

Nursery Curriculum Map 2016-17

Autumn 1 Key skills for the term (Development Matters 30-50 months)	Topic All About Me
<p>Communication and Language:</p> <p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Is able to follow directions (if not intently focused on own choice of activity). <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Responds to simple instructions, e.g. to get or put away an object. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. <p>Personal, Social and Emotional Development:</p> <p><u>Making relationships</u></p> <ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. <p>Physical Development:</p> <p><u>Moving and handling</u></p> <ul style="list-style-type: none"> • 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. <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. <p>Mathematics:</p> <p><u>Numbers</u></p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. <p>Literacy:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Listens to and joins in with stories and poems, one-to-one and also in small groups. 	<p>Week 1: Starting Nursery</p> <p>Book of the week: Maisy Goes to Nursery</p> <p>WOW: Bubbles for being brave!</p>
	<p>Week 2: New friends</p> <p>Book of the week: Friends by Helme Heine</p> <p>WOW: Decorating a photo of friends</p>
	<p>Week 3: Sharing</p> <p>Book of the week: This is Our House</p> <p>WOW: Sharing dough and dough disco</p>
	<p>Week 4: Wishes</p> <p>Book of the week: The Fish Who Could Wish</p> <p>WOW: Nursery wishes - home learning</p>
	<p>Week 5: Favourite toys</p> <p>Book of the week: Come to School too Blue Kangaroo</p> <p>WOW: Toy picnic</p>

<p><u>Writing</u></p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. <p>Understanding the World:</p> <p><u>People and communities</u></p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. <p><u>The world</u></p> <ul style="list-style-type: none"> • Shows care and concern for living things and the environment. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. <p>Expressive Arts and Design:</p> <p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Uses various construction materials. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Engages in imaginative role-play based on own first hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. 	<p>Week 6: Family</p> <p>Book of the week: The Family Book</p> <p>WOW: Show and tell - family photos</p>
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<p>Autumn 2 Key skills for the term (Development Matters 30-50 months)</p>	<p>Topic People Who Help Us</p>
<p>Communication and Language:</p> <p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Understands use of objects (e.g. "What do we use to cut things?") <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). <p>• Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'</p> <p>Personal, Social and Emotional Development:</p> <p><u>Making relationships</u></p> <ul style="list-style-type: none"> • Keeps play going by responding to what others are saying or doing. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. <p>Physical Development:</p> <p><u>Moving and handling</u></p>	<p>Week 1: Firefighters</p> <p>Book of the week: Firefighter (People Who Help Us- Rebecca Hunter)</p> <p>WOW: Fire</p> <hr/> <p>Week 2: Doctors</p> <p>Book of the week: Zog and the Flying Doctors</p> <p>WOW: First aid talk</p> <hr/> <p>Week 3: Police</p> <p>Book of the week: Cops and Robbers</p> <p>WOW: Police visit</p>

<ul style="list-style-type: none"> • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> • 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. 	<p>Week 4: Dentists</p> <p>Book of the week: The Selfish Crocodile</p> <p>WOW: Crocodile dentist game</p>
<p>Mathematics:</p> <p><u>Numbers</u></p> <ul style="list-style-type: none"> • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Compares two groups of objects, saying when they have the same number. <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Uses shapes appropriately for tasks. 	<p>Week 5: Builders</p> <p>Book of the week: Iggy Peck Architect</p> <p>WOW: Site manager visit</p>
<p>Literacy:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Shows awareness of rhyme and alliteration. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Shows interest in illustrations and print in books and print in the environment. • Looks at books independently. • Handles books carefully. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Ascribes meanings to marks that they see in different places. 	<p>Week 6: Postal workers</p> <p>Book of the week: Postman (Here to Help)</p> <p>WOW: Posting Christmas cards</p>
<p>Understanding the World:</p> <p><u>People and communities</u></p> <ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience. • Shows interest in different occupations and ways of life. <p><u>The world</u></p> <ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control <p>Expressive Arts and Design:</p> <p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • Sings a few familiar songs. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<p>Week 7: Christmas</p> <p>Book of the week: The Night Before Christmas (Clement C. Moore)</p> <p>WOW: Pantomime</p>

Spring 1 Key skills for the term (Development Matters 30-50 months)	Topic Fairy Tales
<p>Communication and Language:</p> <p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Uses intonation, rhythm and phrasing to make the meaning clear to others. 	<p>Week 1: Three Little Pigs</p> <p>Book of the week: Three Little Pigs (Richard Johnson)</p> <p>WOW: Hairdryer houses experiment</p>
<p>Personal, Social and Emotional Development:</p> <p><u>Making relationships</u></p> <ul style="list-style-type: none"> • Initiates play, offering cues to peers to join them. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 	<p>Week 2: Gingerbread Man</p> <p>Book of the week: Gingerbread Man (Estelle Corke)</p> <p>WOW: Baking gingerbread men</p>
<p>Physical Development:</p> <p><u>Moving and handling</u></p> <ul style="list-style-type: none"> • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. 	<p>Week 3: Goldilocks and the Three Bears</p> <p>Book of the week: Goldilocks and the Three Bears (Lauren Child)</p> <p>WOW: Bear hunt</p>
<p>Mathematics:</p> <p><u>Numbers</u></p> <ul style="list-style-type: none"> • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> • Uses positional language. 	<p>Week 4: Elves and the Shoemaker</p> <p>Book of the week: Elves and Shoemaker (Jim LaMarche)</p> <p>WOW: Redesigning shoes</p>
<p>Literacy:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Recognises rhythm in spoken words. • Beginning to be aware of the way stories are structured. • Listens to stories with increasing attention and recall. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. 	<p>Week 5: Little Red Riding Hood</p> <p>Book of the week: Little Red Riding Hood (Mara Alperin)</p> <p>WOW: Game - What's the Time Mr Wolf?</p>
<p>Understanding the World:</p> <p><u>People and communities</u></p> <ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends. <p><u>The world</u></p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 	

<p>Expressive Arts and Design: <u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • Beginning to move rhythmically. • Imitates movement in response to music. • Beginning to be interested in and describe the texture of things. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Uses movement to express feelings. • Creates movement in response to music. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. 	<p>Week 6: Arts Week</p> <p>Book of the week: The Dot</p> <p>WOW: Workshops</p>
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<p>Spring 2 Key skills for the term (Development Matters 30-50 months)</p>	<p>Topic Planting and Growing</p>
<p>Communication and Language: <u>Listening and attention</u></p> <ul style="list-style-type: none"> • Focusing attention - still listen or do, but can shift own attention. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Beginning to understand 'why' and 'how' questions. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). <p>Personal, Social and Emotional Development: <u>Making relationships</u></p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> • Is more outgoing towards unfamiliar people and more confident in new social situations. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> • Can usually adapt behaviour to different events, social situations and changes in routine. <p>Physical Development: <u>Moving and handling</u></p> <ul style="list-style-type: none"> • Can stand momentarily on one foot when shown. • Can catch a large ball. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. 	<p>Week 1: Jack and the Beanstalk</p> <p>Book of the week: Jack and the Beanstalk</p> <p>WOW: Planting a bean</p> <hr/> <p>Week 2: The Little Red Hen</p> <p>Book of the week: The Little Red Hen (Mary Finch)</p> <p>WOW: Making bread</p> <hr/> <p>Week 3: Oliver's Vegetables</p> <p>Book of the week: Oliver's Vegetables</p> <p>WOW: Allotment visit</p>

<ul style="list-style-type: none"> • Can copy some letters, e.g. letters from their name. <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> • Observes the effects of activity on their bodies. <p>Mathematics:</p> <p><u>Numbers</u></p> <ul style="list-style-type: none"> • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Realises not only objects, but anything can be counted, including steps, claps or jumps. <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> • Shows awareness of similarities of shapes in the environment. • Shows interest in shapes in the environment. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall <p>Literacy:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Suggests how the story might end. • Describes main story settings, events and principal characters. • Recognises familiar words and signs such as own name and advertising logos. • Knows that print carries meaning and, in English, is read from left to right and to p to bottom. <p>Understanding the World:</p> <p><u>People and communities</u></p> <ul style="list-style-type: none"> • Knows some of the things that make them unique, and cantalk about some of th e similarities and differences in relation to friends or family. <p><u>The world</u></p> <ul style="list-style-type: none"> • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Knows that information can be retrieved from computers <p>Expressive Arts and Design:</p> <p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Sings to self and makes up simple songs. • Makes up rhythms. • Uses available resources to create props to support role-play. 	<p>Week 4: Enormous Turnip</p> <p>Book of the week: Enormous Turnip (Cristiana Cerretti)</p> <p>WOW: Vegetable soup</p> <hr/> <p>Week 5: Tiny Seed</p> <p>Book of the week: Tiny Seed</p> <p>WOW: Cress heads</p> <hr/> <p>Week 6: Easter</p> <p>Book of the week: We're Going on an Egg Hunt</p> <p>WOW: Easter egg hunt</p>
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Summer 1 Key skills for the term (Development Matters 40-60 months)	Topic Transport
<p>Communication and Language:</p> <p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<p>Week 1: Rockets</p> <p>Book of the week: Man on the Moon</p> <p>WOW: Vitamin C rocket experiment</p>
<p>Personal, Social and Emotional Development:</p> <p><u>Making relationships</u></p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate & solve problems without aggression, e.g. when someone has taken their toy. 	<p>Week 2: Planes</p> <p>Book of the week: The Way Back Home</p> <p>WOW: Paper plane experiment</p>
<p>Physical Development:</p> <p><u>Moving and handling</u></p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing & chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs & understands need for variety in food. • Usually dry and clean during the day. • Shows understanding of how to transport & store equipment safely. 	<p>Week 3: Cars</p> <p>Book of the week: Motor Miles</p> <p>WOW: Washing teacher's cars</p>
<p>Mathematics:</p> <p><u>Numbers</u></p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts objects to 10, & beginning to count beyond 10. • Finds the total number of items in two groups by counting all of them. • Counts out up to six objects from a larger group. • Uses the language of 'more' & 'fewer' to compare two sets of objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding & subtracting. • Begins to identify own mathematical problems based on own interests & fascinations. <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> • Selects a particular named shape. 	<p>Week 4: Boats</p> <p>Book of the week: Mr Gumpy's Outing</p> <p>WOW: Floating and sinking experiment</p>

<ul style="list-style-type: none"> • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. <p>Literacy: <u>Reading</u></p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Links sounds to letters, naming and sounding the letters of the alphabet. • Enjoys an increasing range of books. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write & paint. • Continues a rhyming string. • Hears and says the initial sound in words. • Links sounds to letters, naming & sounding the letters of the alphabet. 	<p>Week 5: Buses</p> <p>Book of the week: Naughty Bus</p> <p>WOW: Rolling experiment</p>
<p>Understanding the World: <u>People and communities</u></p> <ul style="list-style-type: none"> • Enjoys joining in with family customs & routines. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. <p>Expressive Arts and Design: <u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs & dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Selects tools & techniques needed to shape, assemble & join materials they are using. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. • Plays alongside other children who are engaged in the same theme. 	<p>Week 6: Trains</p> <p>Book of the week: Here Comes the Train</p> <p>WOW: Barnes station visit</p>

<p>Summer 2 Key skills for the term (Development Matters 40-60 months)</p>	<p>Topic Animals</p>
<p>Communication and Language: <u>Listening and attention</u></p> <ul style="list-style-type: none"> • Two-channelled attention can listen and do for short span. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Links statements and sticks to a main theme or intention. 	<p>Week 1: Pets</p> <p>Book of the week: Dear Zoo</p> <p>WOW: Pet visits</p>

<ul style="list-style-type: none"> • Introduces a storyline or narrative into their play. <p>Personal, Social and Emotional Development:</p> <p><u>Making relationships</u></p> <ul style="list-style-type: none"> • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> • Can describe self in positive terms and talk about abilities. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> • 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>Week 2: Farm animals</p> <p>Book of the week: What the Ladybird Heard</p> <p>WOW: Hounslow Urban Farm trip</p>
<p>Physical Development:</p> <p><u>Moving and handling</u></p> <ul style="list-style-type: none"> • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. • Begins to form recognisable letters. <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers & manages some risks. • Practices some appropriate safety measures without direct supervision. 	<p>Week 3: Aquatic animals</p> <p>Book of the week: Under the Sea (Anna Milbourne)</p> <p>WOW: Pond dipping</p>
<p>Mathematics:</p> <p><u>Numbers</u></p> <ul style="list-style-type: none"> • Counts actions or objects which cannot be moved. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see & checks by counting them. • Finds one more or one less from a group of up to five objects, then ten objects. • Records, using marks that they can interpret and explain. 	<p>Week 4: Minibeasts</p> <p>Book of the week: Mad about Minibeasts</p> <p>WOW: Caterpillar eggs</p>
<p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Can describe their relative position such as 'behind' or 'next to'. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. 	<p>Week 5: Dinosaurs</p> <p>Book of the week: - Dinosaur Roar</p> <p>WOW: Dinosaur dig (fossils)</p>
<p>Literacy:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Can segment the sounds in simple words & blend them together & knows which letters represent some of them. • Begins to read words & simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Knows that information can be retrieved from books & computers. 	<p>Week 6: Sports</p> <p>Book of the week: The Sports Day (Nick Butterworth)</p> <p>WOW: Sports day</p>

<p><u>Writing</u></p> <ul style="list-style-type: none"> • Begins to break the flow of speech into words. • Can segment the sounds in simple words & blend them together. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. <p>Understanding the World:</p> <p><u>The world</u></p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns & change. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Uses ICT hardware to interact with age-appropriate computer software. <p>Expressive Arts and Design:</p> <p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Introduces a storyline or narrative into their play. • Plays cooperatively as part of a group to develop and act out a narrative. 	<p>Week 7: Graduation</p> <p>Book of the week: Changes (Anthony Browne)</p> <p>WOW: Graduation picnic</p>
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