


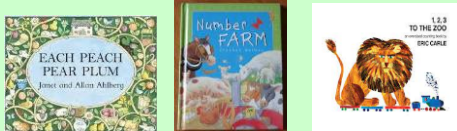

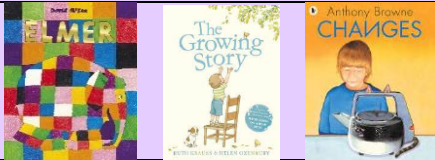

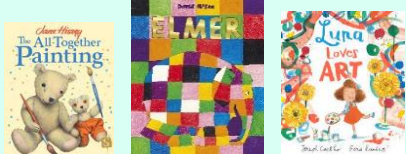


Area/Key Skills	Autumn/First Term
<p><u>Personal, social and emotional development</u></p> <p>BR - Building Relationships MS - Managing Self SR - Self-Regulation</p> 	<p>BR - How to build relationships with adults and other children - sharing experiences and play ideas. MS - To understand why rules are important. (RE) MS - To learn about the ways in which we take care of ourselves e.g. hand washing, toileting, dressing ourselves, diet, etc. (SCIENCE) SR - To begin to talk about and understand the impact of certain behaviours/actions/words on others</p>
<p>Popular Themes/Topics</p>	<p>My World (RE) Forming relationships Exploring boundaries/ learning the rules/expectations Bucket Filling/kindness</p>
<p>Core Books</p>	
<p>Key Experiences</p>	<p>Adults playing alongside groups of children to support and model strategies and facilitate problem solving. Managing basic self-care needs e.g. hand washing, teeth cleaning, healthy snacks etc. Ensure children have the opportunity to explore and consider making healthy choices - ensure this choice isn't pre-made for them. (e.g. parents make their packed lunch, teachers only provide healthy snacks etc. Provide a range of other experiences) VRFs consistently employed by adults to help children calm, regulate and recognise the physical sensations attached to many emotions. Expressing and exploring different feelings in a safe environment.</p>
<p><u>Communication and Language</u> (Elklan)</p> <p>LA - Listening, Attention and Understanding S - Speaking</p> 	<p>LA - To listen to and talk about stories building up familiarity and understanding. S - To use language to re-tell a simple past event in the correct order. S - To use language to share feelings, ideas, experiences and thoughts. (RE)</p>
<p>Popular Themes/Topics</p>	<p>Each term, re-visit the 10 core stories to familiarise and consolidate key language. After a holiday or break from school - talking about how their time away from school. Core stories Traditional Tales</p>
<p>Core Books</p>	
<p>Key Experiences</p>	<p>Concept Cat (Fsl) activities. See manual Rhymetime (Fsl)</p>

	<p>10 core stories - read regularly to all the children and linked small world and drama props. Elklan assessment used throughout FSI to assess and target children falling behind as soon as possible. Blanks level questions - used in line with Elklan assessments in FSI, used as reading journals for FSQ library books.</p>
<p>Physical Development GM - Gross Motor Skills FM - Fine Motor Skills</p> 	<p>GM - To use and develop large-muscle movements e.g. to wave flags, streamers and scarves and to paint and mark make. GM - To learn sequences and patterns of movement in response to sounds, rhythms and music. FM - To improve finger/hand dexterity and agility. FM - To develop independence in dressing and undressing and managing their own basic self-care.</p>
<p>Popular themes/topics</p>	<p>Concept vocabulary - positional language Sporting events such as The Olympics, World Cup etc. Transient art/Loose parts play Learning about the uses and purposes of materials and tools.</p>
<p>Core Books</p>	
<p>Useful Experiences</p>	<p>Write Dance, Squiggle while you wiggle activities in FSI. Opportunities to explore music, rhythm and dance. A range of tools and equipment made available that they may or may not have at home e.g. thick/thin pens, short handled, long handled brushes etc.</p>
<p>Literacy (L&S driver Autumn Term, RWI driver Spring and Summer) WR = Word reading C - Comprehension W - Writing</p> 	<p>WR - To know that print can be conveyed in different forms (signs, symbols, environmental print, digital screens, posters, books etc.) WR - To understand and recognise rhyme and/or alliteration. C - To listen to stories and poems. C - To learn and join in with repeated actions, words and phrases from stories, songs and poems.</p>
<p>Popular themes/topics</p>	<p>Rhymetime and Squiggle whilst you wiggle Beat Babies and other rhythm activities e.g. Kodaly Traditional Tales Story boxes - display the book and related small world and other materials to help children play with stories. Phase 1 Phonics games and activities</p>
<p>Core Books</p>	
<p>Useful Experiences</p>	<p>FSI build knowledge of oral discrimination of sounds, rhyme, rhythm and alliteration - progressing to introducing the RWI program in the summer term for children exiting in July. Opportunities to hear, identify and discriminate initial sounds - sound lottos, sorting and hunting games etc. Access to plentiful rhymes, poems and songs. Repeated experiences. Frequent reminders and prompts about the features of texts. Access to print in many forms in the environment, labels, notices, messages. Seeing adults as readers - thinking out loud to model reading processes. Role play and small world materials for children to re-tell, re-invent and re-enact stories. Visits to the theatre, visiting theatres, story-tellers, Sundown Adventure Land, the cinema etc. Experiences that bring stories to life. Adults scribing for the children - tell me about your picture? Can I add a label here? Etc.</p>

	<p>Opportunities for children to see purposeful writing for a wide range of contexts. Adults as role models - using writing and demonstrating in lots of different contexts and for different purposes e.g. messages to each other, signs and labels.</p>
<p>Mathematics N - Number P - Pattern</p> 	<p>N - To recite number names in sequence to 10 and beyond. N - To develop stable order counting - 1 number for 1 object in order. N - To know that the last number reached when counting objects states how many there are in total. P - To notice and describe the differences and similarities between shapes using everyday language and common shape names. P - To understand the language of position. (e.g. on, under, behind, in front of etc.)</p>
Popular themes/topics	<p>Whole class counting times e.g. lining up, registration etc. Numberblocks Snack time/party time - sharing foods Our local area/Geography STEM challenges Treasure maps/pirates Autumn/Winter colours and patterns links</p>
Core Books	
Useful Experiences	<p>Number and counting rhymes and songs. Counting objects, actions and sounds Pictures that show numbers represented in different ways and support subitising e.g. ten frames to indicate how many people can play here etc. Numberfun songs Problem solving and challenge tasks made available. Open-ended materials that enable children to use and apply their learning, post patterns and make connections. Resources that enable children to play and explore a range of shapes, sizes, capacities and measures within their play e.g. modular blocks, containers in the water etc. Concept Cat - used in FSI to teach the similarities and differences between key concepts e.g. long/not long, heavy/not heavy etc. Barrier games Access to maps, plans, globes, routes, Google Earth etc. Identifying familiar routes and landmarks. Visits around the local area to identify landmark features.</p>
<p>Understanding the world PCC - People, Culture and Community PP - Past and Present NW - The Natural World</p> 	<p>PCC - To find out about the special times and events for different people who are familiar to them. (RE) PCC - To talk about and compare the similarities and differences between special times for family and friends. (RE) PP - To understand and make sense of their own life-story and family history. (HISTORY) NW - To sort materials (natural and man-made) and talk about how they are similar and how they are different, using an increasingly wide range of vocabulary. (SCIENCE) NW - To find out how some materials can be change and develop vocabulary to describe the changes. (SCIENCE) RE - My World</p>
Popular themes/topics	<p>Key events for certain religions and cultures e.g. Chinese New Year, Eid, other festivals etc. Special people/ Special times/Festivals Ourselves/All about me The seasons</p>
Core Books	
Useful Experiences	<p>Visits and visitors that represent different cultures, communities or religions. Visual resources and artefacts to help children to experience different cultures and religions e.g. videos, photographs etc. Particularly of cultures that they may not experience within their locality. Helping children to be aware of global/worldwide events e.g. The Olympics.</p>

	<p>Visits to places of interest around the community e.g. local church, care home, supermarket etc. Visits to museums to see what life was like in the past e.g. Conisbrough Castle, Cannon Hall Museum etc Props and materials to enable children to explore and play with the experiences they are learning about e.g. people who help us, small world, role play etc. Outdoor classroom - experiences to observe and explore the natural environment. Trips and visits to garden centres, gardens, zoos, wildlife parks, farms etc. Recycling measures, and information about recycling. Opportunities to experience life cycles in action - chick hatching, butterflies, frogs etc. Opportunities to observe real animals - meet a creature, pet visits, farm animal visits, minibeast hotels etc. Planting and growing opportunities. Changing materials tasks such as baking, clay, gloop etc.</p>
<p>Expressive arts and design CM - Creating with Materials BIE - Being Imaginative and Expressive</p> 	<p>CM - To understand the use of basic creative tools - pencil, pen, scissors, glue sticks, paint brush, spatula etc. (DT/ART) CM - To explore colour and colour mixing. (ART) BIE - To enjoy movement and performance, joining in with moving, dancing and ring games. BIE - To explore and learn how sounds can be made and changed. (MUSIC)</p>
<p>Popular themes/topics</p>	<p>Colour and colour mixing Paint The Seasons Feelings Rhymetime Nursery Rhymes/Counting songs/Seasonal songs. Exploring Beat</p>
<p>Core Books</p>	
<p>Useful Experiences</p>	<p>Adults modelling different techniques and making children aware of the various possibilities of different media Access to a range of materials and tools to enable children to explore and investigate them independently and discover possibilities. Opportunities to look back on previous work and learning to consider how they want to improve and reflect on how their skills have developed. Experience of theatres, concerts/performances and galleries. Access to and experience of musical instruments and sound makers. Songs linked to all areas of learning e.g. Numberfun, topics, interests, seasons etc Experience of dance and music - videos, visits, visitors etc. Large and small group music and movement activities e.g. rhymetime, GoNoodle, Early Years Emily etc. A performance area - dedicated to enable children to play, create and explore their own music and dances during their independent play e.g. outdoors stage. Opportunities to perform for others e.g. assemblies, concerts, online videos etc. Learn at least 10 traditional nursery rhyme by heart.</p>
<p>Poplar Fascinations and Interests</p>	<p>Fairies, Transport (trains, diggers, fire engines etc), Dinosaurs, Sea Creatures, Disney, Construction (Duplo, K-Nex, Lego), Superheroes, People Who Help us, Hairdressers, Babies/dolls, Nature, Pirates.</p>