



St Anne's Nursery Curriculum Plan

(Cycle 1)

'Mission Statement'

At St. Anne's, we aim to be a caring, Christian school, within the community, where everyone is respected and valued.
To be a school where all individuals are encouraged to build on their strengths and aspire to be the best they can.

School Christian Values

At St Anne's our Christian Values underpin all that we do. They are reflected in the daily life of the school and our relationships with others.

	Respect	Thankfulness	Hope	Love	Forgiveness	Faithfulness
Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes (These themes may be adapted at various points to allow for children's interests to flow through the provision)	Magical Me My Body Skeletons Senses My Family Harvest Autumn Season	Let's Celebrate Bonfire Night Diwali Hannukah Nursery Rhyme Week Christmas	Are We There Yet? Water Transport Air/space Transport – Land Transport Chinese New Year Winter Season	Heroes and Villains Police Fire Dr's/Nurses RSPCA, RNLI - Fictional Superheroes Spring Season	Amazing Animals Minibeasts Farm Zoo Pets Eid Summer Season	Roots Shoots and Muddy Boots Seasons Plants/Flowers Growing Food Weather Forest School

Prime Areas of Development



Communication and Language

The development of children’s language underpins all seven areas of their learning and development. We aim to provide opportunities for them to have high quality interactions with both adults and peers throughout the day in a language rich environment, whilst continually introducing new vocabulary and providing opportunities for them to use and embed new words in a range of contexts. Children will be read to daily and opportunities given to them to engage them actively in stories, rhymes, poem and non-fiction texts.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, attention and understanding	The children will begin to understand simple questions about ‘who’, ‘what’, and where?	Children will learn to pay attention to more than one thing at a time	The children will begin to understand ‘why’ questions e.g. why do you need your coat on today?	The children will begin to understand a two-part question or instruction, e.g. sit on the carpet and cross your legs.	The group will enjoy listening to longer stories and can remember much of what happens	The children will understand how to listen carefully and why listening is important
Speaking	The children will begin to use a wider range of vocabulary	The children will develop their communication skills and pronunciation of words	The children will talk about familiar books and stories – begin to recall story	Children will develop a repertoire of songs and rhymes	The children will learn to express own point of view – debate and disagree using words and actions Children will use longer sentences of 4-6 words	Children will use talk to organise their play e.g. “I will be the mummy, you be the baby” Children will begin a conversation with a friend or adult

Enhancements	Circle Time News Carpet Activities					
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Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. We aim to provide children with strong, warm and supportive relationships with adults which will enable children to learn how to understand their own feelings and feelings of others. Our children will be supported to manage their emotions, develop a positive sense of self, set themselves simple, achievable goals and have confidence in their own abilities. With support the children will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Our children will also learn to make good friendships, share, take-turns and resolve conflicts peacefully.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-regulation	The children will make independent choices, selecting and using activities and resources available	Children will understand gradually how others might be feeling	The children can talk with others to resolve any conflict	The children will develop ability to talk about own feelings and emotions	The children will develop ability to understand the feelings and emotions of others	Children will develop resilience and perseverance in the face of challenge
Managing Self	The children will become increasingly independent in meeting their own needs eg toileting handwashing	The children can remember the settings rules without being reminded	Children will learn to follow the rules of the setting and begin to understand why they are important	Children will learn appropriate ways of being assertive	The children will gain confidence in new social situations	Children will Manage independent tasks – toileting, handwashing, putting own coat on
Building relationships	The children will separate from main carer with support	The children will play with 1 or more children in the	Children will settle into the setting and become confident	The children will make healthy food and drink choices	Children will learn to see themselves as a	The children will build constructive and respectful relationships

		setting – extending play ideas	with unfamiliar people		valuable individual	
SCARF TOPICS (PSHE)	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Growing and Changing	Being my Best

Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. We will provide opportunities for play both indoors and outdoors with adults supporting children to develop their Gross motor skills and core strength, stability, balance, spatial awareness, co-ordination and agility. Fine motor control and precision helps with hand-eye co-ordination which is later linked to Literacy and there will be opportunities to explore and play with small world resources, puzzles, arts, crafts and to opportunities to use small tools.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	Children will develop large muscle movement – painting, throwing, waving To run with spatial awareness of others	The children will develop movement – balancing, riding bikes, scooters, crawling, jumping, skipping Kicking/throwing	Children will learn to use climbing equipment safely using alternate feet - Tree house Climbing frame Stepping stones	The children will develop different movements – Gallop, slither, skip, hop, Hold the pose (standing on 1 leg?)	The children will use dance movements to music, rhythm - twisting, stretching, bending etc.	Group activities – Follow the leader Den Building Simon Says
Fine Motor Skills	The children will begin to use fine motor equipment – tweezers, peg puzzles	Children will continue to use fine motor equipment within provision.	The children will develop a comfortable grip when using pens/pencils and use with good	Continue fine motor equipment within provision. Children will begin to use one handed	Continue fine motor equipment within provision.	Children will hold pencil/pens with correct pincer grip

		Children may demonstrate a preference for a dominant hand	control (mark making)	equipment – small hammers, scissors	The children will become independent with zips and putting on clothes, coats, dressing up	
Enhancements	Dough Disco Yoga Squiggle Wiggle PE Session Moving Mondays	Dough Disco Yoga Squiggle Wiggle PE Session Moving Mondays				

Specific Areas of Development



Literacy

We feel it is crucial for all children to develop a life-long love of reading. Reading consists of two dimensions – language comprehension and word reading. We aim to promote and develop this by talking with the children about the world around them and the books (stories and non-fiction) that we share together, enhanced with songs, rhymes and poems.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	The children will enjoy sharing books with an adult and group The children will begin to notice print e.g. their own name or logo	The children will begin to repeat words and phrases from familiar stories, rhymes	The children will develop play around favourite stories, rhymes	The children will begin to ask questions about the book, make comments and share own ideas	Children will understand the 5 key concepts about print – Has meaning Used for different purposes	Children will engage in extended conversations about stories learning new vocabulary Children will develop

					Read from left to right Name parts of the book Page sequencing	phonological awareness so they can - Spot and suggest rhymes, Count and clap syllables Recognise words with same initial sounds
Writing	Children make marks on their pictures to represent their name	Children use some print, mark making, and letter knowledge in early writing e.g. shopping list	Children can write some or all their name	Children can write and forms letters accurately	Children are learning Letter sounds – Initial letters (Phase 2 Letters and Sounds)	Children are learning to blend CVC words (Phase 2 Letters and Sounds)

Mathematics

We believe that it is crucial that children develop a strong grounding in number so that all children develop the necessary building blocks to excel mathematically. Our aim is to achieve all the children counting confidently and develop a deep understanding of the numbers to 10 by providing daily and varied opportunities to build on their learning. Our curriculum will also include rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	Children will learn to show finger numbers up to 5 and then beyond	Children can recite numbers to 5 and then beyond	The children say 1 number name for each item in order to 5	The children can recognise up to 3 objects without counting them individually (subitising)	The children understand the 'cardinal principle' - knowing that the last number	The children begin to link numerals to amounts – identifying the written number

					counted is the total in the set	
Number Patterns	<p>Children notice patterns and arrange things into patterns</p> <p>The children compare quantities, using language – more than, fewer than</p>	<p>The children talk about and explore shapes – circles, rectangles etc. using language – sides, corners, flat, round, etc.</p> <p>The children can compare objects, relating to size, length, weight, capacity</p>	<p>Children understand positional language – under, in front, above, behind etc.</p> <p>The children can describe a familiar route</p>	The children can compare objects, relating to size, length, weight, capacity	<p>The children talk about patterns, stripes, pointy, spotty etc.</p> <p>The children can select shapes appropriately – flat surfaces for buildings, triangular shapes for roof etc.</p>	<p>The children can count objects, actions, sounds</p> <p>The children experiment with their own symbols and marks as well as numerals</p>

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them. Our aim is to introduce the children to different occupations, meet our other faith visitors, celebrate various cultural events, and participate in trips outside of the nursery setting. We will also build on their knowledge through books, and listening to stories which represent our cultural, social and diverse world that we live in.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	<p>The children can name and describe people who are familiar to them – family, friends</p> <p>The children use senses – hands on exploration of natural materials</p> <p>The children will explore how things work</p>	<p>The children are developing a positive attitude about differences between people</p> <p>Children can talk about the differences between materials and changes that they have noticed</p>	<p>The children show an interest in different occupations</p> <p>Children explore and talk about different forces they can feel (elastic, twigs, magnets)</p>	<p>The children understand that there are different countries in the world and talk about the differences they have experienced or seen</p> <p>The children are beginning to understand the need to respect and care for the natural environment and all living things</p>	<p>The children are beginning to make sense of their own life story and family history</p> <p>The children are learning how to plant seeds and understand lifecycles</p>	<p>Children can talk about members of their own family and community</p> <p>Children can talk about what they see in the natural world using a wide vocabulary</p>
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Expressive Arts and Design

We aspire to developing children’s artistic and cultural awareness which supports their imagination and creativity. Regular opportunities to engage with the arts and explore and play with a wide range of media and materials is essential for developing their understanding, self-expression, vocabulary and ability to communicate.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	<p>The children can explore different materials</p> <p>Children enjoy taking part in action songs e.g heads, shoulders, knees and toes</p> <p>The children listen with increased attention to sounds</p> <p>The children take part in simple pretend play using objects to represent something else completely different</p>	<p>The children join different materials together and explore texture</p> <p>Children play instruments with increasing control</p>	<p>The children explore colour and colour mixing</p> <p>The children remember and sing entire songs or rhymes</p>	<p>Children use drawing and painting to represent ideas like movement or loud noises</p> <p>Children sing the melodic shape of songs (up and down)</p> <p>Children sing the pitch of a tone sung by another person</p> <p>Children are beginning to develop complex stories using small world equipment</p>	<p>The children show different emotions in their drawing and painting like happiness, sadness, anger</p> <p>The children are beginning to create their own songs or improvise a song around one they already know</p>	<p>The children can explore, use and refine a variety of artistic effects to express ideas and feelings</p> <p>Children respond to what they have heard, expressing their thoughts and feelings</p>
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Phonics
Letters and Sounds



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 1	Aspect 2 General sounds discrimination – Instrumental	Aspect 3 General sounds discrimination – body percussion	Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration	Aspect 6 Voice sounds	Aspect 7 Oral Blending
	<p>This aspect aims to develop children’s awareness of sounds made by various instruments and noise makers.</p> <p>Activities will include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.</p>	<p>The aim of this aspect is to develop children’s awareness of sounds and rhythms.</p> <p>Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary</p>	<p>This aspect aims to develop children’s appreciation and experiences of rhythm and rhyme in speech.</p> <p>Activities include rhyming stories, rhyming bingo, clapping syllables in words and odd one out</p>	<p>The focus is on initial sounds of words.</p> <p>Activities including, I-Spy type games and matching objects which begin with the same sound</p>	<p>The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.</p> <p>Activities include CVC word activities</p>	<p>The main aim is to develop oral blending and segmenting skills.</p> <p>For example, c/u/p d/o/g</p>

Parental Involvement

We believe in the importance for parents/carers and our nursery to have a strong and respectful partnership to enable our children to thrive. Every family is unique and it is crucial that we get to know every child and their family, value them, and understand them. By

sharing information and working in a co-operative partnership we are then able to support parents and their children through their early years.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stay & Play New Parents Meetings – introduction to our nursery Information on EYFS shared with parents Wow Moment slips distributed to parents Evidence-Me - Parent share	Stay & Play Parents Evening Nursery Nativity New Parents Meetings – introduction to our nursery Information on EYFS shared with parents Wow Moment slips distributed to parents Evidence-Me Parent share	Stay & Play New Parents Meetings – introduction to our nursery Information on EYFS shared with parents Wow Moment slips distributed to parents Evidence-Me – Parent share	Stay & Play New Parents Meetings – introduction to our nursery Information on EYFS shared with parents Wow Moment slips distributed to parents Evidence-Me – Parent share	Stay & Play New Parents Meetings – introduction to our nursery Information on EYFS shared with parents Wow Moment slips distributed to parents Evidence-Me – Parent share	Stay & Play Graduation Ceremony End of year reports New Parents Meetings – introduction to our nursery Information on EYFS shared with parents Wow Moment slips distributed to parents Evidence-Me – Parent share

Assessment Opportunities

Ongoing formative assessments are made throughout each session on the children. Assessment is about noticing what the children can do and what they know and extending their learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stay and play with parents	Stay and play with parents	Stay and play with parents	Stay and play with parents	Stay and play with parents	Stay and play with parents
	Baseline assessment on entry – starting points for each child	Parents Evening	Portrait drawings (half termly)	Portrait drawings (half termly)	Portrait drawings (half termly)	Portrait drawings (half termly)
	Portrait drawings (half termly)	Portrait drawings (half termly)	Ongoing assessment	Ongoing assessment	Ongoing assessment	Ongoing assessment
	Ongoing assessment	Ongoing assessment	EYFS team meeting	End of half term assessment	End of half term assessment	End of half term assessment
	EYFS team meeting	EYFS team meeting	End of half term assessment	EYFS team meeting	EYFS team meeting	EYFS team meeting
	End of half term assessments	End of half term assessments	Wow moment slips returned from parents	Wow moment slips returned from parents	Wow moment slips from parents	Wow moment slips from parents
	Wow moment slips returned from parents	Wow moment slips returned from parents	Welcome assessment (any concerns)	Welcome assessment (any concerns)	Welcome assessment (any concerns)	Welcome assessment (any concerns)
	Welcome assessment (any concerns)	Welcome assessment (any concerns)				Graduation Ceremony
						Welcome assessment (any concerns)

Cultural Diversity							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Open the Book – bible story - weekly	Open the Book – bible story - weekly Diwali – Festival of Light (November) Black History Month Hanukah Christmas	Open the Book – bible story - weekly Chinese New Year (January)	Open the Book – bible story – weekly St Patricks Day (March) Easter	Open the Book – bible story - weekly Ramadan – Eid (May)	Open the Book – bible story - weekly	
British Values							
	Mutual Respect, tolerance of different faiths and beliefs		Rule of Law	Individual Liberty	Democracy	Recap all British Values	
	We will learn about our own surroundings and beyond, celebrate National celebrations, share experiences with others, identify differences and similarities between other people and themselves and create an inclusive environment		We will talk about why rules are needed to keep people safe and happy. Learn what is right and wrong and include the children in making class rules	We will encourage children to ask questions and value their questions and opinions. We will provide opportunities to take on challenges, roles and	Children will be given opportunities to make choices, building up independence skills and sharing ideas. Freedom to make mistakes		

			responsibilities. Children will be given opportunities to develop and follow their own ideas and interests	without judgement and ensuring that their opinion counts	
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Curriculum Enrichment



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Children's Birthday celebrations					
	Nursery Star of the Week					
	Lunch time Superstar	Lunch time Star	Lunch time Superstar	Lunch time Superstar	Lunch time Superstar	Lunch time Superstar
	Yoga session					
	Woodland Walk	Indian Food Tasting (Diwali)	Chinese Food Tasting (New Year)	Balance Bike session	Caterpillar life cycle	Nursery educational trip
		Remembrance Day	Father's Day	Mother's Day	Duck eggs in school	Grow sunflowers
		Bonfire Night	Valentine's Day	World Book Day		Grow Cress/beans
		Nursery Rhyme Week		Shrove Tuesday		

		Christingle Christmas Tree Dec Christmas Nativity Christmas Fair Children in Need (charity fundraiser)		Ash Wednesday (church service) Easter Egg Hunt Irish Dancing (St Patricks Day)	Red Nose Day (charity fundraiser) Forest School	School Sports Day End of Year Party Graduation Ceremony
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Quality Texts



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me	Let's Celebrate	Are We There Yet?	Heroes & Villains	Amazing Animals	Roots, Shoots and Muddy Boots
	Boris's Body Funny Bones Brown Bear, Brown Bear Owl Babies The Little Red Hen My first day at Nursery Peace at Last (env sounds) Monkey needs to Listen Tiger has a tantrum Elephant learns to Share	Sparks in the sky (Twinkl) Diwali -Light a lamp The Nativity Story Jolly Christmas Postman Nursery Rhymes How to catch a star Dipal's Diwali (Twinkl E-book) Diwali Story Book Mega Magic Hair Swap (Black history) Bonfire Night Book Santa's Busy Night	Mr Grumpy's Outing Whatever Next The Train Ride Dragons in the City (Twinkl) The Great Race (Chinese New Year) Rosies Walk Going on a Bear Hunt Aliens love underpants The Naughty Bus	Burglar Bill Supertato Elliot Midnight Superhero The Runaway Pancake Aliens Love Underpants Percy the Park Keeper Spot's First Easter A visit to the vets Little Red Riding Hood	The Hungry Caterpillar What the Ladybird Heard The Very Busy Spider Dear Zoo The Tiger who Came to Tea Rameena's Ramadan Rumble in the Jungle The Zoo Vet (Twinkl E-book)	Stick Man The Tiny Seed (Eric Carle) Oliver's Vegetables Sam's Sunflower Jack and the Beanstalk The Enormous Turnip Handa's Surprise

	So much (Espresso) We are all different (Twinkl E-book) Elmer Only one you My Mum and Dad make me laugh You Choose The Lost Sheep (RE)	The First Christmas (RE)	Daniel and the Lions (RE)	How to catch a Leprechaun The Good Samaritan (RE)	Old Macdonald had a farm Monkey Puzzle Where's my Teddy Duck in a pond (living eggs) Noah's Ark (RE)	
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Links to National Curriculum Subjects

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. Listed below are how the skills are taught across EYFS and feed into national curriculum subjects.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical Me	Let's Celebrate	Are We There Yet?	Heroes & Villains	Amazing Animals	Roots, Shoots and Muddy Boots
Science (PLAN assessment)	Human life cycle Senses Taking care of ourselves Making healthy choices	Exploring natural materials Listening to sounds Mixing ingredients Changing materials	Making sounds Build models Sound	Feel forces Explore how things work Light	Look at adult and baby animals and how they change over time Care for animals/lifecycles	Grow plants Explore natural objects from the surrounding area

History	Begin to make sense of their own life story and family history (UW)					
Geography	Use senses in hands on exploration of natural materials (EAD)	Know there are different countries in the world and talk about the differences they have experienced or seen in photos (UW)	Understand position Describe a familiar route Discuss routes, locations – in front, behind etc. (M)		Begin to understand the need to respect and care for the natural environment and living things (UW)	
Links to National Curriculum Subjects (continued)						
ICT	Explore how things work (UW)	Interactive board activities	IPAD apps	Remember rules without being reminded (PSED)		
Music	Use large muscle movement to wave flags and streamers, paint and make marks (PD)	Play instruments with increasing control (EAD)	Remember and sing entire songs (EAD)	Sing a large repertoire of songs (C&L) Sing a pitch of a tone sung by another	Create their own songs or improvise a song around one they know (EAD)	Respond to what they have heard expressing their feelings and thoughts

	Listen with increased attention to sounds (EAD)			Sing the melodic shape (up and down) of familiar songs (EAD)		
Art Physical Development EAD	Paint portraits Draw portraits	Build models	Use scissors – fine motor skills – valentine hearts Autumn colours – colour mixing	Mother’s Day messages in cards Use different materials – playdough easter egg decorating	Symmetrical butterflies – colour mixing	Pom Pom/streamers dancing
RE (SASA)	Develop a sense of responsibility and membership of a community (PSED) Uniqueness	Continue to develop positive attitudes about differences between people (UW)	SASA	SASA	SASA	SASA
Links to National Curriculum Subjects (continued)						
Maths Vocabulary	Use a wider range of vocabulary (C&L)			Understand ‘why’ questions (C&L)		
Counting		Recite numbers past 5 (M)	Say 1 number name for each object (M)		Know the last number reached when counting a small set is the total (cardinal principle) (M)	

Identifying, Representing and Estimating Number	Show finger numbers up to 5 (M)			Develop fast recognition of up to 3 objects without counting them individually (M)		Link numerals to amounts up to 5 (M)
Reading and Writing Numbers						Experiments with their own symbols and marks as well as number
Compare and Order Numbers	Compare quantity – more than, fewer than (M)					
Describe, Measure, Compare and Solve				Make comparisons between objects relating to size, length, weight and capacity (M)		
Links to National Curriculum Subjects (continued)						
Maths (cont.) Recognise 2D 3D Shapes and their Properties		Talk about and explore 2D 3D shapes using language – sides, corners, straight, flat round (M)			Select shapes appropriately for flat surfaces, triangular roof etc. (M)	

Position, Direction and Movement			Understand positions – under, above, behind etc. (M) Describe a familiar route (M)			
Patterns					Talk about and identify patterns around them (M) Extend and create ABAB patterns (M)	
Record, Present and Interpret Data						Experiments with their own symbols and marks as well as numerals (M)
Links to National Curriculum Subjects (continued)						
English Spoken Language Listening Skills	Pay attention to more than one thing at a time (C&L)	Enjoy listening to longer stories and can remember much of what happens (C&L)				Begin a conversation with a friend or adult and continue it for many turns (C&L)

Following Instructions			Understands a question or instruction that has two parts such as get your coat on and wait at the door (C&L)	Remember rules without needing an adult to remind them (PSED)		
Asking and Answering Questions				Understands 'why' questions – Why do you think the caterpillar got so big? (C&L)		
Drama, Performance and Confidence		Show more confidence in social situations (PSED)			Be able to express a point of view and debate when they disagree with an adult or friend (C&L)	Create their own songs or improvise a song around one they know (EAD)
Links to National Curriculum Subjects (continued)						
English (cont.) Vocabulary Building and Standard English	Use a wider range of vocabulary (C&L)	Develop communication and pronunciation (C&L)			Use longer sentences of 4-6 words (C&L)	Engage in extended conversations about stories – learning new vocabulary (L)

						Talk about what they see using a wider vocabulary (UW)
Speaking for a Range of Purposes	Take part in simple pretend play, using an object to represent something else (EAD)	Play with one or more other children, extending and elaborating play ideas (PSED) Talk with others to solve conflicts (PSED) Talk about the differences between materials and changes they notice (UW) Know that there are different countries in the World and talk about differences (UW)	Develop appropriate ways of being assertive (PSED) Talk about feelings using words happy, sad angry etc. (PSED) Explore and talk about different forces they can feel – elastic, twigs snapping, magnet (UW)	Begin to develop complex stories using small world equipment (EAD)	Be able to express a point of view and debate when they disagree with a friend or adult (C&L)	Begin a conversation with a friend and continue for many turns (C&L) Engage in extended conversations about stories learning new vocabulary (L) Talk about what they see using a wide vocabulary (UW)
Links to National Curriculum Subjects (continued)						
English (cont.)					Be able to express a point of view and debate when they disagree with an	Engage in extended conversations about stories

Participating in Discussion					adult or friend (C&L)	learning new vocabulary (L)
English Writing Transcription Spelling		Use some of their print and letter knowledge in their early writing e.g. shopping list (L)				
Transcription Handwriting	Use large muscle movement to wave flags and streamers, paint and make marks (PD)	Show a preference for a dominant hand (PD)		Use a comfortable grip with good control when holding pens (PD) Write some letters accurately (L)	Use one handed tools and equipment e.g. scissors (PD)	
Writing Composition		Use some of their print and letter knowledge in their early writing e.g. shopping list (L)	Write some letters of their name (L)	Know many rhymes (C&L) Write some letters accurately (L) Begin to develop complex stories using small world equipment (EAD)		Engage in extended conversations about stories learning new vocabulary (L)

**Links to National Curriculum Subjects
(continued)**

<p>English (cont.)</p> <p>Awareness of Audience, Purpose and Structure</p>	<p>Use a wide range of vocabulary (C&L)</p>				<p>Be able to express a point of view and debate when they disagree with an adult or friend (C&L)</p>	<p>Begin a conversation with a friend and continue for many turns (C&L) Use talk to organise themselves (C&L)</p>
<p>Vocabulary Grammar Punctuation</p>		<p>Develop communication but may have problems with irregular tenses (C&L)</p>		<p>Understand 'why' questions (C&L)</p>	<p>Use longer sentences 4-6 words (C&L)</p>	
<p>Use of Phrases and Clauses</p>					<p>Use longer sentences 4-6 words (C&L)</p>	
<p>Poetry and Performance</p>	<p>Take part in simple pretend play, using an object to represent something else (EAD)</p>		<p>Remember and sing entire songs (EAD)</p>	<p>Sing a large repertoire of songs (C&L) Begin to develop complex stories using small world (EAD) Sing a pitch of a tone sung by another (EAD)</p>	<p>Create own songs or improvise a song around one they know (EAD)</p>	

**Links to National Curriculum Subjects
(continued)**

<p>English (cont.)</p> <p>English Reading Phonics and Decoding</p>						<p>Develop their phonological awareness so that they can: Spot and suggest rhymes Count or clap syllables in words Recognise words with the same initial sound (L)</p>
<p>Fluency</p>					<p>Understand the 5 key concepts about print – Has meaning Used for different purposes Read from left to right Name parts of the book Page sequencing (L)</p>	<p>Develop their phonological awareness so that they can: Spot and suggest rhymes Count or clap syllables in words Recognise words with the same initial sound (L)</p>
<p>Reading</p>		<p>Enjoy listening to longer stories and can remember much of what happens (C&L)</p>		<p>Understands 'why' questions (C&L)</p>	<p>Be able to express a point of view and debate when they disagree with an adult or friend (C&L)</p>	<p>Engage in extended conversations about stories learning new vocabulary (L)</p>

Links to National Curriculum Subjects (continued)

<p>English (cont.)</p> <p>Comparing Contrasting and Commenting</p>				<p>Understands 'why' questions (C&L)</p>		
<p>Words in Context and Authorial Choice</p>	<p>Use a wider range of vocabulary (C&L)</p>					<p>Engage in extended conversations about stories learning new vocabulary (L)</p>
<p>Inference and Prediction</p>				<p>Understand 'why' questions (C&L)</p>		

Characteristics of Effective Learning



Playing and Exploring -

Finding out and exploring

What areas / activities are they drawn to? Do they prefer to work in a group / alone? Do they initiate activities themselves or join in an existing one with a group? Do they think aloud describing what they do?

Using what they know in their play

In play do they draw on experiences from home / outside school? Do they act out situations in the role play area? Are they confident in finding tools, materials and resources they need for a particular project or idea?

Being willing to have a go

Levels of persistence – do they give up at first hurdle or keep trying? Are they eager to try new ideas or do they stay with what they are familiar with? Are they able to talk about / review what they've done if things haven't worked? Do they work best with continual support or prefer to get on with activities themselves?

Active Learning -

Being involved and concentrating

Do the children keep focused on a self-initiated activity for a long period of time? Are they concentrating and involved in the activity without being distracted? Do they show care with what they're doing? Do they demonstrate concentration through silence or thinking aloud?

Keeping on trying

Do children show persistence – not giving up even if it means starting again? Do they ask for help / support if they need it?
Do they discuss solutions for challenges with peers / adults or work things through themselves?

Creating and thinking critically -

Having their own ideas

Do they try something different rather than follow what someone else has done? Do they address a problem with a strategy?
Retaining independence – not asking for support even if it takes longer to achieve the outcome

Using what they already know to learn new things

Do they understand patterns and predictability of events? Talks about / explains how their process links to a previous experience. Do they draw upon knowledge or experiences not immediately related to their activity?

Choosing ways to do things and finding new ways

Are they confident in using a 'trial; and error' approach and talking about why some things do / don't work

Choosing different ways of approaching activities and adapting if it doesn't work