



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

SPECIFIC AREAS: KEY LEARNING

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

OPPORTUNITIES AND EXPERIENCES

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