

# Nursery Planning 2019-20

<b>Autumn 1</b> Key skills for the term (Development Matters 30-50 months)	Topic All About Me	Adult-led input – group time	Adult led input – upon children’s arrival	Assessments/ observations	Continuous provision/ weekly enhancements	<span style="background-color: #FFD700;">NEW</span> -Fine motor intervention progression
<p><b>Communication and Language:</b>  <u>Listening and attention</u></p> <ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity)</li> </ul> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> </ul> <p><b>Personal, Social and Emotional Development:</b>  <u>Making relationships</u></p> <ul style="list-style-type: none"> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> </ul> <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</li> </ul> <p><b>Physical Development:</b>  <u>Moving and handling</u></p> <ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> </ul> <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> </ul>	Week 1: Starting Nursery  Warm up: If you’re happy and you know it  Book of the week: Maisy Goes to Nursery  WOW: Bubbles for being brave!	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Circle time and name games</li> </ul>	<ul style="list-style-type: none"> <li>• Story basket</li> </ul>	Baseline assessments	<ul style="list-style-type: none"> <li>• All about me topic books</li> <li>• Weekly supplementary texts: You’re too Big, Going to Nursery</li> <li>• Home corner role-play</li> </ul>	N/A for first half term – settling is the priority.
	Week 2: New friends <span style="background-color: #FFD700;">FRIENDSHIP BRACELETS</span> Warm up: Head, shoulders, knees and toes  Book of the week: Friends by Helme Heine  WOW: Decorating a photo of friends	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Circle time and name games</li> <li>• Barnes Bear’s Adventures</li> </ul>	<ul style="list-style-type: none"> <li>• Big stories</li> </ul>	Baseline assessments	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Pip and Posy The New friend, How do Dinosaurs Stay Friends?</li> <li>• Friendship bracelets</li> </ul>	Assess children’s pencil grip via home group videos during whiteboard drawing at end of half term to discover baseline

<ul style="list-style-type: none"> <li>• Can usually manage washing and drying hands.</li> </ul> <p><b>Mathematics:</b> <u>Numbers</u></p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> </ul> <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> </ul> <p><b>Literacy:</b> <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> </ul> <p><b>Understanding the World:</b> <u>People and communities</u></p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> </ul> <p><u>The world</u></p> <ul style="list-style-type: none"> <li>• Shows care and concern for living things and the environment.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> </ul> <p><b>Expressive Arts and Design:</b> <u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Uses various construction materials.</li> </ul> <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> <li>• Engages in imaginative role-play based on own first hand experiences.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'diff'.</li> </ul>	<p>Week 3: Sharing</p> <p>Book of the week: This is Our House</p> <p>WOW: Sharing dough and dough disco</p>	<ul style="list-style-type: none"> <li>• <b>Phonics – Environmental sounds</b> <a href="http://www.letters-and-sounds.com/phase-1-games.html">http://www.letters-and-sounds.com/phase-1-games.html</a></li> <li>• <b>Mathematics – Moves large objects one at a time</b></li> <li>• Taking large objects out one at a time</li> <li>• Moving objects from one area to another</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming stories</li> </ul>	<p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Rainbow Fish, Sharing a Shell</li> <li>• 5-minute sand timers for sharing resources</li> </ul>	
	<p>Week 4: Wishes</p> <p>Book of the week: The Fish Who Could Wish</p> <p>WOW: Nursery wishes – home learning</p>	<ul style="list-style-type: none"> <li>• <b>Phonics – Instrumental sounds – sock sounds</b></li> <li>• <b>Mathematics – Selects a small number of objects e.g. 'please give me one/two'</b></li> <li>• Taking large objects one at a time and stopping at the number asked for</li> <li>• Taking small objects one at a time</li> </ul>	<ul style="list-style-type: none"> <li>• Story basket</li> </ul>	<p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: The Wishing Star, Would You Rather...</li> <li>• Stars – chalk and black paper</li> </ul>	

		(extension; arranging in different ways to intro subitising)				
<p>Week 5: Favourite toys</p> <p>Book of the week: Come to School too Blue Kangaroo</p> <p>WOW: Toy picnic</p>	<ul style="list-style-type: none"> <li>• <b>Phonics</b> – <b>Body percussion</b></li> <li>• <b>Mathematics</b> – <b>Plays with shapes</b></li> <li>• Use different 2D shapes to make a path between points</li> <li>• Use 2D shapes to make a picture e.g. rocket</li> </ul>	<ul style="list-style-type: none"> <li>• Stories from around nursery on display ie. Ish</li> </ul>	<p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Dogger, Monkey and Me</li> <li>• Toy catalogues</li> </ul>		
<p>Week 6: Family</p> <p>Book of the week: The Family Book</p> <p>WOW: Show and tell – family photos</p>	<ul style="list-style-type: none"> <li>• <b>Phonics</b> – <b>Rhythm and rhyme</b> – see 'Steve Crocott music CPD notes' for new ideas</li> <li>• <b>Mathematics</b> – <b>Counts 3 objects with 1:1 correspondence</b></li> <li>• pointing to each object at</li> </ul>	<ul style="list-style-type: none"> <li>• Number stories and shape stories</li> </ul>	<p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: My Mum and Dad Make Me Laugh, My Mum</li> <li>• Family portraits</li> </ul>		

		a time and saying the number ASSESS CHILDREN'S PENCIL GRIP				
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Warm up options: scissors, dough, ripping and scrunching paper, write dance, yoga, active story telling, bubble wrap

Fairy tale site <https://www.yellow-door.net/ranges/traditional-tales-rhymes-and-stories/>

<p>Autumn 2 – <b>START WRITE DANCE IN HALL</b> Key skills for the term (Development Matters 30-50 months)</p> <p>Additional things to plan for: book packs, sticky name tags, forest school, write dance, parent readers, we love maths, storytelling, fine motor intervention after snack, begin introduction of enhanced resources in environment for continuous provision</p>	<p>Topic Fairy Tales</p>	<p>Adult-led input – group time</p>	<p>Adult led input and warm up – maths flipchart session upon arrival</p>	<p>Assessments/ observations</p>	<p>Continuous provision/ weekly enhancements</p>	<p><b>NEW</b> – Fine motor intervention progression</p>
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<p><b>Communication and Language:</b> <u>Listening and attention</u></p> <ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>• Understands use of objects (e.g. "What do we use to cut things?")</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'</li> </ul> <p><b>Personal, Social and Emotional Development:</b> <u>Making relationships</u></p> <ul style="list-style-type: none"> <li>• Keeps play going by responding to what others are saying or doing.</li> </ul> <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> </ul> <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> </ul> <p><b>Physical Development:</b> <u>Moving and handling</u></p> <ul style="list-style-type: none"> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> </ul> <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> <li>• Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<p>Week 1: Three Little Pigs – OR if short week and 8 week term do fireworks and start story next week Book of the week: Three Little Pigs (Richard Johnson)</p> <p>WOW: Hairdryer houses experiment</p>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Fire safety</li> <li>• Bonfire Night</li> <li>• <b>Phonics – Voice sounds – see 'Steve Crocott music CPD notes' for new ideas</b></li> <li>• <b>Mathematics – Makes comparisons between quantities – same/different/more/less</b> <ul style="list-style-type: none"> <li>- same and different</li> <li>- more and less</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reciting numbers to 10 with songs</li> <li>• Subitising and numeral formation with google images - 1,2,3</li> <li>• CUSHIONS!</li> <li>• Change A3 laminated numbers by IWB</li> <li>• <b>Write dance style firework warm up</b></li> </ul>	<p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> <li>• Fairy tale topic books</li> <li>• Weekly supplementary texts: The True Story of the 3 Little Pigs, The Three Little Pigs (Nick Sharrat)</li> <li>• Jack's café role play</li> </ul>	<p>FINE MOTOR TIMETABLE AFTER SNACK TIMES</p> <ol style="list-style-type: none"> <li>1. Play doh pots x13 in deep tray</li> <li>2. Threading big beads and buttons</li> <li>3. Pom poms and tweezers</li> <li>4. Tummy time in bees</li> <li>5. Pegs to paper instead of no 3</li> </ol>
<p><b>Physical Development:</b> <u>Moving and handling</u></p> <ul style="list-style-type: none"> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> </ul> <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> <li>• Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<p>Week 2: Gingerbread Man – <b>Pie Corbett story songs CD in kitchen cupboard above sink!</b></p> <p>Book of the week: Gingerbread Man (Estelle Corke)</p> <p>WOW: Baking gingerbread men</p>	<ul style="list-style-type: none"> <li>• <b>Phonics – Alliteration</b></li> <li>• <b>Mathematics – Beginning to be interested in number problems e.g. setting up cutlery/plates for teddy bears picnic</b> <ul style="list-style-type: none"> <li>• 1:1 correspondence in regard to matching number of objects to number needed</li> <li>• Working out if anything is missing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Subitising and numeral formation with dots – 1,2,3</li> <li>• <b>Story telling warm up – actions; focus on house structure with prewriting shapes</b></li> <li>• <b>Dough disco (Gingerbread man)</b></li> </ul>	<p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Gingerbread Man (Mara Alperin), Mr Greedy and the Gingerbread Man</li> <li>• Gingerbread sensory play</li> </ul>	<p>REPEAT timetable for Autumn 2</p>

<p><b>Mathematics:</b> <u>Numbers</u></p> <ul style="list-style-type: none"> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> </ul> <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Uses shapes appropriately for tasks.</li> </ul> <p><b>Literacy:</b> <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• <b>STORY TELLING training week</b></li> <li>• <b>Phonics – Rhythm and rhyme</b></li> <li>• <b>Mathematics – Constructs with and talks about shapes</b></li> <li>• Use Building Towers nrich sheet; group challenge</li> <li>• Use 3D blocks with commentating 'I am using a tall block for the wall.'</li> <li>• Sticks 2D shapes to create picture 'I am using a triangle for the roof'</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing shapes – circle and triangle</li> <li>• <b>Story telling warm up – actions</b></li> </ul>	<p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Goldilocks and the Three Bears (Estelle Corke), Goldilocks and the Three Bears (Amanda Askew)</li> <li>• 'Goldilocks' song</li> <li>• Porridge sensory play</li> </ul>	<p>REPEAT timetable for Autumn 2</p>
<p><b>Understanding the World:</b> <u>People and communities</u></p> <ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Shows interest in different occupations and ways of life.</li> </ul> <p><u>The world</u></p> <ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control</li> </ul> <p><b>Expressive Arts and Design:</b> <u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> <li>• Sings a few familiar songs.</li> </ul>	<p>Week 4: 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>	<ul style="list-style-type: none"> <li>• <b>Phonics – Alliteration</b></li> <li>• <b>Mathematics – Experiments with symbols and marks 0-3</b></li> <li>- marks 1 or 2 lines</li> <li>- traces over large numbers 1-3 whilst saying the number</li> </ul>	<ul style="list-style-type: none"> <li>• Hand strengthening and finger manipulation exercises</li> <li>• Subitising and numeral formation with images from environment 1,2,3</li> </ul>	<p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Elves and the Shoemaker (Alison Edgson), Cinderella (Ladybird)</li> <li>• Shoe shop role-play</li> </ul>	<p>REPEAT timetable for Autumn 2</p>

<ul style="list-style-type: none"> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> </ul> <p>Being imaginative</p> <ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>			<ul style="list-style-type: none"> <li>• Dough gym all week</li> </ul>			
	<p>Week 5: The Three Billy Goats Gruff – Pie Corbett Story songs in kitchen cupboard above sink!</p> <p>Book of the week: The Three Billy Goats Gruff</p> <p>WOW: Making bridges from the stairs to the sandpit with wooden blocks</p>	<ul style="list-style-type: none"> <li>• Phonics – General sound discrimination</li> <li>• Mathematics – Matches number and quantity 0-3 <ul style="list-style-type: none"> <li>- introduce numbers 1-3 and matching the right number. Children each have a go with one number.</li> <li>- allocating objects to numbers 1,2&amp;3 in pairs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recap circle and triangle. Spot the difference and how do you know with circle/triangle.</li> <li>• Ripping paper and scrunching for troll piece</li> </ul>	<p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Little Red Riding hood (Jess Stockham), Into the Forest (Anthony Browne)</li> <li>• Stick puppets and puppet theatre</li> </ul>	<p>REPEAT timetable for Autumn 2</p>

	<p>Week 6: Elves and the Shoemaker</p> <p>Book of the week: Elves and Shoemaker (Jim LaMarche)</p> <p>WOW: Redesigning shoes</p>	<ul style="list-style-type: none"> <li>• Some sort of writing assessment opportunity for trackers</li> <li>• Phonics – Rhythm and rhyme - see 'Steve Grocott music CPD notes' for new ideas</li> <li>• Mathematics – Uses shapes appropriately for tasks and talks about shapes e.g. round, tall</li> <li>• Use 'footprints nrich sheet'</li> <li>• Polydron – Ask Ks1 for resource</li> <li>• Make Christmas cards using 2D shapes, discussing which shapes are appropriate for which part (e.g. circles for baubles, triangle for tree)</li> </ul>	<ul style="list-style-type: none"> <li>• Hand strengthening and finger manipulation exercises</li> <li>• Quick fire subitising recap 1,2,3 (teacher to select from a,b,c flips)</li> <li>• Scissors warm up</li> </ul>	<p>Mathematics trackers</p>		<p>REPEAT timetable for Autumn 2</p>
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	<p>Week 7: Christmas</p> <p>Book of the week: The Night Before Christmas (Clement C. Moore)</p> <p>Add mechanical construction resource to environment and bee bots!!</p> <p>WOW: Pantomime</p>	<ul style="list-style-type: none"> <li>• <b>Phonics</b> – Oral blending</li> <li>• <b>Mathematics</b> – Solves problems – puzzles</li> <li>• Large puzzles and fewer pieces, to smaller puzzles with more pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Quick fire subitising recap 1,2,3 (teacher to select from a,b,c flips)</li> <li>• <b>Finger, face, body warm up to jingle bells</b></li> </ul>	<p>Literacy trackers</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: The Snowman, Stick Man</li> <li>• Christmas tree decorations</li> <li>• Christmas present lists</li> </ul>	<p>REPEAT timetable for Autumn 2</p>
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<p>Spring 1</p> <p>Key skills for the term (Development Matters 30-50 months)</p> <p>Additional things to plan for: Continue write dance? Fine motor intervention after snack, EYFS review?</p>	<p>Topic</p> <p>People Who Help Us with Jolly Postman</p>	<p>Adult-led input- group time</p>	<p>Adult led input – maths flipchart session upon arrival</p>	<p>Assessments/ observations</p>	<p>Continuous provision/ weekly enhancements</p>	<p>NEW – Fine motor intervention progression</p>
<p><b>Communication and Language:</b></p> <p><u>Listening and attention</u></p> <ul style="list-style-type: none"> <li>Listens to stories with increasing attention and recall.</li> </ul> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> </ul> <p><b>Personal, Social and Emotional Development:</b></p> <p><u>Making relationships</u></p> <ul style="list-style-type: none"> <li>Initiates play, offering cues to peers to join them.</li> </ul> <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> <li>Welcomes and values praise for what they have done.</li> <li>Enjoys responsibility of carrying out small tasks.</li> </ul> <p><u>Managing feelings and behaviour</u></p>	<p>Week 1: Firefighters</p> <p>Book of the week: Firefighter (People Who Help Us-Rebecca Hunter)</p> <p>WOW: Fire</p>	<ul style="list-style-type: none"> <li>Rules</li> <li>recap Fire safety</li> <li>LITERACY focus – name / word / letter. Go on hunt for similar letters in names. (Start of name writing long programme)</li> <li>Thinking out loud when looking at books for mechanics</li> <li>Phonics – Voice sounds – see 'Steve Crocott music CPD notes' for new ideas</li> <li>Mathematics – Recites number names in order to 5</li> <li>Number songs</li> <li>Using fingers and saying 1 - 5</li> </ul>	<ul style="list-style-type: none"> <li>Recap of 1,2,3</li> <li>Introduce numeral 4 &amp; subitising with google images (teach structure 3 and 1)</li> </ul>	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> <li>People who help us topic books</li> <li>Weekly supplementary texts: Fireman Sam Jupiter and the Burning Blaze, Fire Safety (Stay Safe)</li> <li>'5 Little Firemen' song</li> <li>Firework splatter painting</li> </ul>	<p>Adult led putty play! At start of snack time? Then wipe hands?</p> <p>All home groups putty play after snack time – children to get the putty out of the container themselves – then 3-minute electronic timer to indicate when squeezing time is up.</p>

<ul style="list-style-type: none"> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> </ul> <p><b>Physical Development:</b> <u>Moving and handling</u></p> <ul style="list-style-type: none"> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> </ul> <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> </ul> <p><b>Mathematics:</b> <u>Numbers</u></p>	<p>Week 2: Doctors and dentists</p> <p>Book of the week: Zog and the Flying Doctors and The selfish Crocodile</p> <p>WOW: First aid talk and Crocodile Dentist game</p>	<ul style="list-style-type: none"> <li>• <b>Phonics – Rhythm and rhyme</b> See S&amp;L folder in Intervention for syllable game</li> <li>• <b>Mathematics – Identifies numerals in the environment 0-5</b></li> <li>• 1-3 with rhymes</li> <li>• 4-5 with rhymes</li> <li>• 0</li> </ul>	<ul style="list-style-type: none"> <li>• 4 subitising with dots (teach structure 2 and 2)</li> </ul>	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Busy People: Doctor, Doctor Maisy</li> <li>• Doctors role-play</li> <li>• Weekly supplementary texts: Smile, Crocodile, Smile, Tooth Fairy (Child’s Play)</li> <li>• Toothbrush painting</li> </ul>	<p>Adult led putty play</p>
<ul style="list-style-type: none"> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment</li> <li>• Shows an interest in representing numbers.</li> </ul> <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> <li>• Uses positional language.</li> </ul> <p><b>Literacy:</b> <u>Reading</u></p>	<p>Week 3: Builders <b>Fine motor potatoes and screw drivers</b></p> <p>Book of the week: Iggy Peck Architect</p> <p>WOW: Site manager visit</p>	<ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• <b>Phonics – Oral blending</b></li> <li>• <b>Mathematics – Uses positional language</b></li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Introducing shapes – rectangle and square and spot the difference</li> </ul>	<p>Observation focus children – specific areas</p>		<p>Adult led putty play</p>
<ul style="list-style-type: none"> <li>• Recognises rhythm in spoken words.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> </ul> <p><b>Understanding the World:</b> <u>People and communities</u></p>	<p>Week 4: Police</p> <p>Book of the week: Cops and Robbers</p> <p>WOW: Police visit</p>	<ul style="list-style-type: none"> <li>• <b>Phonics – Alliteration</b></li> <li>• <b>Mathematics – Sometimes matches number and quantity correctly 1 – 4</b></li> <li>• Recognises the numerals 1- 4 Where have you seen this before?</li> <li>• Can count with 1:1 correspondence to 4</li> </ul>	<ul style="list-style-type: none"> <li>• 4 subitising with images from the environment (recap both structures)</li> </ul>	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Police (Popcorn: People Who Help Us), Police Car on Patrol (Peter Bentley)</li> <li>• Police costumes</li> </ul>	<p>Adult led putty play</p>

<ul style="list-style-type: none"> <li>• Recognises and describes special times or events for family or friends.</li> </ul> <p><u>The world</u></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> </ul> <p><b>Expressive Arts and Design:</b></p> <p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> </ul> <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> </ul>		<ul style="list-style-type: none"> <li>• Beginning to subitize at least 1-3</li> <li>• Sorts numbers of objects to the correct number</li> </ul> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same (subitize cards) –baking tray on maths table! Start with 3, then 4</p>				
	<p>Week 5: Postal workers</p> <p>Book of the week: Postman (Here to Help)</p> <p>WOW: Posting Valentines cards</p>	<ul style="list-style-type: none"> <li>• <b>Phonics – oral segmenting</b></li> <li>• <b>Mathematics – Represents numbers 0-5 using fingers, symbols and marks</b></li> <li>• Using fingers during maths warm up</li> <li>• Marks (e.g. dots / tallies)</li> <li>• Matching numicon to number of objects</li> <li>• Using dice</li> </ul> <p>ASSESS CHILDREN'S PENCIL GRIP AGAIN via mark making whiteboard time – create new timetable for next half term in response</p>		<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Jolly Postman, Postman Bear</li> <li>• Post office role-play</li> <li>• Christmas cards</li> </ul>	<p>Adult led putty play</p>

	<p>Week 6: Arts Week</p> <p>Book of the week: The Dot</p> <p>WOW: Workshops</p>	<ul style="list-style-type: none"> <li>• <b>Phonics – General sound discrimination</b></li> <li>• <b>Mathematics – Creates patterns</b></li> </ul>	<ul style="list-style-type: none"> <li>• Patterns</li> </ul>	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: ish, The Museum (Susan Verde)</li> </ul>	<p>Adult led putty play</p>
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<p><b>Spring 2</b> Key skills for the term (Development Matters 30-50 months)</p> <p><b>Additional things to plan for:</b> Movement and music in hall based on Steve Grocott CPD – refer to Lily's notes and material in cupboard above kitchen sink. Begin name writing gently during group times?</p>	<p><b>Topic</b> Planting and Growing</p>	<p><b>Adult-led input-</b> group time</p>	<p><b>Adult led input –</b> maths flipchart session upon arrival</p>	<p><b>Assessments/</b> <b>observations</b></p>	<p><b>Continuous</b> <b>provision/ weekly</b> <b>enhancements</b></p>	<p><b>NEW</b> – Fine motor intervention progression</p>
<p><b>Communication and Language:</b> <u>Listening and attention</u> • Focusing attention – still listen or do, but can shift own attention. <u>Understanding</u> • Beginning to understand 'why' and 'how' questions. <u>Speaking</u> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Questions why things happen and gives explanations. As ks e.g. who, what, when, how.</p>	<p>Week 1: Jack and the Beanstalk</p> <p>Book of the week: Jack and the Beanstalk</p> <p>WOW: Planting a bean</p>	<ul style="list-style-type: none"> <li>• Revisiting rules</li> </ul> <p>WARM UP: PRE WRITING SHAPES MATS SET 1</p> <ul style="list-style-type: none"> <li>• <b>Phonics – Rhythm and rhyme see 'Steve Grocott music CPD notes' for new ideas</b></li> <li>- Clapping words</li> <li>- Sorting objects that rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns</li> <li>• Introduce shapes within shapes (<i>reasoning – how many triangles can you see hiding?</i>)</li> </ul>	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> <li>• Planting and growing topic books</li> <li>• Weekly supplementary texts: Jasper's Beanstalk, Eddie's Garden</li> <li>• Deconstruction role play</li> </ul>	<p>FINE MOTOR TIMETABLE AFTER SNACK TIMES</p> <ol style="list-style-type: none"> <li>1. Little mice dress up</li> <li>2. Threading small beads</li> <li>3. Bean pick up with</li> </ol>

<ul style="list-style-type: none"> <li>• Uses a range of tenses (e.g. play, playing, will play, played).</li> </ul> <p><b>Personal, Social and Emotional Development:</b>  <u>Making relationships</u>  <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> </ul> <u>Self-confidence and self-awareness</u>  <ul style="list-style-type: none"> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> </ul> <u>Managing feelings and behaviour</u>  <ul style="list-style-type: none"> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul> </p>		<ul style="list-style-type: none"> <li>• <b>Mathematics – Creates patterns</b></li> <li>• Identifying patterns with concrete objects ABAB</li> <li>• Making an ABAB pattern independently</li> </ul>				<p>pom pom under last two fingers</p> <p>4. Tummy time in Nursery space</p>
<p><b>Physical Development:</b>  <u>Moving and handling</u>  <ul style="list-style-type: none"> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul> <u>Health and self-care</u>  <ul style="list-style-type: none"> <li>• Observes the effects of activity on their bodies.</li> </ul> </p> <p><b>Mathematics:</b>  <u>Numbers</u>  <ul style="list-style-type: none"> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> </ul> </p>	<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>	<p>WARM UP: RING DANCES IN GROUPS</p> <ul style="list-style-type: none"> <li>• <b>Phonics – Alliteration</b></li> <li>• <b>Mathematics – Knows that numbers identify how many objects are in a set 0-5</b></li> <li>• To point and count 1 object at a time</li> <li>• That the last number reached is the number in the set</li> <li>• Talk frames 'There are .... Apples'.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce numeral 5 &amp; subitising with google images (teach structure 4 and 1)</li> </ul>	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Mr Wolf's Pancakes, The Cockerel, the Mouse and the Little Red Hen (Jess Stockham)</li> <li>• Flour sensory play</li> <li>• World Book Day dress up</li> </ul>	<p>REPEAT timetable for Spring 2</p>

<ul style="list-style-type: none"> <li>Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul> <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> <li>Shows awareness of similarities of shapes in the environment.</li> <li>Shows interest in shapes in the environment.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</li> </ul> <p><b>Literacy:</b> <u>Reading</u></p> <ul style="list-style-type: none"> <li>Suggests how the story might end.</li> <li>Describes main story settings, events and principal characters.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p><b>Understanding the World:</b> <u>People and communities</u></p> <ul style="list-style-type: none"> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><u>The world</u></p> <ul style="list-style-type: none"> <li>Talks about why things happen and how things work.</li> <li>Developing an understanding of growth, decay and changes over time.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>Knows that information can be retrieved from computers</li> </ul> <p><b>Expressive Arts and Design:</b> <u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> <li>Taps out simple repeated rhythms.</li> <li>Explores and learns how sounds can be changed.</li> <li>Explores colour and how colours can be changed.</li> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> </ul>	<p>Week 3: Oliver's Vegetables</p> <p>Book of the week: Oliver's Vegetables</p> <p>WOW: Carrot writing</p>	<p>WARM UP: RIPPING PAPER</p> <ul style="list-style-type: none"> <li>Phonics – Oral blending and segmenting</li> <li>Mathematics – Sometimes matches number and quantity correctly 0-5</li> <li>Using concrete objects to count back from 5 to introduce 0 and the numeral. Give eg of 0 (no elephants in the room etc)</li> <li>Number fans and concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>5 subitising with dots (teach structure 2 and 3)</li> </ul>	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> <li>Weekly supplementary texts: Oliver's Fruit Salad, Grandpa's Garden</li> <li>Fruit and vegetable shop role-play</li> </ul>	<p>REPEAT timetable for Spring 2</p>
<p>Week 4: Enormous Turnip</p> <p>Book of the week: Enormous Turnip (Cristiana Cerretti)</p> <p>WOW: Vegetable soup</p>	<p>WARM UP: PRE WRITING SHAPES MATS SET 2</p> <ul style="list-style-type: none"> <li>Phonics – Voice sounds – see 'Steve Crocott music CPD notes' for new ideas</li> <li>Mathematics – Counts actions</li> <li>Use numeral to ask for number of actions e.g. 4 claps, 2 stamps</li> <li>Count others actions</li> </ul>	<ul style="list-style-type: none"> <li>5 subitising with images from the environment (recap both structures)</li> </ul>	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> <li>Weekly supplementary texts: The Gigantic Turnip, Mr Wolf and the Enormous Turnip</li> <li>Peeling vegetables</li> </ul>	<p>REPEAT timetable for Spring 2</p>	

<p><u>Being imaginative</u></p> <ul style="list-style-type: none"> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Uses available resources to create props to support role-play.</li> </ul>	<p>Week 5: Tiny Seed</p> <p>Book of the week: Tiny Seed</p> <p>WOW: Cress heads</p>	<p>WARM UP: SCISSORS</p> <ul style="list-style-type: none"> <li>• <b>Phonics – General sound discrimination or rhyme depending on needs of cohort.</b></li> <li>• <b>Mathematics – Shows interest in and talks about shapes in the environment</b></li> <li>• Use Exploring 2D shapes nrch sheet (human geoboard) and vocab from 'Shapes in the Bag sheet' – circle and triangle only</li> <li>• Tally chart shape hunt for Circle and triangle</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes within shapes</li> <li>• Shape stories</li> <li>• Drawing fruit and vegetables with shapes</li> </ul>	<p>Mathematics trackers</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Ten Seeds, A Seed in Need</li> <li>• Seed pictures</li> <li>• Mother's Day cards</li> </ul>	<p>REPEAT timetable for Spring 2</p>
	<p>Week 6: Easter</p> <p>Book of the week: We're Going on an Egg Hunt</p> <p>WOW: Easter egg hunt</p>	<p>WARM UP: Bubble wrap</p> <ul style="list-style-type: none"> <li>• <b>Phonics – Oral blending and segmenting or rhyming depending on needs of cohort.</b></li> <li>• <b>Mathematics – Recites number names in order to 10</b></li> <li>• 1-5</li> <li>• 6-10</li> </ul>	<ul style="list-style-type: none"> <li>• More drawing with shapes</li> <li>• 5 subitising recap (teacher to choose from a,b,c flipcharts)</li> </ul>	<p>Literacy trackers</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: The Easter Bunny Comes to London, Easter is Cancelled</li> <li>• Egg mark-making</li> <li>• Shredded wheat nests</li> </ul>	<p>REPEAT timetable for Spring 2</p>

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|  |  | <ul style="list-style-type: none"><li>• What comes next? After?<br/>One more?</li></ul> |  |  |  |  |
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<b>Summer 1</b> Key skills for the term (Development Matters 40-60 months)	Topic Transport	Adult-led input- group time	Adult led input – <b>(We love drawing)</b>	Assessments/ observations	Continuous provision/ weekly enhancements	<b>NEW</b> – Fine motor intervention progression
<p><b>Communication and Language:</b></p> <p><u>Listening and attention</u></p> <ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> </ul> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul> <p><b>Personal, Social and Emotional Development:</b></p> <p><u>Making relationships</u></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> </ul> <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> </ul> <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> </ul>	<p>Week 1: Rockets</p> <p>Book of the week: Man on the Moon</p> <p>WOW: Vitamin C rocket experiment</p>	<p><b>Warm up: tearing and scrunching paper</b></p> <p><b>Name writing cards and re-introduce new resources</b></p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• <b>Phonics – Rhythm and rhyme – alien family names to promote rhyming strings. see 'Steve Crocott music CPD notes' for new ideas</b></li> <li>• <b>Mathematics – Separates groups of 3-5 objects in different ways and realises the total is still the same (cars in carpark)</b></li> <li>• Separating 3 and 4 objects (3 PM)</li> <li>• Separating 5 and 6 objects (4&amp;5 PM)</li> </ul>	<p>We love drawing rockets</p>	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> <li>• Transport topic books</li> <li>• Weekly supplementary texts: Whatever Next, Big Book of Rockets and Spacecraft</li> <li>• Transport extended deconstructed role-play (i.e. open ended available resources to be any type of transport)</li> </ul>	<p>Adult led putty play!</p> <p>All home groups putty play after snack time – children to get the putty out of the container themselves – then 3-minute electronic timer to indicate when squeezing time is up.</p>

<ul style="list-style-type: none"> <li>Beginning to be able to negotiate &amp; solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Physical Development:</b> <u>Moving and handling.</u></p> <ul style="list-style-type: none"> <li>Experiments with different ways of moving.</li> <li>Jumps off an object and lands appropriately.</li> <li>Negotiates space successfully when playing racing &amp; chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Uses simple tools to effect changes to materials.</li> </ul> <p><u>Health and self-care</u></p>	<p>Week 2: Planes</p> <p>Book of the week: The Way Back Home</p> <p>WOW: Paper plane experiment</p>	<p>WARM UP- Scissors</p> <ul style="list-style-type: none"> <li>Name writing cards!</li> <li>Phonics – Oral blending and segmenting</li> <li>Mathematics – Shows an understanding of more and less</li> </ul> <ul style="list-style-type: none"> <li>More and less with pouring water/ pouring 19pom poms?</li> <li>More and fewer with compare bears in bowls.</li> </ul>	<ul style="list-style-type: none"> <li>We love drawing planes</li> </ul>	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> <li>Weekly supplementary texts: Amazing Aeroplanes, Disney Planes</li> <li>A frames and mats</li> </ul>	<p>Adult led putty play!</p>
<ul style="list-style-type: none"> <li>Eats a healthy range of foodstuffs &amp; understands need for variety in food.</li> <li>Usually dry and clean during the day.</li> <li>Shows understanding of how to transport &amp; store equipment safely.</li> </ul> <p><b>Mathematics:</b> <u>Numbers.</u></p> <ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Recognises numerals 1 to 5.</li> <li>Counts up to three or four objects by saying one number name for each item.</li> <li>Counts objects to 10, &amp; beginning to count beyond 10.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Counts out up to six objects from a larger group.</li> <li>Uses the language of 'more' &amp; 'fewer' to compare two sets of objects.</li> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding &amp; subtracting.</li> </ul>	<p>Week 3: Cars</p> <p>Book of the week: Motor Miles</p> <p>WOW: Car racing with ramps and blocks (tally wins!)</p>	<p>WARM UP- Cross Motor-Traffic light movement Music-</p> <p>Fun train song by Blippi <a href="https://www.bing.com/videos/search?q=+fun+train+songs+for+children&amp;&amp;view=detail&amp;mid=7848D5AFF77DE49DBC727848D5AFF77DE49DBC72&amp;&amp;FORM=VRDGAR">https://www.bing.com/videos/search?q=+fun+train+songs+for+children&amp;&amp;view=detail&amp;mid=7848D5AFF77DE49DBC727848D5AFF77DE49DBC72&amp;&amp;FORM=VRDGAR</a></p> <p>I've been working on the Railroad- <a href="https://www.bing.com/videos/search?q=ive+been+working+on+the+railroad+youtube&amp;&amp;view=detail&amp;mid=6135BFEF48064ACBFD86135BFEF48064ACBFD8&amp;&amp;FORM=VRDGAR">https://www.bing.com/videos/search?q=ive+been+working+on+the+railroad+youtube&amp;&amp;view=detail&amp;mid=6135BFEF48064ACBFD86135BFEF48064ACBFD8&amp;&amp;FORM=VRDGAR</a></p> <ul style="list-style-type: none"> <li>Road safety</li> <li>Phonics – Initial sounds</li> </ul>	<ul style="list-style-type: none"> <li>We love drawing cars</li> </ul>	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> <li>Weekly supplementary texts: Things that Go Let's Get Moving, Big Fast Car Book</li> <li>Ramps</li> <li>Car tracks painting</li> <li>Number formation roads</li> </ul>	<p>Adult led putty play!</p>

<ul style="list-style-type: none"> <li>• Begins to identify own mathematical problems based on own interests &amp; fascinations.</li> </ul> <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> <li>• Selects a particular named shape.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul> <p><b>Literacy:</b></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Mathematics – Counts up to 6 objects from a larger group</b></li> <li>• Counting safari animals up to 4. Talk frame “Please can I have... tigers” “I have 6 tigers”</li> <li>• Counting marine animals to 6.</li> </ul>				
<ul style="list-style-type: none"> <li>• Enjoys an increasing range of books.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write &amp; paint.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Links sounds to letters, naming &amp; sounding the letters of the alphabet.</li> </ul> <p><b>Understanding the World:</b></p> <p><u>People and communities</u></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs &amp; routines.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> </ul> <p><b>Expressive Arts and Design:</b></p> <p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs &amp; dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Manipulates materials to achieve a planned effect.</li> </ul>	<p>Week 4: Boats</p> <p>Book of the week: Mr Gumpy’s Outing</p> <p>WOW: Floating and sinking experiment</p>	<p><b>WARM UP: crossing the midline outside (balls, ribbons,</b></p> <ul style="list-style-type: none"> <li>• <b>Name writing cards!</b></li> </ul> <p><b>Music-</b></p> <p><b>We are sailing by Rod Stewart</b></p> <p><a href="https://www.bing.com/videos/search?q=we+are+sailing+by+rod+stewart&amp;&amp;view=detail&amp;mid=3A559A9FA9DFFA68D554-3A559A9FA9DFFA68D554-&amp;&amp;FORM=VRDGRAR">https://www.bing.com/videos/search?q=we+are+sailing+by+rod+stewart&amp;&amp;view=detail&amp;mid=3A559A9FA9DFFA68D554-3A559A9FA9DFFA68D554-&amp;&amp;FORM=VRDGRAR</a></p> <p><b>Row Row Row your boat</b></p> <p><a href="https://www.bing.com/videos/search?q=row+row+row+your+boat+gently+down+the+river&amp;qs=n&amp;sp=-1&amp;ghc=1&amp;pq=row+row+row+your+boat+gently+down">https://www.bing.com/videos/search?q=row+row+row+your+boat+gently+down+the+river&amp;qs=n&amp;sp=-1&amp;ghc=1&amp;pq=row+row+row+your+boat+gently+down</a></p>	<ul style="list-style-type: none"> <li>• We love drawing boats</li> </ul>	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Who Sank the boat? First Book of Ships and Boats (Isabel Thomas)</li> <li>• ‘Row your boat’ song</li> </ul>	<p>Adult led putty play!</p>

<ul style="list-style-type: none"> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Selects tools &amp; techniques needed to shape, assemble &amp; join materials they are using.</li> </ul> <p><i>Being imaginative</i></p> <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> </ul>		<p><i>Phonics – instrumental sounds with patterns (musical washing line)</i></p> <ul style="list-style-type: none"> <li>• <i>Mathematics – Positional language</i></li> <li>• Behind and in front</li> <li>• Next to, on top, underneath</li> </ul> <p><i>VELCRO BLOCKS – group time and enhancement</i></p>				
	<p>Week 5: Trains</p> <p>Book of the week: Here Comes the Train</p> <p>WOW: Barnes station visit</p>	<ul style="list-style-type: none"> <li>• <i>Phonics – rhyming pairs and rhythm - see 'Steve Crocott music CPD notes' for new ideas</i></li> <li>• <i>Mathematics – Orders</i></li> <li>• <i>2/3 objects by length/height and capacity/weight</i></li> <li>• Order height of 3 animals</li> <li>• Balance scales, comparing weight of 2 objects</li> </ul>	<ul style="list-style-type: none"> <li>• We love drawing planes</li> </ul>	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: You Can't Take an Elephant on the Bus, The Hundred Decker Bus</li> <li>• 'Wheels on the Bus' song</li> <li>• Naughty Bus sensory play (baked beans)</li> </ul>	<p>Adult led putty play!</p>

	<p>Week 6: Buses</p> <p>Book of the week: Naughty Bus</p> <p>WOW: Rolling experiment</p>	<ul style="list-style-type: none"> <li>• Phonics – segmenting and name writing</li> <li>• Mathematics – Counts an irregular arrangement of 3-5 objects</li> <li>• Counting 3-5 pom poms</li> <li>• Counting 4-6</li> </ul>	<ul style="list-style-type: none"> <li>• We love drawing buses</li> </ul>	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: The Train Ride, My Big Train Book</li> <li>• Train track and trains</li> <li>• Mobilo</li> </ul>	<p>Adult led putty play!</p>
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<b>Summer 2</b> Key skills for the term (Development Matters 40-60 months)	<b>Topic</b> Animals	<b>Adult-led input-</b> group time	<b>Adult led input – maths</b> flipchart session upon arrival	<b>Assessments/</b> <b>observations</b>	<b>Continuous provision/</b> <b>weekly enhancements</b>	<b>NEW – Fine motor</b> <b>intervention</b> <b>progression</b>
<p><b>Communication and Language:</b></p> <p><u>Listening and attention</u></p> <ul style="list-style-type: none"> <li>Two-channelled attention can listen and do for short span.</li> </ul> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>Responds to instructions involving a two-part sequence.</li> <li>Understands humour, e.g. nonsense rhymes, jokes.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>Links statements and sticks to a main theme or intention.</li> <li>Introduces a storyline or narrative into their play.</li> </ul> <p><b>Personal, Social and Emotional Development:</b></p> <p><u>Making relationships</u></p> <ul style="list-style-type: none"> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> <li>Can describe self in positive terms and talk about abilities.</li> </ul> <p><u>Managing feelings and behaviour</u></p>	<p>Week 1: Pets</p> <p>Book of the week: Dear Zoo</p> <p>WOW: Pet visits</p>	<ul style="list-style-type: none"> <li>Rules</li> <li>Phonics – blending</li> <li>Mathematics – Knows that not only objects but anything can be counted e.g. actions/ideas. Use ready, steady Go for SLT.</li> </ul>	<ul style="list-style-type: none"> <li>Recap circle, triangle, square, rectangle</li> <li>More difficult same and different with shapes. Reasoning – how do you know? Modelled answers/thinking aloud.</li> </ul>	<p>Name writing</p>	<ul style="list-style-type: none"> <li>Weekly supplementary texts: The Great Pet Sale, I Want a Pet</li> <li>Pet shop role-play</li> <li>Lift the flap class books</li> <li>Animal costumes</li> </ul>	<p>Timetable</p> <ol style="list-style-type: none"> <li>1- Mouse dressing up</li> <li>2- Tummy time</li> <li>3- Pegs to paper</li> <li>4- Timed beans pick up with pegs</li> </ol>
	<p>Week 2: Aquatic animals</p> <p>Book of the week: Under the Sea (Anna Milbourne)</p> <p>WOW: Pond dipping</p>	<p>MESSY PLAY – NEW TEST TUBES IN STORAGE SHED</p> <p>WARM UP: pomp oms, pegs and other resources</p> <ul style="list-style-type: none"> <li>Phonics – discriminating instrumental sounds – sock sounds</li> <li>Mathematics – Counts backwards from 10</li> </ul>	<ul style="list-style-type: none"> <li>Introduce numeral 6 and subitising with google images</li> </ul>	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> <li>Weekly supplementary texts: Commotion in the Ocean, Billy's Bucket</li> <li>Observational drawing of real fish</li> <li>Fishing number game</li> <li>Sea life small world</li> <li></li> </ul>	<p>REPEAT timetable for Summer 2</p>

<ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> </ul> <p><b>Physical Development:</b> <u>Moving and handling.</u></p> <ul style="list-style-type: none"> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement &amp; retrace vertical lines.</li> </ul>	<p>Week 3: Minibeasts</p> <p>Book of the week: Mad about Minibeasts</p> <p>WOW: Caterpillar eggs</p>	<ul style="list-style-type: none"> <li>• Transition circle time</li> </ul> <p><b>Name writing cards</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics – alliteration</b></li> <li>• <b>Mathematics – Represents numbers using fingers, to 5 and beyond.</b></li> <li>• <b>Beginning to represent numbers using marks on paper or picture.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 6 subitising with dots</li> </ul>	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: First Facts Bugs, Hungry Caterpillar</li> <li>• Food shopping – maths table</li> <li>• Minibeast small world</li> </ul>	<p>REPEAT timetable for Summer 2</p>
<ul style="list-style-type: none"> <li>• Begins to form recognisable letters.</li> </ul> <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers &amp; manages some risks.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul> <p><b>Mathematics:</b> <u>Numbers.</u></p> <ul style="list-style-type: none"> <li>• Counts actions or objects which cannot be moved.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> </ul>	<p>Week 4: Farm animals</p> <p>Book of the week: What the Ladybird Heard</p> <p>WOW: Hounslow Urban Farm trip</p>	<ul style="list-style-type: none"> <li>• Eid al-Fitr</li> </ul> <p><b>Name writing cards</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics – Segmenting and blending simple words</b></li> <li>• <b>Mathematics – Names and describes 2D shapes –</b></li> <li>- Quick recap of circle and triangle from vocab cards</li> <li>- Introduce square and rectangle through cuboid printing</li> </ul>	<ul style="list-style-type: none"> <li>• 6 subitising with environment photos</li> </ul>	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Farmyard Hullabaloo, Pig in the Pond</li> <li>• Farm puzzles</li> <li>• Farm small world</li> </ul> <p><b>WASHING MUDDY ANIMALS</b></p>	<p>REPEAT timetable for Summer 2</p>

<ul style="list-style-type: none"> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see &amp; checks by counting them.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• Records, using marks that they can interpret and explain.</li> </ul> <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul> <p><u>Literacy:</u> <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Can segment the sounds in simple words &amp; blend them together &amp; knows which letters represent some of them.</li> </ul>	<p>Week 5: Dinosaurs</p> <p>Book of the week: -Dinosaur Roar</p> <p>WOW: Dinosaur fossils</p>	<ul style="list-style-type: none"> <li>• Sports day practise</li> <li>• <b>Phonics – Rhythm</b> see 'Steve Crocott music CPD notes' for new ideas</li> <li>• <b>Mathematics – drawing with shapes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Drawing animals with shapes</li> </ul>	<p>Mathematics trackers</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Bumpus Jumpus Dinosaurumpus, First Facts Dinosaurs</li> <li>• Dinosaur small world</li> <li>• Salt dough fossils</li> </ul>	<p>REPEAT timetable for Summer 2</p>
<ul style="list-style-type: none"> <li>• Begins to read words &amp; simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Knows that information can be retrieved from books &amp; computers.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Begins to break the flow of speech into words.</li> <li>• Can segment the sounds in simple words &amp; blend them together.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> </ul>	<p>Week 6: Sports</p> <p>Book of the week: The Sports Day (Nick Butterworth)</p> <p>WOW: Sports day</p>	<ul style="list-style-type: none"> <li>• Graduation practise</li> <li>• <b>Phonics – Segmenting and blending simple words</b></li> <li>• <b>Mathematics – Estimates how many objects are in a group and checks by counting</b></li> </ul>	<ul style="list-style-type: none"> <li>• Subitising quick fire mixed</li> </ul>	<p>Literacy trackers</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Peppa Pig: Sports Day, Hare and Tortoise (Brian Wildsmith)</li> </ul> <p>Approximately</p>	<p>REPEAT timetable for Summer 2</p>
<ul style="list-style-type: none"> <li>• Begins to read words &amp; simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Knows that information can be retrieved from books &amp; computers.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Begins to break the flow of speech into words.</li> <li>• Can segment the sounds in simple words &amp; blend them together.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> </ul>	<p>Week 7: Graduation</p> <p>Book of the week: Changes (Anthony Browne)</p> <p>WOW: Graduation picnic</p>	<ul style="list-style-type: none"> <li>• <b>Phonics – Review and consolidate</b></li> <li>• <b>Mathematics – Review and consolidate</b></li> </ul>	<ul style="list-style-type: none"> <li>• More subitising quick fire mixed with bean bag throwing game.</li> </ul>	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> <li>• Weekly supplementary texts: Starting School (Allen Ahlberg), Happy Graduation (Kathy Couri)</li> </ul>	<p>REPEAT timetable for Summer 2</p>

<p><b>Understanding the World:</b>  <u>The world</u>  <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns &amp; change.</li> </ul> <u>Technology</u>  <ul style="list-style-type: none"> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><b>Expressive Arts and Design:</b>  <u>Exploring and using media and materials</u>  <ul style="list-style-type: none"> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> </ul> <u>Being imaginative</u>  <ul style="list-style-type: none"> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul> <ul style="list-style-type: none"> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul> </p> </p>						
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