

**CHALLENGE OVERVIEW**  
I wonder  
What's in the Book?

PRIME LEARNING CHALLENGE:		YEAR GROUP: FS1	DATE: February 2019
Weekly Focus	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES	Outdoor Learning Focus
<b>Week 1 ~ 25<sup>th</sup> February – 1<sup>st</sup> March (Parents evening)</b> <b>(4-day week INSET Friday)</b> Nursery Rhymes	<b>Daily Nursery Rhymes</b>	<b>Week1 ~</b>  <b>Focus:</b> Numeracy~ Counting and recognizing numbers CLL~ Rhyming language / Drama retelling the tales	Promote the use of the reading snug outside
<b>Week 2~ 4<sup>th</sup> - 8<sup>th</sup> March</b> <b>World Book Day (Thursday)</b>  Traditional Tales	<b>Daily Traditional Tales:</b> <b>LRRH dramatic recount</b> <b>3 Little Pigs building houses with materials</b> <b>The Gingerbread man making gingerbread</b> <b>Goldilocks and 3 bears tasting porridge</b> <b>The Big Pancake to tie in with Shrove Tuesday)</b>  <b>Fancy dress book characters</b> <b>Favourite books to share with all</b>	<b>Week 2 ~</b>  <b>Focus:</b> EAD~ Using different media to create their own story books CLL~ Story language and reading Numeracy~ Ordering numbers	Building houses for the 3 little pigs from a variety of resources  Fancy Dress
<b>Week 3 ~ 11<sup>th</sup> March – 15<sup>th</sup> March</b> <b>Performing Arts Week</b> <b>Red Nose Day on Friday</b> <b>David McKee</b> <b>(Selection of Elmer stories)</b>	<b>Elmer stories</b> <b>Colour Investigations</b>	<b>Week 3 ~</b>  <b>Focus:</b> PSE~ Friendships and being kind to each other CLL ~ Colours and patterns Numeracy ~ Shape and pattern	Colour investigations Weather watch Team work, working together helping each other
<b>Week 4~ 18<sup>th</sup> March – 22<sup>nd</sup> March</b> <b>Mick Inkpen</b> <b>(Kipper Stories)</b>	<b>Blue Balloon</b> <b>The Great Pet Sale</b>	<b>Week 4 ~</b>  <b>Focus:</b> Numeracy ~ Money, size CLL ~ Prepositional language and science words like push, pull, squash, squeeze	Pet shop Science experiments with balloons Size
<b>Week 5 ~ 25<sup>th</sup> March – 29<sup>th</sup> March (Mother's Day)</b> <b>RW Art Day in Nursery (Wednesday)</b> <b>Judith Kerr</b> <b>(Pets, vets, cat stories / Family Stories)</b>	<b>RW Art activities linked to the rainbow which is the Nursery colour</b> <b>Mog Stories</b> <b>Make a special surprise for Mother's Day</b>	<b>Week 5 ~</b>  <b>Focus</b> K&U ~ Pet Care Numeracy ~ Subtraction CLL~ Family words	Family and pets
<b>Week 6 ~ 1<sup>st</sup> – 5<sup>th</sup> April</b> <b>John Burningham</b> <b>(Mr Gumpy's Day out , Avocado Baby )</b>	<b>Planning special day put trips</b> <b>Look at different modes of transport</b>	<b>Week 6 ~</b>  <b>Focus</b> K& U ~ Places to visit CLL ~ Writing sentences	Team work, working together helping each other

		Numeracy ~ Number patterns in 10	
Week 7 ~ 8 <sup>th</sup> April – 12 <sup>th</sup> April (Easter / Spring Stories) Easter Traditions and stories	Easter bonnet parade Make the bonnets at home Various Easter stories to share Easter egg hunt	Week 7 ~  Focus EAD ~ Materials to decorate/ make Easter cards / eggs Numeracy ~ Shapes and counting on and back CLL~ Greetings / retelling Easter stories	Easter egg hunt Easter bonnet parade

#### COVERAGE

SUBJECT:	EYFS CONTENT LINKS: (Take from EYFS Development Matters Document)	SUBJECT SKILLS; DEVELOPMENT MATTERS SKILLS		
		22-36 months	30-50 months	40-60+ months
Personal, Social and Emotional*	• Making Relationships	<ul style="list-style-type: none"> <li>Interested in others' play and starting to join in.</li> <li>Seeks out others to share experiences.</li> <li>May form a special friendship with another child</li> </ul>	<ul style="list-style-type: none"> <li>Can play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children</li> <li>Initiates play, offering cues to peers to join them</li> <li>Keeps play going by responding to what others are saying or doing</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li> </ul>	<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others are saying</li> </ul>
	• Self Confidence and self-awareness	<ul style="list-style-type: none"> <li>Separates from main carer with support and encouragement from a familiar adult</li> <li>Expresses own preferences and interest</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys responsibility of carrying out small tasks</li> <li>Is more outgoing towards unfamiliar people and more confident in new social situations</li> <li>Confident to talk to other children when playing, and will communicate freely about own home and community</li> <li>Shows confidence in asking adults for help</li> </ul>	<ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions</li> <li>Can describe self in positive terms and talk about abilities</li> </ul>
	• Managing Feelings and Behaviour	<ul style="list-style-type: none"> <li>Seeks comfort from familiar adults when needed</li> <li>Can express their own feelings such as sad, happy, cross, scared, worried</li> <li>Shows understanding and cooperates with some boundaries and routines</li> </ul>	<ul style="list-style-type: none"> <li>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>Can usually adapt behaviour to different events, social situations and changes in routine</li> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</li> </ul>	<ul style="list-style-type: none"> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> </ul>
Physical Development*	• Moving and Handling	<ul style="list-style-type: none"> <li>Climbs confidently and is beginning to pull themselves up on nursery climbing equipment</li> </ul>	<ul style="list-style-type: none"> <li>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling,</li> </ul>	<ul style="list-style-type: none"> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing</li> </ul>

		<ul style="list-style-type: none"> <li>• Turns pages in a book, sometimes several at once</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>• Imitates drawing simple shapes such as circles and lines</li> </ul>	<ul style="list-style-type: none"> <li>• walking, running, jumping, skipping, sliding and hopping</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Uses one handed tools and equipment (scissors)</li> <li>• Can copy some letters, e.g. letters from their name.</li> <li>• Holds pencil between thumb and to fingers, no longer using whole hand grip.</li> </ul>	<ul style="list-style-type: none"> <li>• direction to avoid obstacles</li> <li>• Travels with confidence and skill around, under, over, and through balancing and climbing equipment</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control</li> <li>• Shows a preference of a dominant hand</li> <li>• Uses simple tools to effect changes to materials.</li> </ul>
	<ul style="list-style-type: none"> <li>• Health and Self Care</li> </ul>	<ul style="list-style-type: none"> <li>• Drinks well without spilling</li> <li>• Clearly communicates their need for the toilet</li> <li>• Helps with clothing, e.g. puts on hat, unzips jacket, takes off unbuttoned coat</li> </ul>	<ul style="list-style-type: none"> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves</li> <li>• Can usually manage washing and drying of hands</li> <li>• Dresses with help</li> <li>• Understands that equipment and tools have to be used safely</li> </ul>	<ul style="list-style-type: none"> <li>• Usually dry and clean during the day</li> <li>• Shows understanding of how to transport and store equipment safely</li> <li>• Eats healthy range of foodstuffs and understand need for variety in food.</li> </ul>
<b>Communication and Language*</b>	<ul style="list-style-type: none"> <li>• Listening Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Recognises and responds to many familiar sounds</li> <li>• Listens with interest to the noises that adults make when they read stories</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them</li> <li>• Listens to stories with increasing attention and recall</li> <li>• Is able to follow directions (if not intently focused on own choice of activity)</li> <li>• Focusing attention- still listen or do, but can shift own attention</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity</li> </ul>
	<ul style="list-style-type: none"> <li>• Understanding skills</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right pictures, e.g., “who’s jumping?”</li> <li>• Developing understanding of simple concepts.</li> <li>• Understands a two part sentence and responds. (Put your toys away and then we’ll read a book).</li> <li>• Understands ‘who’, ‘what’, ‘where’ in simple questions</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to simple instructions e.g. to get or put away an object</li> <li>• Understands ‘who’, ‘what’, ‘where’ in simple questions (eg Who’s that? What’s that? Where is?) extend to why and how</li> <li>• Shows understanding of prepositions such as under, on top, behind, by carrying out an action or selecting a picture</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Listens and responds to ideas expressed by others in conversation or discussion</li> <li>• Responds to instructions involving two part sequence. Understands humour, e.g. joins in nonsense rhymes and jokes</li> </ul>
	<ul style="list-style-type: none"> <li>• Speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feeling, experiences thoughts</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communication.</li> <li>• Uses gestures sometimes with limited</li> </ul>	<ul style="list-style-type: none"> <li>• Can tell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Uses talk in pretending that objects stand for something else in play. (This box is my castle)</li> <li>• Beginning to use more complex sentences to link thoughts (us and, because)</li> </ul>	<ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> </ul>

		talk.	<ul style="list-style-type: none"> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</li> <li>• Uses a range of tenses (eg play, playing, played, will play)</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Uses talk in pretending that objects stand for something else in play. (This box is my castle)</li> </ul>	
<b>Literacy</b>	• Reading	<ul style="list-style-type: none"> <li>• Have some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• Fills in missing word or phrases in a known rhyme, story or game e.g. "Humpty, Dumpty sat on a ..."</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Listens and joins in with stories, one to one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently</li> <li>• Suggest how the story might end</li> <li>• Shows awareness of rhyme and alliteration</li> <li>• Handles books carefully</li> <li>• Knows that information can be replayed in the form of print</li> <li>• Holds books correct way up and turns pages</li> </ul>	<ul style="list-style-type: none"> <li>• Hears and says the initial sound in words</li> <li>• Continues a rhyming string</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> </ul>
	• Writing	<ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meaning to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint</li> <li>• Begins to break the flow of speech into words</li> <li>• Links sounds and letters, naming and sounding the letters of the alphabet</li> <li>• Writes own name and some labels and captions</li> <li>• Hears and says the initial sounds in letters</li> <li>• Continues a rhyming string</li> </ul>
<b>Mathematics</b>	• Numbers	<ul style="list-style-type: none"> <li>• Recites some number names in sequence.</li> <li>• Begins to make comparisons between quantities.</li> <li>• Knows that a group of things changes in quantity when something is added or taken away.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes matches quantity and numerals correctly.</li> <li>• Recites numbers in order to 10</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Compares two groups of objects, saying when they have the same number</li> <li>• Knows that numbers identify how many</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises numerals 1 to 5</li> <li>• Counts up to three or four objects by saying one number name for each item</li> <li>• Counts objects to 10 and beginning to count beyond 10</li> </ul>

			<p>objects are in a set</p> <ul style="list-style-type: none"> <li>• Beginning to represent numbers using fingers, marks on paper or pictures</li> <li>• Separates a group of 3 or 4 objects in different ways, beginning to realise that the total is still the same</li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>Shape and Space</b></li> </ul>	<ul style="list-style-type: none"> <li>• Notices simple shapes and patterns in pictures to</li> <li>• Beginning to categorise objects according to properties such as shape or size.</li> <li>• Begins to use the language of size.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language</li> <li>• Uses shapes appropriately for tasks</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. round, tall</li> </ul>	<ul style="list-style-type: none"> <li>• Orders and sequences familiar events</li> <li>• Orders two or three items by length, height.</li> <li>• Orders two items by weight or capacity</li> <li>• Can describe their relative position such as behind or next to</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• <b>People and Communities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations.</li> <li>• Beginning to have their own friends</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• Learn that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an interest in the lives of people who are familiar to them.</li> <li>• Remember and talks about significant events in their own experiences.</li> <li>• Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</li> <li>• Recognises and describes special times or events for family or friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys joining in with family costumes and routines</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>The World</b></li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys playing with small-world models such as farm, garage or train track</li> <li>• Notices detailed features of objects in their environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place they live or the natural world.</li> <li>• Shows care and concern for living things</li> <li>• Developing an understanding of growth.</li> <li>• Talk about why things happen and how things work</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> </ul>	<ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Technology</b></li> </ul>	<ul style="list-style-type: none"> <li>• Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back a friction car.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control</li> <li>• Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones</li> <li>• Knows that information can be retrieved from computers</li> </ul>	<ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Shows an interest in technological toys or real objects such as cameras</li> </ul>

<p><b>Expressive Art and Design</b></p>	<ul style="list-style-type: none"> <li>• Exploring and using media and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in singing favourite songs</li> <li>• Experiments with blocks, colours and marks.</li> <li>• Shows an interest in the way musical instruments sound</li> <li>• Creates sound by banging, shaking, tapping and blowing</li> </ul>	<ul style="list-style-type: none"> <li>• Sings a few familiar songs.</li> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Beginning to move rhythmically.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Uses various construction materials.</li> <li>• Beginning to be interested in and describes the texture of things.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</li> <li>• Taps out simple repeated rhythms</li> <li>• Explores colour and how colours can be changed</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</li> <li>• Explores and learns how sounds can be changed</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these spaces to represent objects</li> <li>• Joins construction pieces together to build and balance</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulates materials to achieve a planned effect</li> <li>• Explores the different sounds of instruments</li> <li>• Explores what happens when they mix colours</li> <li>• Construct with a purpose in mind, using a variety of resources</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using</li> </ul>
	<ul style="list-style-type: none"> <li>• Being Imaginative</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use representation to communicate, e.g. drawing a lone and saying "That's me".</li> <li>• Beginning to make-believe by pretending.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing preferences for forms of expression</li> <li>• Creates movement in response to music</li> <li>• Uses movement to express feelings.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Uses available resources to create props to support role play</li> <li>• Captures experiences and responses with a range of media, such as music, dance, paint and other materials or words</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Builds stories around toys</li> </ul>	<ul style="list-style-type: none"> <li>• Plays cooperatively as part of a group to develop and act out a narrative</li> <li>• Create simple representations of events, people and objects</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Chooses particular colours to use for a purpose</li> </ul>

## DESCRIPTION OF LEARNING

LITERACY		NUMERACY	
Reading	Writing	Number	Shape, Space and Measure
<ul style="list-style-type: none"> <li>▪ Story Challenge reviews of favourite stories</li> <li>▪ RWInc sessions extend to twice a week to include word time to encourage assisted and independent blending</li> <li>▪ Introduce reading books</li> <li>▪ Reading corner to encourage independent reading skills</li> <li>▪ Being able to read back work</li> <li>▪ Focus on fiction books related to fantasy lands and magical places</li> <li>▪ Stories about special toys</li> <li>▪ Look at different characters</li> <li>▪ Describing different settings</li> <li>▪ Begin to predict endings of story</li> <li>▪ What might happen next</li> <li>▪ Beginning to be aware of story structure</li> <li>▪ Describe the plot of the story</li> <li>▪ Jack and the beanstalk</li> <li>▪ The Gruffalo</li> <li>▪ Mike the Knight Stories</li> <li>▪ Other traditional tales</li> <li>▪ Dinosaur stories</li> <li>▪ Alien stories</li> <li>▪ Peace at last / Whatever next</li> <li>▪ Harry and the Dinosaur</li> <li>▪ Elmer stories</li> <li>▪ Easter Stories</li> </ul>	<ul style="list-style-type: none"> <li>▪ Independently choosing mark making tools from the areas indoors and outdoors</li> <li>▪ Experimenting with mark making in sand, shaving foam, bubbles, paint etc</li> <li>▪ Writing labels and captions (labelling plants, writing descriptions)</li> <li>▪ Mark making station</li> <li>▪ Recognizing their names at self-registration time.</li> <li>▪ Beginning to practice writing own name.</li> <li>▪ Tracing different patterns to help with letter shapes</li> <li>▪ Simple letter formation on iPads</li> <li>▪ Continue RWInc Sessions</li> <li>▪ Story boards</li> <li>▪ Writing invitations to celebrations in the different settings</li> <li>▪ Descriptive writing / fact finding</li> <li>▪ Recount of events and familiar stories</li> <li>▪ Mind maps</li> <li>▪ Class big book</li> <li>▪ Writing simple sentences</li> <li>▪ Using phonics for writing</li> <li>▪ Creating their own stories</li> <li>▪ Write letters to the different characters we meet</li> <li>▪ Thank you cards</li> <li>▪ Simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Counting every day in play</li> <li>▪ Number recognition at registration time.</li> <li>▪ Ordering numbers 1-10 (and beyond for HA)</li> <li>▪ Counting 1-10 and matching numerals</li> <li>▪ Sing simple number rhymes</li> <li>▪ Number formation</li> <li>▪ Comparing two numbers, comparing quantities, recognizing who has less, who has more</li> <li>▪ Counting forwards and backwards</li> <li>▪ Sharing objects</li> <li>▪ Subtraction</li> <li>▪ Beginning to solve number problems</li> <li>▪ Beginning to record number sentences</li> <li>▪ Uses language of more and less</li> </ul>	<ul style="list-style-type: none"> <li>▪ ordering size, comparing lengths and using the language of comparison</li> <li>▪ Measuring heights using cubes etc</li> <li>▪ Using bee bott for directions (around house and garden)</li> <li>▪ Shapes in the environment</li> <li>▪ Making shapes 2d and 3d</li> <li>▪ Recognising shapes 2d and 3d</li> <li>▪ Positional language</li> <li>▪ Beginning to describe position</li> <li>▪ Ordering and sequencing events simple time</li> <li>▪ Recognising patterns</li> <li>▪ Can create and recreate patterns</li> <li>▪ Language associated to time and sequencing of different events and artefacts</li> <li>▪ Ability to anticipate events and time scales</li> </ul>
PERSONAL, SOCIAL AND EMOTIONAL	PHYSICAL DEVELOPMENT	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<ul style="list-style-type: none"> <li>• Experience play and learning in a range of indoor and outdoor environments which stimulate wonder, imagination, excitement and the disposition to learn.</li> <li>• Begin to develop self-confidence and a sense of security</li> <li>• Make and express choices, plans and decisions.</li> <li>• Express appropriate needs and preferences</li> <li>• Acknowledge the need for help and seek help from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Be active and move in different ways.</li> <li>• Move in response to sound and music both real and imaginary.</li> <li>• Begin to explore different ways in which they can use their bodies in physical activities.</li> <li>• Use a variety of small and large equipment.</li> <li>• Move in a range of different spaces and levels in natural and made environments indoors and outdoors</li> <li>• Begin to understand the need for safety of themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Use all their senses to investigate the natural and made environment.</li> <li>• Make collections of things that interest them.</li> <li>• Have time and opportunity to wonder</li> <li>• Build and construct with a wide range of resources</li> <li>• Find out about communities and traditions</li> <li>• Discuss similarities and differences about each other</li> <li>• Talk about their past</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the colour, texture and form of man-made and natural things.</li> <li>• Listen and respond to sound, rhymes, songs and a variety of music.</li> <li>• Make sounds and music using voice, body sounds and instruments.</li> <li>• Participate in simple singing games and rhymes</li> <li>• Use their imagination in role play</li> <li>• Use role play to re-create and invent situations based on own experiences.</li> <li>• Select a colour for a purpose and with intent</li> <li>• Explore textures and materials</li> <li>• Manipulate materials for planned effect</li> <li>• Use what they know about resources effectively</li> </ul>

<ul style="list-style-type: none"> <li>• Form positive relationships with familiar adults</li> <li>• Form positive relationships with other children</li> <li>• Begin to share and take turns</li> <li>• Begin use resources with care and understand the need for safety</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use the toilet independently</li> <li>• Put on coat with some support</li> <li>• Wash hands independently</li> <li>• Begin to think about a healthy diet and lifestyle</li> <li>• More independence in getting dressed</li> </ul>	<ul style="list-style-type: none"> <li>• Select tools and resources to cut, join and stick</li> <li>• Talk about the changes in the environment</li> <li>• Discuss why changes happen</li> <li>• Looking at simple chronology of objects and events</li> <li>• Discussions about seasons</li> <li>• Shows an interest in the past and the lives of people familiar to them</li> </ul> <p><b>TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>• To understand that we can use a range of technologies to share what we know and experience. (Videos, pictures , email, text and QR codes)</li> <li>• Use a digital camera to take photos</li> <li>• Use IT to begin to develop their awareness of the world.</li> <li>• Use programmable toys</li> <li>• Use tape recorders and cd players</li> <li>• Begin to use iPads</li> <li>• See Computing curriculum</li> <li>• Select technology for a purpose</li> <li>• Use a mouse reliably</li> <li>• Tommy Zoom games (CBeebies)</li> <li>• Animaniacs Planet song (you tube)</li> <li>• What’s the big idea (CBeebies / looking at what a friend is like)</li> </ul>	<ul style="list-style-type: none"> <li>• Play cooperatively as a group to plan out a narrative</li> <li>• Mixing colours</li> <li>• Designing different eggs and small world props of what might be inside</li> <li>• Using tools for a purpose</li> <li>• Combines and manipulate materials to make new effect</li> <li>• Builds stories around toys</li> </ul>
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SCHOOL VALUES				
Characteristics of Learning: Playing and Exploring (Engagement)	Characteristics of Learning: Active Learning (Motivation)	Characteristics of Learning : Creating and Critical Thinking (thinking)	COMMUNITY	ORACY / PRESENTATION: (Communication and Language)
<p><u>Finding out and exploring:</u></p> <ul style="list-style-type: none"> <li>• Using senses to explore the world around them.</li> <li>• Engaging in open ended activities.</li> <li>• Showing particular interests.</li> </ul> <p><u>Playing with what they know:</u></p> <ul style="list-style-type: none"> <li>• Representing their experiences in play.</li> <li>• Pretending objects are things from their experience.</li> <li>• Taking on a role in their own play</li> </ul> <p><u>Being willing to “have a go” :</u></p> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Showing a “can do” attitude</li> <li>• Seeking a challenge</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and</li> </ul>	<p><u>Being involved and concentrating:</u></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time.</li> <li>• Showing high levels of energy , fascination</li> <li>• Paying attention to detail</li> </ul> <p><u>Keeping on trying:</u></p> <ul style="list-style-type: none"> <li>• Persisting with activities when challenges occur.</li> </ul> <p><u>Enjoying achieving what they set out to do:</u></p> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> </ul>	<p><u>Having their own ideas:</u></p> <ul style="list-style-type: none"> <li>• Thinking of ideas.</li> <li>• Finding new ways to do things.</li> <li>• Finding ways to solve problems</li> </ul> <p><u>Making Links:</u></p> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experiences.</li> </ul> <p><u>Choosing ways to do things:</u></p> <ul style="list-style-type: none"> <li>• Checking how well their activities are going.</li> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Art work with RW</li> <li>• Visit by author</li> <li>• Stay and play sessions</li> <li>• Mother’s Day stay and share day</li> <li>• Performing arts week</li> <li>• Red Nose Day, supporting work in other countries</li> <li>• Growing our £5 how we might spend this.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking in small groups about themselves and their feelings</li> <li>• Use “The big idea” to promote discussion out how they feel.</li> <li>• Use puppets to make up stories about different emotions</li> <li>• Presentation and discussion about similarities and differences between themselves and other people</li> <li>• Listen to stories on a cd player</li> <li>• Role play area using own experiences as a basis of play.</li> <li>• Sharing experiences</li> <li>• Listening skills and games</li> <li>• Take part in the rhyming challenge and encourage parents to engage in this</li> <li>• Presentation of different fantasy lands</li> <li>• Learning flip book to present different ideas.</li> <li>• Reasoning/ comparing different characters</li> </ul>

error.

- Asking questions about different characters and settings
- Asking questions about other things that they would like to find out about