



St Luke's Halsall Primary School

Inspiring lives, building futures, together with Jesus

Nursery Curriculum



Within the Foundation Stage Curriculum we observe children through their play and through adult led activities. Each term we will pay particular attention to making observations for the following statements. We will use this information to plan adult led activities and to enhance our environment for the children to access independently. Themes and topics may change throughout the year as we follow the interests of the children.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Me and You Autumn	Imaginations & Celebrations	Not All Heroes Wear Capes. Winter	All Creatures Great and Small Spring	Changing and Growing	Going on an Adventure Summer
Nursery Focus	Looking after ourselves, bodies, families, homes, names, similarities, differences	Role play Parties Christmas	People who help us. People in our community. Helping each other.	Big and small Sorting Describing animals	Growing plants and vegetables mini beasts and lifecycles	Transport cars, planes, trains, buses to take us to different places
'Wow!' Experiences	R: N: Visit to St Luke's Church	Christmas workshop Imagine That	Visitors in – doctors, vets etc visit to fire station /vets/dentists etc	Calderstones Weekly pet visit?	Creature workshop Croxteth Farm Park	Beach Camp day
Nursery Drawing Club Texts (Spine)	So Cosy - Lerryn Korda Goldilocks and the Three Bears Giraffes Can't Dance -	The Prince of Pants – Alan McDonald Cinderella Animation: The Nativity	Winter Text: One snowy night - Nick Butterworth Someone Bigger – Johnathon Emmett Elves & the Shoemaker	Arrgh Spider! Lydia Monks The Ugly Duckling Animation: Elmer - David McKee	What's This? Caroline Mockford Jack and the Beanstalk Animation – * (Dip dap? Or non fiction?)	Summer Text – The Rescue Party – Nick Butterworth The Journey home - Emma Levey The Little Mermaid

	<p>My mum and dad make me laugh (Nick Sharrat)</p> <p>Three Little Pigs</p> <p>Gruff the Grump – Steve Smallman</p> <p>Autumn Text: The Lost Acorns – Nick Butterworth</p>	<p>Father Christmas Needs a Wee – Nicholas Allen</p> <p>The Gingerbreadman</p> <p>Animation – Mog’s Christmas Calamity – Judith Kerr</p> <p>Jesus’s Christmas Party – Nicholas Allen</p>	<p>Animation – Fireman Sam (1990’s)</p> <p>Topsy & Tim go to the ... Jean Adamson</p> <p>Little Red Riding Hood</p>	<p>Penguin – Polly Dunbar</p> <p>Spring Text: One Springy Day - Nick Butterworth</p> <p>The Easter Story</p>	<p>Oliver’s Vegetables – Vivienne French</p> <p>Sleeping Beauty</p>	<p>Animation: Spot in the Woods</p> <p>Going on a Bear Hunt – Michael Rosen</p> <p>Rumpelstiltskin</p>
<p>Nursery Offer Books</p>	<p>Autumn: Leaf Man – Lois Ehlert</p> <p>Press Here - Herve Tullet</p> <p>Not a Stick - Antoinette Portis</p> <p>What I Like - Gervase Phinn</p> <p>The Lion who wanted to Love- Giles Andreae</p> <p>Can’t you Sleep Little Bear – Martin Waddell</p> <p>Sleep at Last – Jill Murphy</p>	<p>Not a Box – Antoinette Portis</p> <p>The Foggy, Foggy Forest - Nick Sharrett</p> <p>That Not My Rocket</p> <p>Pass the Jam, Jim – Kay Umansky</p> <p>The Grinch Who Stole Christmas – Dr Seuss (Shared with R)</p> <p>We’re Going on an Elf Chase – Martha Munford</p>	<p>Winter: Snowball – Sue Hendra & Paul Linnet</p> <p>The Storm Whale - Benji Davies</p> <p>You Choose - Pippa Goodhart& nick Sharratt</p> <p>A Super Hero Like You – Dr Ranj</p> <p>199 Jobs- Hannah Watson (shared with R)</p>	<p>Lost and Found - Oliver Jeffers</p> <p>Old Mikamba had a Farm - Rachel Isadora You Can’t Take an</p> <p>Elephant on a Bus - Patricia Cleveland-Peck</p> <p>Marvin wanted More – Joseph Theobald</p> <p>Spring: Spencer Knows Spring – Tiffany Obeng</p>	<p>Kitchen Disco - Clare Foges</p> <p>First Fact Bugs (DK) (Shared with R)</p> <p>Sam’s Sandwich - David Pelham</p> <p>The Tiny Seed – Eric Carle</p> <p>How do Flowers grow? - Katie Daynes</p>	<p>Let’s Go For a Walk – Ranger Hamza</p> <p>Naughty Bus - Jan & Jerry Oke</p> <p>Shh! We have a Plan - Chris Haughton</p> <p>The Train Ride – June Crebbin</p> <p>The Gruffalo – Julia Donaldson</p> <p>Summer: The Tree – Betta Teckenirap (Shared with R)</p>

Christmas story
box – children
choose

Communication and Language

**Listening,
attention,
understanding and
speaking.**

INTENT

To enjoy listening to longer stories.

To use longer sentences of four to six words.

To shift from one task to another for you to get their attention.

To enjoy listening to longer stories.

To pay attention to more than one thing at a time.

To sing a repertoire of songs as a group.

To use longer sentences of four to six words.

To understand a simple instruction or sentence as part of their daily routine.

To enjoy listening to longer stories and can remember much of what happens.

To pay attention to more than one thing at a time.

To use a wider range of vocabulary.

To understand a question or instruction that has two parts.

To enjoy listening to longer stories and can remember much of what happens.

To use a wider range of vocabulary.

To understand a question or instruction that has two parts.

To begin to understand 'why' questions.

To sing a large repertoire of songs.

To know many rhymes.

To be able to talk about familiar books.

To be able to express a point of view.

To start a conversation with an adult or a friend.

To enjoy listening to longer stories and can remember much of what happens, retelling the story in their own words.

To use a wider range of vocabulary.

To understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

To use descriptive language. They include words for time.
To understand 'why' questions.

To know many rhymes; be able to talk about familiar books; and be able to tell a long story

To enjoy listening to longer stories and can remember much of what happens, retelling the story in their own words.

To use a wider range of vocabulary.

To understand a question or instruction that has two parts.

To understand 'why' questions.

To know many rhymes;

To be able to talk about familiar books, and be able to tell a long story.

To develop their pronunciation of

				<p>To use talk to organise themselves and their play.</p>	<p>To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>To start a conversation with an adult or a friend and continue it for many turns.</p> <p>To use talk to organise themselves and their play.</p>	<ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl'. <p>To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>To start a conversation with an adult or a friend and continue it for many turns.</p> <p>To use talk to organise themselves and their play.</p>
IMPLEMENTATION	<p>Whole group and key worker carpet time</p> <p>Clear prompts of routines and expectations.</p> <p>Small group and 1:1 focused story,</p>	<p>Whole group and key worker carpet time.</p> <p>Rhymes and songs as a whole class and small groups.</p> <p>Nativity presentation songs.</p>	<p>Whole group and key worker carpet time.</p> <p>Quality interactions during continuous provision.</p> <p>Modelling asking and answering questions.</p> <p>Encourage curiosity and exploration</p>	<p>Whole group and key worker carpet time introducing and exploring topics.</p> <p>Quality interactions during continuous provision.</p> <p>Encourage curiosity and exploration through 'I wonder why...'</p>	<p>Whole group and key worker carpet time introducing and exploring topics.</p> <p>Quality interactions during continuous provision.</p> <p>Modelling asking and answering questions.</p>	<p>Whole group and key worker carpet time introducing and exploring topics.</p> <p>Quality interactions during continuous provision.</p>

	<p>Discussion about families, where we live.</p> <p>Quality interactions during continuous provision.</p> <p>Model and support interactions between the children.</p>	<p>Clear prompts of routines and expectations.</p> <p>Small group and 1:1 focused story</p> <p>Quality interactions during continuous provision.</p>	<p>through 'I wonder why...'</p> <p>Story time (whole class/small group/1:1) with quality text.</p> <p>Model retelling stories with the use of props and role play.</p>	<p>Story time (whole class/small group/1:1) with quality text.</p> <p>Quality interactions during continuous provision.</p> <p>Model and support interactions between the children.</p> <p>Model retelling stories with the use of props and role play.</p>	<p>Encourage curiosity and exploration through 'I wonder why...'</p> <p>Story time (whole class/small group/1:1) with quality text.</p> <p>Provide time and opportunity to reflect on, retell and remember stories they have heard.</p> <p>Include opportunities through props and role play to retell stories.</p> <p>Model and support interactions between the children.</p>	<p>Modelling asking and answering questions.</p> <p>Encourage curiosity and exploration through 'I wonder why...'</p> <p>Story time (whole class/small group/1:1) with quality text.</p> <p>Provide time and opportunity to reflect on, retell and remember stories they have heard.</p> <p>Include opportunities through props and role play to retell stories.</p>
--	---	--	---	---	---	--

IMPACT

The children can shift from one task to another if you fully obtain their attention, for example, by using their name.
 The children can use sentences of four to six words - "I want to play with cars" or "What's that thing called?".
 The children can use sentences joined up with words like 'because', 'or', 'and'.
 The children can use the future and past tense: "I am going to the park" and "I went to the shop".
 The children can answer simple 'why' questions?

Personal, Social and Emotional Development

Self-Regulation,	To develop their sense of responsibility and membership of a community.	To develop their sense of responsibility and	To select and use activities and resources, with help	To select and use activities and resources, with help	To select and use activities and resources, with
-------------------------	---	--	---	---	--

<p>Managing Self, Building Relationships</p> <p>(These have been split for extra focus but will be ongoing.)</p> <p>INTENT</p>	<p>To become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>To show more confidence in new social situations.</p> <p>To enjoy the company of other children and start to play with them.</p> <p>To begin to follow rules and understand why they are important.</p>	<p>membership of a community.</p> <p>To carry out appropriate tasks.</p> <p>To play with one or more other children, extending and elaborating play ideas.</p> <p>To begin to find solutions to conflict and rivalries.</p> <p>To talk about their feelings using words such as happy or sad.</p>	<p>when needed to help them achieve a goal they have chosen, or one which is suggested to them.</p> <p>To develop their sense of responsibility and membership of a community.</p> <p>To carry out appropriate tasks.</p> <p>To play with one or more other children, extending and elaborating play ideas.</p> <p>The children do not need an adult to remind them of the rules.</p> <p>To begin to understand how others are feeling.</p>	<p>when needed to achieve a goal they have chosen, or one which is suggested to them.</p> <p>To develop their sense of responsibility and membership of a community.</p> <p>To carry out appropriate tasks.</p> <p>To develop appropriate ways to be assertive.</p>	<p>help when needed to achieve a goal they have chosen, or one which is suggested to them.</p> <p>To develop their sense of responsibility and membership of a community.</p> <p>To carry out appropriate tasks.</p> <p>To talk with others to solve conflict.</p>
<p>IMPLEMENTATION</p>	<p>Carpet whole group Small focused group discussions 1:1 Circle times Preparing and clearing up after snack Focus on looking after resources Quality interactions during continuous provision (eg home corner) Story time with quality text PE lessons RE/Worship</p>	<p>Carpet whole group Small, focused group discussions 1:1 Preparing and clearing up after snack Focus on looking after resources Circle times</p>	<p>Carpet whole group Small, focused group discussions 1:1 Circle times Quality interactions and resources available to access independently during continuous provision</p>	<p>Carpet whole group Small, focused group discussions 1:1 Circle times Quality interactions during continuous provision Story time with quality text PE lessons</p>	<p>Carpet whole group Small, focused group discussions 1:1 Circle times Quality interactions during continuous provision Story time with quality text</p>

IMPACT		Quality interactions during continuous provision Story time with quality text PE lessons RE/worship	Story time with quality text PE lessons RE/worship	RE/worship	PE lessons RE/worship Road safety training
	<p>The children can sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'.</p> <p>The children can settle to some activities for a while.</p> <p>The children can play alongside others and not always want to play alone.</p> <p>The children can take part in pretend play with different roles (for example, being 'mummy' or 'daddy'?)</p>				

Physical Development

Gross Motor	INTENT	<p>To use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>To climb confidently</p>	<p>To use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>To choose the right resources to carry out their own plan.</p> <p>To climb confidently.</p> <p>To catch a large ball.</p>	<p>To continue to develop their movement, balancing, riding (scooters, trikes and bikes).</p> <p>To go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>To use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>To catch a large ball.</p>	<p>To continue to develop their movement, balancing, riding (scooters, trikes and bikes).</p> <p>To go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>To start taking part in some group activities which they make up for themselves, or in teams.</p> <p>To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>To continue to develop their movement, balancing, riding (scooters, trikes and bikes).</p> <p>To go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>To skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>To start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>To continue to develop their movement, balancing, riding (scooters, trikes and bikes).</p> <p>To go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>To skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>To start taking part in some group activities which they make up for themselves, or in teams.</p>
--------------------	---------------	---	--	--	---	--	--

	<p>Daily access to outdoor play - climbing equipment, bikes and scooters, bats, balls, hoops, cones etc and large construction resources.</p> <p>Clear and sensible safety rules.</p> <p>Modelling and encouraging safe use of materials and equipment.</p> <p>Painting, drawing or chalking on large vertical surfaces. Encourage children to cross the midline of their bodies.</p> <p>Provide opportunities for mark making on large surfaces while lying down</p>	<p>Daily access to outdoor play - climbing equipment, bikes and scooters, and scooters, bats, balls, hoops, cones etc and large construction resources.</p> <p>Clear and sensible safety rules.</p> <p>Modelling and encouraging safe use of materials and equipment.</p> <p>Paint, draw or chalk on large vertical surfaces.</p> <p>Using walls and easels.</p> <p>Children to cross the midline.</p> <p>Provide opportunities for mark making on large surfaces while lying down.</p>	<p>Daily access to outdoor play - climbing equipment, bikes and scooters, bats, balls, hoops, cones etc and large construction resources.</p> <p>Clear and sensible safety rules.</p> <p>Modelling and encouraging safe use of materials and equipment.</p> <p>Paint, chalk or make marks with water on large vertical surfaces.</p> <p>Introduce rollers and large paintbrushes for outdoor play.</p> <p>Children to cross the midline of their bodies.</p> <p>Provide opportunities for mark making on large surfaces while lying down.</p>	<p>Daily access to outdoor play - climbing equipment, bikes and scooters, bats, balls, hoops, cones etc and large construction resources.</p> <p>Clear and sensible safety rules.</p> <p>Modelling and encouraging safe use of materials and equipment.</p> <p>Paint, chalk or make marks with water on large vertical surfaces. Using walls and easels to stimulate large shoulder and arm movements.</p> <p>Rollers and large paintbrushes for outdoor play.</p> <p>Encourage children to cross the midline of their bodies.</p> <p>Provide opportunities for mark making on large surfaces while lying down.</p>	<p>Daily access to outdoor play - climbing equipment, bikes and scooters, bats, balls, hoops, cones etc and large construction resources.</p> <p>Paint, chalk or make marks with water on large vertical surfaces. Using walls and easels to stimulate large shoulder and arm movements.</p> <p>Rollers and large paintbrushes for outdoor play. Encourage children to cross the midline of their bodies.</p> <p>Provide opportunities for mark making on large surfaces while lying down.</p>	<p>Daily access to outdoor play - climbing equipment, bikes and scooters, bats, balls, hoops, cones etc and large construction resources.</p> <p>Paint, chalk or make marks with water on large vertical surfaces. Using walls and easels to stimulate large shoulder and arm movements.</p> <p>Rollers and large for outdoor play.</p> <p>Encourage children to cross the midline of their bodies.</p> <p>Provide opportunities for mark making on large surfaces while lying down.</p>
--	---	---	---	---	--	--

<p>Fine Motor Skills</p> <p>INTENT</p>	<p>To develop manipulation and control of a range of objects including mark making tools.</p> <p>To be able to explore different materials and tools.</p>	<p>To be increasingly independent as they get dressed and undressed, for example, putting coats on</p> <p>To begin to use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>To begin to use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>To be increasingly independent as they get dressed and undressed, for example, putting coats on</p>	<p>To begin to show a preference for a dominant hand.</p> <p>To use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>To be increasingly independent as they get dressed and undressed, for example, putting coats on</p>	<p>To show a preference for a dominant hand.</p> <p>To begin to know how to use a knife and fork.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>	<p>To show a preference for a dominant hand.</p> <p>To begin to know how to use a knife and fork.</p> <p>To use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>To use a comfortable grip with good control when holding pens and pencils.</p> <p>To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>
<p>IMPLEMENTATION</p>	<p>Play dough Building with Duplo and small construction. Nuts and Bolts Lacing Tearing</p>	<p>Play dough Scissors- sniping paper moving forward Building with Duplo and small construction. Nuts and Bolts</p>	<p>Play dough Scissors- sniping paper moving forward, Building with Lego and small construction.</p>	<p>Play dough Pencil grip - froggy legs Practise name writing Scissors- sniping paper moving forward Use of clips, clasps, zips, buttons</p>	<p>Play dough Pencil grip - froggy legs Practise of names Letter formation in phonics</p>	<p>Play dough Pencil grip - froggy legs Practise name writing Letter formation in phonics</p>

	<p>A range of mark making materials e.g. chunky crayons</p>	<p>Lacing Tearing A range of mark making materials e.g. chunky crayons</p>	<p>Use of clips, clasps, zips, buttons Nuts and Bolts Lacing Peg Boards and Pin Boards Tearing A range of mark making materials e.g. chunky crayons Glue sticks</p>	<p>Building with Lego and small construction. Sort small bits and pieces using tweezers. Nuts and Bolts Lacing Tearing Glue sticks A range of mark making materials e.g. chunky crayons</p>	<p>Scissors- sniping paper moving forward Use of clips, clasps, zips, buttons Building with small Lego and small construction. Sort small bits and pieces using tweezers. Nuts and Bolts Lacing Peg Boards and Pin Boards Pipettes in the Water Tearing Modelling use of cutlery at lunch and snack</p>	<p>Modelling of handwriting Scissors- sniping paper moving forward Use of clips, clasps, zips, buttons Building with small Lego and small construction. Sort small bits and pieces using tweezers. Nuts and Bolts Lacing Peg Boards and Pin Boards Pipettes in the Water Tearing Modelling use of cutlery at lunch and snack</p>
<p>IMPACT</p>	<p>The children can climb confidently To children can balance on a range of equipment. The children can go up steps and stairs, or climb up apparatus, using alternate feet. The children can skip, hop, stand on one leg and hold a pose. The children can use large-muscle movements to wave flags and streamers, paint and make marks. The children can match their developing physical skills to tasks and activities in the setting. The children can take part in some group activities which they make up for themselves, or in teams. The children can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. The children can choose the right resources to carry out their own plan. The children can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. The children can use one-handed tools and equipment, for example, making snips in paper with scissors. The children can use a comfortable grip with good control when holding pens and pencils.</p>					

The children show a preference for a dominant hand.
 The children are becoming increasingly independent as they get dressed and undressed.

SPECIFIC AREAS

Mathematics

Number and Numerical Patterns

INTENT

To compare sizes, weights etc. using gesture.

To complete inset puzzles.

To recite numbers past 5.

To recite numbers past 5.

To show 'finger numbers' up to 3.

To talk about and explore 2D shapes.

To experiment with their own symbols and marks as well as numerals.

To show 'finger numbers' up to 5.

To say one number for each item in order: 1,2,3,4,5.

To select shapes appropriately for a task

To talk about and explore 2D and 3D shapes

To notice patterns and arrange things in patterns.

To say one number for each item in order: 1,2,3,4,5.

To show 'finger numbers' up to 5.

To use language to make comparisons between objects relating to size, length, weight and capacity.

To understand position through words alone, with no pointing.

To combine shapes to make new ones.

To link numerals and amounts up to 5.

To talk about and explore 2D and 3D shapes

To talk about and identify the patterns around them and use language to describe it.

To say one number for each item in order: 1,2,3,4,5.

To develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

To extend and create ABAB patterns.

To notice and correct an error in a repeating pattern.

To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

To talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

To solve real world mathematical

					<p>To describe a familiar route.</p> <p>To discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>To compare quantities using language: 'more than', 'fewer than'.</p>	<p>problems with numbers up to 5</p>
IMPLEMENTATION	<p>Whole class session</p> <p>Key worker group session</p> <p>1:1 support</p> <p>Quality interactions during continuous provision indoors and outdoors to promote the use of mathematical language</p> <p>Objects of a range of sizes</p> <p>Quality texts</p> <p>Use the language of size and weight in everyday contexts.</p> <p>Music</p>	<p>Whole class session</p> <p>Key worker group session</p> <p>1:1 support</p> <p>Quality interactions during continuous provision indoors and outdoors to promote the use of mathematical language</p> <p>Quality texts</p> <p>Use the language of size and weight in everyday contexts.</p>	<p>Whole class session</p> <p>Key worker group session</p> <p>1:1 support</p> <p>Quality interactions during continuous provision indoors and outdoors</p> <p>Quality texts</p> <p>Use the language of size and weight in everyday contexts.</p>	<p>Provide patterned material - gingham, polka dots, stripes etc. - and small objects to arrange in patterns. Use words like 'repeated' and 'the same' over and over.</p> <p>Whole class session</p> <p>Key worker group session</p> <p>1:1 support</p> <p>Quality interactions during continuous provision indoors and outdoors</p> <p>Quality texts</p>	<p>Provide patterned material - gingham, polka dots, stripes etc. - and small objects to arrange in patterns. Use words like 'repeated' and 'the same' over and over.</p> <p>Whole class session</p> <p>Key worker group session</p> <p>1:1 support</p> <p>Quality interactions during continuous provision indoors and outdoors</p> <p>Quality texts</p>	<p>Provide patterned material - gingham, polka dots, stripes etc. - and small objects to arrange in patterns. Use words like 'repeated' and 'the same' over and over.</p> <p>Whole class session</p> <p>Key worker group session</p> <p>1:1 support</p> <p>Quality interactions during continuous provision indoors and outdoors</p> <p>Quality texts</p>

				Use the language of size and weight in everyday contexts. Music Walks in school grounds	Use the language of size and weight in everyday contexts. Walks in school grounds	Use the language of size and weight in everyday contexts. Games, activities, quality provision Music Walks in school grounds
--	--	--	--	---	--	---

IMPACT	<p>The children can recite numbers to 5; say one number for each item in order to 5; show 'finger numbers' up to 5 and link numerals and amounts up to 5. solve real world mathematical problems with numbers up to 5.</p> <p>The children can talk about and identify the patterns around them and use language to describe and extend and create ABAB patterns and notice and correct an error in a repeating pattern.</p> <p>The children will begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>The children will talk about and explore basic 2D and 3D shapes and use informal mathematical language to describe them.</p> <p>The children will make comparisons between objects relating to size, length, weight and capacity.</p> <p>The children will experiment with their own symbols and marks as well as numerals.</p> <p>To children will have fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>The children will know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>The children will describe a familiar route.</p> <p>The children will discuss routes and locations.</p>
---------------	---

Literacy

Comprehension, Word Reading, Writing	<p>Begin to join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Enjoy sharing books with an adult, paying attention and responding to the pictures or the words.</p>	<p>Repeat words and phrases from familiar stories.</p> <p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p>	<p>Ask questions about the book, making comments and sharing their own ideas.</p> <p>Begin to write their first initial</p> <p>To understand we read English text</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Ask questions about the book, making comments</p>	<p>To develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • to spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, 	<p>Understand the five key concepts about print:</p> <p>To know about page sequencing</p> <p>Use some of their print and letter knowledge in their early writing.</p>
INTENT						

	<p>Begin to repeat words and phrases from familiar stories.</p> <p>Understand print has meaning.</p>	<p>Repeat words and phrases from familiar stories.</p> <p>Understand print has meaning.</p> <p>To know print can have different purposes</p>	<p>from left to right and from top to bottom</p>	<p>and sharing their own ideas.</p> <p>Begin to develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • to spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>To write some or all of their name</p>	<p>such as money and mother</p> <p>Develops play around favourite stories using props.</p> <p>Begin to use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Names of the different parts of a book</p>	<p>Write some letters accurately.</p>
<p>IMPLEMENTATION</p>	<p>Whole class/key worker focus group sessions to include, 1:1 reading, book offer story time, Stage 0 phonics Spine book story time</p> <p>Quality continuous provision activities and interactions</p> <p>Books in all areas</p>	<p>Whole class/key worker focus group sessions to include, 1:1 reading, book offer story time, Stage 0 phonics Spine book story time</p> <p>Quality continuous provision activities and interactions</p>	<p>Whole class/key worker focus group sessions to include, 1:1 reading, book offer story time, Stage 0 phonics Spine book story time</p> <p>Quality continuous provision activities and interactions</p> <p>Books in all areas</p>	<p>Whole class/key worker focus group sessions to include, 1:1 reading, book offer story time, Stage 0 phonics Spine book story time</p> <p>Quality continuous provision activities and interactions</p> <p>Books in all areas</p>	<p>Whole class/key worker focus group sessions to include, 1:1 reading, book offer story time, Stage 0 phonics Spine book story time</p> <p>Quality continuous provision activities and interactions</p> <p>Books in all areas</p>	<p>Whole class/key worker focus group sessions to include, 1:1 reading, book offer story time, Stage 0 phonics Spine book story time</p> <p>Books in all areas</p> <p>Writing/mark making opportunities</p>

	Mark making opportunities Name cards with pictures	Books in all areas Mark making opportunities Name cards with pictures	Writing/mark making opportunities Name cards with pictures	Writing/mark making opportunities Name cards with pictures	Writing/mark making Opportunities Name cards	Name cards Quality continuous provision activities and interactions
Phonics	Stage 0 from the start; Start stage 1 in Summer term for those due to start school in September					
IMPACT	<p>The children will enjoy listening to and looking at books.</p> <p>The children will understand the five key concepts about print.</p> <p>The children will have a developing phonological awareness.</p> <p>The children will write some letters accurately.</p> <p>The children will engage in extended conversations about stories, learning new vocabulary.</p> <p>The children will use some of their print and letter knowledge in their early writing, writing familiar words or initial sounds in words.</p> <p>The children will write all of their name.</p>					
Understanding the World						
Past and Present People, culture and Communities INTENT	<p>To begin to develop positive attitudes about the differences between people.</p> <p>To begin to make sense of their own life-story and family's history.</p>	<p>To begin to talk about their own family celebrations.</p>	<p>To begin to make sense of their own life-story and family's history.</p> <p>To begin to develop positive attitudes about the differences between people.</p>	<p>To show interest in different occupations.</p>	<p>To continue to develop positive attitudes about the differences between people.</p> <p>To show interest in different occupations.</p>	<p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
IMPLEMENTATION	<p>Class, Key worker groups and 1:1 discussions</p> <p>Home corner role play</p> <p>Photos from home</p> <p>Drawing pictures</p> <p>Books/stories</p>	<p>Class, key worker groups and 1:1 discussions</p> <p>Talk about our church</p> <p>Quality texts, objects and images</p>	<p>Class, key worker groups and 1:1 discussions</p> <p>Quality texts, objects and images</p>	<p>Class, key worker groups and 1:1 discussions</p> <p>Quality texts, objects and images</p> <p>Visits from Police etc</p>	<p>Class, key worker groups and 1:1 discussions</p> <p>Quality texts, objects and images</p> <p>RE/worship</p> <p>Dolls/puppets</p>	<p>Class, Key worker groups and 1:1 discussions</p> <p>Quality texts, objects and images</p> <p>Maps/globe</p> <p>Local walks</p>

	Dolls/puppets	Nativity story				
The Natural World INTENT	<p>To explore and respond to different natural phenomena in their setting.</p> <p>To repeat actions that have an effect.</p> <p>To explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p> <p>To begin to talk about what they see, using a range of vocabulary.</p>	<p>To explore how things work</p> <p>To explore collections of materials with similar and/or different properties.</p> <p>Explore natural materials, indoors and outside.</p>	<p>To talk about what they see, using a range of vocabulary.</p> <p>To use all their senses in hands-on exploration of natural materials.</p> <p>To explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p>	<p>To plant seeds and care for growing plants.</p> <p>To understand the key features of the life cycle of a plant and an animal.</p> <p>To begin to understand the need to respect and care for the natural environment and all living things.</p> <p>To explore collections of materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p>	<p>To talk about the differences between materials and changes they notice.</p> <p>To explore collections of materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p>	<p>To explore and talk about different forces they can feel.</p> <p>To explore collections of materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p> <p>To talk about what they see, using a wide vocabulary.</p>
IMPLEMENTATION	<p>Walks in the school grounds</p> <p>Class and key worker group discussions</p> <p>Treasure baskets and tinker trays</p> <p>Water play</p>	<p>Walks in the school grounds</p> <p>Class and key worker group discussions</p> <p>Baking</p> <p>Water play</p>	<p>Walks in the school grounds</p> <p>Class and key worker group discussions</p> <p>Quality texts and images</p> <p>Water play</p>	<p>Walks in the school grounds</p> <p>Class and key worker group discussions</p> <p>Grow plants</p> <p>Baking</p> <p>Water play</p>	<p>Walks in the school grounds</p> <p>Class and key worker group discussions</p> <p>Water play</p>	<p>Walks in the school grounds</p> <p>Class and key worker group discussions</p> <p>Explore materials</p> <p>Water play</p>
IMPACT	<p>The children are beginning to make sense of their own life-story and their family's history.</p> <p>The children show interest in different occupations.</p>					

The children can explore how things work.
 The children are continuing to develop positive attitudes about the differences between people.
 The children know that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos.
 The children can use all of their senses in hands-on exploration of natural materials.
 The children can explore collections of materials with similar and/or different properties.
 The children can talk about what they see, using a wide vocabulary.
 The children can plant seeds and cares for growing plants.
 The children understand the key features of the life cycle of a plant and an animal.
 The children are beginning to understand the need to respect and care for the natural environment and all living things.
 The children explore and talk about different forces they can feel.
 The children can talk about the differences between materials and changes they notice.

Expressive Arts and Design

<p>Being Imaginative and Expressive</p> <p>INTENT</p>	<p>To begin to develop pretend play, pretending that one object represents another.</p> <p>To enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>To begin to develop simple stories using small world equipment.</p> <p>To begin to remember and sing entire songs.</p> <p>To begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>To listen with increased attention to sounds.</p> <p>To begin to respond to what they have heard, expressing their thoughts and feelings.</p> <p>To take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>To remember and sing entire songs.</p> <p>To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>To take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>To begin to explore simple instruments.</p>	<p>To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>To sing the pitch of a tone sung by another person ('pitch match').</p> <p>To show different emotions in their drawings - happiness, sadness, fear, etc.</p>	<p>To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>To play instruments with increasing control to express their feelings and ideas.</p> <p>To create their own songs or improvise a song around one they know.</p>
<p>IMPLEMENTATION</p>	<p>Listen to and sing a range of songs/music</p>	<p>Read a range of quality texts</p>	<p>Listen to and sing a range of songs/music</p>	<p>Listen to and sing a range of songs/music</p>	<p>Listen to and sing a range of songs/music</p>	<p>Listen to and sing a range of songs/music</p>

	<p>Quality continuous provision enhancements and interactions</p> <p>Observe and join in with a range of movements to music</p>	<p>Quality continuous provision enhancements and interactions</p> <p>Nativity</p>	<p>Observe and join in with a range of movements to music</p> <p>Quality texts and discussions</p> <p>Mirrors</p>	<p>Read a range of quality texts</p> <p>Quality continuous provision enhancements and interactions</p> <p>Observe and join in with a range of movements to music</p> <p>Opportunity to play a range of instruments</p>	<p>Read a range of quality texts</p> <p>Quality continuous provision enhancements and interactions</p> <p>Observe and join in with a range of movements to music</p> <p>Mirrors</p>	<p>Read a range of quality texts</p> <p>Quality continuous provision enhancements and interactions</p> <p>Observe and join in with a range of movements to music</p> <p>Opportunity to play a range of instruments</p> <p>Class assembly</p>
<p>Creating with Materials</p> <p>INTENT</p>	<p>To explore different materials, using all their senses to investigate them.</p> <p>To begin to manipulate and play with different materials.</p>	<p>To join different materials and explore different textures.</p> <p>To explore colour and colour mixing.</p> <p>To begin to manipulate and play with different materials.</p>	<p>To explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>To manipulate and play with different materials.</p> <p>To create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>To create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>such as representing a face with a circle and including details.</p> <p>To manipulate and play with different materials.</p> <p>To use their imagination as they consider what they can do with different materials.</p>	<p>To develop their own ideas and then decide which materials to use to express them.</p> <p>To use their imagination as they consider what they can do with different materials.</p> <p>To make simple models which express their ideas.</p> <p>To create closed shapes with</p>	<p>To draw with increasing complexity and detail,</p> <p>To use drawing to represent ideas like movement or loud noises.</p>

			such as representing a face with a circle and including details.	To make simple models which express their ideas.	continuous lines and begin to use these shapes to represent objects. such as representing a face with a circle and including details.	
IMPLEMENTATION	A range of resources to work with Designing Examples for modelling Photos from home Quality interactions	A range of resources to work with Examples for modelling Quality interactions	A range of resources to work with Examples for modelling/images Designing Quality interactions Continuous provision enhancements	A range of resources to work with Examples for modelling/images/artists Designing Quality interactions Continuous provision enhancements	A range of resources to work with Examples for modelling/images/artists Designing Quality interactions Continuous provision enhancements	A range of resources to work with Examples for modelling/images/artists Designing Quality interactions Continuous provision enhancements
IMPACT	<p>The children can take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>The children are beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>The children can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>The children can show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>The children can listen with increased attention to sounds.</p> <p>The children can respond to what they have heard, expressing their thoughts and feelings.</p> <p>The children can remember and sing entire songs.</p> <p>The children can sing the pitch of a tone sung by another person ('pitch match').</p> <p>The children can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>The children can create their own songs or improvise a song around someone they know.</p> <p>The children can play instruments with increasing control to express their feelings and ideas.</p> <p>The children explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>The children are developing their own ideas and are then able to decide which materials to use to express them.</p> <p>The children can join different materials and explore different textures.</p> <p>The children can create closed shapes with continuous lines and are beginning to use these shapes to represent objects.</p> <p>The children are drawing with increasing complexity and detail, such as representing a face with a circle and including details.</p>					

The children use drawing to represent ideas like movement or loud noises.
The children explore colour and colour-mixing.

RELIGIOUS EDUCATION

	I AM SPECIAL HARVEST	SPECIAL PEOPLE CELEBRATING CHRISTMAS	STORIES JESUS HEARD	STORIES JESUS TOLD EASTER	FRIENDSHIP SPECIAL PLACES	PRAYER SPECIAL TIMES
INTENT	<p>Children to begin to understand they are special and unique.</p> <p>To know they are valued and loved by God.</p> <p>Children to begin to understand why we say thank you to God at harvest time and talk about him being creator.</p>	<p>Children to begin to explore Christian values through their own actions and the actions of others.</p> <p>To begin to recognise the role of special people in their lives.</p> <p>To know that Jesus is a special person.</p> <p>To discover the Nativity in a range of ways and know it is a celebration of Jesus' birth.</p>	<p>To begin to listen to Old Testament stories and understand these are stories Jesus would have heard.</p>	<p>To begin to explore the stories Jesus told and know he told them to teach us about God.</p> <p>To explore the events of Easter through a multi-sensory approach so children begin know it is a celebration of Jesus' death and resurrection.</p>	<p>To begin to explore the meaning of friendship, how we make friends and why friends are important.</p> <p>To begin to know about Jesus' friends and how he chose them.</p> <p>To begin to develop an understanding of a place considered as special/holy where believers' worship.</p>	<p>To begin to understand prayer and the different ways people of faith talk about God.</p> <p>To develop an understanding of special/holy times; how special times are celebrated.</p> <p>To begin to learn about Pentecost and God as the Holy Spirit.</p>
IMPLEMENTATION	<p>Make handprints</p> <p>Talk about names</p> <p>Look in mirrors</p> <p>Draw pictures and compare</p> <p>Read the story of creation.</p>	<p>Make biscuits to share</p> <p>Make crowns</p> <p>Have a party</p> <p>Dress up as special people</p>	<p>Explore emotions through play dough faces</p> <p>Invite someone in to tell a story</p>	<p>Make invitation to a party</p> <p>Build houses like the wise and foolish builders</p> <p>Play hide and seek thinking about the</p>	<p>Draw a map of how to get to church</p> <p>The children share a photo of a place special to them</p>	<p>Talk about special times.</p> <p>Role play special dressing up clothes.</p> <p>Share pictures of special family times.</p>

	<p>Draw our favourite food. Make bread. Sing harvest songs.</p>		<p>Draw a picture of them telling their favourite story Make a collage of God's creation</p>	<p>story the Lost Sheep Retell stories in the small world Make crosses from play dough Make a prayer tree using heart shapes instead of leaves Make Easter cards</p>	<p>Build churches and special places in the construction Make friendship bracelets Draw pictures of friends Read and talk about the story The Rainbow Fish</p>	<p>Read the Lord's Prayer Have special prayer time</p>
IMPACT	<p>The children know they are special and unique.</p> <p>The children know they are special and loved.</p> <p>The children begin to understand that Christians believe God created the world.</p> <p>To begin to know we should say thank you to God at Harvest time and celebrate with a church service.</p>	<p>The children know Jesus is special and performs miracles.</p> <p>The children know Christmas is a celebration of Jesus' birth.</p> <p>The children know Jesus was a special baby, the Son of God.</p>	<p>The children begin to know Jesus listened to and learned Old Testament stories and they teach us about God.</p>	<p>The children know Jesus told stories and they are found in the Bible.</p> <p>The children know Jesus told the stories to teach people about God.</p> <p>The children know Jesus rode into Jerusalem on a donkey.</p> <p>The children know Easter is the most important time of the year for the Church.</p>	<p>The children know Christians consider themselves friends of Jesus.</p> <p>The children know Jesus has 12 special friends.</p> <p>The children know Christians worship in a church.</p> <p>The children know people consider places special for different reasons.</p>	<p>The children know prayer is a form of communication with God.</p> <p>The children know people pray for different reasons.</p> <p>The children begin to know people of faith have special times of prayer.</p> <p>The children know celebrating special times is important.</p>