

Personal, Social and Emotional Development

- To explore the new environment and select resources to use.
- To become familiar with new adults and learn each other's names.
- To learn daily routines.
- To play in a group and share resources.
- To understand rules in the classroom – sitting on carpet, tidy up time.

Physical Development

- To move freely and with confidence and pleasure in a range of ways.
- To use one handed tools and equipment
- To tell adults when they feel tired, hungry.

Communication and Language

- To talk to peers about their own interests and ideas.
- To listen to each other in groups
- To listen to stories with increasing attention.
- To respond to simple instructions

Literacy

- To listen and join in with stories in small groups.
- To join in with rhymes, stories and songs.
- To look at books independently
- To give meaning to marks they make as they draw or paint.

Week 1 & 2

Theme Settling into new environment/New beginnings

(Getting to know children, adults assessing friendship groups and how children settle)

Mathematics

- To use number names and number language
- To use some number names accurately in play
- To recite numbers in order to 10
- To recognise numerals to 10.
- To count objects by saying a number name for each one.

Understanding the world

- To talk about significant events in their lives – birthdays etc.
- To discuss people who are familiar to them.
- To talk about their likes and dislikes.
- To complete a simple program on the computer.

Expressive Arts and Design

- To follow a steady beat, teacher to model and children to follow
- To manipulate materials to achieve planned effect (hedgehogs)
- To explore what happens when mixing colours
- To use different instruments to accompany a song.

Personal, Social and Emotional Development

- To use circle time to discuss feelings linked with story – What made Mrs Large Cross? Link with own experiences
- To focus on tidy up routines and skills
- To develop listening rules on the carpet
- To use appropriate play with outdoor/ indoor equipment - Adults to model
- To introduce behaviour management scheme – sunshine and clouds
- To introduce rewards – merit stickers/worker of the week/star of the day
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Literacy

- To read stories linked with theme -Five minutes Peace, Quiet night in.
- To listen to sounds (phase 1 phonics)
- To read stories with familiar characters
- To use singing phonics activities to develop phonics skills (phase 1 phonics)
- To write names
- To retelling stories in various areas of classroom

Physical Development

- To follow instructions in PE – Statues
- To introduce rules for using apparatus – (benches and mats)
- To use large scale equipment for construction
- To use brushes and water for outdoors.
- To use different activities to promote fine motor skills - threading, play dough, tweezers, write dance

Week 3

Theme Family

Understanding the world

- To talk about likes and dislikes – related to the breakfast tray activity.
- To use small world play with the jungle animals
- To use large scale construction – pipes and waffle bricks.
- To talk about members of family – link with story

Communication and Language

- To role play linked to the story – developing use of role play language.
- To use mark making activities
- To read and retell stories
- To share ideas linked with pictures (odd one out)
- To follow rules for talk partners

Mathematics

- To use beat baby to develop number recognition and counting songs
- To create and describe patterns
- To sort colours and talking about them
- To use songs related to counting – 5 minutes peace song
- To develop vocabulary linked with comparing sizes (odd one out)

Expressive Arts and Design

- To build up a repertoire of songs – 5 minute peace cd, singing hands, link to routines – goodbye and hello songs
- To develop skills using body instruments
- To introduce stop/go signs with singing. Modelled with shakers.
- To paint self-portraits – use mirrors to recognise what we look like.

Personal, Social and Emotional Development

- To know it is good to like and dislike different things
- To use circle time to understand what we like and do not like.
- To reinforce lining up rules – kind hands, smart walking
- To have confidence to express own feelings.

Physical Development

- To develop gross motor skills and move with confidence in different ways in PE – using apparatus safely
- To use small construction materials to create different models
- To use body to move rhythmically
- To build for a purpose using large and small scale construction

Communication and Language

- To talk with a partner or small group about our likes and dislikes.
- To use appropriate language in role play situations
- To ask questions to find out more information
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Literacy

- To read stories and discuss them with increasing interest.
- To use phonic skills to identify initial sounds and to blend vc/cvc words.
- To share books and explore the pictures.
- To develop mark making in different areas using large paper.

Week 4

Theme Elmer -It's good to be different

(Following children's interests with elephants)

Expressive Arts and Design

- To respond to different types of music and relate to how it makes us feel.
- To recognise that people like different music.
- To sing familiar songs in a group.
- To explore different materials to create pictures.

Mathematics

- To develop concept of addition and use appropriate vocabulary
- To measure objects using vocabulary of taller/ smaller than 1 metre
- To build models and use appropriate language linked with 3D shapes
- To name 3d shapes
- To count and recognise numbers to 10.

Understanding the world

- To understand that we are all different.
- To identify similarities and differences between each other.
- To ask questions to find out more information about each other.
- To use the mouse to control the icon on the computer screen.

Personal, Social and Emotional Development

- To discuss who is in our families
- To introduce safety issues when cooking.
- To introduce and reinforce reward systems – merit cards, star of the day, worker of the week.
- To use visual clues to encourage good listening on carpet.
- To encourage care and looking after property – link with puppets
- To discuss feelings and what makes people feel sad.

Mathematics

- To use vocabulary and identify size – small, medium and large
- To sort objects linked with size and colour
- To identify 2D shapes when making pictures
- To develop counting skills using IWB program
- To develop positional language – on, in, under, behind link with P.E
- To compare how many more.
- To recognise numbers up to 10.
- To weigh objects –introduce vocabulary and concept

Physical Development

- Using large scale equipment for models outside
- Write Dance - using scarves – large scale movements and developing pincer grip.
- Using the large apparatus safely with awareness of others
- Using small scale equipment for making porridge
- Mark making in porridge oats

Week 5

Theme Goldilocks and the three bears

Focus - right and wrong/expectations

Expressive Arts and Design

- To respond to instructions when using instruments
- To sing and follow actions
- To explore the different sounds of instruments
- To construct for a purpose –Use various construction materials

Communication and Language

- To reading and retelling stories
- To talk about events in stories
- To identify different characters
- To role play different events linked with stories
- To use makaton to sign words and gestures
- To work with talk partners – discuss

Literacy

- To read stories – Goldilocks and the three bears and others linked with theme
- To mark making and write letter sounds from phonics sessions
- To listen to the sounds in words and match objects to the sounds.
- To talk about events in stories

Understanding the world

- To use senses when making porridge – touch, smell and taste.
- To talk about own family and experiences
- To ask questions about how the characters feel.

Personal, Social and Emotional Development

- To understand safety when cooking – using knives to chop, using stove.
- To understand rules of the classroom – tidy up time.
- To take turns with a partner and share ideas – talk partner rules.
- To be aware of road safety – going to church, staying together.

Mathematics

- To recognise and order numbers to 10
- To match quantities of objects to the appropriate digit.
- To investigate weighing scales and use appropriate vocabulary
- To explore purpose of a graph – 2 count favourite fruit
- To use vocabulary linked with money during role play activities
- To use appropriate vocabulary and develop concept of addition.

Physical Development

- To use knives to safely chop vegetables.
- To use different fine motor skills to make bread – moulding, kneading.
- To use large equipment to build models
- To use scarves to complete gross motor movements during write dance.
- To move freely in different ways in PE
- To develop cutting skills

Communication and Language

- To role play linked with harvest theme- little red hen story
- To give ideas for thinking – talk partners – odd one out vegetables
- To sing and sign songs linked with theme

Literacy

- To read and retell stories – Pumpkin soup, the little red hen, Oliver's vegetables.
- Mark making and writing – encourage use of emerging phonics skills
- To write for a purpose – writing a list of vegetables for the soup.

Week 6

Theme Harvest

Understanding the world

- To introduce the concept of harvest festival.
- To develop an understanding of different countries and how people live.
- To discuss similarities and differences – vegetables.
- To use senses – touch, taste, and smell when sampling food.
- To discuss where vegetables come from and what they need to grow.
- To ask why questions linked with a picture (thinking skills)

Expressive Arts and Design

- To use actions when singing songs linked with harvest.
- To use a range of materials to create pictures
- To explore different media to create printing pictures
- To keep a rhythm when singing
- To understand and keep a beat to a piece of music.

Personal, Social and Emotional Development

- To discuss how we can help each other when feeling sad – link to story and how animals felt.
- To continue to understand rules of the classroom – taking turns, tidy up
- To understand safety when walking in environment.
- To develop understanding of initiating play with peers – adults to model and support.
- To use puppets to support people's feelings – moving school, new baby, parent returning home, developing friendships

Mathematics

- To measure leaves using a variety of resources – cubes, rulers
- To sort leaves by size and use appropriate vocabulary.
- To recognise and order digits to 10
- To understand the concept of 1 more/1 less than
- To add objects to find out how many altogether.

Physical Development

- To use gardening tools effectively
- To connect shapes to make large structures.
- To use tools to create clay hedgehogs.
- To move in different ways to create a dance pattern in PE
- To use scarves to develop gross motor skills during Write dance activities.

Week 7

Theme Autumn

Understanding the world

- To identify and discuss changes in the environment.
- To recognise similarities and differences in the environment
- To use senses to explore different natural resources – conkers, pine cones, leaves
- To develop thinking skills – what can we see, what do we think – developing asking why questions.
- To control a mouse to select appropriate program on computer.

Communication and Language

- To use appropriate language during role play activities.
- To use puppets to retell a story
- To understand rules for talk partners
- To share ideas with a partner or small group.

Literacy

- To read and retell stories – Ouch, Percy the Park keeper
- To use phonics skills to develop writing in play.
- To discuss events in stories and predict what might happen next.

Expressive Arts and Design

- To follow a steady beat, teacher to model and children to follow
- To manipulate materials to achieve planned effect (hedgehogs)
- To explore what happens when mixing colours
- To use different instruments to accompany a song.

Personal, Social and Emotional Development

- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. **(30-50mths)**
- Shows confidence in asking others for help **(30-50mths)**
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and events. **(30-50mths)**
- Maintain attention, concentrates and sits quietly during appropriate activity **(40-60mths)**

Mathematics

- To compare two groups of objects, saying when they have the same number **(30-50mths)**
- Counts actions or objects which cannot be moved **(40-60mths)**
- Says the number that is one more than a given number. **(40-60mths)**
- Uses shapes appropriately for tasks **(30-50mths)**

Physical Development

- Moves freely with pleasure and confidence in a range of ways **(30-50mths)**
- Uses one-handed tools and equipment **(30-50mths)**
- Dresses with help **(30-50mths)**
- Observes the effects of activity on their body. **(30-50mths)**

Week 8

Theme Owl Babies- nocturnal animals

Understanding the world

- Shows interest in the lives of people who are familiar to them **(30-50mths)**
- To talk about some of the things that they have observed such as plants and animals **(30-50mths)**
- Completes a simple program on the computer **(40-60mths)**

Communication and Language

- Beginning to understand why and how questions **(30-50mths)**
- Responds to simple instructions **(30-50mths)**
Uses talk in pretending that objects stand for something else in their play **(30-50mths)**

Literacy

- Listens to and joins in with stories or poems, one to one and also in small groups. **(30-50mths)**
- Describes main story settings, events and principal characters **(30-50mths)**
- Ascribes meaning to the marks that they see in different places. **(30-50mths)**

Expressive Arts and Design

- Sings a few familiar songs **(30-50mths)**
- Taps out simple repeated rhythms. **(30-50mths)**
- Beginning to be interested in and describe the texture of things. **(30-50mths)**

Personal, Social and Emotional Development

- Enjoys the responsibility of carrying out small tasks (30-50mths)
- Confident to talk to other children when playing and will communicate freely about own home and community. (30-50mths)
- Can usually tolerate delay when need are not met immediately and understands wishes may not always be met. (30-50mths)
- Can play in a group, extending and elaborating play ideas (30-50mths)
- Initiates conversations, attends to and takes account of what others say (40-60mths)

Mathematics

- Shows an interest in representing numbers (30-50mths)
- Use some number names and number language spontaneously (30-50mths)
- Shows an interest in shape by sustained construction activity or by talking about shapes or arrangement (30-50mths)
- Orders and sequences familiar events (40-60mths)

Physical Development

- Can copy some letters (30-50mths)
- Draws lines and circles using gross motor movements (30-50mths)
- Shows an understanding that good practices with regard to exercise, eating, sleeping and hygiene contribute to good health. (40-60mths)

Week 9

Theme Nursery rhyme Week

Communication and Language

- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50mths)
- To use a range of tenses (30-50mths)
- Shows an understanding of prepositions such as under, on top, behind by carrying out an action or selecting the correct picture (30-50mths)
- Focuses attention, still listen or do, but

Expressive Arts and Design

- To sing familiar and unfamiliar nursery rhymes (30-50mths)
- Build repertoire of songs and dances (40-60mths)
- To build stories around toys (30-50mths)
- Use available resources to create props to support role-play (30-50mths)

Literacy

- Suggests how a story/rhyme should end (30-50mths)
- Continues a rhyming string (40-60mths)
- Ascribes meaning to the marks they see in different places. (30-50mths)
- Gives meaning to the marks they make as they draw, write and paint. (40-60mths)

Understanding the world

- Knows that information can be retrieved from computers (30-50mths)
- Remembers and talks about significant events in their own family (30-50mths)
- Recognises and describes special times or events (30-50mths)

Personal, Social and Emotional Development

- To speak clearly and listen to others
- To use kind words – being kind to each other
- To be aware of what a stranger is.
- To know how to keep safe.
- To be aware of other's feelings.

Understanding the world

- To develop thinking skills – understanding what is space – what you know and think.
- To discuss and share knowledge about space
- To develop questioning skills focussing on how and why questions.
- To program and control bee-bots around a space mat.
- To recognise similarities and differences between –odd one out

Expressive Arts and Design

- To explore musical instruments and name different instruments
- To create music linked with space theme and explore loud and quiet sounds.
- To follow a conductor.
- To explore different colours and textures to create pictures

Physical Development

- To focus on developing balance and appropriate landing when using apparatus.
- To develop scissor control through a range of cutting activities
- To manipulate and complete Jigsaws – small scale objects
- To develop gross and fine motor skills through write dance program
- To move freely with confidence in a range of ways.

Literacy

- To read and retell stories – Whatever next, roaring rockets
- To recognise rhyming words within a story or rhyme.
- To develop mark making and writing-encourage use of emerging phonics skills
- To write for a purpose linked with the stories and pictures from the theme.
- To encourage writing in all areas - labels on models
- Developing phonic knowledge in independent writing

Communication and Language

- To discuss and share ideas with a partner.
- To develop role play linked to the story
- To give ideas of thinking – odd one out – giving reasons
- To develop oral story telling using pictures
- To discuss characters feelings
- To share knowledge and ideas about space and the planets

Mathematics

- To balance moon rocks – using appropriate vocabulary
- To count and match objects to numerals
- To use ICT programs to support numeracy skills.
- To use mathematical vocabulary related to 2d and 3d shapes
- To explore 2d and 3d shapes to create models
- To measure objects longer or shorter than 1m

Week 10/11 (14.11.16/21.11.16)

Theme Space

Communication and Language

- To discuss and share ideas with a partner.
- To develop confidence and encourage narrative in role play –post office
- To discuss stories with similar themes
- To discuss the roles of the post office staff
- To listen and respond to stories
- To ask and answer questions
- To develop thinking skills – talk partners- what are they thinking, what do we know

Physical Development

- To build for a purpose.
- To move in different ways.
- To use hand gestures to sign songs linked with nativity performance.
- To follow instructions and movements using activate program
- To use tweezers to move pegs
- To develop ability to thread beads
- To develop scissor control and creative skills to create snowflakes.

Understanding the world

- To understand the role of the Post Office – how are letters sent and delivered
- To develop experience of writing and posting a letter to see how the post system works.
- To investigate magnets
- To visit the Post Office.
- To develop ICT skills and complete a program linked with fine motor activity

Week 12

Theme Post

Mathematics

- To compare and order the weight of objects.
- To use appropriate vocabulary when comparing weight.
- To put numbers in order up to 20.
- To use appropriate vocabulary to discuss shapes
- To name 2D and 3D shapes.
- To make, copy and continue a pattern
- To recognise 1p and 2p coins.

Personal, Social and Emotional Development

- To speak clearly and listen to others
- To use kind words – being kind to each other
- To adapt to changes in routine – using visual timetable to support unexpected changes.
- To be aware of how to get to the post office safely.

Literacy

- To develop mark making writing postcards and letters focus
- To read stories linked to the theme
- To discuss characters in the stories, share own thoughts and experiences
- To write speech bubbles to match a picture.

Expressive Arts and Design

- To sing for a performance – Christmas play
- To add actions and simple dances to songs
- To learn to sign songs using makaton for the Christmas play
- To develop drama and role play in the role play areas
- To explore different materials to create a picture

Personal, Social and Emotional Development

- Keeps play going by responding to what others are saying and doing. **(30-50mths)**
- To initiate conversations, attends to and takes account of what others say. **(40-60mths)**
- Can usually adapt behaviour to different events, social situations and changes in routines. **(30-50mths)**
- Aware of the boundaries set, and the behavioural expectations in the setting. **(40-60mths)**

Mathematics

- To find the total number of items in two groups by counting all of them **(40-60mths)**
- To say the number that is one more than a given number. **(40-60mths)**
- To order two or three items by length or height. **(40-60mths)**
- To use familiar objects and common shapes to create and recreate patterns and build models. **(40-60mths)**

Physical Development

- Holds pencil near point between first two fingers and thumb and uses it with good control. **(30-50mths)**
- Handles tools, objects, construction and malleable materials safely with increasing control **(40-60mths)**
- Shows understanding of the need for safety when tackling new challenges, and considers and manages risks **(40-60mths)**

Week 13 & 14

Theme Christmas/Nativity

Understanding the world

- To understand the meaning behind Christmas celebrations.
- To describe special times or events for family or friends **(30-50mths)**
- To know about their own family traditions and routines. **(40-60mths)**
- To comment and ask questions about aspects of their familiar world. **(30-50mths)**
- To complete a simple program on a computer. **(40-60mths)**

Communication and Language

- Is able to follow directions **(30-50mths)**
- Listens to stories with increasing attention and recall. **(30-50mths)**
- Able to follow a story without pictures of prompts. **(40-60mths)**
- Introduces storyline or narrative into their play **(40-60mths)**

Literacy

- To handle books carefully **(30-50mths)**
- To know information can be relayed in the form of print **(30-50mths)**
- To enjoy an increasing range of books. **(40-60mths)**
- To ascribe meanings to the marks they make. **(30-50mths)**
- To hear and say initial sounds in words. **(40-60mths)**

Expressive Arts and Design

- Imitates movement in response to music **(30-50mths)**
- Explores colour and how colours can be changed **(30-50mths)**
- Understands that different media can be combined to create new effects. **(40-60mths)**
- Play alongside other children who are engaged in the same theme.