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| **W.H.P.S. Curriculum** | | | | | **Nursery** |
| **Summer1: Splash** | | | | | **Summer2: Splash**  . |
| **Aspiration** | **Responsibility** | **Resilience**  **C:\Users\sdrake18.202\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6B31AAA8.tmp** | **Consideration** | **Community** |
| Our topic themes are carefully selected to expose all children to a wide range of ideas, language, learning opportunities and experiences. This enables them to make connections in their learning as well as providing a springboard to ignite their imagination, curiosity and creativity.  Every unique child will access these learning opportunities at their own level and make progress from their own starting points. Key thinking and learning skills linking to the prime areas of learning are developed through all topics | | | | | |

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| **Explore and Experience** |
| ∙ Water, sea animals, Zoo animal visit to school, Zoo Trip, cooking experiences. Looking back on our achievements. |

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| **PRIME AREA: Communication and Language** | | |
| **EYFS Statutory Educational Programme:**  The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.  (*DFE Statutory framework for the early years foundation stage 2021)* | | |
| **Planned Activities** | **Ongoing/Spontaneous Learning Opportunities** | **When implementing our curriculum and monitoring progress we are informed by the non-statutory guidance:**  ***Development Matters 2021* and *Birth to Five Matters 2021*** |
| ∙ Continue to develop good listening  behaviour/key skills during carpet time and circle time ‘eyes to see, ears to hear…’ Puppet to support.  ∙ We will continue to embed the Golden Rule with stories and props: We Listen  ∙ We will play listening games. | ∙ Continuing to create physical environments that support and  develop communication skills.  ∙ Modelling segmenting words while writing/mark-making.  ∙ Emphasizing initial sounds in names and words. | **Development Matters Guidance 3 and 4-year-olds will be learning to:**  ∙ Enjoy listening to longer  stories and can remember  much of what happens. |

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| ∙ We will use this term’s rich key texts to expose children to new language and  interesting new topics  ∙ We will use storymaps and Pie Corbett actions to learn and sequence a narrative.  ∙ We will learn key vocabulary from texts.  ∙ We will develop use of story language; making up their own version of the story.  ∙ We will use magnetic story props of  characters from the story to encourage  sharing of experience.  ∙ We will act out stories using props.  ∙ Talk Boost Groups  ∙ Elklan activities with targeted children.  ∙ We will learn new songs about caterpillars, water, the environment, caring for animals  ∙ We will follow recipes in weekly baking sessions. | ∙ Appropriate adult-child  interaction.  ∙ Model good listening and  extending vocabulary linked to  the stories.  ∙ Modelling and encouring using full sentences.  ∙ Role-playing following more  complex instructions linked to  classroom routines.  ∙ Encourage good listening and praise.  ∙ Develop language skills through structured and unstructured  discussions linked to books and topics.  ∙ Continue to sing, use telephones, puppets and props in the Role  Play Area.  ∙ Using tape-recorders. | ∙ Pay attention to more than one thing at a time, which can be difficult.  ∙ Use a wider range of  vocabulary.  ∙ Understand a question or instruction that has two parts, such as: “Get your coat and  wait at the door”.  ∙ Understand ‘why’ questions, like: “Why do you think the  caterpillar got so fat?”  ∙ Sing a large repertoire of  songs.  ∙ Know many rhymes, be able to talk about familiar books,  and be able to tell a long  story.  ∙ Develop their communication but may continue to have  problems with irregular  tenses and plurals, such as  ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. |

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| ∙ We will continue with a visual timetable to help the children understand the structure of the day.  ∙ We will have regular Circle Time and Talk Time  ∙ We will listen to stories with a repetitive refrain read by adults.  ∙ We will use Quality questioning in all areas adding actions. Planned questions at  differentiated level.  ∙ We will invite adults (parents/teachers) to come and read stories for the children  (including different languages)  ∙ We will have Mystery Readers!  **Phonics Phase 1:**  Alliteration  Voice Sounds  Oral Blending and Segmenting  Activities include:  ∙ We will learn Tongue Twisters | ∙ Using our visual Time-table to say what comes next.  ∙ Daily story-time.  ∙ Model and encourage talking about personal experiences,  having small group discussions  and chats.  ∙ Children with English as an  additional language get  opportunities to share their home language around their nursery.  ∙ Encouraging repeated refrain.  ∙ Encourage pupil voice to  contribute to learning journey  Portfolios.  ∙ Books in the book corner to  expose children to new language and interesting new topics.  ∙ Visual approach: use the  illustrations to encourage  children to predict what the story will be about, who the main | ∙ Develop their pronunciation but may have  problems saying: • some  sounds: r, j, th, ch, and sh •  multi-syllabic words such as  ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.  ∙ Use longer sentences of four to six words.  ∙ Be able to express a point of view and to debate when they disagree with an adult  or a friend, using words as  well as actions.  ∙ Start a conversation with an adult or a friend and  continue it for many turns.  ∙ Use talk to organise  themselves and their play:  “Let’s go on a bus... you sit  there... I’ll be the driver.”  **Note – Age 3-4 Checkpoint**  **(Development Matters)** |

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| ∙ We will learn songs and rhymes that have alliteration.  ∙ We will be digging for treasure: Collecting objects of the same sound.  ∙ We will learn rhyme and I spy games (silly soup)  ∙ We will do activities that distinguish between the differences in vocal sounds (e.g. Hiss like a snake, buzz like a bee)  ∙ Toy Talk with one-syllable words.  ∙ I Spy containing 2 or more phonemes  (e.g. z-i-p) | characters are. Talk about tone  and style of writing (font)  ∙ Talk through instructions,  emphasizing time conjunctions. Use Pie Corbitt actions to  support. | ∙ Around the age of 3, can the child shift from one task to  another if you fully obtain  their attention, for example,  by using their name?  ∙ Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that  thing called?”?  ∙ Can the child use sentences joined up with words like  ‘because’, ‘or’, ‘and’? For  example: “I like ice cream  because it makes my tongue  shiver”.  ∙ Is the child using the future and past tense: “I am going to the park” and “I went to the  shop”?  ∙ Can the child answer simple ‘why’ questions? |
| **PRIME AREA: Physical Development** | | |
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| **EYFS Statutory Educational Programme:**  Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. (*DFE Statutory framework for the early years foundation stage 2021)* | | |
| **Planned Activities** | **Ongoing/Spontaneous Learning Opportunities** | **When implementing our curriculum and monitoring developmental progress we are informed by the non-statutory guidance:**  ***Development Matters 2021* and *Birth to Five Matters 2021*** |
| **Fine Motor Skills**  ∙ We will continue to assess pencil-grip and scissor grip.  ∙ We will provide finger gym activities.  ∙ We will continue with dough gym.  **Gross Motor Skills:**  ∙ Using equipment with confidence when playing hall games. | **Fine Motor Skills**  ∙ Dough gym.  ∙ Finger gym to support hand  finger development. Pen grip  focus!  ∙ Large-scale drawing and  assessment opportunity.  ∙ Continue to develop the skill to use one-handed tools ex. | **Development Matters Guidance 3 and 4-year-olds will be learning to:**  ∙ Continue to develop their movement, balancing, riding  (scooters, trikes and bikes)  and ball skills.  ∙ Go up steps and stairs, or  climb up apparatus, using  alternate feet. |

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| ∙ We will continue to practise movement skills, through games, beanbags, cones, balls and hoops.  ∙ We will use the hall equipment to set up obstacles related to topic books.  ∙ We will provide large portable equipment that children can move about safely and  cooperatively to create their own structures.  ∙ We will link actions together to form a dance, using for example, ribbons.  ∙ We will do weekly cooking and baking sessions promoting healthy foods.  ∙ We will promote health awareness and the benefits of exercise on our bodies.  ∙ We will promote mental wellbeing through mindfulness.  ∙ We will link our topic Splash; keeping  ourselves clean.  ∙ We will find out about the Hungry Caterpillar: why did he have a tummy ache? | Scissiors, holding a pencil using a comfortable grip.  ∙ Copying letters from their name. ∙ Sand and Water Play  ∙ Turning pages in a book in the book corner.  **Gross Motor Skills:**  ∙ Continue using balance bikes and larger climbing equipment  outside.  ∙ Exploring climbing equipment during PE sessions, moving  confidently, in a range of ways.  ∙ Developing ball skills to play  simple throwing and catching  games and to develop control and work with others.  ∙ Using our bodies to respond to instructions.  ∙ Explore a range of balancing and sliding equipment, balance bikes, balls and hoops. | ∙ Skip, hop, stand on one leg and hold a pose for a game  like musical statues.  ∙ Use large-muscle movements to wave flags and streamers, paint and make marks.  ∙ Start taking part in some  group activities which they  make up for themselves, or in teams  ∙ Increasingly be able to use and remember sequences and patterns of movements which are related to music and  rhythm.  ∙ Match their developing  physical skills to tasks and  activities in the setting. For  example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  ∙ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug |

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|  | ∙ Support children with physical difficulties and provide tools  appropriate to their needs.  ∙ Rules in the classroom/PE Hall to stay safe  ∙ Following healthy hygenic  routines when going to the toilet and having lunch.  ∙ Promote health awareness.  ∙ Linking our topic Splash; keeping our teeth clean | with a trowel. Collaborate  with others to manage large  items such as moving a long  plank safely, carrying large,  hollow blocks.  ∙ Use one-handed tools and equipment, for example,  making snips in paper with  scissors. Use a comfortable  grip with good control when  holding pens and pencils.  Show a preference for a  dominant hand.  ∙ Be increasingly independent as they get dressed and  undressed, for example,  putting coats on and doing  up zips. |
| **PRIME AREA: Personal, Social and Emotional Development** | | |
| **EYFS Statutory Educational Programme:**  Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.  (DFE Statutory framework for the early years foundation stage 2021) | | |

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| **Planned Activities** | **Ongoing/Spontaneous Learning Opportunities** | **When implementing our**  **curriculum, we are informed by the non-statutory guidance:**  **Development Matters 2021 and Birth to Five Matters 2021** |
| ∙ Welcoming children to a new term.  ∙ We will continue to provide  books/stories/puppets/persona dolls that can be used to model responding to others’  feelings.  ∙ We will continue to embed Class Rules and how to make the Nursery a happy and safe place.  ∙ We will continue to encourage listening during circle time using visuals and puppets to support.  ∙ We will talk about safety around water.  ∙ We will continue to link feelings and book characters to zones of regulation e.g. Mrs. Wishy Washy, the girls in Bog Baby. | ∙ Establishing daily routines and the Golden Rules through games and circle time.  ∙ Circle Time about taking care of our mental wellbeing, resolving conficts, developing relaionships wih peers.  ∙ Sharing achievements with the class.  ∙ Model good carpet behaviour ‘good looking, good listening…’  ∙ Circle Time: developing the  confidence to share their ideas, feelings in a group.  ∙ Learning to take turns in the CP.  ∙ Zones of Regulation: How are you feeling today? | **Development Matters Guidance 3 and 4-year-olds will be learning to:**  ∙ Select and use activities and resources, with help when  needed. This helps them to  achieve a goal they have  chosen, or one which is  suggested to them.  ∙ Develop their sense of  responsibility and  membership of a community  ∙ Become more outgoing with unfamiliar people, in the safe context of their setting.  ∙ Show more confidence in new social situations. |

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| ∙ We will use the Home Corner to reflect the children’s learning and to encourage role play.  ∙ We will provide photos and pictures of emotions for children to look at and talk  about.  ∙ We will support children in being able to seek help from each other.  ∙ We will talk about transition into Reception: visit to reception class and meet teachers.  **Zones of Regulation**  **Summer 1 – Relationships**  ∙ To recognise and label feelings associated with situations that are unfair  ∙ To identify strategies to support others who may be experiencing uncomfortable feelings  ∙ Link to C+L early learning goal: Use talk to organise, sequence and clarify thinking, ideas, feelings and events  **Understanding my feelings**  ∙ I can tell when I am feeling sad or angry. | ∙ Photo cards with key vocabulary, feelings detective poster.  ∙ Creating a provision that is  challenging yet achievable  through the right differentiation.  ∙ Time to pursue learning without interruption, and if not  completed, the child can get back to it.  **Self-care**  ∙ Continue to encourage  independent toileting, eating and self-care. | ∙ Play with one or more other children, extending  and elaborating play ideas.  ∙ Find solutions to conflicts and rivalries. For example,  accepting that not everyone  can be Spider-Man in the  game, and suggesting other  ideas.  ∙ Increasingly follow rules,  understanding why they are  important. Remember rules  without needing an adult  to remind them.  ∙ Develop appropriate ways of being assertive.  ∙ Talk with others to solve  conflicts.  ∙ Talk about their feelings using words like ‘happy’, ‘sad’,  ‘angry’ or ‘worried’.  ∙ Understand gradually how others might be feeling. |

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| ∙ I can show someone when I am feeling sad, angry or happy.  ∙ I can tell you how it feels when things are unfair.  ∙ I can tell you how I feel if I am missing someone or have lost someone or something I care about.  **Managing my feelings**  ∙ I am beginning to understand that if someone leaves me they can still love me.  ∙ I can remember someone I care about even if they are not there.  ∙ I can talk about how I can feel better when I am feeling sad or am missing someone.  **Understanding the feelings of others**  ∙ I can tell if someone is happy, sad or angry. **Making choices** |  | ∙ Be increasingly independent in meeting their own care  needs, e.g., brushing teeth,  using the toilet, washing and drying their hands thoroughly.  ∙ Make healthy choices about food, drink, activity  **Age 3-4 Observational Checkpoint (Development Matters)**  **Around the age of 3**  ∙ Can the child sometimes  manage to share or take turns with others, with adult  guidance and understanding  ‘yours’ and ‘mine’?  ∙ Can the child settle to an  activity for a while?  **Around the age of 4**  ∙ Does the child play alongside others or do they always want to play alone?  ∙ Does the child take part in pretend play (for example,  being ‘mummy’ or ‘daddy’?) |

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| ∙ I can tell you what is fair and unfair.  ∙ I can tell you when I think things are fair or unfair.  ∙ I know some ways I can make things fair.  **Zones of Regulation**  **Summer 2 – Change**  **Knowing myself**  ∙ I can tell you what I can do now that I couldn’t do when I started school/nursery.  ∙ I can tell you how I have changed.  **Understanding my feelings**  ∙ I can remember feelings I have had, and why I felt like that.  ∙ I can sometimes tell you how change makes me feel.  ∙ When I feel bad, I know that it helps to do something different. |  | ∙ Does the child take part in other pretend play with  different roes – being the  Gruffalo for example? Can the child generally negotiate  solutions to conflicts in their  play?  *Note: watch out for children who seem worried, sad or angry for much of the time, children who flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and becoming distressed if they are encouraged to do something different.* |

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| **Understanding the feelings of others**  ∙ I know that sometimes when people are not very nice to me it is because they don’t feel very good inside.  ∙ I know how to help someone when they are feeling sad.  **Making choices**  ∙ I can tell you what I did with my class/group to make the outdoor area/classroom/setting better. |  |  |
| **Specific Area: Literacy** | | |
| **EYFS Statutory Educational Programme:**  It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).  (*DFE Statutory framework for the early years foundation stage 2021)* | | |
| **Planned Activities** | **Ongoing/Spontaneous Learning Opportunities** | **When implementing our curriculum and monitoring developmental progress we are informed by the non-statutory guidance:** |

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|  |  | ***Development Matters 2021* and *Birth to Five Matters 2021*** |
| **Reading**  ∙ We use **core texts** across one or two weeks to allow time to:  -explore characters, story structure, setting, - explore aspects of understanding the world -develop language and vocabulary through discussions and retelling  **Core Texts: Summer1**  The Very Hungry Caterpillar  Mrs Wishy Washy  Mr Gumpy’s Outing  **Core Texts: Summer 2**  Bog Baby  Hooray For Fish/Zoo Visit  Sharing A Shell  Mrs Pirate  ∙ We will have daily story time and discussion. ∙ We will learn key vocabulary from texts. | ∙ Reading own name in self  registration and on coat pegs.  ∙ Read class labels.  ∙ Access to books and other  printed material in the Book  Corner.  ∙ Reading buddies (toys or friends) to read to in the Book Corner.  ∙ Taking books home everyday. ∙ Daily story time and discussion.  ∙ Joining in with stories and  rhymes.  ∙ Role-play area to recreate stories and retell them to their friends  Writing  ∙ Celebrating any mark-making throughout the Nursery. Display work children are proud of. | **Development Matters Guidance 3 and 4-year-olds will be learning to:**  • Understand the five key concepts about print:  • print has meaning  • print can have different purposes  • we read English text from left to right and from top to bottom  • the names of the different parts of a book  • page sequencing  • Develop their phonological awareness, so that they can:  • spot and suggest rhymes  • count or clap syllables in a word |

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| ∙ We will use storymaps and Pie Corbett actions to sequence a narrative.  ∙ We will make labels for the Nursery to provide reading opportunities.  ∙ We will invite parents to come and read in their own language.  ∙ We will continue to talk about authors and illustrators; distinction between words and pictures.  ∙ We will have daily rhymes. Learning to complete the rhyme of the story.  ∙ We will model thinking up own ideas,  encouraging full sentences.  ∙ We will continue to encourage expression of ideas through effective and differentiated questioning.  ∙ We will make story maps on A2 paper and labelling it story map up so children can use it.  ∙ Children making predictions about what will come next. | Children to take ownership of this display.  ∙ Having various media such as sand, foam, paint and crayons for mark-making.  ∙ Writing name at every  opportunity.  ∙ Making signs for the classroom.  ∙ Having clipboards, sticky notes, pens etc. in every area of the  classroom.  ∙ Leave story map up so children can use it.  ∙ 3D props in Tuff Spot to support children retelling the story. Scribe and record what children say.  ∙ Provide story sacks.  ∙ Providing a range of writing  opportunities: Write cards, lists, stories, invitations, recipes,  labels, instructions etc. | • recognise words with the same initial sound, such as money and mother  • Engage in extended conversations about stories, learning new  vocabulary.  ∙ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that  starts at the top of the page; writing ‘m’ for mummy.  ∙ Write some or all of their  name.  ∙ Write some letters accurately. |

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| ∙ We will use 3D props in Tuff Spot to support children retelling the story. Scribe and record what children say.  ∙ Pie Corbett actions when retelling the story.  ∙ We will make books with children about activities they’ve been doing using  photographs of them to illustrate.  **Phonics**  (see also communication and language)  ∙ Alliteration  ∙ Voice Sounds  ∙ Developing oral blending and segmenting of sounds in words.  **Writing**  ∙ We will continue to encourage name writing  ∙ We will use specific modelled writing  opportunities linked to texts e.g.  Family books/name writing  Drawing and writing about feelings.  River Books |  |  |

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| Display labels  Maps to find our way-Zoo Trip  Writing/drawing about a friend for the Bog Baby  Drawing own fish and mark making about it. Draw and write a description of our own fish Shopping Lists/Recipes  Pirate maps  Writing about our Zoo Trip  ∙ We model language for descriptive writing.  ∙ We will model saying the sounds and  encourage writing the words. |  |  |
| **Specific Area: Maths** | | |
| **EYFS Statutory Educational Programme:**  Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.  In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.  (*DFE Statutory framework for the early years foundation stage 2021)* | | |

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| **Planned Activities** | **Ongoing/Spontaneous Learning Opportunities** | **When implementing our curriculum and monitoring developmental progress we are informed by the non-statutory guidance:**  ***Development Matters 2021* and *Birth to Five Matters 2021*** |
| ∙ We will continue our daily timetable to understand structure of the day.  ∙ We will continue modelling how to use Maths resources.  ∙ We will continue to count and sort a variety of resources, encouraging independence  through adult-led and child-initiated activities.  ∙ We will recite numbers to 10 (or to 20 for higher group). Focusing on one-to-one  correspondence and on cardinality.  ∙ We will develop our number songs and rhymes linked to our key texts.  ∙ We will usemathematical language  consistently.  ∙ We will becomeNumber Detectives. | ∙ Daily calendar and timetable. ∙ Number songs with props.  ∙ Model naming shapes during construction play using positional language.  ∙ Encourage and model counting sets of small world objects during play.  ∙ Practice counting to 5, forwards and backwards.  ∙ Counting the number of children in a group, pieces of fruit,  teachers.  ∙ Comparing sets of numbers using mathematical language. | **Development Matters Guidance 3 and 4-year-olds will be learning to:**  ∙ Develop fast recognition of up to 3 objects, without having  to count them individually  (‘subitising’).  ∙ Recite numbers past 5.  ∙ Say one number for each item in order: 1,2,3,4,5.  ∙ Know that the last number reached when counting a  small set of objects tells you  how many there are in total  (‘cardinal principle’).  ∙ Show ‘finger numbers’ up to 5. |

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| ∙ We will have shape Hunts and sing shape songs.  ∙ We will take photos of the numbers we find for a ‘numbers in our nursery’ class book for the children to look through.  ∙ We will match numerals and quantitites. ∙ We will record and represent numbers.  ∙ We will provide collections of interesting things for children to sort, order, count and label in their play.  ∙ Hunngry Caterpillar: amounts of fruits matching to numerals. Record on paper.  ∙ Mrs. Wishy Washy: pegs and numbers  ∙ Hurray for Fish: patterns and ammounts: how many in the tank?  ∙ Patterns on the Zoo animals,sizes,shapes ∙ Fishing rod game  ∙ Mr Gumpy’s boat: how many are on/off? | ∙ Spot shapes in environment, everyday objects and in books.  ∙ Water and sand play and  measuring materials using  mathematical language.  ∙ Opportunities to weigh and halve ingredients during baking  sessions.  ∙ Sorting objects according to their shape.  ∙ Encourage estimation. | ∙ Link numerals and amounts: for example, showing the  right number of objects to  match the numeral, up to 5.  ∙ Experiment with their own symbols and marks as well as numerals.  ∙ Solve real world  mathematical problems with numbers up to 5.  ∙ Compare quantities using language: ‘more than’, ‘fewer than’.  ∙ Talk about and explore 2D and 3D shapes (for example,  circles, rectangles, triangles  and cuboids) using informal  and mathematical language:  ∙ ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  ∙ Understand position through words alone – for example,  “The bag is under the table,” – with no pointing. Describe a familiar route. |

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|  |  | ∙ Discuss routes and locations, using words like ‘in front of’  and ‘behind’.  ∙ Make comparisons between objects relating to size,  length, weight and capacity.  ∙ Select shapes appropriately: flat surfaces for building, a  triangular prism for a roof,  etc. Combine shapes to make new ones a bigger triangle, an arch etc.  ∙ Talk about and identify the patterns around them. For  example: stripes on clothes,  designs on rugs and  wallpaper. Use informal  language like ‘pointy’,  ∙ ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns –  stick, leaf, stick, leaf,  ∙ Notice and correct an error in a repeating pattern. |

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|  |  | ∙ Begin to describe a sequence of events, real or fictional,  using words such as ‘first’,  ‘then...’ |
| **Specific Area: Understanding the World** | | |
| **EYFS Statutory Educational Programme:**  Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.  (*DFE Statutory framework for the early years foundation stage 2021)* | | |
| **Planned Activities** | **Ongoing/Spontaneous Learning Opportunities** | **When implementing our curriculum and monitoring developmental progress we are informed by the non-statutory guidance:**  ***Development Matters 2021* and *Birth to Five Matters 2021*** |
| **Past and Present**  ∙ Continue with a visual timetable to help the children understand the structure of the day. | **Past and Present**  **People, Culture and Communities The World** | **Development Matters Guidance 3 and 4-year-olds will be learning to:** |

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| ∙ We will talk about our own life-story and family’s history.  ∙ Reflect on time spent in Nursery and moving onto Reception. How have we changed?  The Very Hungry Caterpillar  ∙ Talk about the life cycle of the caterpillar **People, Culture and Communities**  ∙ We wll keep encouraging children to get to know other adults in the school.  ∙ We will continue to use puppets, stories and books to encourage positive attitudes and to challenge stereotypes.  ∙ Singing hands.  ∙ We will cook dishes from around the world!  ∙ We will provide activities and opportunities for children to share experiences and  knowledge from different parts of their lives to learn about each other (Chat Time)  ∙ We will refer to maps, globes and technology to find out about other parts of the world. | ∙ Show interest in the life of those around us.  ∙ Share information about own life e.g. weekend feedback etc. and encourage them to do the same.  ∙ Use Role-play and small world to explore children’s environment. Allow for toys that mimic real life ex. microwave and cooker.  ∙ Small world play  ∙ Explore a range of textures e.g. sand, dough.  ∙ Discuss changes in patterns, for example changes in weather.  Record when possible using  iPads.  ∙ Daily calendar and weather chart.  ∙ Junk for making things in their environment in Art Corner.  ∙ We will provide a range of  materials and objects to play with that work in different ways. | ∙ Use all their senses in hands on exploration of natural  materials.  ∙ Explore collections of  materials with similar and/or different properties.  ∙ Talk about what they see, using a wide vocabulary  ∙ Begin to make sense of their own life-story and family’s  history.  ∙ Show interest in different occupations.  ∙ Explore how things work.  ∙ Plant seeds and care for  growing plants. Understand  the key features of the life  cycle of a plant and an animal.  ∙ Begin to understand the need to respect and care for the  natural environment and all  living things. |

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| ∙ Treasure Island maps (Mrs Pirate/Pirate stories)  **The World**  ∙ We will continue to talk about seasonal change - summer display.  ∙ We will Plant seeds and monitor growing throughout the summer term  The Very Hungry Caterpillar  ∙ Caterpillar/butterfly life cycle (Quadsquad video)  **Splash Theme**  Mrs Wishy Washy  ∙ How do we use water in our everyday lives?  ∙ What happens when different materials get wet?  Mr Gumpy’s Outing  ∙ Why do you think that the boat tipped over? | ∙ Range of battery-operated/non electronic toys.  ∙ Show care for living things in our environment.  ∙ Quality questioning about why things happen and how things  work.  ∙ Use ICT hardware to interact with age-appropriate comouter  software. | ∙ Explore and talk about  different forces they can feel.  ∙ Talk about the differences between materials  and changes they notice.  ∙ Continue developing positive attitudes about the  differences between people.  ∙ Know that there are different countries in the world and  talk about the differences  they have experienced or  seen in photos. |

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| ∙ How could you keep safe on a boat trip?  ∙ River habitat and creatures. Watch river trip video. . River Avon – from Tewkesbury to Comberton Quay  ∙ River Thames and London landmarks  ∙ Exploring floating and sinking.  Bog Baby  ∙ Care for living things What happens if we take an animal out of its natural habitat? Can we care for it properly? Why do we need to put  the animals we find back where they came from? Discuss the idea that animals can only survive if in their appropriate habitat – link to our butterfly release and keeping other  creatures we find outside.  ∙ What types of creatures can we care for in our homes? Do you have a pet? How do you look after it? What can you do if it becomes  unwell?  ∙ Pond habitat – visit school pond |  |  |

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| Hooray For Fish / Sharing A Shell/Dear Zoo ∙ Animal Habitats/Zoo Animals  ∙ Sea creatures and habitat  ∙ Sharing a shell: relationship between the key characters – bristle worm, hermit crab and sea anemone – what would we like to find out? Watch nature videos. What key facts have we learnt?  ∙ Comparing tropical beaches in different weather conditions – stormy weather/  tranquil and calm  Mrs Pirate/Pirate Stories  ∙ Pirate maps: what is an island? Draw your own treasure island map  **TECHNOLOGY**  ∙ We will use the iPad to record our  models/paintings etc.  ∙ We will explore how things work and how they have changed with time.  ∙ We will use technology to find out facts. |  |  |

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| ∙ We will continue to investigate how to operate mechanical equipment e.g.  photocopier, cameras etc.  ∙ We will use a range of pipes, funnels,  containers water wheels and water for the children to explore. |  |  |
| **Specific Area: Expressive Art and Design** | | |
| **EYFS Statutory Educational Programme:**  The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.  (*DFE Statutory framework for the early years foundation stage 2021)* | | |
| **Planned Activities** | **Ongoing/Spontaneous Learning Opportunities** | **When implementing our curriculum and monitoring developmental progress we are informed by the non-statutory guidance:**  ***Development Matters 2021* and *Birth to Five Matters 2021*** |

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| **Creating with Materials**  ∙ We will explore colours and colour mixing.  ∙ We will continue to support the children where appropriate to develop their own ideas and decide which materials to use. We will continue to provide the children with a range of glue, paints, tape, pens, chalk and crayons to create and join things together.  ∙ Use 3D and 2D structures to explore materials and express ideas.  **Being Imaginative and Expresssive**  ∙ Visit from Royal Academy of Music  ∙ Continue to use a range of puppets and song bags.  ∙ We will continue to paint stories.  ∙ Instrumental activities linked to phase 1 phonics:  ∙ Exploring Pitch.  ∙ Name and match musical instruments. ∙ Singing songs related to our key texts. | ∙ Access to a range of materials such as crayons, colouring  pencils, felt-tips, chalks and  different size/colour/texture of  paper.  ∙ Independently able to use all resources including joining  material, scissors etc.  ∙ Music games.  ∙ Learning rhymes.  ∙ Expressing ideas, feelings and experiences through music,  dance, paint or other materials  and words.  ∙ Choose particular colour for a purpose.  ∙ Opportunities for children to be able to play alongside each other when engaged in the same  theme. | **Development Matters Guidance 3 and 4-year-olds will be learning to:**  ∙ Take part in simple pretend play, using an object  to represent something else  even though they are not  similar.  ∙ Begin to develop complex stories using small  world equipment like animal sets, dolls and dolls houses,  etc.  ∙ Make imaginative and  complex ‘small worlds’ with  blocks and construction kits,  such as a city with different  buildings and a park.  ∙ Explore different materials freely, to develop their ideas about how to use them and  what to make.  ∙ Develop their own ideas and then decide which materials  to use to express them. |

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| ∙ Sharing a shell: Julia Donaldson. This is the way… song.  ∙ Imagining and creating our own sea creatures.  ∙ Invite theatre groups / dancers / musicians for the children to experience live performances.  ∙ Invite parents/performers from a variety of cultural backgrounds to read stories/sing songs/play instruments.  ∙ Singing and making up your own songs and rhymes. |  | ∙ Join different materials and explore different textures.  ∙ Create closed shapes with continuous lines and begin to use these shapes to represent objects.  ∙ Draw with increasing  complexity and detail,  such as representing a face  with a circle and including  details.  ∙ Use drawing to represent ideas like movement or loud  noises.  ∙ Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  ∙ Explore colour and colour mixing.  ∙ Listen with increased  attention to sounds. |

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|  |  | ∙ Respond to what they have heard, expressing  their thoughts and feelings.  ∙ Remember and sing entire songs.  ∙ Sing the pitch of a tone sung by another person (‘pitch  match’).  ∙ Sing the melodic shape  (moving melody, such as up  and down, down and up) of  familiar songs.  ∙ Create their own songs or improvise a song around one they know.  ∙ Play instruments with  increasing control to express their feelings and ideas. |