

Netherton Moss Primary School EYFS Curriculum – Autumn Term in Reception		
Our Early Years Foundation Stage Curriculum is based on the following <b>rational</b> :		
‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. ‘		
‘Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.’ <i>EYFS April 2017</i>		
In Reception, our intent is for children to work towards and achieve the Early Learning Goals in the prime and specific areas of learning. Our long term plan sets out an overview of predictable topics, interests, activities and texts. However, we embrace individual children’s spontaneity, curiosity and natural desire to explore to learn. With careful observation and by using appropriate strategies at the right moment, we support children’s well-being and learning. (In the Moment Planning).		
Our School Curriculum is underpinned by these key <b>drivers</b> :		
<i>Communication Community Resilience Creativity Adventure Health</i>		
<b>Learner Profile</b> - Our curriculum is intended to develop learners who are:		
<i>Inquirers Open-minded Thinkers Caring Knowledgeable Principled Balanced Communicators Reflective Risk-takers</i>		
Early Learning Goals - Intent	Planned Opportunities - Implementation	
	Autumn 1	Autumn 2
Communication & Language	Texts	Texts
<b>Listening and attention:</b> children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.  <b>Understanding:</b> children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  <b>Speaking:</b> children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	<i>Where’s My Teddy</i> <i>Rainbow Fish</i> <i>Harry and His Dinosaurs Go To School</i> <i>Mr Big</i>	<i>Penguin Pete</i> <i>Father Christmas Needs a Wee</i> <i>The Christmasaurus</i> <i>Dear Father Christmas</i>
	<b>Ongoing Activities &amp; Opportunities</b> <ul style="list-style-type: none"><li>Engage and participate in: Circle time, Story Time and Role Play</li><li>Getting to know each other</li><li>Talk about personal experiences in class and group circle times, review times, class discussions</li><li>Use imaginative talk in role play, small world play, puppet play,</li><li>Listen attentively in group times, play and to interactive videos.</li><li>Converse with others in all classroom areas</li><li>Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li><li>Choose to look at books alone and with others</li><li>Talk about pictures in books</li><li>Retell familiar stories in role play and small world etc.</li><li>Join in stories, rhymes and songs</li><li>Talk about own experiences related to content of book</li><li>To develop their own narratives, and to make up own stories inspired by books, poems, pictures</li></ul>	<b>Ongoing Activities &amp; Opportunities</b> <ul style="list-style-type: none"><li>Engage with and start to remember the story of Guy Fawkes</li><li>Engage with and start to remember the story of the Nativity</li><li>Learn about Festivals of light - Christmas</li><li>Talk about personal experiences in class and group circle times, review times, class discussions</li><li>Use imaginative talk in role play, small world play, puppet play.</li><li>Listen attentively in group times, play and to interactive videos.</li></ul>
Literacy	Texts	Texts
<b>Reading:</b> children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.  <b>Writing:</b> children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	<i>Where’s My Teddy</i> <i>Rainbow Fish</i> <i>Harry and His Dinosaurs Go To School</i> <i>Mr Big</i>	<i>Penguin Pete</i> <i>Father Christmas Needs a Wee</i> <i>The Christmasaurus</i> <i>Dear Father Christmas</i>
	<b>Ongoing Activities &amp; Opportunities</b> <ul style="list-style-type: none"><li>RWI</li><li>Listen attentively in group times, play and to audio tapes</li><li>Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li><li>Choose to look at books alone and with others</li><li>Bring books and take books home</li><li>Read class labels, names, signs</li><li>Talk about pictures in books</li><li>Retell familiar stories in role play and small world etc.</li><li>Join in stories, rhymes and songs</li><li>Talk about own experiences related to content of book</li><li>Make up own stories inspired by books, poems, pictures, music etc</li><li>Make marks to signify writing</li><li>Write cards, invitations, lists, books, labels, signs, messages, instructions, letters, guessing cards, zigzag books, flap books</li><li>Write name at every opportunity –signing in, name on work etc.</li><li>Practice forming letters using pens, pencils, crayons, chalks, paints, sand, dough,</li><li>Daily story time</li></ul>	<b>Ongoing Activities &amp; Opportunities</b> <ul style="list-style-type: none"><li>RWI</li><li>Letters</li><li>Lists</li><li>Poetry/Rhyming Cards</li><li>Vocabulary work</li><li>Develop language, literacy, and creative-thinking skills</li><li>Engage in a story sequence and other extension activities</li><li>Sequencing</li></ul>

Mathematical Development	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p><b>Numbers:</b> children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><b>Shape, space and measures:</b> children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p><b>Number—Counting objects securely to 10</b> <b>Number– Numeral recognition and order to 10</b></p> <ul style="list-style-type: none"> <li>Sing number songs and rhymes e.g. Two little Dickie Birds, Five green bottles. Two little speckled frogs.</li> <li>Count 1-5, 1-10, 1-20</li> <li>Recognise errors in counting backwards and forwards using puppet (missing number, repeated number, wrong order)</li> <li>Recite number names in order, continuing the count forwards or backwards from a given number</li> <li>Estimate small numbers without counting e.g. 1-6 dice/dominoes or fingers</li> <li>Recognise none and zero in stories, rhymes and when counting</li> <li>Play error games with puppet e.g. count same object twice, miss out an object, make an error in counting sequence, touch but don’t name, summarise incorrectly)</li> <li>Count quietly on fingers and in head</li> <li>Estimate a number and check by counting</li> <li>Recognise numerals 1-9, then 0 and 10, then 10 and beyond</li> </ul>	<p><b>Calculation– addition and subtraction</b> <b>2D shape, measuring length and weight</b></p> <ul style="list-style-type: none"> <li>Count a set of objects (5, 10, 20) giving just one number name to each object</li> <li>Count sounds, movements, moving things, objects in a circle, blank number track</li> <li>Compare two numbers and say which is more or less</li> <li>Say a number which lies between two given numbers</li> <li>Begin to use the vocabulary of adding and subtracting</li> <li>Find one more or one less than a number from 1-10</li> <li>Solve simple practical problems and respond to “what could we try next?”</li> </ul>
Understanding the World	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p><b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>The world:</b> children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>Technology:</b> children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<ul style="list-style-type: none"> <li>Similarities and differences in our Family</li> <li>Family trees</li> <li>How we grow and change over time</li> <li>Floating and sinking</li> <li>Hibernation</li> <li>Tree Watch</li> </ul>	<ul style="list-style-type: none"> <li>Changes in seasons</li> <li>Winter</li> <li>Halloween</li> <li>Bonfire night</li> <li>Festivals of light – Christmas cookery</li> <li>Freezing and thawing</li> <li>Observation of the changes in water and ice</li> <li>Light</li> </ul>
Expressive Arts and Design	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p><b>Exploring and using media and materials:</b> children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being imaginative:</b> children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<ul style="list-style-type: none"> <li>Role play</li> <li>Build a repertoire of songs and dances.</li> <li>Explores the different sounds of instruments.</li> <li>Explores what happens when they mix colours.</li> <li>To experiment to create different textures.</li> <li>To understand that different media can be combined to create new effects.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Self-portraits- Create simple representations of events, people and objects.</li> <li>Chooses particular colours to use for a purpose.</li> <li>Introduces a storyline or narrative into their play.</li> <li>Plays alongside other children who are engaged in the same theme.</li> </ul>	<ul style="list-style-type: none"> <li>Making Christmas decorations</li> <li>Singing</li> <li>Performance</li> <li>Printing wrapping paper</li> <li>Make cards</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>

Physical Development	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p><b>Moving and handling:</b> children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><b>Health and self-care:</b> children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<ul style="list-style-type: none"> <li>Outdoor area exploration</li> <li>Experiments with different ways of moving.</li> <li>Jumps off an object and lands appropriately.</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Shows a preference for a dominant hand.</li> <li>Begins to use anticlockwise movement and retrace vertical lines.</li> <li>Begins to form recognisable letters.</li> </ul>	<ul style="list-style-type: none"> <li>Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>Usually dry and clean during the day.</li> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>Shows understanding of how to transport and store equipment safely.</li> <li>Practices some appropriate safety measures without direct supervision</li> </ul>
Personal, social and emotional development	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p><b>Self-confidence and self-awareness:</b> children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>Managing feelings and behaviour:</b> children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Making relationships:</b> children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> <li>Can select and use activities and resources with help.</li> <li>Uses and puts away resources in school.</li> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Circle time activities.</li> <li>Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>Circle time-how to be a good friend.</li> <li>Espresso videos</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>Digital Citizenship and technology</li> <li>Informed Choices</li> <li>Diet and Health</li> <li>Choosing a healthy Diet</li> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>

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Early Learning Goals - Intent		Planned Opportunities - Implementation
EYFS Areas of Learning		
22-36 months      30 to 50 months      40 to 60 months		
Communication and Language	Spring 1	Spring 2
<b>Listening and attention</b> <ul style="list-style-type: none"><li>- Listens with interest to the noises adults make when they read stories.</li><li>- Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.</li><li>-Shows interest in play with sounds, songs and rhymes.</li><li>-Single channelled attention. Can shift to a different task if attention fully obtained.</li><li>• Listens to others one to one or in small groups, when conversation interests them.</li><li>• Listens to stories with increasing attention and recall.</li><li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li><li>• Focusing attention – still listen or do, but can shift own attention.</li><li>• Is able to follow directions (if not intently focused on own choice of activity).</li><li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li><li>• Two-channelled attention – can listen and do for short span.</li></ul> <b>Understanding</b> <ul style="list-style-type: none"><li>- Identifies action words by pointing to the right picture e.g. who’s jumping?</li><li>- Understands more complex sentences e.g. put your toys away and then we’ll read a book.</li><li>-Understands, ‘who, what, where’ in simple questions</li><li>-Developing understanding of simple concepts e.g. big/little</li><li>• Understands use of objects (e.g. <i>“What do we use to cut things?”</i>)</li><li>• Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</li><li>• Responds to simple instructions, e.g. to get or put away an object.</li><li>• Beginning to understand ‘why’ and ‘how’ questions.</li><li>• Responds to instructions involving a two-part sequence.</li></ul> Understands humour, e.g. nonsense rhymes, jokes. <ul style="list-style-type: none"><li>• Able to follow a story without pictures or props.</li><li>• Listens and responds to ideas expressed by others in conversation or discussion.</li></ul> <b>Speaking</b> <ul style="list-style-type: none"><li>- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li><li>- Holds a conversation, jumping from topic to topic.</li><li>- Learns new words very rapidly and is able to use them in communicating.</li><li>- Uses gestures, sometimes with limited talk e.g. reaches towards a toy.</li><li>- Uses a variety of questions</li><li>-Uses simple sentences</li><li>-Beginning to use word endings</li><li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li><li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li><li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li><li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</li><li>• Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li><li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li><li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li><li>• Builds up vocabulary that reflects the breadth of their experiences.</li><li>• Uses talk in pretending that objects stand for something else in play, e.g., <i>‘This box is my castle.’</i></li><li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li><li>• Uses language to imagine and recreate roles and experiences in play situations.</li><li>• Links statements and sticks to a main theme or intention.</li><li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li><li>• Introduces a storyline or narrative into their play.</li></ul>	<b>Ongoing Activities &amp; Opportunities</b> Traditional Tales Texts The three little pigs Billy Goats Gruff Little Red Riding Hood Goldilocks and the three bears Jack and the Beanstalk The gingerbread man  <ul style="list-style-type: none"><li>-Maintains attention, concentrates and sits quietly during appropriate activity.</li><li>-Two-channelled attention – can listen and do for short span.</li><li>-Beginning to understand ‘why’ and ‘how’ questions.</li><li>-Responds to instructions involving a two-part sequence.</li></ul> -Understands humour, e.g. nonsense rhymes, jokes. <ul style="list-style-type: none"><li>-Able to follow a story without pictures or props.</li><li>-Listens and responds to ideas expressed by others in conversation or discussion.</li><li>-Introduces a storyline or narrative into their play.</li><li>-Uses language to imagine and recreate roles and experiences in play situations.</li><li>-Builds up vocabulary that reflects the breadth of their experiences.</li><li>-Uses talk in pretending that objects stand for something else in play, e.g, ‘This box is my castle.’</li><li>-Write initial letter sounds</li></ul>	<b>Ongoing Activities &amp; Opportunities</b> <b>Superheroes</b> Texts Supertato Super Ted Traction Man Super Daisy Juniper Juniper Nat Fantastic  <ul style="list-style-type: none"><li>-Look out for a range of books and comics that focus on fictional characters who perform heroic deeds. Traditional favourites include Superman, Super Ted, Batman and Spiderman. Include non-fiction texts that focus on the everyday world including professions that can involve heroic actions such as firefighters, ambulance crew, hospital staff, police officers and so on.</li><li>-Create a personalised superhero logo to wear for role play. AIA: Look at pictures of Superman™ wearing his bold ‘S’-shaped logo. Encourage the children to identify the initial sound of their name, for example, ‘S’ for ‘Suzie’, ‘A’ for ‘Ali’ and so on</li><li>-In groups chn produce comic strips based on their own invented superhero and use it to tell a story. Chn work together to add captions and speech bubbles to enhance their comic strips.</li><li>-Discuss how super powers have helped people with everyday occupations to do their jobs more efficiently. Can the children think of other jobs that would benefit from super powers, for example, a park keeper who could attract litter into a bin by waving a supersized hand</li><li>-Look at the special clothing worn by the superheroes and search for letters on them. What do the children think that the letters ‘FF’, ‘P’ and ‘Z’ signify? Make hatbands for imaginary superheroes and w on them, for example, ‘SL’ for ‘super litterpicker’</li></ul>

Early Learning Goals - Intent	Planned Opportunities - Implementation	
Literacy	Spring 1	Spring 2
<p><b>Reading</b></p> <ul style="list-style-type: none"><li>- Has some favourite stories, rhymes, songs, poems or jingles.</li><li>- Repeats words or phrases from familiar stories</li><li>-Fills in missing word or phrase in a known rhyme, story or game e.g. Humpty Dumpty sat on a ...</li><li>• Enjoys rhyming and rhythmic activities.</li><li>• Shows awareness of rhyme and alliteration.</li><li>• Recognises rhythm in spoken words.</li><li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li><li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li><li>• Beginning to be aware of the way stories are structured.</li><li>• Suggests how the story might end.</li><li>• Listens to stories with increasing attention and recall.</li><li>• Describes main story settings, events and principal characters.</li><li>• Shows interest in illustrations and print in books and print in the environment.</li><li>• Recognises familiar words and signs such as own name and advertising logos.</li><li>• Looks at books independently.</li><li>• Handles books carefully.</li><li>• Knows information can be relayed in the form of print.</li><li>• Holds books the correct way up and turns pages.</li><li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li><li>• Continues a rhyming string.</li><li>• Hears and says the initial sound in words.</li><li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li><li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li><li>• Begins to read words and simple sentences.</li><li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li><li>• Enjoys an increasing range of books.</li><li>• Knows that information can be retrieved from books and computers.</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>- Distinguishes between the different marks they make.</li><li>• Sometimes gives meaning to marks as they draw and paint.</li><li>• Ascribes meanings to marks that they see in different places.</li><li>• Gives meaning to marks they make as they draw, write and paint.</li><li>• Begins to break the flow of speech into words.</li><li>• Continues a rhyming string.</li><li>• Hears and says the initial sound in words.</li><li>• Can segment the sounds in simple words and blend them together.</li><li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li><li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li><li>• Writes own name and other things such as labels,captions.</li><li>• Attempts to write short sentences in meaningful contexts.</li></ul>	<p>RWI</p> <p>Reading</p> <p>Writing letters</p> <p>Rhyme</p> <p><u><b>Specific</b></u></p> <p>Features of a traditional tale</p> <p>Story language</p> <p>Sequencing the story– understanding that stories have a beginning, middle and end.</p> <p>Dramatize story with puppets/masks /playscript</p> <p>Write a letter of apology from Goldilocks</p> <p>Sequence story</p> <p>Turn home corner into Bears’ cottage to re-enact scenes.</p> <p>Writing for a specific purpose – lists for a building site etc.</p> <p>Comparing different versions of the story</p> <p>Story sequencing</p> <p>Hot-seating</p> <p>Estate agent’s particulars</p> <p>Instruction writing– children to grow their own bean and write instructions of the process.</p> <p>Rewriting a story–children to change the setting.</p>	<p>RWI - Ditties</p> <p>Reading</p> <p>Segmenting words</p> <p>Writing sentences – Superhero information</p> <p>Design and name a superhero</p> <p>Characters – superheroes and villains</p> <p>Superhero slogans</p> <p>Predicting story endings</p> <p>Stories with familiar settings</p> <p>Superhero stories</p> <p>Poetry ‘If I was a superhero...’</p> <p>Recipes – ‘Superhero power potion’</p> <p>Postcards</p> <p>Planning and writing a superhero story</p> <p>Guided reading and handwriting</p> <p>In groups chn produce comic strips based on their own invented superhero and use it to tell a story. Chn work together to add captions and speech bubbles to enhance their comic strips.</p>



Early Learning Goals - Intent		Planned Opportunities - Implementation	
Mathematics		Spring 1	Spring 2
<p><b>Numbers</b></p> <p>- Selects a small number of objects from a group when asked for example, ‘please give me one’</p> <p>-Recites some number names in sequence</p> <p>- Creates and experiments with symbols and marks representing ideas of number</p> <p>-Begins to make comparisons between quantities</p> <p>-Uses some language of quantities such as more and a lot.</p> <p>Knows that a group of things changes in quantity when something is added or taken away.</p> <ul style="list-style-type: none"><li>• Uses some number names and number language spontaneously.</li><li>• Uses some number names accurately in play.</li><li>• Recites numbers in order to 10.</li><li>• Knows that numbers identify how many objects are in a set.</li><li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li><li>• Sometimes matches numeral and quantity correctly.</li><li>• Shows curiosity about numbers by offering comments or asking questions.</li><li>• Compares two groups of objects, saying when they have the same number.</li><li>• Shows an interest in number problems.</li><li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li><li>• Shows an interest in numerals in the environment.</li><li>• Shows an interest in representing numbers.</li><li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li><li>• Recognise some numerals of personal significance.</li><li>• Recognises numerals 1 to 5.</li><li>• Counts up to three or four objects by saying one number name for each item.</li><li>• Counts actions or objects which cannot be moved.</li><li>• Counts objects to 10 and beginning to count beyond 10.</li><li>• Counts out up to six objects from a larger group.</li><li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li><li>• Counts an irregular arrangement of up to ten objects.</li><li>• Estimates how many objects they can see and checks by counting them.</li><li>• Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.</li><li>• Finds the total number of items in two groups by counting all of them• Says the number that is one more than a given number.</li><li>• Finds one more or one less from a group of up to five objects, then ten objects.</li><li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li><li>• Records, using marks that they can interpret and explain.</li><li>• Begins to identify own mathematical problems based on own interests and fascinations.</li></ul> <p><b>Shape, Space and Measure</b></p> <p>-Notices simple shapes and patterns in pictures</p> <p>- Beginning to categorise objects according to properties such as shape and size</p> <p>-Begins to use the language of size</p> <p>-Understands some talk about immediate past and future e.g. before, later and soon.</p> <p>-Anticipates specific time-based events such as mealtimes or home time.</p> <ul style="list-style-type: none"><li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li><li>• Shows awareness of similarities of shapes in the environment.</li><li>• Uses positional language.</li><li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li><li>• Shows interest in shapes in the environment.</li><li>• Uses shapes appropriately for tasks.</li><li>• Beginning to talk about the shapes of everyday objects, e.g. ‘<i>round</i>’ and ‘<i>tall</i>’.</li><li>• Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.</li><li>• Selects a particular named shape.</li><li>• Can describe their relative position such as ‘<i>behind</i>’ or ‘<i>next to</i>’.</li><li>• Orders two or three items by length or height.</li><li>• Orders two items by weight or capacity.</li><li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li><li>• Uses everyday language related to time.</li><li>• Beginning to use everyday language related to money.</li><li>• Orders and sequences familiar events.</li><li>• Measures short periods of time in simple ways.</li></ul>		<ul style="list-style-type: none"><li>• Making porridge – measure</li><li>• Positional language.</li><li>• Long and short</li><li>• Measures</li><li>• Numicon</li><li>• Counting activities</li><li>• Number games</li><li>• Number—Estimating and counting irregular objects Number– recognise teen numbers</li><li>• Calculation– addition and subtraction</li><li>• Recap number: Number recognition 1-20</li><li>• Recap formation and correspondence</li><li>• 1 more/less</li></ul>	<ul style="list-style-type: none"><li>• Weight</li><li>• Measures</li><li>• 2D and 3D shape</li><li>• Sharing</li><li>• Numicon</li><li>• Money</li><li>• Number bonds</li></ul>

Early Learning Goals - Intent	Planned Opportunities - Implementation	
Understanding the World	Spring 1	Spring 2
<p><b>People and Communities</b></p> <p>- Has a sense of own immediate family and relations.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background e.g making and drinking tea.</p> <p>-Beginning to have their own friends</p> <p>-Learns that they have similarities and differences that connect them to, and distinguish them from others.</p> <ul style="list-style-type: none"><li>• Shows interest in the lives of people who are familiar to them.</li><li>• Remembers and talks about significant events in their own experience.</li><li>• Recognises and describes special times or events for family or friends.</li><li>• Shows interest in different occupations and ways of life.</li><li>• 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.</li><li>• Enjoys joining in with family customs and routines</li></ul> <p><b>The World</b></p> <p>- Enjoys playing with small-world models such as a farm, a garage, or train track.</p> <p>- Notices detailed features of objects in their environment.</p> <ul style="list-style-type: none"><li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li><li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li><li>• Talks about why things happen and how things work.</li><li>• Developing an understanding of growth, decay and changes over time.</li><li>• Shows care and concern for living things and the environment</li><li>• Looks closely at similarities, differences, patterns and change.</li></ul> <p><b>Technology</b></p> <p>- Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p>- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <ul style="list-style-type: none"><li>• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li><li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li><li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li><li>• Knows that information can be retrieved from computers</li><li>• Completes a simple program on a computer.</li><li>• Uses ICT hardware to interact with age-appropriate computer software.</li></ul>	<p>Chinese New Year – cookery, dancing</p> <p>Pancake Day</p> <p>Seasons</p> <p>Magnets</p> <p><b>Fairytales</b></p> <p>Comparing materials:</p> <p>Wood, straw, brick, foil, plastic, wool</p> <p>Objects and their purposes e.g. welly – why do we use it?</p> <p>Material etc. Where do these materials come from?</p> <p>What does your house look like?</p> <p>Parts of a house. Different kinds of houses. What is inside house/outside? Houses around the world. Do we all have homes?</p> <p>Our homes – what are they made of and why?</p> <p>Growing a bean. What does it need to grow?</p> <p>Class investigation- Beans in different environments.</p> <p>What does a builder wear? Why?</p> <p>Goggles, High vis jacket, Ear muffs, Gloves, Safety boots, Safety belt, Helmet</p>	<p><b>Superheroes</b></p> <p>-Look at the picture of the postman with long arms and talk about they help him to deliver the post. Find pictures in a catalogue showing devices for people with physical disabilities, for example, to help them pick up things from the floor or open a screwtop jar. Invite the children to design a device to help someone with limited mobility, such as a cane with a feather duster tied to the top for dusting a high shelf.</p> <p>-Explore the everyday clothes that the boy is wearing on the poster together and name each garment. How do his clothes change when he becomes a superhero? How might a cloak and a streamlined suit help a superhero? Discuss the types of materials that would be needed to ensure that the properties match the purpose of his rescue. E.g. What kind of material would the cape need to be made from if rescuing someone from a sinking ship? How might the material need to be different if going into a burning building/ an ice cave? Supply the children with mark-making materials and invite them to design a superhero outfit. Provide chn with a superhero image and boxes of various materials. Help them to explore, talk about and select the most appropriate materials to meet their superheroes needs. Display their drawings around the poster.</p> <p>-Look at how the superhero moves leaves into a pile for the gardener by blowing them. Could the children do this? Why not? Explore what they are actually able to move by blowing using straws to direct the air, for example, rolling ping-pong balls into a goal or sailing home-made boats on a water tray.</p>

Early Learning Goals - Intent	Planned Opportunities - Implementation	
Expressive Arts and Design	Spring 1	Spring 2
<p><b>Exploring and Using materials</b></p> <ul style="list-style-type: none"><li>- Joins in singing favourite songs</li><li>- Creates sounds by banging, shaking, tapping or blowing.</li><li>- Shows an interest in the way musical instruments sound.</li><li>- Experiments with blocks, colours and marks.</li><li>• Enjoys joining in with dancing and ring games.</li><li>• Sings a few familiar songs.</li><li>• Beginning to move rhythmically.</li><li>• Imitates movement in response to music.</li><li>• Taps out simple repeated rhythms.</li><li>• Explores and learns how sounds can be changed.</li><li>• Explores colour and how colours can be changed.</li><li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li><li>• Beginning to be interested in and describe the texture of things</li><li>• Uses various construction materials.</li><li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li><li>• Joins construction pieces together to build and balance.</li><li>• Realises tools can be used for a purpose.</li><li>• Begins to build a repertoire of songs and dances.</li><li>• Explores the different sounds of instruments.</li><li>• Explores what happens when they mix colours.</li><li>• Experiments to create different textures.</li><li>• Understands that different media can be combined to create new effects.</li><li>• Manipulates materials to achieve a planned effect.</li><li>• Constructs with a purpose in mind, using a variety of resources.</li><li>• Uses simple tools and techniques competently and appropriately.</li><li>• Selects appropriate resources and adapts work where necessary</li></ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"><li>- Beginning to use representation to communication, e.g. drawing a line and saying, ‘That’s me’.</li><li>- Beginning to make-believe by pretending.</li><li>• Developing preferences for forms of expression.</li><li>• Uses movement to express feelings.</li><li>• Creates movement in response to music.</li><li>• Sings to self and makes up simple songs.</li><li>• Makes up rhythms.</li><li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li><li>• Engages in imaginative role-play based on own first-hand experiences.</li><li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.</li><li>• Uses available resources to create props to support role-play.</li><li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li></ul> <p>Create simple representations of events, people and objects.</p> <ul style="list-style-type: none"><li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li><li>• Chooses particular colours to use for a purpose.</li><li>• Introduces a storyline or narrative into their play.</li><li>• Plays alongside other children who are engaged in the same theme.</li><li>• Plays cooperatively as part of a group to develop and act out a narrative.</li></ul>	<p>Making Chinese New Year artefacts</p> <p>Paper folding</p> <p>Mask making of characters from chosen fairytales.</p> <p>3D houses for the 3 little pigs</p> <p>Making a beanstalk</p> <p>Baking gingerbread men</p>	<p>Making Mother’s day cards and gifts</p> <p>Role play – Superhero Den</p> <p>Workshop – Superhero models</p> <p><b>Create bat-themed masks for imaginative play:</b> Look at the pictures of Batman™ wearing his black clothing, mask and flowing cape. Then look at pictures of real bats and talk about their prominent features, for example, the colour of their body, the shape of their face and the appearance of their wings. Encourage the children to notice fine details such as the texture of their body, the claws on their feet and the shape of their ears. Provide the children with a wide range of dark materials and invite them to explore how to create simple bat-themed items for imaginative play, for example, a large sweeping cloak, a black mask or a bat-shaped puppet. Encourage the children to use their clothes, masks and props for imaginative play based on superheroes. MA: Help the children during the practical task of cutting, gluing and trimming the materials. HA: Encourage the children to draw a picture of the props, masks or clothes and to make plans of what they will need before construction. LA: Provide a range of fancy-dress items and props to inspire and model imaginative play</p> <p><b>Create large scale life-sized superheroes:</b></p> <p>Encourage chn’s creative skills by inviting them to create a life-sized picture of their superhero. Model getting chn to lay flat on a long strip of paper, such as the blank side of a sheet of wallpaper, and invite pairs to draw around the body. Model and support chn to decorate the life-sized outline with paint or collage materials to represent their self chosen special hero. If necessary, collect pictures, posters or photographs of the character as a visual reference. Display the life-sized superhero in an area of the setting to help inspire discussion about the character and their heroic actions</p> <p>Superhero Songs and Rhymes:Learn and remember a variety of songs about superheroes using actions and simple percussion instruments</p>



Early Learning Goals - Intent		Planned Opportunities - Implementation	
Physical Development		Spring 1	Spring 2
<p><b>Moving and handling</b></p> <ul style="list-style-type: none"><li>- Runs safely on whole foot</li><li>- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</li><li>- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li><li>- Can kick a large ball.</li><li>-Turns pages in a book, sometimes several at once</li><li>-Shows control in holding and using jugs to pout, hammers, books and mark-making tools.</li><li>-Beginning to use three fingers to hold writing tools</li><li>-Imitates drawing simple shapes such as circles and lines.</li><li>- Walks upstairs and downstairs holding onto rail two feet to a step.</li><li>-May be beginning to show preferences for dominant hand.</li><li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li><li>• Mounts stairs, steps or climbing equipment using alternate feet.</li><li>• Walks downstairs, two feet to each step while carrying a small object.</li><li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li><li>• Can stand momentarily on one foot when shown.</li><li>• Can catch a large ball.</li><li>• Draws lines and circles using gross motor movements.</li><li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li><li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li><li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li><li>• <b>Can copy some letters, e.g. letters from their name.</b></li><li>• Experiments with different ways of moving.</li><li>• Jumps off an object and lands appropriately.</li><li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting sTravels with confidence and skill around, under, over and through balancing and climbing equipment.</li><li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li><li>• Uses simple tools to effect changes to materials.</li><li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li><li>• Shows a preference for a dominant hand.</li><li>• Begins to use anticlockwise movement and retrace vertical lines.</li><li>• Begins to form recognisable letters.</li><li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li></ul> <p><b>Health and self-care</b></p> <ul style="list-style-type: none"><li>- Feeds self-competently with spoon</li><li>- Drinks well without spilling</li><li>- Clearly communicates their need for potty or toilet.</li><li>- Beginning to recognise danger and seeks support of significant adults for help.</li><li>- Helps with clothing e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li><li>-Beginning to be independent in self-care, but still often needs adult support.</li><li>• Can tell adults when hungry or tired or when they want to rest or play.</li><li>• Observes the effects of activity on their bodies.</li><li>• Understands that equipment and tools have to be used safely.</li><li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li><li>• Can usually manage washing and drying hands.</li><li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li><li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li><li>• Usually dry and clean during the day.</li><li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li><li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li><li>• Shows understanding of how to transport and store equipment safely.</li><li>• Practices some appropriate safety measures without direct supervision</li></ul> <ul style="list-style-type: none"><li>peed or changing direction to avoid obstacles.</li></ul>		Making shapes – Tops Play Gymnastics Different ways of travelling Correct way to land Forest School Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control	Using Gardening Tools Travelling – Tops Play Healthy eating Using different tools Safety -Experiments with different ways of moving. -Jumps off an object and lands appropriately. -Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Travels with confidence and skill around, under, over and through balancing and climbing equipment. -Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

Early Learning Goals - Intent	Planned Opportunities - Implementation	
PSED	Spring 1	Spring 2
<p><b>Making Relationships</b></p> <ul style="list-style-type: none"><li>- Interested in others’ play and starting to join in</li><li>- Seeks out others to share experiences</li><li>-Shows affection and concern for people who are special to them.</li><li>- May form a special friendship with another child.</li><li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li><li>• Initiates play, offering cues to peers to join them.</li><li>• Keeps play going by responding to what others are saying or doing.</li><li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li><li>• Initiates conversations, attends to and takes account of what others say.</li><li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li><li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li></ul> <p><b>Self Confidence and awareness</b></p> <ul style="list-style-type: none"><li>-Separates from main carer with support and encouragement from a familiar adult</li><li>-Expresses own preferences.</li><li>• Can select and use activities and resources with help.</li><li>• Welcomes and values praise for what they have done.</li><li>• Enjoys responsibility of carrying out small tasks.</li><li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li><li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li><li>• Shows confidence in asking adults for help.</li><li>• Confident to speak to others about own needs, wants, interests and opinions.</li><li>• Can describe self in positive terms and talk about abilities</li></ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"><li>- Seeks comfort from familiar adults when needed</li><li>- Can express their own feelings and wishes of others</li><li>- Aware that some actions can hurt or harm others.</li><li>- Tries to help or give comfort when others are distressed</li><li>-Shows understanding and cooperated with some boundaries and routines.</li><li>- Can inhibit own actions/behaviours</li><li>- Growing ability to distract self when upset</li><li>• Aware of own feelings and knows that some actions and words can hurt others’ feelings.</li><li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li><li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li><li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li><li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li><li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li><li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li></ul> <p>.</p>	<p>Relationships</p> <ul style="list-style-type: none"><li>-Encourage chn to work as a grp as they make and cook gingerbread men. (PS8)</li><li>-Ensure chn wash their hands and understand the importance of keeping surfaces clean as they participate in food preparation and baking activities. (PS11)</li><li>-Involve chn in a Fairy Tale Circle Time Session: Organise chn into a sitting circle and hand out masks to each child. Ask each chd to introduce their character. Pass around a ‘golden ball’ and each character says what they have done to help someone that week and something that they have done that got them into trouble. Discuss good and bad things the different fairy story characters have done. Discuss ways of making bad things good again. Ask some of the fairy story characters to talk about how they corrected their behaviour.</li></ul> <p>-Three Bears- Use the picture cards from the story together and invite the children to decide who they would most like to be and why. Make a list describing positive characteristics, for example ‘happy’, ‘funny’, ‘kind’, ‘brave’, ‘strong’ and so on. Can the children attribute any of these characteristics to themselves or people they know?</p> <p>-Talk about different foods and the danger of eating things we do not know are safe.</p> <p>-Involve chn talking about beautiful/ ugly things. Encourage chn to listen carefully to the ideas of others, understanding that they may be different from their own.</p> <p>-Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>- Takes steps to resolve conflicts with other children, e.g. finding a compromise</p> <p>-Confident to speak to others about own needs, wants, interests and opinions.</p> <p>-Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>-Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>Mother’s Day</p> <p><b>Going for Goals:</b> Remind the children circle time skills: Eyes to see, Ears to hear, Mouth to speak, Head to think, Hands in lap to concentrate – Reinforce these by using visual actions to support recall. Discuss what it means to be “going for a goal”. Talk about taking responsibility – for our successes and when things go wrong. Introduce the idea of and model: When I was a baby I could ..., Now I can ..., When I am older I will be able to ...</p> <p><b>Circle Games:</b></p> <ul style="list-style-type: none"><li>-Pass a tambourine or a bunch of keys silently around the circle. Discuss improvements (for example in the quality of silence or in the time taken to achieve this goal) and try again.</li><li>-Ask what kinds of things the children would like to get better at? What goal would you like to set yourself for tomorrow/ next week? What could you do if your goal is tricky?</li><li>-Read The Hare and the Tortoise - Discuss what the goal was. How did the Tortoise achieve his goal?</li></ul> <p>Say “good luck with your goal” and pass around the circle. Sing “If you’re good at ..... clap your hands”</p> <p>Explore an image of a firefighter rescuing a child from a burning building. What unusual power has helped her in her rescue attempt? How do real firefighters rescue people from the top of burning buildings? Extend the discussion to emphasise the dangers of fire. How might the fire have started? What simple rules can the children remember to avoid burning themselves?</p> <p>-Ask children to finish off the statements: A baby can crawl but you can ....., A baby can coo but you can ....., A baby wears nappies but you wear ....., A baby drinks from a bottle and you drink from a ....., A baby has no teeth and you have ..... Ask children what they want to be when they grow up. Record answers.</p> <p>-Use the poster to divert attention to the important role of a superhero in helping others. Look at the poster of the superhero and invite the children to say how he uses his powers in different ways to help people. Ask appropriate questions to encourage discussion about how the other characters might be feeling, for example, ‘Why is the old lady looking pleased?’, ‘What would it be like to be a cat stuck in a tree?’ and so on. Discuss the actions of the superhero in the poster and emphasise the difference between real and pretend actions. Emphasise the real danger of climbing high trees, lifting very heavy bags or ‘flying’ off walls. Decide together how these actions can safely be represented through pretend play and movements.</p> <p>-Introduce a puppet into the group and explain that she would like to learn something new today. This is her learning goal. She would like to learn how to draw a house. Say she isn’t very good at drawing a square yet. Ask the children to help her to learn to do this. What should she do? Use your magic finger to show her how.</p> <p>-Explain that you are going to leave the puppet on the writing table so that the children can help her reach her learning goal.</p> <p>-Make sure the puppet reaches her goal. Show the children what she has done and take a photograph of her to show what she has achieved.</p> <p>-Ask children to set their own goal:</p> <ul style="list-style-type: none"><li>• learning to catch a ball,</li><li>• learning to ride a bike,</li><li>• learning to swim,</li><li>• learning to whistle.</li></ul> <p>Read the story, Elliot Jones Midnight Superhero, to the children. Draw their attention to the superhero actions that Eliot carries out, such as ‘hanging out of helicopters’ and ‘returning teddies to babies’. Invite the children to think of ways that they could be superheroes. Who would they help? What would they do? Discuss Eliot’s superhero actions in order to emphasise the difference between real actions and pretend ones. Talk about the dangers of hanging from helicopters, skiing down glaciers, taming lions, diving into towering waves and piloting a supersonic jet. Decide together how these actions can be safely represented through pretend play and movement</p>

Netherton Moss Primary School EYFS Curriculum – Summer Term in Reception			
Our Early Years Foundation Stage Curriculum is based on the following <b>rational</b> :			
‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’			
‘Practitioners must consider the individual needs, interests, and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.’			
<b>EYFS April 2017</b>			
In Reception, our intent is for children to work towards and achieve the Early Learning Goals in the prime and specific areas of learning. Our long-term plan sets out an overview of predictable topics, interests, activities and texts. However, we embrace individual children’s spontaneity, curiosity and natural desire to explore to learn. With careful observation and by using appropriate strategies at the right moment, we support children’s well-being and learning. (In the Moment Planning).			
Our School Curriculum is underpinned by these key <b>drivers</b> :			
<i>Communication Community Resilience Creativity Adventure Health</i>			
<b>Learner Profile</b> - Our curriculum is intended to develop learners who are:			
<i>Inquirers Open-minded Thinkers Caring Knowledgeable Principled Balanced Communicators Reflective Risk-takers</i>			
Early Learning Goals - Intent		Planned Opportunities - Implementation	
EYFS Areas of Learning		Summer 1	Summer 2
22-36 months 30 to 50 months 40 to 60 months			
Communication and Language		Texts	Texts
<b>Listening and attention</b> <ul style="list-style-type: none"><li>• Listens to others one to one or in small groups, when conversation interests them.</li><li>• Listens to stories with increasing attention and recall.</li><li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li><li>• Focusing attention – still listen or do, but can shift own attention.</li><li>• Is able to follow directions (if not intently focused on own choice of activity).</li><li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li><li>• Two-channelled attention – can listen and do for short span. Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity</li></ul> <b>Understanding</b> <ul style="list-style-type: none"><li>- Identifies action words by pointing to the right picture e.g. who’s jumping?</li><li>- Understands more complex sentences e.g. put your toys away and then we’ll read a book.</li><li>-Understands, ‘who, what, where’ in simple questions</li><li>-Developing understanding of simple concepts e.g. big/little</li><li>• Understands use of objects (e.g. “What do we use to cut things?”)</li><li>• Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</li><li>• Responds to simple instructions, e.g. to get or put away an object.</li><li>• Beginning to understand ‘why’ and ‘how’ questions.</li><li>• Responds to instructions involving a two-part sequence.</li></ul> Understands humour, e.g. nonsense rhymes, jokes. <ul style="list-style-type: none"><li>• Able to follow a story without pictures or props.</li><li>• Listens and responds to ideas expressed by others in conversation or discussion. Early Learning Goal Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</li></ul> . Early Learning Goal Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.		<b>Ongoing Activities &amp; Opportunities</b> <u>Lead topic – To Infinity and Beyond</u>  <b>Texts</b> Whatever Next? Aliens Love Underpants Man on the Moon <b>Ongoing Activities</b> Sing topic related songs - introduction of new vocab  - New topic related words: Earth, oxygen, gravity, Planet names Milky Way, moon, outer space, star; Mars, comet, look at different planets, stars etc. -Answer who, what, where, when, how, why questions. -Grown up word of the week to encourage language development - Listening corner  - Language structures: comparison Earth/Moon They are different/ They are the same because Classifying language; This is a Story sequencing language: First, then, next after, finally etc.  -Constant modelling of correct past, present and future tense -Maths language- addition, add, altogether, take away, less, fewer, more -Positional language: next to, beside, in front, behind, above, under etc. Whatever Next <b>Whatever Next</b> -Sequential language: first, then, next, afterwards, finally -How and why questions: How did Baby Bear get to the moon? Why did mummy bear say ‘Whatever Next’  -Hot Seating/Question time linked to the text - Past tense: Baby Bear saw...../Baby Bear went -Descriptive language to describe the setting -Use of because Baby Bear came home because....  <b>Aliens love underpants</b> Why did the aliens come to earth? Why did they want our underpants? -How did they travel to Earth? -How did they steal the underpants? - If an alien came to visit I would..  <b>Man on the Moon</b> -How did all the visitors get to the moon? - Why are the craters empty?  -What are the patterns in the story? Talk about time mentioned, all the hidden aliens what are they doing? Bob doesn’t think there are any. -Where does all of the litter come from?  - News report from the Moon   Speaking and listening to each other, Story time, Circle time, Role play – Space Shuttle Show and Tell sessions, Oral stories	<b>Ongoing Activities &amp; Opportunities</b> <b>Texts</b> <u>Lead Topic – Beside the Seaside, Beside the Sea</u> Lighthouse Keepers Lunch Katie Morag’s Island Stories Snail and the Whale Flotsam Winnie at the Seaside  Role play areas- ice cream van, seaside shop, beach hut, travel agents Drama- acting out stories Talking about their experiences of holidays- express opinions and ideas Listen to and respond to stories, asking relevant questions. Anticipate key events in stories and give reasons why. Use talk to organise, sequence and clarify thinking, ideas, feeling and events.  Hot holidays vs. cold holidays. For and against argument justifying reasons and ideas. Creating their own puppet show and acting it out using finger puppets/hand puppets. Perform to friends/audience.

***Early Learning Goals - Intent		Planned Opportunities - Implementation	
Literacy		Summer 1	Summer 2
<p><b>Reading</b></p> <ul style="list-style-type: none"><li>- Has some favourite stories, rhymes, songs, poems or jingles.</li><li>- Repeats words or phrases from familiar stories</li><li>-Fills in missing word or phrase in a known rhyme, story or game e.g. Humpty Dumpty sat on a ...</li><li>• Enjoys rhyming and rhythmic activities.</li><li>• Shows awareness of rhyme and alliteration.</li><li>• Recognises rhythm in spoken words.</li><li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li><li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li><li>• Beginning to be aware of the way stories are structured.</li><li>• Suggests how the story might end.</li><li>• Listens to stories with increasing attention and recall.</li><li>• Describes main story settings, events and principal characters.</li><li>• Shows interest in illustrations and print in books and print in the environment.</li><li>• Recognises familiar words and signs such as own name and advertising logos.</li><li>• Looks at books independently.</li><li>• Handles books carefully.</li><li>• Knows information can be relayed in the form of print.</li><li>• Holds books the correct way up and turns pages.</li><li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li><li>• Continues a rhyming string.</li><li>• Hears and says the initial sound in words.</li><li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li><li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li><li>• Begins to read words and simple sentences.</li><li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li><li>• Enjoys an increasing range of books.</li><li>• Knows that information can be retrieved from books and computers.</li></ul> <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>- Distinguishes between the different marks they make.</li><li>• Sometimes gives meaning to marks as they draw and paint.</li><li>• Ascribes meanings to marks that they see in different places.</li><li>• Gives meaning to marks they make as they draw, write and paint.</li><li>• Begins to break the flow of speech into words.</li><li>• Continues a rhyming string.</li><li>• Hears and says the initial sound in words.</li><li>• Can segment the sounds in simple words and blend them together.</li><li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li><li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li><li>• Writes own name and other things such as labels,captions.</li><li>• Attempts to write short sentences in meaningful contexts.</li></ul> <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		<p><b>Specific</b></p> <p>RWI Reading RWI – Ditties</p> <p>Lists</p> <p>Alternative ending of a story</p> <p>Letter writing</p> <p>Invitations</p> <p>Poems about space</p> <p>Captions</p> <p>Non- fiction books</p> <p>Reading</p> <p><b>Reading</b></p> <p>-read high frequency words (HFW) is, it, in, at and tricky words no, go, I, to and the</p> <p>-Read tricky words: he, she, we, me, be, was, my, you, her, they, all, are</p> <p>- Decodable texts available in book corner</p> <p>-Phonic activities on the IWB-</p> <p>-Listening corner- drawing pictures to match what they have heard etc./ book review in the form of pics</p> <p>-Fiction and Non-fiction texts available linked to Space and materials in the book corner</p> <p><b>Whatever Next!</b></p> <p>-Sequential language: first, then, next, afterwards, finally</p> <p>-How and why questions: How did Baby Bear get to the moon? Why did mummy bear say ‘Whatever Next’</p> <p>-Reading captions linked to the text</p> <p><b>Aliens Love Underpants</b></p> <p>-Why did the aliens come to earth?</p> <p>-Why did they want our underpants?</p> <p>-How did they travel to Earth?</p> <p>-How did they steal the underpants?</p> <p>-If an alien came to visit I would.....</p> <p>-Reading captions linked to the text</p> <p><b>Man on the Moon</b></p> <p>-What should Bob take to the Moon?</p> <p>-What happens every time that Bob travels to the Moon?</p> <p>-Why does Bob need to clean the Moon?</p> <p><b>E.T</b></p> <p>-How did E.T travel to Earth</p> <p>-How did he feel?</p> <p>-How did Elliot help him?</p> <p>-Matching initial sounds to characters/objects relating to the film</p> <p><b>Writing</b></p> <p>Home corner- <b>Space Rocket</b></p> <p>- Space log: I saw.....</p> <p>- Moon list</p> <p>- Picnic list</p> <p>-Speech bubbles- Owl/Bear/Mummy Bear</p> <p>- Passport to go to Space</p> <p>-Tickets to space</p> <p>-Letters to Aliens</p> <p>-Astronaut log- daily</p> <p>- Space letter box- postcards and letters back to Earth to tell people what they have seen.</p> <p><b>Whatever Next</b></p> <p>- Record what Baby Bear might have seen whilst in space</p> <p>- Zig-Zag books/Space shaped books/Rocket shaped books -Whatever Next observation board: Daily reports on what he has seen/ Link with maths date and time to be recorded.</p> <p><b>Alien’s Love Underpants</b></p> <p>-If an alien came to visit I would.....</p> <p>- Time capsule activity- chn to bury a capsule that includes letters to aliens that explains what humans like to do</p> <p>-Alien passport/description/favourite planet</p> <p><b>Man on the Moon</b></p> <p>-Postcards from the moon</p> <p>-Cleaning list</p> <p>-Newspaper report</p>	<p><b>Specific</b></p> <p>RWI - Ditties</p> <p>Reading</p> <p>Segmenting words</p> <p>Writing sentences</p> <p>-Writing postcards</p> <p>-Poems- seaside senses</p> <p>- Instructions to build a sandcastle</p> <p>- Posters for keeping safe in the sun and water safety</p> <p>-What do we want to find out about the seaside?</p> <p>-Writing shopping lists, ingredients and recipes for ice creams</p> <p>-Sorting nonsense and real words in the bin and pirate treasure chest -Reading books related to the seaside and the ocean- <b>Commotion in the Ocean, The Snail and the Whale, Sharing a Shell, The Lighthouse Keeper’s Lunch, Seaside Poems Non-fiction books about the seaside Writing stories about the seaside</b></p>



Early Learning Goals - Intent	Planned Opportunities - Implementation	
Mathematics	Summer 1	Summer 2
<p><b>Numbers</b></p> <ul style="list-style-type: none"><li>• Recites numbers in order to 10.</li><li>• Knows that numbers identify how many objects are in a set.</li><li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li><li>• Sometimes matches numeral and quantity correctly.</li><li>• Shows curiosity about numbers by offering comments or asking questions.</li><li>• Compares two groups of objects, saying when they have the same number.</li><li>• Shows an interest in number problems.</li><li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li><li>• Shows an interest in numerals in the environment.</li><li>• Shows an interest in representing numbers.</li><li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li><li>• Recognise some numerals of personal significance.</li><li>• Recognises numerals 1 to 5.</li><li>• Counts up to three or four objects by saying one number name for each item.</li><li>• Counts actions or objects which cannot be moved.</li><li>• Counts objects to 10, and beginning to count beyond 10.</li><li>• Counts out up to six objects from a larger group.</li><li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li><li>• Counts an irregular arrangement of up to ten objects.</li><li>• Estimates how many objects they can see and checks by counting them.</li><li>• Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.</li><li>• Finds the total number of items in two groups by counting all of them• Says the number that is one more than a given number.</li><li>• Finds one more or one less from a group of up to five objects, then ten objects.</li><li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li><li>• Records, using marks that they can interpret and explain.</li><li>• Begins to identify own mathematical problems based on own interests and fascinations.</li></ul> <p>Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><b>Shape, Space and Measure</b></p> <p>-Notices simple shapes and patterns in pictures</p> <p>- Beginning to categorise objects according to properties such as shape and size</p> <p>-Begins to use the language of size</p> <p>-Understands some talk about immediate past and future e.g. before, later and soon.</p> <p>-Anticipates specific time-based events such as mealtimes or home time.</p> <ul style="list-style-type: none"><li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li><li>• Shows awareness of similarities of shapes in the environment.</li><li>• Uses positional language.</li><li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li><li>• Shows interest in shapes in the environment.</li><li>• Uses shapes appropriately for tasks.</li><li>• Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.</li><li>• Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.</li><li>• Selects a particular named shape.</li><li>• Can describe their relative position such as ‘behind’ or ‘next to’.</li><li>• Orders two or three items by length or height.</li><li>• Orders two items by weight or capacity.</li><li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li><li>• Uses everyday language related to time.</li><li>• Beginning to use everyday language related to money.</li><li>• Orders and sequences familiar events.</li><li>• Measures short periods of time in simple ways.</li></ul> <p>Early Learning Goal Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p><b>Specific</b></p> <p>Counting out the amount of food each astronaut needs/ counting and sharing</p> <p>-Chn to set the table for three 3- 3 forks, knives, spoons, glasses etc</p> <p>- Price tags on food- 1p’s available</p> <p>-Weighing moon rocks- heavier/lighter</p> <p>-Data handling – who’s happy to go into space? Favourite treats to take to space.</p> <p>-Recognising coins, buying objects to take to space – finding totals</p> <p>-Positional language – placing rockets on space charts</p> <p>- Estimating and weighing moon rocks, measuring depth of moon dust</p> <p>-Days of the week– moon watch</p> <p>-Addition and subtraction of suns and planets</p> <p>- Finding half of space objects</p> <p>-Counting eyes on aliens</p> <p>-Buying space tickets to the Moon using money/double to amount to go to Mars because it is further away</p> <p>-Cost of fuel to put in</p>	<p><b>Specific</b></p> <p>Calculation– addition and subtraction</p> <p>Shape, measure, money</p> <p>Use quantities and objects to find doubles, halves and practice sharing.</p> <p>Seaside number problems related to the story ‘One is a Snail, Ten is a Crab’</p> <p>Different sized sandcastles- tallest, shortest, measuring using tape measures, rules, rulers</p> <p>Sorting shells into their own criteria</p> <p>Estimating different quantities- shells, pebbles etc.</p> <p>Volume and capacity using sand, buckets and water, sun tan lotion bottles, drink bottles</p> <p>Hook a duck- add the numbers together and first one to 10 wins Money at the seaside shop and ice cream van Sandcastle/fish addition and subtraction</p> <p>2D and 3D shapes- mathematical language and properties of shape</p>
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Early Learning Goals - Intent		Planned Opportunities - Implementation	
Understanding the World		Summer 1	Summer 2
<p><b>People and Communities</b></p> <p>- Has a sense of own immediate family and relations.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background e.g making and drinking tea.</p> <p>-Beginning to have their own friends</p> <p>-Learns that they have similarities and differences that connect them to, and distinguish them from others.</p> <ul style="list-style-type: none"><li>• Shows interest in the lives of people who are familiar to them.</li><li>• Remembers and talks about significant events in their own experience.</li><li>• Recognises and describes special times or events for family or friends.</li><li>• Shows interest in different occupations and ways of life.</li><li>• 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.</li><li>• Enjoys joining in with family customs and routines</li></ul> <p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>The World</b></p> <p>- Enjoys playing with small-world models such as a farm, a garage, or train track.</p> <p>- Notices detailed features of objects in their environment.</p> <ul style="list-style-type: none"><li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li><li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li><li>• Talks about why things happen and how things work.</li><li>• Developing an understanding of growth, decay and changes over time.</li><li>• Shows care and concern for living things and the environment</li><li>• Looks closely at similarities, differences, patterns and change.</li></ul> <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>Technology</b></p> <p>- Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p>- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <ul style="list-style-type: none"><li>• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li><li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li><li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li><li>• Knows that information can be retrieved from computers</li><li>• Completes a simple program on a computer.</li><li>• Uses ICT hardware to interact with age-appropriate computer software.</li></ul> <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>		<p>Planets</p> <p>Day and night</p> <p>Nocturnal animals</p> <p>-ICT available- IWB, children’s computer, camera</p> <p>-First Moon landings- History Neil Armstrong</p> <p>- Space travel</p> <p>-Gravity</p> <p>-Travel to Space- How the astronauts train? How they eat? How they breathe? How their rockets works</p> <p>- Seasons- explain Seasons to an Alien</p> <p>- Day/Night- Earth spinning once every 24hours</p> <p>-Orbit of the Sun</p> <p>-Changes in the moon</p> <p>-Earth- things we need to live? Why do we live on Earth?</p> <p>Looking after Earth/ Reduce/Reuse/Recycle</p> <p>-Living things-humans/plants/sunflowers related to E.T</p> <p>-Healthy living-Linked to Bob’s lunchbox</p> <p>-2simple2animate – create animation of rocket tacking off.</p> <p>- Programme bee bots and roamer to move around ‘space maps’</p> <p>- Balloon rocket:</p> <p><a href="http://alittlelearningfortwo.blogspot.co.uk/2010/11/balloonrockets.html">http://alittlelearningfortwo.blogspot.co.uk/2010/11/balloonrockets.html</a></p> <p>- Alien photographs using the I-Pads-E.T link</p> <p>- Taking photos-E.T characters/set</p> <p>-E.T review</p> <p><a href="http://www.filmsite.org/etth.html">http://www.filmsite.org/etth.html</a></p> <p>-Watch You tube of Chris Hadfield</p>	<p>Bubbles</p> <p>Observation</p> <p>Water</p> <p>-Learning about animals that live in the sea (rock pools, the coral reef) and on land</p> <p>-Where would you like to go on holiday? Why?</p> <p>-Make fruit lollies- water, ice, liquid to solid, melting, freezing</p> <p>- Water run with pipes- link to streams and rivers in the sea</p> <p>-Ask questions about how and why things happen</p> <p>-Build and construct aspects of things linked to holidays- sandcastles, caravans, tents</p> <p>Seasonal changes- signs of Summer, leaves on trees, minibeasts, butterflies, temperature</p> <p>-Holiday destinations- hot and cold.</p> <p>Look at an atlas and globe.</p> <p>-UK destinations- seaside, mountains, city breaks</p> <p>-Look at travel brochures- compare and contrast holidays</p> <p>-Discuss similarities and differences between their local environment and a coastal environment.</p>

Early Learning Goals - Intent		Planned Opportunities - Implementation	
Expressive Arts and Design		Summer 1	Summer 2
<p><b>Exploring and Using materials</b></p> <ul style="list-style-type: none"><li>- Joins in singing favourite songs</li><li>- Creates sounds by banging, shaking, tapping or blowing.</li><li>- Shows an interest in the way musical instruments sound.</li><li>- Experiments with blocks, colours and marks.</li><li>• Enjoys joining in with dancing and ring games.</li><li>• Sings a few familiar songs.</li><li>• Beginning to move rhythmically.</li><li>• Imitates movement in response to music.</li><li>• Taps out simple repeated rhythms.</li><li>• Explores and learns how sounds can be changed.</li><li>• Explores colour and how colours can be changed.</li><li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li><li>• Beginning to be interested in and describe the texture of things</li><li>• Uses various construction materials.</li><li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li><li>• Joins construction pieces together to build and balance.</li><li>• Realises tools can be used for a purpose.</li><li>• Begins to build a repertoire of songs and dances.</li><li>• Explores the different sounds of instruments.</li><li>• Explores what happens when they mix colours.</li><li>• Experiments to create different textures.</li><li>• Understands that different media can be combined to create new effects.</li><li>• Manipulates materials to achieve a planned effect.</li><li>• Constructs with a purpose in mind, using a variety of resources.</li><li>• Uses simple tools and techniques competently and appropriately.</li><li>• Selects appropriate resources and adapts work where necessary</li></ul> <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"><li>- Beginning to use representation to communication, e.g. drawing a line and saying, ‘That’s me’.</li><li>- Beginning to make-believe by pretending.</li><li>• Developing preferences for forms of expression.</li><li>• Uses movement to express feelings.</li><li>• Creates movement in response to music.</li><li>• Sings to self and makes up simple songs.</li><li>• Makes up rhythms.</li><li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li><li>• Engages in imaginative role-play based on own first-hand experiences.</li><li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.</li><li>• Uses available resources to create props to support role-play.</li><li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li></ul> <p>Create simple representations of events, people and objects.</p> <ul style="list-style-type: none"><li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li><li>• Chooses particular colours to use for a purpose.</li><li>• Introduces a storyline or narrative into their play.</li><li>• Plays alongside other children who are engaged in the same theme.</li><li>• Plays cooperatively as part of a group to develop and act out a narrative.</li></ul> <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>		<p>Role play – space ship Collage – planets Building rockets</p> <p>Designing space rockets- junk modelling - Designing a space rocket using bricks/hut -Small world: dye sand/ craters/ astronauts -Design flags to place on the moon linked to the space landings - Large scale story boards annotated with captions/ labels -Take photos of children acting out the story -Props from the text in the garden/ CL -Marbling- space designs -Space music-Ground control to Major Tom/ Spaceman -Moon walk dancing -Designing star telescopes -Designing moon buggies -Creating a universe in a jar: <a href="http://www.dltk4kids.com/crafts/space/muniverse.html">http://www.dltk4kids.com/crafts/space/muniverse.html</a> - Handprint Alien: <a href="http://www.redtedart.com/2012/07/09/spacecrafts-ideas-to-inspire/">http://www.redtedart.com/2012/07/09/spacecrafts-ideas-to-inspire/</a> - Footprint Rocket: <a href="http://www.redtedart.com/2012/07/09/space-crafts-ideas-toinspire/">http://www.redtedart.com/2012/07/09/space-crafts-ideas-toinspire/</a> -Artists-Vincent Van Gough (Starry Night) - Learn poems, songs, rhymes *Twinkle Twinkle little star. *5 little spacemen. *Zoom, Zoom, Zoom we’re going to the moon. *5 little men in a flying saucer *We’re all going to the moon tomorrow</p>	<p>Listening to seaside music- steal pans, Mendelssohn-Fingal’s Cave -Seaside paintings. -Paint a pebble - Design a postcard -Create bunting for Seaside shop -Observational drawing of shells using a variety of media such as chalk, pastels, pencils, crayons, pens, collage etc. -Make their own seaside on the tough tray. -Water scenes- runny pictures using watercolour paints -Make junk models and clay objects linked to the seaside such as crabs, fish, starfish, lighthouse etc. -Learn new songs and rhymes related to the seaside- she sells seashells..., Oh I do like to be beside the seaside -Music linked to stories -Constructing their own beach hut using large and small equipment- lollipop sticks, crates and cardboard boxes.</p>

Early Learning Goals - Intent	Planned Opportunities - Implementation	
Physical Development	Summer 1	Summer 2
<p><b>Moving and handling</b></p> <ul style="list-style-type: none"><li>- Runs safely on whole foot</li><li>- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</li><li>- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li><li>- Can kick a large ball.</li><li>-Turns pages in a book, sometimes several at once</li><li>-Shows control in holding and using jugs to pout, hammers, books and mark-making tools.</li><li>-Beginning to use three fingers to hold writing tools</li><li>-Imitates drawing simple shapes such as circles and lines.</li><li>- Walks upstairs and downstairs holding onto rail two feet to a step.</li><li>-May be beginning to show preferences for dominant hand.</li><li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li><li>• Mounts stairs, steps or climbing equipment using alternate feet.</li><li>• Walks downstairs, two feet to each step while carrying a small object.</li><li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li><li>• Can stand momentarily on one foot when shown.</li><li>• Can catch a large ball.</li><li>• Draws lines and circles using gross motor movements.</li><li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li><li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li><li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li><li>• <b>Can copy some letters, e.g. letters from their name.</b></li><li>• Experiments with different ways of moving.</li><li>• Jumps off an object and lands appropriately.</li><li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting sTravels with confidence and skill around, under, over and through balancing and climbing equipment.</li><li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li><li>• Uses simple tools to effect changes to materials.</li><li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li><li>• Shows a preference for a dominant hand.</li><li>• Begins to use anticlockwise movement and retrace vertical lines.</li><li>• Begins to form recognisable letters.</li><li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li></ul> <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><b>Health and self-care</b></p> <ul style="list-style-type: none"><li>• Observes the effects of activity on their bodies.</li><li>• Understands that equipment and tools have to be used safely.</li><li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li><li>• Can usually manage washing and drying hands.</li><li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li><li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li><li>• Usually dry and clean during the day.</li><li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li><li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li><li>• Shows understanding of how to transport and store equipment safely.</li><li>• Practices some appropriate safety measures without direct supervision needed or changing direction to avoid obstacles.</li></ul> <p>Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Balancing – sequences</p> <ul style="list-style-type: none"><li>-Holding pencil, chalk, pens, paint brush correctly.</li><li>-Space linked handwriting sheets</li><li>-Large art work in the garden- motor skills<ul style="list-style-type: none"><li>- Peg boards</li></ul></li><li>-Space training obstacle courses</li><li>-Manipulating clay, plasticine, etc.<ul style="list-style-type: none"><li>-Threading patterns</li></ul></li><li>-Beads and tweezers-space jewels<ul style="list-style-type: none"><li>-Bikes/Trikes- relating to ET</li><li>- Finger painting/Hand painting</li></ul></li><li>-Fine motor skill - finger painting/cornflour, zips, buttons and fasteners on clothes, drawing patterns, use of scissors<ul style="list-style-type: none"><li>- Ribbons available- letter formation</li></ul></li><li>-Paint brushes and water available- brush strokes</li><li>-Painting area set up daily- chn with poor motor control to be encouraged to engage in painting</li></ul>	<p>Gardening – planting</p> <ul style="list-style-type: none"><li>-Wake and Shake dance- The Little Mermaid</li><li>- Under the Sea Dough Disco using therapy putty to develop fine motor skills.</li><li>-Dance to develop gross and fine motor skills- using ribbons, scarves, chalk, crayons, shaving foam and paint</li><li>-Using bikes and scooters on the playground.</li><li>-Ball skills- individual and with a partner, rolling, dribbling, kicking, throwing, bouncing and catching large and small balls.</li><li>-Using skills in simple team games</li><li>-Sports Day practice- relay, hurdles, sack race, egg and spoon<ul style="list-style-type: none"><li>-Parachute games</li></ul></li><li>-Continuing to develop an effective pencil grip and increase control when writing for a range of purposes</li><li>Scissor skills- cutting different shapes</li><li>Beach games- using a bat and ball, volleyball</li></ul>

Early Learning Goals - Intent		Planned Opportunities - Implementation	
PSED		Summer 1	Summer 2
<p><b>Making Relationships</b></p> <ul style="list-style-type: none"><li>- Interested in others’ play and starting to join in</li><li>- Seeks out others to share experiences</li><li>-Shows affection and concern for people who are special to them.</li><li>- May form a special friendship with another child.</li><li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li><li>• Initiates play, offering cues to peers to join them.</li><li>• Keeps play going by responding to what others are saying or doing.</li><li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li><li>• Initiates conversations, attends to and takes account of what others say.</li><li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li><li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise. Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</li></ul> <p><b>Self Confidence and awareness</b></p> <ul style="list-style-type: none"><li>-Separates from main carer with support and encouragement from a familiar adult</li><li>-Expresses own preferences.</li><li>• Can select and use activities and resources with help.</li><li>• Welcomes and values praise for what they have done.</li><li>• Enjoys responsibility of carrying out small tasks.</li><li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li><li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li><li>• Shows confidence in asking adults for help.</li><li>• Confident to speak to others about own needs, wants, interests and opinions.</li><li>• Can describe self in positive terms and talk about abilities</li></ul> <p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"><li>- Seeks comfort from familiar adults when needed</li><li>- Can express their own feelings and wishes of others</li><li>- Aware that some actions can hurt or harm others.</li><li>- Tries to help or give comfort when others are distressed</li><li>-Shows understanding and cooperated with some boundaries and routines.</li><li>- Can inhibit own actions/behaviours</li><li>- Growing ability to distract self when upset</li><li>• Aware of own feelings and knows that some actions and words can hurt others’ feelings.</li><li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li><li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li><li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li><li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li><li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li><li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Early Learning Goal Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li></ul>		<p>. Living in the wider world – Economic Well-being Becoming a Responsible Citizen</p> <p>-Looking at different environments- Comparing Earth/Space -Taking care of our environment-Recycling/Reuse/Reduce</p> <p>-An alien visits and can’t speak English. How could we make them feel welcome? -Looking and caring for animals/environment -Following the Golden Rules</p> <p>-Talk about the importance of water/oxygen for life on our planet. What do we use water for? Where do we find water? What happen on other planets when there isn’t any water?</p> <p>- Discuss how E.T felt when he arrived on Earth. How would you feel if you visited another planet?</p> <p>-How did Elliot help E.T when he arrived on Earth? How can we help and care for each other?</p>	<p>Maintain attention, concentration and sit quietly when appropriate.</p> <p>-Play listening games</p> <p>-Continue to be interested, excited and motivated to learn.</p> <p>-Speaking and listening- asking and answering appropriate and relevant questions -Discussion of water safety- swimming, staying in depth, currents</p> <p>- Sun safety- sunglasses, suncream, sun hat, cover up, shade, drinking plenty of water</p> <p>-What 1 item would you take on a desert island and why?</p> <p>- Healthy pack lunch related to The Lighthouse Keeper’s Lunch-what would you pack?</p> <p>-Sports week- How to stay healthy- food, exercise- try new sports -Transition to Year 1- moving up week</p>