

Coventry Experience promise	Out Of school trips	Focus Days	Learning Themes	Books
<p>To participate in and understand the world of work, industry, commerce and finance. <b>Jaguar Factory Visit</b></p> <p>To make a contribution to the local, regional, national and international community: <b>Fund raising for...</b></p>	<p>Theatre Jungle junction Jam Jam boomerang Sea life centre</p>	<ul style="list-style-type: none"> <li>• Book day</li> <li>• Celebrations (weeks e.g. Diwali, Eid, Bonfire Night, Chinese New Year, Valentines Day, Easter, Christmas, Father's Day, Shrove Tuesday, Mother's Day)</li> </ul>	<ul style="list-style-type: none"> <li>• Travel and transports</li> <li>• Aliens and Space</li> <li>• Healthy choices (food dudes doctors and nurses)</li> <li>• Under the sea</li> <li>• Growing - Vets</li> <li>• Dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>• The Gruffalo</li> <li>• The Gruffalo's child</li> <li>• Stickman</li> <li>• Aliens love Pantaclaus</li> <li>• Easter story</li> <li>• Diwali</li> <li>• Holi</li> <li>• Mr Wolf's Pancake</li> <li>• Chinese New Year story</li> <li>• Bonfire Night</li> <li>• Mr Gumpy's Outing</li> <li>• Duck in a Truck</li> <li>• Choo, Choo Clickety clack</li> <li>• The train ride</li> <li>• Busy Boats</li> <li>• That's not my plane</li> <li>• Aliens love underpants</li> <li>• Alien Tea on Planet Zum Zee</li> <li>• Whatever Next</li> <li>• Man on the Moon</li> <li>• Q Bootle 5</li> <li>• Gruffalo-Julia Donaldson Theme</li> <li>• Underpants</li> <li>• Superworm</li> <li>• Harry and the bucket full of dinosaurs go to school</li> <li>• Dinosaurs Love underpants</li> <li>• The Dinosaur</li> <li>• Tyranosaurus Drip</li> <li>• Stomp Dinosaur Stomp</li> <li>• Dinosaurs Galore</li> <li>• Oliver's vegetables</li> <li>• Oliver's Fruit Salad</li> <li>• Eat your peas</li> <li>• The Sports Day</li> </ul>

## Reception

## Curriculum Content Map

## Holbrook Primary

				<ul style="list-style-type: none"><li>• Topsy and Tim go to the doctor</li><li>• Hairy McClary Rumpus at the vet</li><li>• Mog at the Vet</li><li>• Jasper's Beanstalk</li><li>• Rosie &amp; Jim went to the vets</li><li>• Commotion in the Ocean</li><li>• Rainbow fish</li><li>• Tiddler</li><li>• The Great Pet Sale</li><li>• Mr Wolf's week</li><li>• Ten Terrible dinosaurs</li><li>• Pirate themed to link in with transport &amp; under the sea</li></ul>
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**Travel and Transport**

**PSED**

**Making Relationships**

**Settling into school and making friends**

- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (30-50m)
- Keeps play going by responding to what others are saying or doing (30-50m)
- Initiates play, offering cues to peers to join them (30-50m)
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children (30-50m)

**Self Confidence and Self Awareness**

**Becoming confident to try activities in the classroom and outside**

- Can select and use activities and resources with help. (30-50m)
- Welcomes and values praise for what they have done. (30-50m)
- Enjoys responsibility of carrying out small tasks. (30-50m)
- Is more outgoing towards unfamiliar people and more confident in new social situations. (30-50m)
- Confident to talk to other children when playing, and will communicate freely about own home and community. (30-50m)
- Shows confidence in asking adults for help. (30-50m)

**Managing Feelings & Behaviour**

**Circle time sessions to show care and concern for others, sessions to learn classroom rules and routines, tidy up sessions, toilet rules with the children**

- Aware of own feelings, and knows that some actions and words can hurt others' feelings. (30-50m)
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50m)
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. (30-50m)
- Can usually adapt behaviour to different events, social situations and changes in routine. (30-50m)

**Communication, Language and Literacy**

**Listening and Attention**

**Listening games, story time sessions circle time**

- Listens to others one to one or in small groups, when conversation interests them. (30-50m)
- Listens to stories with increasing attention and recall. (30-50m)
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (30-50m)

**Physical Development**

**Moving and Handling**

**P.E Sessions & Funky Fingers**

- 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. (30-50m)
- Mounts stairs, steps or climbing equipment using alternate feet. (30-50m)
- Walks downstairs, two feet to each step while carrying a small object. (30-50m)
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. (30-50m)
- Can stand momentarily on one foot when shown. (30-50m)
- Can catch a large ball. (30-50m)
- Draws lines and circles using gross motor movements. (30-50m)
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (30-50m)
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (30-50m)
- Holds pencil near point between first two fingers and thumb and uses it with good control. (30-50m)
- Can copy some letters, e.g. letters from their name. (30-50m)

**Health and Self Care**

**Circle time sessions to cover hand washing**

- Can tell adults when hungry or tired or when they want to rest or play. (30-50m)
- Observes the effects of activity on their bodies. (30-50m)
- Understands that equipment and tools have to be used safely. (30-50m)
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. (30-50m)
- Can usually manage washing and drying hands. (30-50m)
- 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. (30-50m)

**Literacy**

**Reading**

**Guided Reading & Carpet Literacy Sessions**

- Knows that print carries meaning and, in English, is read from left to right and top to bottom (30-50m)
- Holds books the correct way up and turns pages (30-50m)
- Looks at books independently (30-50m)
- Handles books carefully (30-50m)

<ul style="list-style-type: none"> <li>- Focusing attention – still listen or do, but can shift own attention. (30-50m)</li> <li>- Is able to follow directions (if not intently focused on own choice of activity). (30-50m)</li> </ul> <p><b>Understanding</b></p> <p><i>Understands stories and instructions in classroom and circle time sessions, listen to transport riddles and try to guess them</i></p> <ul style="list-style-type: none"> <li>- Understands use of objects (e.g. <i>“What do we use to cut things?”</i>) (30-50m)</li> <li>- Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. (30-50m)</li> <li>- Responds to simple instructions, e.g. to get or put away an object. (30-50m)</li> <li>- Beginning to understand ‘why’ and ‘how’ questions. (30-50m)</li> </ul> <p><b>Speaking</b></p> <p><i>Speaking in circle time sessions and role-play and small world play</i></p> <ul style="list-style-type: none"> <li>- Uses vocabulary focused on objects and people that are of particular importance to them. (30-50m)</li> <li>- Builds up vocabulary that reflects the breadth of their experiences. (30-50m)</li> <li>- Uses talk in pretending that objects stand for something else in play, e.g. <i>‘This box is my castle.’</i> (30-50m)</li> <li>- Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). (30-50m)</li> <li>- Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). (30-50m)</li> <li>- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50m)</li> <li>- Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. (30-50m)</li> <li>- Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). (30-50m)</li> <li>- Uses intonation, rhythm and phrasing to make the meaning clear to others. (30-50m)</li> </ul>	<ul style="list-style-type: none"> <li>- Knows information can be relayed in the form of print (30-50)</li> <li>- Listens to and joins in with stories and poems, one-to-one and also in small groups (30-50m)</li> <li>- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50m)</li> <li>- Enjoys rhyming and rhythmic activities (30-50m)</li> <li>- Shows awareness of rhyme and alliteration (30-50m)</li> <li>- Continues a rhyming string. (40-60m)</li> <li>- Hears and says the initial sound in words (40-60m)</li> </ul> <p><b>Writing</b></p> <p><i>Practise writing names and initial sounds for words</i></p> <ul style="list-style-type: none"> <li>- Ascribes meanings to marks that they see in different places (30-50m)</li> <li>- Sometimes gives meaning to marks as they draw and paint (30-50m)</li> <li>- Hears and says the initial sound in words. (40-60m)</li> <li>- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (40-60m)</li> <li>- Writes own name and other things such as labels, captions (40-60m)</li> </ul>
<p><b>Mathematics</b></p> <p><b>Numbers</b></p> <p><i>Counting &amp; Recognising Numbers, go and count cars in the car park or on the bridge and see what the most popular colour car is (make a pictogram/tally chart.</i></p> <ul style="list-style-type: none"> <li>- Uses some number names accurately in play. (30-50m)</li> <li>- Recites numbers in order to 10. . (30-50m)</li> <li>- Uses some number names and number language spontaneously (30-50m)</li> <li>- Knows that numbers identify how many objects are in a set. . (30-50m)</li> <li>- Beginning to represent numbers using fingers, marks on paper or pictures. . (30-50m)</li> <li>- Sometimes matches numeral and quantity correctly. (30-50m)</li> <li>- Recognises numerals 1 to 5. (40-60m)</li> <li>- Recognise some numbers of personal significance (40-60m)</li> <li>- Counts up to three or four objects by saying one number name for each item. (40-60m)</li> <li>- Counts actions or objects which cannot be moved. (40-60m)</li> <li>- Counts objects to 10, and beginning to count beyond 10. (40-60m)</li> <li>- Counts out up to six objects from a larger group. (40-60m)</li> </ul>	<p><b>Understanding the World</b></p> <p><b>People and Communities</b></p> <p><i>Talk about transport types they have been on or family or friends have been on</i></p> <ul style="list-style-type: none"> <li>- Shows interest in different occupations and ways of life. (30-50m)</li> <li>- Remembers and talks about significant events in their own experience. (30-50m)</li> </ul> <p><b>The World</b></p> <p><i>Looking at different types of transport and finding out about them, look at different staff cars</i></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. (30-50m)</li> <li>- Talks about why things happen and how things work. (30-50m)</li> <li>- Looks closely at similarities, differences, patterns and change. (40-60m)</li> </ul> <p><b>Technology</b></p> <p><i>Programme the Beebots to follow a road route, Use Ipad to complete simple programmes. Design a car at Jaguar.</i></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>

<ul style="list-style-type: none"> <li>- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (40-60m)</li> <li>- Counts an irregular arrangement of up to ten objects. (40-60m)</li> </ul> <p><b>More/ fewer/ same, 1 more &amp; 1 Less</b></p> <ul style="list-style-type: none"> <li>- Uses the language of 'more' and 'fewer' to compare two sets of objects. (40-60m)</li> <li>- Says the number that is one more than a given number. (40-60m)</li> <li>- Finds one more or one less from a group of up to five objects, then ten objects. (40-60m)</li> </ul> <p><b>Shape, Space and Measures</b></p> <p>Use 2D Shapes to make transport, race the transport types and order by speed, put transport types in various places and explain where they are, money in travel agent,</p> <p><b>2D Shapes</b></p> <ul style="list-style-type: none"> <li>- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (30-50m)</li> <li>- Shows interest in shapes in the environment. (30-50m)</li> <li>- Uses shapes appropriately for tasks. (30-50m)</li> <li>- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (30-50m)</li> <li>- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. (40-60m)</li> <li>- Selects a particular named shape. (40-60m)</li> </ul> <p><b>Positional language</b></p> <ul style="list-style-type: none"> <li>- Uses positional language. (30-50m)</li> <li>- Can describe their relative position such as 'behind' or 'next to'. (40-60m)</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>- Beginning to use everyday language related to money.(40-60m)</li> </ul>	<p>(30-50m)</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. (30-50m)</li> <li>- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (30-50m)</li> <li>- Knows that information can be retrieved from computers (30-50m)</li> </ul>
<p><b>Expressive Arts and Design</b></p> <p><b>Media and Materials</b></p> <p>Sing songs linked to topic, Petrol pump in construction area, make cars using crates</p> <ul style="list-style-type: none"> <li>- Enjoys joining in with dancing and ring games. (30-50m)</li> <li>- Sings a few familiar songs. (30-50m)</li> <li>- Explores and learns how sounds can be changed. (30-50m)</li> <li>- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. (30-50m)</li> <li>- Uses various construction materials. (30-50m)</li> <li>- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (30-50m)</li> <li>- Joins construction pieces together to build and balance. (30-50m)</li> <li>- Realises tools can be used for a purpose. (30-50m)</li> </ul> <p><b>Being Imaginative</b></p>	<p>Role-play-Travel Agents, Bus, Train</p> <p>Go for a walk to see different types of transport</p> <p>Visit Jaquar Land Rover to design a car</p> <p>Go for a walk in the woods-What can they see.....using a type of transport (walking) they collect things and make an autumn collage</p>

<p>Use Instruments &amp; voices to represent different types of transport, make transport types and role-play in them, model travel agents with the children, paint their favourite car (or mum's/dad's car)                  Make types of transport using junk materials. Build a car at Jaguar.</p> <ul style="list-style-type: none"> <li>- Engages in imaginative role-play based on own first-hand experiences. (30-50m)</li> <li>- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there(30-50m)</li> <li>- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. (30-50m)</li> <li>- Uses available resources to create props to support role-play. (30-50m)</li> <li>- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (30-50m)</li> <li>- Creates movement in response to music. (30-50m)</li> <li>- Sings to self and makes up simple songs. (30-50m)</li> </ul>	
<p><b>Aliens and Space</b></p>	
<p><b>PSED</b>  <u>Making Relationships</u>                  Initiates conversations, attends to and takes account of what others say (40m)                  Takes steps to resolve conflicts with other children e.g. finding a compromise                  Circle time-friendly alien...what are they like  <u>Self Confidence and Self Awareness</u>                  Confident to speak to others about own needs, wants, interests and opinions (40m).                  Circle time  <u>Managing Feelings &amp; Behaviour</u>                  Aware of the boundaries set, and of behavioural expectations in the setting. (40m)                  Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy (40m)                  Circle time</p>	<p><b>Physical Development</b>  <u>Moving and Handling</u>                  Uses simple tools to effect changes to materials (40m)(                  Handles tools, objects, construction and malleable materials safely and with increasing control. (40m)                  Shows a preference for a dominant hand. (40m)                  Begins to use anticlockwise movement and retrace vertical lines. (40m)                  Begins to form recognisable letters. (40m).</p> <p><b>Health and Self Care</b>                  Usually dry and clean during the day.(40m)                  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40m)                  Shows understanding of how to transport and store equipment safely.(40m)                  Discussing how to carry scissors carefully, where and how to put them away.</p>
<p><b>Communication, Language and Literacy</b>  <u>Listening and Attention</u>                  Maintains attention, concentrates and sits quietly during appropriate activity. (40m)                  Circle time  <u>Understanding</u>                  Responds to instructions involving a two-part sequence. (40m)                  Circle time  <u>Speaking</u>                  Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 40-60m)</p>	<p><b>Literacy</b>  <u>Reading</u>                  Whatever Next-have a Picnic on the Moon (role-play it &amp; make a list of food to take)                  Fiction/non fiction books about space. Knows that information can be retrieved from books and computers (40m).                  RWI - learning sounds. Links sounds to letters, sounding the letters of the alphabet. (40m)                  Books in book box for independent learning. Looks at books independently.                  Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and</p>

<p>Role play and small world</p>	<p>top to bottom (30m). Shows interest in illustrations and print in books and print in the environment (30-50m) Recognises rhythm in spoken words (30-50m) Beginning to be aware of the way stories are structured (30-50m) <b>Writing</b> Describing words for the aliens. List of what you would take to space. Labelling the planets. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. (30m) Hears and says the initial sound in words. (40m). Writing nonsense words – alien language.</p>
<p><b>Mathematics</b> <b>Numbers</b> <b>Counting claps jump etc</b> Realises not only objects, but anything can be counted, including steps, claps or jumps (30m) Shows curiosity about numbers by offering comments or asking questions (30-50m) Shows an interest in number problems (30-50m) Compares two groups of objects, saying when they have the same number (30-50m) Separates a group of 3 or 4 objects in different ways, beginning to recognise that the total is still the same (30-50m) <b>Number recognition - matching to objects.</b> Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (40m) Shows an interest in numerals in the environment (30-50m) Shows an interest in representing numbers (30-50m) <b>Counts irregular arrangement of up to 10 objects (40m)</b> <b>Shape, Space and Measures</b> <b>Using 2d shape/3d shapes to design a rocket, aliens etc.</b>  <ul style="list-style-type: none"> <li>- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (30-50m)</li> <li>- Shows interest in shapes in the environment. (30-50m)</li> <li>- Uses shapes appropriately for tasks. (30-50m)</li> <li>- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (30-50m)</li> <li>- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. (40-60m)</li> <li>- Selects a particular named shape. (40-60m)</li> </ul> <b>Height and length - creating long aliens, tall short aliens</b> <ul style="list-style-type: none"> <li>- Orders two or three items by length or height. (40-60m)</li> <li>- use everyday language to talk about size to compare quantities and objects and to solve problems (ELG)</li> </ul> <b>Weight-make planets or aliens or alien food of different masses and measure on balance scale</b> </p>	<p><b>Understanding the World</b> <b>People and Communities</b> <b>The World</b> Make small world space scene (use flour and have moon buggies etc) Learning about the planets, sun, moon and solar system. Comments and asks questions about the familiar world. (30m) <b>Technology</b> Information about space from the computer. Knows that information can be retrieved from computers (30m)</p>

<ul style="list-style-type: none"> <li>- Orders two items by weight or capacity. (40-60m)</li> <li>- use everyday language to talk about weight to compare quantities and objects and to solve problems (ELG)</li> </ul>	
<p><b><u>Expressive Arts and Design</u></b>  <b><u>Media and Materials</u></b>          -Making 3D planets,paper mache, paint colours.          -Making 3D rockets, aliens, planets (use junk material &amp; papier mache)          -Creating different texture aliens/design their own          Pictures using different techniques. Paint blob, blow with straw aliens.          Beginning to be interested in and describe the texture of things          Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. (30m), Taps out simple repeated rhythms (30-50m)</p> <p><b><u>Being Imaginative</u></b>          -Role play: imagining going into space, spaceship          Small world - with rockets and aliens on the moon surface.          Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play, Developing preferences for forms of expression (30-50m)</p>	<p><b><u>Awe and Wonder</u></b> -          Alien space ship arrives?          Alien writing on the white boards          Foot prints/ glitter trail.          What would you see out of your window on a rocket (porthole pictures)</p>
<p><b>Celebrations</b></p>	
<p><b><u>Learning about other children's celebrations</u></b>  <b><u>Making Relationships</u></b>          They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (40-60m)  <b><u>Self Confidence and Self Awareness</u></b>          Confident to talk to other children when playing, and will communicate freely about own home and community. (30-50m)          Confident to try new activities, and say why they like some activities more than others (ELG)  <b><u>Managing Feelings &amp; Behaviour</u></b>          Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50m)          They work as part of a group or class, and understand and follow the rules (ELG)</p>	<p><b><u>Physical Development</u></b>  <b><u>Moving and Handling</u></b>          Dragon dance/nativity/Indian dancing: Experiments with different ways of moving. (40-60m)          Card/gift making: Begins to use anticlockwise movement and retrace vertical lines. (40-60m)          Card making: Begins to form recognisable letters. (40-60m)          Card Making: Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (40-60m)          Children show good control and co-ordination in large and small scale movements (ELG)          Move confidently in a range of ways, safely negotiating space (ELG)  <b><u>Health and Self Care</u></b>          Sparklers: Shows understanding of the need for safety when tackling new challenges, and considers and manages some (40-60m)</p>
<p><b><u>Communication, Language and Literacy</u></b></p>	<p><b><u>Literacy</u></b></p>



<p><b><u>Listening and Attention</u></b> Listens to stories with increasing attention and recall (40-60m)</p> <p><b><u>Understanding</u></b> Pancake making: Children follow instructions involving several ideas or actions ELG</p> <p><b><u>Speaking</u></b> Builds up vocabulary that reflects the breadth of their (30-50m)</p>	<p><b><u>Reading</u></b> Listens to stories with increasing attention and recall (30-50) Knows that information can be retrieved from books and computers (40-60m) Links sounds to letters, naming and sounding the letters of the alphabet (40-60m) Recognises familiar words and signs such as own name and advertising logos (40-60m)</p> <p><b><u>Writing</u></b> <b>Xmas letters to Santa, gift labels</b> <b>Plan a celebration party:</b> shopping list of food, invitations, list of people to invite <b>Card:</b> Writes own name and other things such as labels, captions. (40-60m) <b>Card:</b> Attempts to write short sentences in meaningful contexts. (40-60m) Links sounds to letters, naming and sounding the letters of the alphabet (40-60m) Begins to break the flow of speech into words (40-60m)</p>																					
<p><b><u>Mathematics</u></b> <b><u>Numbers</u></b></p> <p><b><u>Shape, Space and Measures</u></b> <b>Repeating patterns - Divali/Holi paint patterns:</b> Uses familiar objects and common shapes to create and recreate patterns and build models. (40-60m), They recognise, create and describe patterns (ELG) <b>Positional language:</b> Uses positional language. (30-60m) <b>Times of the year:</b> Uses everyday language related to time. (40-60m) <b>Money giving for Chinese new year:</b> Beginning to use everyday language related to money (40-60m) <b>Weight measuring ingredients for pancakes:</b> Orders items by weight (40-60m)</p>	<p><b><u>Understanding the World</u></b> <b><u>People and Communities-</u>learn how people celebrate events</b> Remembers and talks about significant events in their own experience. (30-50m) Recognises and describes special times or events for family or friends.(30-50m) Enjoys joining in with family customs and routines (40-60m) They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG) They know that other children don't always enjoy the same things and are sensitive to this (ELG)</p> <p><b><u>The World</u></b> Looks closely at similarities, differences, patterns and change (40-60m) They talk about the features of their own immediate environment and how environments might vary from one another.(ELG)</p> <p><b><u>Technology</u></b> Knows that information can be retrieved from computers (40-60m)</p>																					
<p><b><u>Expressive Arts and Design</u></b> <b><u>Media and Materials</u></b> Beginning to move rhythmically (30-50m) Explores colour and how colours can be changed (30-50m) Begins to build a repertoire of songs and dances. (40-60m) Explores the different sounds of instruments. (40-60m) Experiments to create different textures. (40-60m) Understands that different media can be combined to create new effects. (40-60m)</p>	<table border="0"> <tr> <td><b>Chinese New Year</b></td> <td><b>Holi</b></td> <td><b>Father's Day</b></td> </tr> <tr> <td><b>Divali</b></td> <td><b>Eid</b></td> <td><b>Mother's Day</b></td> </tr> <tr> <td><b>Christmas</b></td> <td><b>Pancake day</b></td> <td><b>Bonfire Night</b></td> </tr> <tr> <td><b>Easter</b></td> <td><b>Valentines Day</b></td> <td></td> </tr> <tr> <td>Dragon dance/costume</td> <td>Card making</td> <td>Making pancakes (make pancakes, paper pancake men)</td> </tr> <tr> <td>Xmas Nativity</td> <td>Gift making</td> <td>Food tasting: chinese noodles, easter nests, pancake, curry and naan, barfi</td> </tr> <tr> <td>Diva lamp making</td> <td></td> <td></td> </tr> </table>	<b>Chinese New Year</b>	<b>Holi</b>	<b>Father's Day</b>	<b>Divali</b>	<b>Eid</b>	<b>Mother's Day</b>	<b>Christmas</b>	<b>Pancake day</b>	<b>Bonfire Night</b>	<b>Easter</b>	<b>Valentines Day</b>		Dragon dance/costume	Card making	Making pancakes (make pancakes, paper pancake men)	Xmas Nativity	Gift making	Food tasting: chinese noodles, easter nests, pancake, curry and naan, barfi	Diva lamp making		
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<p>Constructs with a purpose in mind, using a variety of resources (40-60m)                  Explores what happens when they mix colours (40-60m)                  Children sing songs, make music and dance and experiment with ways of changing them (ELG)  <u>Being Imaginative</u>                  Makes up rhythms (30-50m)                  Initiates movement in response to music (30-50m)                  Uses movement to express feelings (30-50m)                  Plays cooperatively as part of a group to develop and act out a narrative (40-60m)                  Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (40-60m)                  Chooses particular colours to use for a purpose (40-60m)                  They represent their own ideas, thoughts and feelings through design and technology, art, music, and dance (ELG)</p>	<p>Decorate a hard boiled egg for Easter                  Collage making of fire, wax painting/colour wash for lights/fireworks, splatter painting for Holi                  Make wrapping paper                  Sparklers outside                  Wearing saris                  Fireworks: out of junk material (toilet roles), blow painting, dancing with scarves                  Chinese Lanterns, lucky red envelopes, dragons</p>
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**Healthy Living & Choices**

<p><u>PSED</u>  <u>Making Relationships</u>                  During continuous provision the children work with others and co-operate with each other on activities. They explain their knowledge of things during circle time sessions.  <ul style="list-style-type: none"> <li>- Explains own knowledge and understanding, and asks appropriate questions of others. (40-60M)</li> <li>- Children play co-operatively, taking turns with others. (ELG)</li> </ul> <u>Self Confidence and Self Awareness</u>                  During circle sessions the children can talk about what they are good at and what others are good at. They will try new activities in the classroom and talk about their ideas.  <ul style="list-style-type: none"> <li>- Confident to speak to others about own needs, wants, interests and opinions. (40-60m)</li> <li>- Can describe self in positive terms and talk about abilities. (40-60m)</li> </ul> <u>Managing Feelings &amp; Behaviour</u>                  During continuous provision the children work with other children well and show concern for them. They understand the classroom rules and routines and follow them.  <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. (40-60m)</li> <li>- Aware of the boundaries set, and of behavioural expectations in the setting. (40-60m)</li> </ul> </p>	<p><u>Physical Development</u>  <u>Moving and Handling</u>                  P.E. activities on improving gross motor skills and funky fingers, Trim Trail  <ul style="list-style-type: none"> <li>- Experiments with different ways of moving. (40-60m)</li> <li>- Jumps off an object and lands appropriately. (40-60m)</li> <li>- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (40-60m)</li> <li>- Travels with confidence and skill around, under, over and through balancing and climbing equipment. (40-60m)</li> <li>- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (40-60m)</li> <li>- Uses simple tools to effect changes to materials. (40-60m)</li> <li>- Handles tools, objects, construction and malleable materials safely and with increasing control. (40-60m)</li> <li>- Shows a preference for a dominant hand. (40-60m)</li> </ul> <u>Health and Self Care</u>                  Make a vegetable kebab &amp; talk about how to cut vegetables carefully, learning about healthy things to eat through Food Dudes programme and circle time sessions, books on how to keep healthy, P.E Sessions on how exercise is good for the body. Circle time activities on how we keep ourselves safe. Put out big teeth and have children brush them. Make food plates (good/bad food), which clothes should they wear &amp; why in different weather or seasons</p>
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<ul style="list-style-type: none"> <li>- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (40-60m)</li> </ul>	<ul style="list-style-type: none"> <li>- Eats a healthy range of foodstuffs and understands need for variety in food. (40-60m)</li> <li>- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (40-60m)</li> <li>- Practices some appropriate safety measures without direct supervision (40-60m)</li> <li>- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe (ELG)</li> </ul>
<p><b><u>Communication, Language and Literacy</u></b>  <b><u>Listening and Attention</u></b>          Children listen to carpet sessions and story sessions and listen to each other in conversations. Play games which involve listening to others.</p> <ul style="list-style-type: none"> <li>- Maintains attention, concentrates and sits quietly during appropriate activity. (40-60m)</li> <li>- Two-channelled attention – can listen and do for short span. (40-60m)</li> <li>- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG)</li> </ul> <p><b><u>Understanding</u></b>          Following carpet and small group sessions and instructions in all areas of the curriculum. Follows instructions for fruit faces and vegetable kebabs and fruit drinks. Understands rhymes and songs about body parts and games e.g. Simon Says, Them Bones</p> <ul style="list-style-type: none"> <li>- Listens and responds to ideas expressed by others in conversation or discussion. (40-60M)</li> <li>- Understands humour, e.g. nonsense rhymes, jokes. (40-60M)</li> <li>- Children follow instructions involving several ideas or actions. (ELG)</li> </ul> <p><b><u>Speaking</u></b>          Children act in role during role-play in the doctors surgery and shop, circle time sessions and small world activities.</p> <ul style="list-style-type: none"> <li>- Uses language to imagine and recreate roles and experiences in play situations. (40-60m)</li> <li>- Links statements and sticks to a main theme or intention. (40-60m)</li> <li>- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60m)</li> <li>- Introduces a storyline or narrative into their play. (40-60m)</li> <li>- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (40-60m)</li> </ul>	<p><b><u>Literacy</u></b>  <b><u>Reading</u></b>          Guided Reading sessions and Literacy group sessions &amp; RWI. Finding out about their body and how to keep healthy from books and the computer.</p> <ul style="list-style-type: none"> <li>- Suggests how the story might end. (30-50m)</li> <li>- Listens to stories with increasing attention and recall. (30-50m)</li> <li>- Describes main story settings, events and principal characters. (30-50m)</li> <li>- Hears and says the initial sound in words. (40-60m)</li> <li>- Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (40-60m)</li> <li>- Enjoys an increasing range of books. (40-60m)</li> <li>- Knows that information can be retrieved from books and computers. (40-60m)</li> <li>- Begins to read words and simple sentences (40-60m)</li> </ul> <p><b><u>Writing</u></b>          Write shopping lists of healthy foods for their vegetable kebabs, write medical forms and prescriptions in the doctors surgery</p> <ul style="list-style-type: none"> <li>- Readable name. Using some letters in writing environment print (copies letters/ words from the environment. (30-50m)</li> <li>- Hears and says the initial sound in words. (40-60m)</li> <li>- Can segment the sounds in simple words and blend them together. (40-60m)</li> <li>- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (40-60m)</li> <li>- Writes own name and other things such as labels, captions. (40-60m)</li> </ul>
<p><b><u>Mathematics</u></b>  <b><u>Numbers</u></b>          Counting and number Recognition 10-20, Estimating</p> <ul style="list-style-type: none"> <li>- Counts objects to 10, and beginning to count beyond 10. (40-60m)</li> <li>- Counts out up to six objects from a larger group. (40-60m)</li> <li>- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (40-60m)</li> <li>- Counts an irregular arrangement of up to ten objects. (40-60m)</li> <li>- Estimates how many objects they can see and checks by counting them. (40-60m)</li> </ul> <p><b><u>Adding &amp; introduce symbol</u></b></p> <ul style="list-style-type: none"> <li>- Finds the total number of items in two groups by counting all of them. (40-60m)</li> </ul>	<p><b><u>Understanding the World</u></b>  <b><u>People and Communities</u></b>          Pictograms on favourite fruits and vegetables and talk about how we don't all like the same thing. Discuss who helps us when we are feeling poorly. Where do they go and what do they do? When have they been to the doctor?</p> <ul style="list-style-type: none"> <li>- Shows interest in different occupations and ways of life. (30-50m)</li> <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. (30-50m)</li> <li>- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are</li> </ul>

<ul style="list-style-type: none"> <li>- Says the number that is one more than a given number. (40-60m)</li> <li>- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. (40-60m)</li> <li>- Records, using marks that they can interpret and explain. (40-60m)</li> </ul> <p><b>Shape, Space and Measures</b>          Draw and paint around their hands and feet and measure with objects (cubes), compare heights in the class of different children, make healthy drinks and put in different quantities of liquids, measure different fruits and vegetables and decide which are heavier/lighter.</p> <p><b>Mass</b></p> <ul style="list-style-type: none"> <li>- Orders two items by weight or capacity. (40-60m)</li> <li>- use everyday language to talk about weight to compare quantities and objects and to solve problems (ELG)</li> </ul> <p><b>Height</b></p> <ul style="list-style-type: none"> <li>- Orders two or three items by length or height. (40-60m)</li> <li>- use everyday language to talk about size to compare quantities and objects and to solve problems (ELG)</li> </ul> <p><b>Capacity</b></p> <ul style="list-style-type: none"> <li>- Orders two items by weight or capacity. (40-60m)</li> <li>- use everyday language to talk about capacity to compare quantities and objects and to solve problems (ELG)</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>- Beginning to use everyday language related to money. (40-60m)</li> <li>- use everyday language to talk about money to compare quantities and objects and to solve problems (ELG)</li> </ul>	<p>sensitive to this. (ELG)</p> <p><b>The World</b>          Use magnifying glasses to look at different fruits and vegetables. What do they notice? Are they same or different? They make observations about what happens to food when it cooks e.g. vegetables, grow vegetables &amp; plant seeds</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. (30-50m)</li> <li>- Can talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50m)</li> <li>- Looks closely at similarities, differences, patterns and change. (40-60m)</li> <li>- They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG)</li> </ul> <p><b>Technology</b>          Children to use the computer to find out about healthy foods. Complete a simple programme on the computer and paint their favourite healthy food on the computer. Circle time sessions on where technology is used in the house and what they use at home.</p> <ul style="list-style-type: none"> <li>- Knows that information can be retrieved from computers (30-50m)</li> <li>- Completes a simple program on a computer. (40-60m)</li> <li>- Uses ICT hardware to interact with age-appropriate computer software. (40-60m)</li> <li>- Children recognise that a range of technology is used in places such as homes and schools. (ELG)</li> </ul>
<p><b>Expressive Arts and Design</b>  <b>Media and Materials</b>          Paint pictures of healthy foods or collage them, make healthy food plates, sing heads &amp; shoulders but using different body parts</p> <ul style="list-style-type: none"> <li>- Understands that different media can be combined to create new effects. (40-60m)</li> <li>- Manipulates materials to achieve a planned effect. (40-60m)</li> <li>- Experiments to create different textures. (40-60m)</li> <li>- Uses simple tools and techniques competently and appropriately. (40-60m)</li> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</li> </ul> <p><b>Being Imaginative</b>          Make a face out of fruit, act in role in the doctors surgery and the fruit and vegetable shops, draw pictures of themselves</p> <ul style="list-style-type: none"> <li>- Introduces a storyline or narrative into their play. (40-60m)</li> <li>- Create simple representations of events, people and objects 940-60m)</li> <li>- Plays alongside other children who are engaged in the same theme. (40-60m)</li> </ul>	<p>Visit a shop          Health day or week          Food Dudes          Role-play - doctors surgery, fruit &amp; vegetable shop          Make vegetable kebabs, fruit faces, healthy drinks          Fruit &amp; Veg game</p> <p>Visit the woods-has it changed?</p>

<p>- Plays cooperatively as part of a group to develop and act out a narrative. (40-60m)</p>	
<p><b>Under the Sea</b></p>	
<p><b>PSED</b>  <u><b>Making Relationships</b></u>                  Make friendship links (chains) or write on Rainbow fishes with good friend qualities on                  Children play co-operatively, taking turns with others. (ELG)                  They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children (ELG)  <u><b>Self Confidence and Self Awareness</b></u>                  Confident to speak to others about own needs, wants, interests and opinions. (40-60m) Can describe self in positive terms and talk about abilities (40-60m) will choose the resources they need for their chosen activities (ELG) They will say when they do or don't need help (ELG)  <u><b>Managing Feelings &amp; Behaviour</b></u>                  Circle time to talk about being kind to our friends and not leaving anyone out                  Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable (40-60m)                  Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is Unacceptable (ELG)</p>	<p><u><b>Physical Development</b></u>  <u><b>Moving and Handling</b></u>                  Dance or move like sea creatures                  Uses simple tools to effect changes to materials. (40-60m)                  Handles tools, objects, construction and malleable materials safely and with increasing control (40-60m)                  They handle equipment and tools effectively, including pencils for writing. (ELG)  <u><b>Health and Self Care</b></u>                  Shows understanding of how to transport and store equipment safely (40-60m)                  They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (ELG)</p>
<p><u><b>Communication, Language and Literacy</b></u>  <u><b>Listening and Attention</b></u>                  Listens to stories with increasing attention and recall. (30-60m)                  Maintains attention, concentrates and sits quietly during appropriate activity. (40-60m)                  Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG)  <u><b>Understanding</b></u>                  Understands humour, e.g. nonsense rhymes, jokes (40-60m)                  They answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG)  <u><b>Speaking</b></u>                  Uses language to imagine and recreate roles and experiences in play situations (40-60m)                  They develop their own narratives and explanations by connecting ideas or events (ELG)</p>	<p><u><b>Literacy</b></u>  <u><b>Reading</b></u>                  Suggests how the story might end. (30-50m)                  Describes main story settings, events and principal characters. (30-50m)                  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books (40-60m)                  Use phonic knowledge to decode regular words and read them aloud accurately (ELG) They read some common irregular words (ELG)  <u><b>Writing</b></u>                  Write riddles on sea creatures (Commotion in the Ocean), write about favourite fish, write fish describing words                  Gives meaning to marks they make as they draw, write and paint (40-60m)                  Attempts to write short sentences in meaningful contexts (40-60m)                  Continues a rhyming string (40-60m)</p>

	<p>Children use their phonic knowledge to write words in which match their spoken sounds (ELG) They write some irregular common words (ELG)</p>
<p><b>Mathematics</b>  <b>Numbers</b></p> <ul style="list-style-type: none"> <li>- <b>Estimating, counting &amp; number recognition</b>              Estimates how many objects they can see and checks by counting them (40-60m)              Count reliably with numbers from one to 20, place them in order (ELG)</li> <li>- <b>Take away &amp; introduce symbol</b>              Finds one less from a group of up to 10 objects (40-60m)              In practical activities and discussion, beginning to use the vocabulary involved in subtracting (40-60m)</li> </ul> <p><b>Shape, Space and Measures</b></p> <ul style="list-style-type: none"> <li>- <b>2D &amp; 3D Shapes-make fish using shapes</b>              Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes (40-60m)              They explore characteristics of everyday objects and shapes and use mathematical language to describe them (ELG)</li> <li>- <b>Positional Language/ordinal numbers</b>              Can describe their relative position (40-60m)              Use everyday language to talk about position (ELG)</li> <li>- <b>Capacity-Decide how much different containers can hold</b>              Orders two items by capacity (40-60m)              Use everyday language to talk about capacity and compare quantities and solve problems (ELG)</li> </ul>	<p><b>Understanding the World</b>  <b>People and Communities</b></p> <p><b>The World</b>              Look up different creatures living under the sea, compare them and discuss what they look like.              Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (40-60m)              Can talk about some of the things they have observed such as plants, animals, natural and found objects. (40-60m)              Shows care and concern for living things and the environment (40-60m)              Children know about similarities and differences in relation to places, objects, materials and living things (ELG)              They make observations of animals and plants and explain why some things occur, and talk about changes.(ELG)</p> <p><b>Technology</b>              Completes a simple program on a computer. (40-60m)              Uses ICT hardware to interact with age-appropriate computer software. (40-60m)              They select and use technology for particular purposes. (ELG)</p>
<p><b>Expressive Arts and Design</b>  <b>Media and Materials</b>  <b>Salt dough sea creatures &amp; design own fishes (describe their new fish)</b>              Explores what happens when they mix colours.              Experiments to create different textures.              Understands that different media can be combined to create new effects.              Manipulates materials to achieve a planned effect.              Constructs with a purpose in mind, using a variety of resources.              Uses simple tools and techniques competently and appropriately.              Selects appropriate resources and adapts work where necessary.              Selects tools and techniques needed to shape, assemble and join materials they are using (40-60m)              They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p>	<p><b>Instruments</b>              Trip to the Sea Life Centre              2D and 3D pictures (make rainbow fish pictures with foil on)              Finding Nemo, Little Mermaid DVD</p> <p><b>Role-play-turn fish into live fish tank (Paint/collage fish and make 3D display)</b></p>

<p><b><u>Being Imaginative</u></b>          Chooses particular colours to use for a purpose. (40-60m)          Children use what they have learnt about media and materials in original ways, thinking about uses and purposes (ELG)          They represent their own ideas, thoughts and feelings through design and technology, art, music, role-play and stories (ELG)</p>	
<p><b>Growing &amp; Change</b></p>	
<p><b><u>PSED</u></b>  <b><u>Making Relationships</u></b>          Children play co-operatively, taking turns with others. (ELG)          They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children (ELG)</p> <p><b><u>Self Confidence and Self Awareness</u></b>          Confident to try new activities and talk about why they like some more than others (ELG) Will choose the resources they need for their chosen activities (ELG)</p> <p><b><u>Managing Feelings &amp; Behaviour</u></b>          Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is Unacceptable (ELG)          They work as part of a group or class, and understand and follow the rules (ELG)</p>	<p><b><u>Physical Development</u></b>  <b><u>Moving and Handling</u></b>  <b>They handle tools effectively. (ELG)</b>          Digging, planting.          Children show good control and co-ordination in large and small scale movements (ELG)          Move confidently in a range of ways, safely negotiating space (ELG)</p> <p><b><u>Health and Self Care</u></b>          Children know about and talk about ways to keep healthy and safe. (ELG)</p>
<p><b><u>Communication, Language and Literacy</u></b>  <b><u>Listening and Attention</u></b>          -Listen to stories accurately anticipating key events and respond to what they hear (ELG)          -Listen attentively in a range of situations (ELG)</p> <p><b><u>Understanding</u></b>          - Able to follow a story without pictures or props (40-60M)          -Children follow instructions involving several ideas or actions (ELG)</p> <p><b><u>Speaking</u></b>          Talk about what they did yesterday, today and will do tomorrow          -Children use past, present and future forms accurately. (ELG)</p>	<p><b><u>Literacy</u></b>  <b><u>Reading</u></b>          Fiction and Non-fiction books          Instructions - what to do?          Name of flowers/plants etc.          Children read and understand simple sentences (ELG) They read some common irregular words (ELG)</p> <p><b><u>Writing</u></b>          Write shopping lists for sandwiches          Writing instructions to plant seeds.          Seed packets          Children write simple sentences that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible (ELG)</p>
<p><b><u>Mathematics</u></b></p>	<p><b><u>Understanding the World</u></b></p>

<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>- <b>Counting &amp; number recognition / estimating</b> (Count reliably with numbers from one to 20, place them in order ELG)</li> <li>- <b>Adding/Taking away</b> (Say which number is one more or one less than a given number, Using quantities and objects they add and subtract two single digit numbers and count on or back to find the a given number ELG)</li> <li>- <b>Halving/Doubling</b> (solve problems including doubling, halving and sharing ELG)</li> </ul> <p><b>Shape, Space and Measures</b></p> <ul style="list-style-type: none"> <li>- <b>Time</b> (Use everyday language to talk about time ELG)</li> <li>- <b>Height</b> (Use everyday language to talk about size ELG)</li> </ul> <p>Growing/Seasons - how much time has passed? How often do we water? What time of year do we plant seeds? Measuring how tall the bean stalks have grown. First we do this, next, then. (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>).</p>	<p><b>People and Communities</b> Baby photos, photos now - talk what could you not do then that you can do now. What can an older sibling do that you cannot do yet? Children talk about past, present and future events (ELG) They know about similarities and differences. (ELG)</p> <p><b>The World</b> Where food comes from, how does it grow? Food colouring in water for flowers. Growing a bean - identifying roots, stem, flower etc. They talk about features of their own immediate environment. Make observations of animals and plants. (ELG).</p> <p><b>Technology</b> Ipod Apps Drawing pictures on the computer. <b>They select and use technology for different purposes. (ELG)</b></p>
<p><b>Expressive Arts and Design</b> <b>Media and Materials</b> Using natural resources to create pictures (Andy Goldsworthy) Collage summer pictures. 3d flowers Mini gardens (cress for grass etc) Experiment with design colour and texture (ELG)</p> <p><b>Being Imaginative</b> Role play - garden centre? Represent ideas through role play. (ELG)</p>	<p>Visit the woods and see what has changed-comparisions in wood (spring/summer picture using things they have collected in the woods)</p> <p>Growing cress/beans and making sandwiches Frog spawn to frog lifecycle</p> <p>Lifecycle of a person from them as a baby to grandparents</p>
<p><b>Dinosaurs</b></p>	
<p><b>PSED</b> <b>Making Relationships</b> Discussing their opinions about their favourite dinosaur, drawing a dinosaur and labelling it. Explains own knowledge and understanding, and asks appropriate questions of others. (40-60m) They take account of one another's ideas about how to organise their activity.(ELG)</p>	<p><b>Physical Development</b> <b>Moving and Handling</b> Writing and drawing a dinosaur They handle equipment and tools effectively, including pencils for writing. (ELG)</p> <p><b>Health and Self Care</b> Shows understanding of how to transport and store equipment safely. (ELG)</p>



<p><b><u>Self Confidence and Self Awareness</u></b>  <b>Show their designs to class and talk about it.</b>                  They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. (ELG) They say when they do or don't need help (ELG)</p> <p><b><u>Managing Feelings &amp; Behaviour</u></b>  <b>Visiting a dinosaur museum.</b>                  They adjust their behaviour to different situations, and take changes of routine in their stride. (ELG)</p>	
<p><b><u>Communication, Language and Literacy</u></b>  <b><u>Listening and Attention</u></b>                  Children listens and respond to key texts.                  Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG)</p> <p><b><u>Understanding</u></b>                  (This dinosaur has a long neck to get to his favourite food at the top of the tree), Chn discussing why dinosaurs have certain features.                  They answer 'how' and 'why' questions about their experiences and in response to stories or events (ELG)</p> <p><b><u>Speaking</u></b>                  Researching and discussing when dinosaurs roamed the earth. Feely bag to place dinosaurs in and then children describe their textures                  They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG)</p>	<p><b><u>Literacy</u></b>  <b><u>Reading</u></b>                  Chn to carry out their own research using books and the commuter on a dinosaur and record the evidence.</p> <ul style="list-style-type: none"> <li>- Knows that information can be retrieved from books and computers (40-60m)</li> <li>- They demonstrate understanding when talking with others about what they have read (ELG)</li> </ul> <p>Rhyme-Continues a rhyming string (40-60m)</p> <p><b><u>Writing</u></b>                  Chn will write their own questions that they would like to research about a dinosaur and then record the evidence, write about their favourite dinosaurs</p> <p>They also write some irregular common words. They write simple sentences which can be read by themselves and others. (ELG)</p>
<p><b><u>Mathematics</u></b>  <b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>- <b>Adding &amp; Take away</b> (Say which number is one more or one less than a given number, Using quantities and objects they add and subtract two single digit numbers and count on or back to find the a given number ELG)</li> <li>- <b>Halving &amp; Doubling</b> (solve problems including doubling, halving and sharing ELG)</li> </ul>	<p><b><u>Understanding the World</u></b>  <b><u>People and Communities</u></b>  <b>Discussing their favourite dinosaur.</b>                  They know that other children don't always enjoy the same things, and are sensitive to this (ELG)</p> <p><b><u>The World</u></b></p>

<p><u>Shape, Space and Measures</u></p> <ul style="list-style-type: none"> <li>- <b>Time</b> (Use everyday language to talk about time ELG)</li> <li><b>3D Shapes</b> They explore characteristics of everyday objects and shapes and use mathematical language to describe them (ELG)</li> <li><b>Capacity</b> Orders two items by capacity (40-60m), Use everyday language to talk about capacity and compare quantities and solve problems (ELG)</li> </ul>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. <b>(ELG)</b></p> <p><u>Technology</u> Find out information about dinosaurs on the computer Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. <b>(ELG)</b></p>
<p><u>Expressive Arts and Design</u></p> <p><u>Media and Materials</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p><u>Being Imaginative</u> <i>White straws to make skeletons or use sticks from outside</i> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. (ELG)</p>	<p><i>Writing about their favourite dinosaur</i> <i>Drawing a dinosaur and labelling parts of it</i> <i>Visit to a dinosaur museum</i> <i>Fiction and non-fiction books: researching information about a dinosaur</i></p> <p><i>Dinosaur dig site, dinosaurs in mud and sand, dig for fossils</i> <i>Make dinosaur land/island/safari park to make up stories</i></p>