



INTENT: Key Learning OPPORTUNITIES AND EXPERIENCES

IMPLEMENTATION: Key vocabulary, questions and Book links

Term: **Aut 1** /Aut 2/Spr 1/ Spr 2/ Sum 1/ Sum 2

PRIME AREAS: KEY LEARNING

Personal, Social & Emotional Development	Communication & Language	Physical Development	
<ul style="list-style-type: none"> Interested in others playing starting the join in. Can play in a group extending and elaborating play ideas. Initiates conversation, attends to and takes account of what others say Separates from main carer with support and encouragement from a familiar adult. Can select and use activities and resources with help. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to speak to others about own needs, wants, interests and others. Expresses own preferences and interests. Shows confidence in asking others for help. Can describe self in positive terms and talk about abilities. Can express own feelings such as sad, happy, cross, scared, worried. Shows understanding and co-operates with some boundaries and routines. Aware of own feelings and knows that some actions and words can hurt others feelings. Begins to accept the needs of others and can take turns and share resources, sometimes, with support from others. Aware of boundaries set and of behavioural expectations in the setting. 	<ul style="list-style-type: none"> Listens to others one to one or in a small group, when conversation interests them. Listens to stories with increasing attention and recall. Maintains attention, concentrates and sits quietly during appropriate activity. Understands 'who', 'what', 'where' in simple questions. Responds to simple instructions. Beginning to understand why and how questions. Responds to instruction involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion. Uses simple sentences. Builds up vocab that reflects the breadth of their own experiences. Uses talk in pretending that objects stand for something else in play. Uses language to imagine and recreate roles and experiences in play situations. 	<ul style="list-style-type: none"> Kick a large ball. Shows control in holding and using jugs to pour, hammers books and mark making tools. Imitates drawings simple shapes such as circles and lines. Draws line and circles using gross motor movements. Can catch a large ball. Uses one handed tools and equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing. Observes the effect of activity on their bodies Understands that equipment and tools have to be used safely. Dresses with help. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. 	
<ul style="list-style-type: none"> Share Take turns "Can I please...?" "Can you help?" "I feel..."/"I feel...because..." "I am good at..." "I like..." "I don't like..." Feelings words-happy, sad, scared, calm, loved, angry Rules 	<ul style="list-style-type: none"> How...why...where Listen Look Stop **Adults to model correct use of language, saying simple sentences **Adults to model behaviour expectation **Adults to model what good listening and attention looks like 	<ul style="list-style-type: none"> Gallop Leap Slide Skip Jump Hop Slow Fast 	<ul style="list-style-type: none"> Run Travel Space Distance Stop Underhand throw/roll Catch

SPECIFIC AREAS: KEY LEARNING

Literacy (R and W)	Mathematics (N and SSM)	Understanding the World	Expressive Arts & Design
<ul style="list-style-type: none"> Repeats words or phrases from familiar stories. Listens to and joins in with stories and poems, one to one and also in small groups. Joins in repeated refrains and anticipates key events and phrases in rhymes and stories. Listens to stories with increasing attention and recall. Hears and says the initial sounds in words Can segment the sounds in simple words and blends them together Distinguishes between the different marks they make. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Gives meanings to marks they make as they draw and paint. Hears and say the initial sound in words. Can segment the sounds in simple words and blend them together. 	<ul style="list-style-type: none"> Recites some number names in sequence. Notifies simple shapes and patterns in pictures. Begins to use the language of size. Beginning to categorise objects according to properties such as shape or size Shows awareness of similarities of shapes in the environment Beginning to talk about the shapes of everyday objects Selects a particular named shape Uses familiar objects and common shapes to create and recreate patterns and build models 	<ul style="list-style-type: none"> In pretend play, imitates everyday actions and events from own family and cultural background Learns they have similarities and differences that connect them to and distinguish them from others Shows and interest in the lives of people who are familiar to them Remembers and talks about significant events in their own experience Recognise and describe special times or events for family or friends 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 Enjoys joining in with family and customs and routines Comments and asks questions about aspects of their familiar world such as the place they live or the natural world Can talk about some of the things they have observed such as plants, animals, natural and found objects Looks closely at similarities, differences, patterns and change 	<ul style="list-style-type: none"> Experiments with blocks, colours and marks Explores colour and how colours can be changed Understand they can use lines to enclose a space, and then begin to use these shapes to represent objects Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces Explores what happens when they mix colours Constructs with a purpose in mind using a variety of resources
<ul style="list-style-type: none"> Nursery rhyme Traditional tale Once upon a time Character Setting Title Illustrator Author Front cover/blurb 	<ul style="list-style-type: none"> Pattern Sort Match Shape-square, circle, triangle, rectangle, semi-circle, hexagon, pentagon Straight Curved Side Corner Tall/taller/tallest Short/shorter/shortest Big, small 	<ul style="list-style-type: none"> Me Parents/Brother/Sister/Grandparents/Auntie/Uncle/Cousin Family Friend Same Different Local School Shield Row Body parts/terminology Seasons Light/Dark Who/what/why/where/when **Adults to model use of correct language linked to topic covered 	<ul style="list-style-type: none"> Colour Colour names Mix Change Straight, curved, line, round Links to mathematical language in construction Media names Textures

OPPORTUNITIES AND EXPERIENCES

COMMUNICATION, LANGUAGE AND LITERACY	PHYSICAL DEVELOPMENT	MATHEMATICS	
<ul style="list-style-type: none"> Add actions to retell the story with a story map Act out the story using role play/story spoons/puppets Sequencing cards Small world set up Hot seat characters with a particular focus Focus on feelings related to the stories Explore scenes from the text-what would the characters be saying or thinking Mark making table-books/paper linked to characters (invitation to play) Phonics activities linked to Phase 1 and 2 Mark making opportunities-handwriting patterns Use of the curiosity cube to generate discussion Use of picture on the snack table to promote 'Snack and chat' Feelings tables to encourage discussion Create a map to show the 3 pigs houses Draw the route the wolf took 	<ul style="list-style-type: none"> Move with Max programme Daily dough disco Squiggle Funky fingers activities Alfresco Friday-outdoor learning Using cutlery at lunchtime Building models in construction area Lifting water to mud kitchen Weeding the garden Large construction to build pigs houses Action songs linked to topic Make an obstacle course/trap for the wolf 	<ul style="list-style-type: none"> Positional language Matching, sorting, comparing Patterns using natural found materials Ordering of size of animals, twigs, leaves, stones, etc... Addition stories...how many altogether? Counting Shape pictures of the different characters/houses/body parts 	
<p><u>UNDERSTANDING THE WORLD</u></p> <ul style="list-style-type: none"> Season-go for a nature walk to look for signs of Autumn Collect natural found objects for Wanderlust display Talk about different seasons and weather Use of books for Alfresco Friday (Leaf Man, Not a stick, Stanley's stick) Local area-my house, other houses, difference and similarities Families-My family, other people's families, difference and similarities (LGBTQ+) Timeline-our history so far Parts of the body and our sense Investigating materials-best to use a house (including house for the wolf) Growing box-link with harvest 	<p><u>CREATIVE/MALLEABLE</u></p> <ul style="list-style-type: none"> Make representations of the characters from the story Draw, colour, paint, collage representations of ourselves and our family Explore and investigate colour Observational drawing of autumn flowers/veg/fruit Have a focus artist (replicating style/media/design) 	<p><u>SMALL WORLD</u></p> <ul style="list-style-type: none"> Range of resources available, linked to the story Story telling house-retell the story; innovate the story with different characters, ending, middle sections Create local area with small world and characters-real or made up House-is this what your house is like? What furniture belongs in each room? What different houses are there? Can you make a house to suit a character? Have small maps linked to the local area/routes taken by characters in stories 	
<p><u>LOOSE PARTS</u></p> <ul style="list-style-type: none"> Making patterns Making faces of themselves, friends and family members Sizing, sorting, sequencing and organising Counting Representations 	<p><u>BOOK LINKS</u></p> 	<p><u>THE GARDEN</u></p> <ul style="list-style-type: none"> Build dens to escape the big bad wolf Large construction-building obstacle course, maps, houses-linked to story and own experiences Mark making Messy maths 	
<p><u>SKILLS DEVELOPMENT FOCUS</u></p>		<p><u>VISITS/FESTIVALS/CELEBRATIONS</u></p>	
<p><u>GROSS MOTOR (locomotor, manipulative, stability skills)</u></p> <ul style="list-style-type: none"> Running Travel on feet-galloping, skipping, sliding, leaping Travel on feet and hands Vertical jumping, hopping Underhand throw/roll Catching Balance on body parts Awareness of own space Negotiates space Finds a space Changing direction Stopping 	<p><u>WATER PLAY</u></p> <ul style="list-style-type: none"> Splashing in water Scooping water Pouring water Scooping and pouring out, with increasing accuracy, into another container Filling a container without letting it overflow 	<p>Adults must be flexible and respond to the children's interests / appropriate</p>	<ul style="list-style-type: none"> Birthdays (enhancement in role play) Harvest Explore the local area-a look at the different houses, the route to school, the other buildings that are near school Explore the local area in the other direction-along the line, in the field, in the woods. What is different?