



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 Journeys Chinese New Year Winter Season	Heroes and Villains Police Fire Dr's/Nurses RSPCA, RNLI - Fictional Superheroes Spring Season	Amazing Animals Minibeasts Farm Zoo Dinosaurs Pets Eid Summer Season	Roots Shoots and Muddy Boots Seasons Plants/Flowers Growing Food Weather Forest School

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 on coat
Building relationships	The children will separate from main carer with support	The children will play with 1 or more children in the setting – extending play ideas	Children will settle into the setting and become confident with unfamiliar people	The children will make healthy food and drink choices	Children will learn to see themselves as a valuable individual	The children will build constructive and respectful relationships
SCARF TOPICS (PSHE)	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Growing and Changing	Being my Best

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	<p>The children will enjoy sharing books with an adult and group</p> <p>The children will begin to notice print e.g. their own name or logo</p>	<p>The children will begin to repeat words and phrases from familiar stories, rhymes</p>	<p>The children will develop play around favourite stories, rhymes</p>	<p>The children will begin to ask questions about the book, make comments and share own ideas</p>	<p>Children will 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</p>	<p>Children will engage in extended conversations about stories learning new vocabulary They will develop phonological awareness so they can - Spot and suggest rhymes, count & clap syllables Recognise words with same initial sounds</p>
Writing	<p>Children make marks on their pictures to represent their name</p>	<p>Children use some print, mark making, and letter knowledge – early writing</p>	<p>Children can write some or all their name</p>	<p>Children can write and forms letters accurately</p>	<p>Children are learning Letter sounds – Initial letters (Phase 2 Letters & sounds)</p>	<p>Children are learning to blend CVC words (Phase 2 Letters and Sounds)</p>

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 counted is the total in the set	The children begin to link numerals to amounts – identifying the written number
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
	<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>Children can talk about members of their own family and community</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 what they see in the natural world using a wide vocabulary</p>

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
	<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>

Red Rose Letters and Sounds, Communication, Language and Literacy Phonological Awareness Phase 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 1	Aspect 1/2 – Environmental/ Instrumental sounds	Aspect 3 – Body percussion	Aspect 4 - Rhythm and Rhyme	Aspect 5 - Alliteration	Aspect 6 - Voice sounds	Aspect 7 – Oral Blending & segmenting
Block 1	Environmental sounds - Listen and identify indoor sounds Listen to and identify outdoor sounds Create different sounds using objects	Join in with words and actions from familiar songs Perform actions, increasing and decreasing the speed and loudness Join in with words and actions from new songs and rhymes	Join in with words and phrases in songs and rhymes Join in with words and phrases in stories Move in time to the beat and/or rhythm	Identify initial phonemes in words Enunciate selected initials phonemes clearly	Use a range of voice sounds Explore different mouth movements for a range of voice sounds	Block 4 - Tuning into sounds Listen to an adult orally blending 2/3 phonemes using sound talk to blend word Listen to an adult orally segmenting 2/3 phonemes using phonic fingers to segment a word Listen and respond to an adult orally blending and
Block 2	Environmental sounds - Identify hidden sounds Sequence sounds in the order they are	Copy a pattern of body sounds and actions Copy a more detailed pattern of	Identify words that rhyme, focusing on onset and rime Identify words that rhyme focusing on onset and rime	Recall a number of items beginning with the same phoneme Identify objects/animals	Remember and repeat a sequence of voice sounds Remember and repeat a	

Block 3	<p>heard eg 2 or 3 sounds Sequence sounds in the they are heard eg 3 or 4 sounds</p> <p>Environmental sounds - Describe the sounds heard Identify sounds and place them in context, using appropriate environmental sound vocabulary</p>	<p>body sounds and actions Create a new simple sequence of sounds and perform</p> <p>Identify and discuss sounds being made by different parts of the body Identify sounds using the different criteria of fast, slow, loud and quiet Use a wider range of vocabulary to talk about sounds heard.</p>	<p>Identify words that rhyme in pairs</p> <p>Recognise syllables in words Continue a rhyming string Use appropriate rhyming words to complete a sentence or phrase</p>	<p>which start with the same phoneme</p> <p>Join in with an alliterative story and make suggestions Articulate a developing amount of speech sounds clearly Generate words that start with the same phoneme</p>	<p>sequence of voice sounds, varying the pitch and volume</p> <p>Use voice sounds to add sounds to a story Use appropriate vocabulary to describe different voice sounds Use appropriate vocabulary in rhymes and poems to describe different voice sounds</p>	<p>segmenting 2/3 phonemes in words with the same initial phoneme</p> <p>Listening and remembering sounds</p> <p>Copy an adult orally blending phonemes in cvc words by listening and remembering Listen and respond to an adult orally blending and segmenting 2/3 phonemes in words</p> <p>Talking about sounds</p> <p>Talk about phonemes whilst orally segmenting cvc words with completely</p>
Block 1	<p>Instrumental Sounds- Use and apply environmental sound vocabular when innovating a story, poem or rhyme Identify and explore sounds made by objects, identify and explore sounds made by instruments</p>					
Block 2	<p>Instrumental Sounds- Listen and respond whilst an instrument is being played</p>					

<p>Block 3</p>	<p>Discriminate and copy sounds made by an instrument or sound maker Respond to start stop signals using instruments or sound makers</p> <p>Instrumental Sounds- Remember and repeat a rhythm Select and play an instrument that matches an image, word or prop and justify Select and play an instrument linked to a story and justify Select and play an instrument linked to a song, poem or rhyme and justify</p>					<p>contrasting phonemes Talk about phonemes whilst orally segmenting cvc words focusing on the initial medial and final positioning Independently talk about and enunciate clearly the phonemes whilst blending and segmenting cvc words</p>
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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 Wriggle Worship	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 Wriggle Worship	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 Wriggle Worship	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	Snack & chat	Stay and play with parents	Snack & chat	Stay and play with parents	Portrait drawings (half termly)
	Baseline assessment on entry – starting points for each child	Parents Evening	Portrait drawings (half termly)	Portrait drawings (half termly)	Snack & chat	Snack & chat
	Snack & chat	Portrait drawings (half termly)	Snack & chat	Ongoing assessment	Portrait drawings (half termly)	Ongoing assessment
	Portrait drawings (half termly)	Ongoing assessment	Ongoing assessment	End of half term assessment	Ongoing assessment	End of half term assessment
	Ongoing assessment	EYFS team meeting	EYFS team meeting	EYFS team meeting	End of half term assessment	EYFS team meeting
	EYFS team meeting	End of half term assessments	End of half term assessment	Wow moment slips from parents	EYFS team meeting	Wow moment slips from parents
	End of half term assessments	Wow moment slips from parents	Wow moment slips from parents	Welcomm asses (any concerns)	Wow moment slips - parents	Graduation
	Wow moment slips from parents	Welcomm assessment (any concerns)	Welcomm assessment (any concerns)	Children's learning journeys – key worker time	Welcomm assess	Welcomm assessment (any concerns)
	Children's learning journeys – key worker time	Children's learning journeys – key worker time	Children's learning journeys – key worker time		Children's learning journeys – key worker time	Children's learning journeys – key worker time

Cultural Diversity



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Open the Book – bible story – weekly Wriggle worship	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 Eid (June)

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 opinions. We will provide opportunities to take on challenges, roles and responsibilities. Children will be given opportunities to develop and follow their own ideas and interests	Children will be given opportunities to make choices, building up independence skills and sharing ideas. Freedom to make mistakes without judgement and ensuring that their opinion counts	

Curriculum Enrichment



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2	Summer 2
	Children's Birthday celebrations	Children's Birthday celebrations	Children's Birthday celebrations	Children's Birthday celebrations	Children's Birthday celebrations	Children's Birthday celebrations
	Nursery Star of the Week	Nursery Star of the Week	Nursery Star of the Week	Nursery Star of the Week	Nursery Star of the Week	Nursery Star of the Week
	Lunch time Superstar	Lunch time Star	Lunch time Superstar	Lunch time Superstar	Lunch time Superstar	Lunch time Superstar
	Mindfulness session	Mindfulness session	Mindfulness session	Mindfulness session	Mindfulness session	Mindfulness session
	Woodland Walk	Indian Food Tasting (Diwali)	Chinese Food Tasting (Chinese New Year)	Mother's Day	Mindfulness session	Mindfulness session
	Forest school and meadow	Remembrance Day	Valentine's Day	World Book Day	Caterpillar life cycle	Nursery educational trip
	Wriggle worship	Bonfire Night	Forest school and meadow	Shrove Tuesday	Duck eggs in school	Father's Day
		Nursery Rhyme Week	Wriggle worship	Ash Wednesday Easter Egg Hunt	Forest School and meadow	Grow sunflowers Cress/beans
		Christingle Christmas Nativity		Irish Dancing (St Patricks Day)	Eid decorations	School Sports Day
		Forest school and meadow		Forest school and meadow	Wriggle worship	End of Year Party Graduation
		Wriggle worship		Wriggle worship		Wriggle worship

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 Muddy Boots
Book of the week	<p>Boris' Body</p> <p>Funny Bones</p> <p>Daisy's Dragons-a story about feelings</p> <p>Owl Babies</p> <p>Enormous Turnip</p> <p>Peace at Last</p> <p>My Mum and Dad make me laugh</p>	<p>Sparks in the sky (Twinkl)</p> <p>Diwali -Light a lamp</p> <p>The Nativity Story</p> <p>Jolly Christmas</p> <p>Postman</p> <p>How to catch a star</p> <p>Santa's Busy Night</p> <p>Scarecrows</p> <p>Wedding</p>	<p>Mr Gumpy's Outing</p> <p>Whatever Next</p> <p>The Train Ride</p> <p>Dragons in the City (Twinkl)</p> <p>The Toy Boat</p> <p>Handas Surprise</p>	<p>Burglar Bill</p> <p>Supertato</p> <p>Elliot Midnight</p> <p>Superhero</p> <p>Mr Men Easter story</p> <p>Superworm</p> <p>The Runaway</p> <p>Pancake</p>	<p>The Hungry Caterpillar</p> <p>Rameena's Ramadan</p> <p>Dear Zoo</p> <p>Rumble in the Jungle</p> <p>A Squash & A Squeeze</p> <p>Monkey Puzzle</p>	<p>The Tiny Seed (Eric Carle)</p> <p>Oliver's Vegetables</p> <p>Sam's Sunflower</p> <p>Lola plants a garden</p> <p>Jaspers Beanstalk</p> <p>Bog baby</p>
Others	<p>My first day at Nursery</p> <p>Tiger has a tantrum</p> <p>Elephant learns to Share</p> <p>So much (Espresso)</p> <p>We are all different (Twinkl E-book)</p> <p>Only one You</p> <p>You Choose</p> <p>The Lost Sheep (RE)</p>	<p>Mega Magic Hair Swap (Black history)</p> <p>Bonfire Night</p> <p>Nursery Rhymes</p> <p>Dipal's Diwali (Twinkl E-book)</p> <p>Diwali Story Book</p> <p>The First Christmas (RE)</p>	<p>The Great Race (Chinese New Year)</p> <p>Going on Bear Hunt</p> <p>The Naughty Bus</p> <p>Aliens love underpants</p> <p>Rosie's Walk</p> <p>The Jumblies</p> <p>Harold the Helicopter</p> <p>Amazing Airplanes</p> <p>Daniel and the Lions (RE)</p>	<p>Spot's First Easter</p> <p>A visit to the vets</p> <p>Little Red Riding Hood</p> <p>How to catch a Leprechaun</p> <p>Rhinos don't eat pancakes</p> <p>A day at the Police Station</p> <p>The Good Samaritan (RE)</p>	<p>What the Ladybird Heard</p> <p>The Very Busy Spider</p> <p>The Tiger who Came to Tea</p> <p>Dinosaurs love underpants</p> <p>Where's my Ted</p> <p>Noah's Ark (RE)</p>	<p>Summer books (non-fiction)</p> <p>Kenya (non-fiction)</p> <p>Jim and the beanstalk</p> <p>Stick Man</p>

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)	Begin to make sense of their own life story and family history (UW)	Begin to make sense of their own life story and family history (UW)	Begin to make sense of their own life story and family history (UW)	Begin to make sense of their own life story and family history (UW)	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)	Use senses in hands on exploration of natural materials (EAD)

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) Listen with increased attention to sounds (EAD)	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 Sing the melodic shape (up and down) of familiar songs (EAD)	Create their own songs or improvise a song around one they know (EAD)	Respond to what they have heard expressing their feelings and thoughts
Art Physical Development EAD	Paint portraits Draw portraits	Build models Autumn colours – colour mixing	Use scissors – fine motor skills – valentine hearts	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)

<p>English</p> <p>Spoken Language Listening Skills</p>	<p>Pay attention to more than one thing at a time (C&L)</p>	<p>Enjoy listening to longer stories and can remember much of what happens (C&L)</p>				<p>Begin a conversation with a friend or adult and continue it for many turns (C&L)</p>
<p>Following Instructions</p>			<p>Understands a question or instruction that has two parts such as get your coat on and wait at the door (C&L)</p>	<p>Remember rules without needing an adult to remind them (PSED)</p>		
<p>Asking and Answering Questions</p>					<p>Understands 'why' questions – Why do you think the caterpillar got so big? (C&L)</p>	
<p>Drama, Performance and Confidence</p>		<p>Show more confidence in social situations (PSED)</p>			<p>Be able to express a point of view and debate when they disagree with an adult or friend (C&L)</p>	<p>Create their own songs or improvise a song around one they know (EAD)</p>

Links to National Curriculum Subjects (continued)

<p>English (cont.)</p> <p>Vocabulary Building and Standard English</p>	<p>Use a wider range of vocabulary (C&L)</p>	<p>Develop communication and pronunciation (C&L)</p>			<p>Use longer sentences of 4-6 words (C&L)</p>	<p>Engage in extended conversations about stories – learning new vocabulary (L)</p> <p>Talk about what they see using a wider vocabulary (UW)</p>
<p>Speaking for a Range of Purposes</p>	<p>Take part in simple pretend play, using an object to represent something else (EAD)</p>	<p>Play with one or more other children, extending and elaborating play ideas (PSED)</p> <p>Talk with others to solve conflicts.</p> <p>Talk about the differences between materials and changes they notice (UW)</p> <p>Know that there are different countries in the World & talk about differences (UW)</p>	<p>Develop appropriate ways of being assertive (PSED)</p> <p>Talk about feelings using words happy, sad angry etc. (PSED)</p> <p>Explore and talk about different forces they can feel – elastic, twigs snapping, magnet (UW)</p>	<p>Begin to develop complex stories using small world equipment (EAD)</p>	<p>Be able to express a point of view and debate when they disagree with a friend or adult (C&L)</p>	<p>Begin a conversation with a friend and continue for many turns (C&L)</p> <p>Engage in extended conversations about stories learning new vocabulary (L)</p> <p>Talk about what they see using a wide vocabulary (UW)</p>

Links to National Curriculum Subjects (continued)

English (cont.) Participating in Discussion					Be able to express a point of view and debate when they disagree with an adult or friend (C&L)	Engage in extended conversations about stories 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 – 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/debate when disagree with an adult or friend (C&L)</p>	<p>Engage in extended conversations 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

