p> <p>Noticing changes to body when exercising and when weather changes</p> <p>Threading leaves and pre-drilled conkers onto thread.</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.</p> <p>Putting on wellies to splash in puddles.</p> <p>Looking at fluorescent/ safety clothing – why worn?</p> <p>Investigating the smell and texture of a pumpkin, inside and out.</p>

Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
<p><b>Learning Objectives:</b></p> <p><b>Comprehension</b></p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p><b>Word Reading</b></p> <p>Understand the 5 key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of the book Page sequencing Develop phonological awareness: Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound, such as money and mother.</p> <p><b>Writing</b></p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately</p>	<p><b>Experiences/ Provision:</b></p> <p>Nursery rhymes</p> <p>Provisions based around stories</p> <p>Language rich environment, with daily story times.</p> <p>Adult led discussions about stories and books.</p> <p>Library sessions in class, sharing books with parent/carer.</p> <p>Letters and sounds phase 1 (N)</p> <p>Singing Jolly Phonics songs with actions</p> <p>Seasonal stories and poems.</p> <p>Mark making indoors with variety of writing tools</p> <p>Mark making outside with mud and sticks.</p> <p>Adult support to copy name</p>	<p><b>Learning Objectives:</b></p> <p><b>Number</b></p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (subitising)</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are (total (cardinal principle))</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using the language 'more than', 'fewer than'.</p> <p><b>Numerical Patterns</b></p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, 'the bag is under the table' – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriate: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wall paper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick leaf stick leaf....</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</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.</p> <p>Basic one to one correspondence through a variety of counting activities</p> <p>Representing numbers in a variety of ways</p> <p>Number songs and rhymes</p> <p>Shape language – sides, curved, straight, points, corners</p> <p>Investigating 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>Past &amp; Present</b></p> <p>Begin to make sense of their own life-story and family's history.</p> <p><b>People, culture and communities</b></p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>The Natural World</b></p> <p>Use all their sense in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they feel.</p> <p>Talk about the differences between materials and changes they notice.</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>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>Learn about what Nocturnal animals are</p> <p>Autumn – leaves, colours, dark, seeds, Evergreen plants/ trees, berries</p> <p>Freezing berries &amp; leaves in water and watching the changes</p> <p>Deep piles of leaves in Tuff spot to investigate</p> <p>Using iPads to take photos of changing trees.</p> <p>Using playdough-shapes in Autumn coloured playdough</p> <p>Using natural materials in mud kitchen</p> <p>Making bird seed cake</p>	<p><b>Learning Objectives:</b></p> <p><b>Creating with material</b></p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movements or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing</p> <p><b>Being Imaginative &amp; expressive</b></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p><b>Experiences/ Provision:</b></p> <p>Using different art techniques on black paper.</p> <p>Looking at works of art representing autumn/ leaves. E.g. Van Gogh</p> <p>Singng/Nursery rhymes</p> <p>Pretending to be other people in the home corner and the outdoor area, decorating Home corner</p> <p>Creative table in the classroom</p> <p>Using sticks and twine to create Works of Art.</p> <p>Learning&amp; practising songs/ dance to perform for parents.</p> <p>Developing story telling skills with small world woodland set.</p> <p>Looking at the natural colours of autumn. (red/browns/orange)</p> <p>Looking at the art work of Andrew Goldsworthy as inspiration for autumn art</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> <li>Story books- Peace at last, Owl babies, Whatever next,</li> <li>Resources for home corner</li> </ul>	<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>Autumn language</li> <li>School, environment</li> <li>Thinking vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Maths display linked to shapes-stars, crescent moon</li> <li>Literacy display name writing</li> </ul>		<ul style="list-style-type: none"> <li>Autumn walk in school grounds, looking for signs of Autumn</li> </ul>

## Lawford Mead Primary School Foundation Stage Curriculum

### Nursery: Autumn 2

Autumn Term 1	Stories and Rhymes	Spring Term 1	Let's Explore	Summer Term 1	Sunshine and Sunflowers
Autumn Term 2	Sparkle and Shine	Spring Term 2	Animal Safari	Summer Term 2	Move it!

Personal, Social and Emotional development		Communication and Language		Physical Development	
<p><b>Learning Focus:</b> <b>Self Regulate</b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remembering rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad' 'angry' or 'worried'</p> <p><b>Manage Self</b> Show more confidence in new social situations.</p> <p><b>Building Relationships</b> Become more outgoing with unfamiliar people, on the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Understand gradually how others might be feeling..</p>	<p><b>Experiences/ Provision:</b></p> <p>Circle times, working on listening skills and sharing of news, talking about likes and dislikes.</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, Bonfire Night, Christmas</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><b>Learning Objectives:</b> <b>Listening and attention</b> Enjoy listening to longer stories and can remember much of what happened. Pay attention to more than one thing at a time which can be difficult. Understand a question or instruction that has two parts such as 'Get your coat and wait at the door'. Understand 'why' questions like: "why do you think the caterpillar got so fat?"</p> <p><b>Speaking</b> Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</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 and be introduced to new resources and skills in different areas</p>	<p><b>Learning Objectives:</b> <b>Gross motor</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Uses large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow block.</p> <p><b>Fine motor</b> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</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>

Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
<p><b>Learning Objectives:</b></p> <p><b>Comprehension</b></p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p><b>Word Reading</b></p> <p>Understand the 5 key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of the book Page sequencing Develop phonological awareness: Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound, such as money and mother.</p> <p><b>Writing</b></p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately</p>	<p><b>Experiences/ Provision:</b></p> <p>Nursery rhymes, words that rhyme</p> <p>Provisions based around stories</p> <p>Clapping syllables of Festive words</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>Number</b> Develop fast recognition of up to 3 objects, without having to count them individually (subitising) Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are 1 total (cardinal principle) Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using the language 'more than', 'fewer than'.</p> <p><b>Numerical Patterns</b> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Understand position through words alone – for example, 'the bag is under the table' – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriate: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wall paper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick leaf stick leaf.... Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</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>Past &amp; Present</b> Begin to make sense of their own life-story and family's history.</p> <p><b>People, culture and communities</b> Show interest in different occupations. Explore how things work. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>The Natural World</b> Use all their sense in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they feel. Talk about the differences between materials and changes they notice.</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>Inuit small world.</p> <p>Understanding some people work during the night time</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/Winter – leaves, colours, dark, Evergreen plants/ trees, berries</p> <p>Using torches as a light source – change effect with colour filters. Cut outs</p>	<p><b>Learning Objectives:</b></p> <p><b>Creating with material</b> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movements or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing <b>Being Imaginative &amp; expressive</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</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 Christmas songs and rhymes</p> <p>'Twinkling Orchestra' – What is shiny? What does shiny mean?</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>Discovery Kingdom</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	Stories and Rhymes	Spring Term 1	Let's Explore	Summer Term 1	Sunshine and Sunflowers
Autumn Term 2	Sparkle and Shine	Spring Term 2	Animal safari	Summer Term 2	Move it!

Personal, Social and Emotional development		Communication and Language		Physical Development	
<p><b>Learning Focus:</b> <b>Self Regulate</b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remembering rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p><b>Manage Self</b> Show more confidence in new social situations.</p> <p><b>Building Relationships</b> Become more outgoing with unfamiliar people, on the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Understand gradually how others might be feeling.</p>	<p><b>Experiences/ Provision:</b></p> <p>Circle times, developing listening skills and sharing of news. Recalling what a friend may have said.</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 are hurt or scared. Who looks after us?</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 Focus:</b> <b>Listening and attention</b> Enjoy listening to longer stories and can remember much of what happened. Pay attention to more than one thing at a time which can be difficult, Understand a question or instruction that has two parts such as 'Get your coat and wait at the door'. Understand 'why' questions like: "why do you think the caterpillar got so fat?"</p> <p><b>Speaking</b> Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</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 Focus:</b> <b>Gross motor</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Uses large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow block.</p> <p><b>Fine motor</b> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing</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>

Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
<p><b>Learning Focus: Comprehension</b></p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p><b>Word Reading</b></p> <p>Understand the 5 key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of the book Page sequencing Develop phonological awareness: Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound, such as money and mother.</p> <p><b>Writing</b></p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately</p>	<p><b>Experiences/ Provision:</b></p> <p>Nursery rhymes</p> <p>Provisions based around stories</p> <p>Writing name in cards.</p> <p>Letters and sounds phase 1</p> <p>Night time stories and poems.</p>	<p><b>Learning Objectives:</b></p> <p><b>Number</b> Develop fast recognition of up to 3 objects, without having to count them individually (subitising) Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are 1 total (cardinal principle) Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using the language 'more than', 'fewer than'.</p> <p><b>Numerical Patterns</b> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Understand position through words alone – for example, 'the bag is under the table' – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriate: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wall paper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick leaf stick leaf... Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</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 Focus: Past &amp; Present</b> Begin to make sense of their own life-story and family's history. <b>People, culture and communities</b> Show interest in different occupations. Explore how things work. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <b>The Natural World</b> Use all their sense in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they feel. Talk about the differences between materials and changes they notice</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; iPads 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 Focus: Creating with material</b> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movements or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing <b>Being Imaginative &amp; expressive</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</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 Baby'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> </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	Stories and Rhymes	Spring Term 1	Let's Explore	Summer Term 1	Sunshine and Sunflowers
Autumn Term 2	Sparkle and Shine	Spring Term 2	Animal Safari	Summer Term 2	Move it!

Personal, Social and Emotional development		Communication and Language		Physical Development	
<p><b>Learning Focus:</b> <b>Self Regulate</b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remembering rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad' 'angry' or 'worried'</p> <p><b>Manage Self</b> Show more confidence in new social situations.</p> <p><b>Building Relationships</b> Become more outgoing with unfamiliar people, on the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Understand gradually how others might be feeling..</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>Children to talk about their Christmas holiday/presents</p> <p>Special events – special personal events, birthdays,</p> <p>Home corner – Re-enacting stories</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Taking turns in table top games</p> <p>Using 'Taste the Rainbow' as positive behaviour reinforcement.</p>	<p><b>Learning Focus:</b> <b>Listening and attention</b> Enjoy listening to longer stories and can remember much of what happened. Pay attention to more than one thing at a time which can be difficult, Understand a question or instruction that has two parts such as 'Get your coat and wait at the door'. Understand 'why' questions like: "why do you think the caterpillar got so fat?"</p> <p><b>Speaking</b> Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</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><b>Learning Focus:</b> <b>Gross motor</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Uses large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow block.</p> <p><b>Fine motor</b> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</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>Folding painted paper to smudge colours together</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>Looking at festival foods – are they healthy?</p> <p>Running to catch bubbles</p> <p>Pouring and scooping rainbow rice</p> <p>Hole punching different coloured paper to make confetti</p>

Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
<p><b>Learning Objectives: Comprehension</b></p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p><b>Word Reading</b></p> <p>Understand the 5 key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of the book Page sequencing Develop phonological awareness: Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound, such as money and mother.</p> <p><b>Writing</b></p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately</p>	<p><b>Experience s/ Provision:</b></p> <p>Nursery rhymes</p> <p>Provisions based around stories</p> <p>Letters and sounds phase 1</p> <p>Book area inside and outside</p> <p>Mark making with different coloured pens, crayons, chalk, biro's, pencils</p>	<p><b>Learning Objectives:</b></p> <p><b>Number</b> Develop fast recognition of up to 3 objects, without having to count them individually (subitising) Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are 1 total (cardinal principle) Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using the language 'more than', 'fewer than'.</p> <p><b>Numerical Patterns</b> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Understand position through words alone – for example, 'the bag is under the table' – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriate: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wall paper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick leaf stick leaf.... Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</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>Creating repeating patterns using any of the rainbow colours</p> <p>Shape language – sides, curved, arch.</p> <p>Experience playing/building with 2d and 3d shapes throughout a range of provision.</p> <p>Matching/pairs colour games</p> <p>Creating patterns</p> <p>Building jelly cube towers – how high can you go?</p>	<p><b>Learning Objectives:</b></p> <p><b>Past &amp; Present</b> Begin to make sense of their own life-story and family's history.</p> <p><b>People, culture and communities</b> Show interest in different occupations. Explore how things work. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>The Natural World</b> Use all their sense in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they feel. Talk about the differences between materials and changes they notice.</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</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Winter– leaves-, dark, Evergreen plants/ trees, berries,</p> <p>Using playdough-shapes</p> <p>Cutting and sticking skills</p> <p>Investigating light box, layer translucent coloured materials to effect change.</p> <p>Looking through kaleidoscopes</p> <p>Looking at the colours on the surface of a bubble – blowing bubbles in water tray</p> <p>Discovering Chinese New Year celebrations</p>	<p><b>Learning Objectives:</b></p> <p><b>Creating with material</b> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movements or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing</p> <p><b>Being Imaginative &amp; expressive</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</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 table in the classroom – experiencing paint colour mixing</p> <p>Matching paint colours used to Paint charts (B&amp;Q)</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Looking at and sharing opinions the work of Jackson Pollock.</p> <p>Investigating the 7 colour musical instruments – hand bells, hand chimes, boom whackers.</p> <p>Investigating different coloured water , gloop, play dough and other sensory activities</p> <p>Making 'kaleidoscopes' with cardboard tubes and coloured cellophane</p> <p>Making milk bottle Elmer's – colour change by layering</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> <li>Colour stories – Elmer, Rainbow fish</li> </ul>	<ul style="list-style-type: none"> <li>Colour names</li> </ul>	<ul style="list-style-type: none"> <li>Elmer elephants</li> <li>Light box</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Performing 'Rainbow Orchestra' to parents</li> <li>End of term Rainbow Party</li> </ul>



# Lawford Mead Primary School Foundation Stage Curriculum

## Nursery: Summer 1

Autumn Term 1	Stories and Rhymes	Spring Term 1	Let's Explore	Summer Term 1	Sunshine and Sunflowers
Autumn Term 2	Sparkle and Shine	Spring Term 2	Animal Safari	Summer Term 2	Move it!

Personal, Social and Emotional development		Communication and Language		Physical Development	
<p><b>Learning Focus:</b></p> <p><b>Self regulates</b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remembering rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad' 'angry' or 'worried'.</p> <p><b>Manage Self</b> Show more confidence in new social situations.</p> <p><b>Making Relationships</b> Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Understand gradually how others might be feeling.</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 Focus:</b></p> <p><b>Listening and attention</b> Enjoy listening to longer stories and can remember much of what happened. Pay attention to more than one thing at a time which can be difficult, Understand a question or instruction that has two parts such as 'Get your coat and wait at the door'. Understand 'why' questions like: "why do you think the caterpillar got so fat?"</p> <p><b>Speaking</b> Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</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 Focus</b></p> <p><b>Gross motor</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Uses large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow block.</p> <p><b>Fine motor</b> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</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 festival foods – are they healthy?</p>

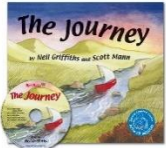
Literacy		Mathematics		Understanding the World		Expressive Arts and Design			
<p><b>Learning Focus:</b></p> <p><b>Comprehension</b></p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p><b>Word Reading</b></p> <p>Understand the 5 key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of the book Page sequencing Develop phonological awareness: Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound, such as money and mother.</p> <p><b>Writing</b></p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately</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 Focus:</b></p> <p><b>Number</b></p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (subitising) Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are 1 total (cardinal principle) Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using the language 'more than', 'fewer than'.</p> <p><b>Numerical Patterns</b></p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, 'the bag is under the table' – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriate: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wall paper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick leaf stick leaf.... Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</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 Focus:</b></p> <p><b>Past &amp; Present</b></p> <p>Begin to make sense of their own life-story and family's history. <b>People, culture and communities</b> Show interest in different occupations. Explore how things work. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <b>The Natural World</b> Use all their sense in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they feel. Talk about the differences between materials and changes they notice.</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 Focus:</b></p> <p><b>Creating with material</b></p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movements or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing <b>Being Imaginative &amp; expressive</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</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 – how do we feel when we HEAR the growl?</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>Planting sunflowers at Discovery Kingdom</li> <li>Walking to the local library (via the park and woods)</li> </ul>		<ul style="list-style-type: none"> <li>Muddy Adventures</li> </ul>	

# Lawford Mead Primary School Foundation Stage Curriculum

## Nursery: Summer 2

Autumn Term 1	Stories and Rhymes	Spring Term 1	Let's Explore	Summer Term 1	Sunshine and Sunflowers
Autumn Term 2	Sparkle and Shine	Spring Term 2	Animal Safari	Summer Term 2	Move it!

Personal, Social and Emotional development		Communication and Language		Physical Development	
<p><b>Learning Focus:</b></p> <p><b>Self regulates</b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remembering rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad' 'angry' or 'worried'.</p> <p><b>Manage Self</b> Show more confidence in new social situations.</p> <p><b>Making Relationships</b> Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Understand gradually how others might be feeling.</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 Focus:</b></p> <p><b>Listening and attention</b> Enjoy listening to longer stories and can remember much of what happened. Pay attention to more than one thing at a time which can be difficult, Understand a question or instruction that has two parts such as 'Get your coat and wait at the door'. Understand 'why' questions like: "why do you think the caterpillar got so fat?"</p> <p><b>Speaking</b> Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</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 Focus:</b></p> <p><b>Gross motor</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Uses large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow block.</p> <p><b>Fine motor</b> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</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 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 press, rollers etc. – comparing the differences</p>

Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
<p><b>Learning Focus: Comprehension</b></p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p><b>Word Reading</b></p> <p>Understand the 5 key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of the book Page sequencing Develop phonological awareness: Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound, such as money and mother.</p> <p><b>Writing</b></p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately</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? Wat happens if we put a gingerbread man biscuit in water?</p> <p>'The Journey' story sack</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 Focus:</b></p> <p><b>Number</b> Develop fast recognition of up to 3 objects, without having to count them individually (subitising) Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are 1 total (cardinal principle) Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using the language 'more than', 'fewer than'.</p> <p><b>Numerical Patterns</b> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Understand position through words alone – for example, 'the bag is under the table' – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriate: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wall paper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick leaf stick leaf.... Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</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>Past &amp; Present</b> Begin to make sense of their own life-story and family's history.</p> <p><b>People, culture and communities</b> Show interest in different occupations. Explore how things work. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>The Natural World</b> Use all their sense in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they feel. Talk about the differences between materials and changes they notice.</p>	<p><b>Experiences/ Provision:</b></p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Important water - Has anyone been christened?</p> <p>Google images of people groups who live on/above water</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>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 Focus:</b></p> <p><b>Creating with material</b> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movements or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing</p> <p><b>Being Imaginative &amp; expressive</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</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</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>Class Trip</li> </ul>	<ul style="list-style-type: none"> <li>FUDGE day</li> <li>Exhibition day</li> <li>Sports Day activities with parent/carer</li> </ul>