

Prime Areas of Learning- Focus Objectives

Communication and Language Development			Personal Social and Emotional Development			Physical Development		
Educational Programme: Echoing back what children say with new vocabulary added. Engaging children actively in stories, nonfiction, rhymes and poems including opportunities to embed new vocab in play and sensitive questioning which invites children to elaborate. Development Matters (Birth to Three): - Use the speech sounds p, b, m, w. multi-syllabic words such as ‘banana’ and ‘computer - Listen to simple stories and understand what is happening, with the help of the pictures. - Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’ Development Matters (3&4) - Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Use longer sentences of four to six words. <i>This term’s curriculum aims to develop children’s listening skills as the bedrock of communication. Through adult modelling (well-formed sentences, social phrases, listening and responding to others, asking questions), back and forth conversation, children will develop the skill and confidence to respond appropriately to others, ask for clarification and extend social and academic conversations. Our Term topic ‘Adventures’ will provide children with further opportunities to talk about their experiences and adventures they have had and will also provide them with opportunities to discuss and imagine what adventures they could go on. All of this will be supported by texts which allow them to engage with stories, further develop listening skills and experience new and specifically planned-for vocabulary. Continuous Provision opportunities support children to embed new skills and language.</i>			Educational Programme: Strong and supportive relationships with adults enable children to learn and understand their own feelings. Through support interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts. Development Matters (Birth to Three): - Find ways of managing transitions, for example from their parent to their key person - Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. - Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. - Develop friendships with other children. Development Matters (3&4) - 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. - Remember rules without needing an adult to remind them. <i>This term’s curriculum aims to help children to settle into Sapling class whether they are returning after the summer break or joining us to start their Early years education with us. Our aim is for children to establish themselves within the class, and establish positive relationships with peers and adults, that will help them to flourish. The ‘Adventures’ topic aims to foreground PSSED, providing children with opportunities to discuss themselves, their families, their experiences and their feelings, in order to build relationships (particularly for the children who are joining Sapling class). The weekly texts which include social stories, planned activities and adult modelling. Opportunities will focus on exposing children to positive relationship examples, and opening discussions about respect, sharing, friendship and working together. Children will have prolonged periods of self-led time in which they can practise and develop these skills and build relationships.</i>			Educational Programme: Indoor and outdoor play supports children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundations for developing healthy bodies and wellbeing. Fine motor control helps with hand-eye co-ordination which is linked to early literacy. Development Matters (Birth to Three): - Sit on a push-along wheeled toy, use a scooter or ride a tricycle - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. - Start eating independently and learning how to use a knife and fork. Development Matters (3&4) - 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. - Start taking part in some group activities which they make up for themselves, or in teams. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <i>This term’s curriculum aims to support children to develop a strong foundation of physical skills that they will need to thrive. These include being able to negotiate space and safely, learning to move in different ways. Learning to know where it is safe and not safe to run and climb. Rules will be established and discussed with children and staff will support children to stay safe. Children have prolonged periods of ‘free play’ in which to practise and develop these skills and specific Continuous Provision activities will be planned for to support children’s fine and gross motor development. Children will begin to develop their pencil grip in order to support their emerging drawing and writing skills.</i>		
<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>	<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>	<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>

Asking and answering questions	Asking questions	Story times – ask questions, answer questions, discussing vocabulary, exploring character choices, making predictions	Narrating children's emotions/options in play	Turn-taking games	Story time discussions with emotions focus	Wiggle and Dance sessions	Daily mark making	Forest School
Using questions as a starting point for play	Adults modelling back and extending pupils' comments		Structured play	Teamwork opportunities	Modelling sharing/ collaboration.	Adventure Playground	1x Forest School session weekly	Supporting large scale construction
Regular story times with lots of discussions	Exploring open-ended resources and real artefacts.	Modelling using a question to begin new type of play – investigating	Turn-taking	Open-ended play set-ups	Social stories		Outdoor Adventure	Modelling mark making
	Indoor and outdoor role play areas to extend and learn new vocabulary.	Sharing books/singing rhymes with children	Using emotions language	Large-scale construction requiring teamwork/strength			Weekly fine motor skills activities – threading, cutting, loose parts, tweezers, mark making with variety of tools.	Modelling
			Adults narrating their feelings /choices	Books/book boxes/set ups with social aspects.				
			Using emotion coaching to support individuals.					
			Emotions teddies to help recognise feelings					
Key Vocabulary:			Key Vocabulary			Key vocabulary:		
Books, stories, (range of descriptive words from stories) squelching, splashing, fluffy, soft, rustled, thought, dripping, suddenly, knobbly, scaly, gruff, crunch, munch, roar. claws. Tusk, hiss.			Lonely, scared, happy, tired, excited, angry, sad, proud, sharing, caring, respect, brave, old, relieved, terrible, feast, share, emotions, calming, feelings, listening, kindness, friendship, thoughtful, helping.			Walking, tip, toe, stumble, trip, swimming, flying, riding, transport, location, swooped, soaring, move, scramble, slid, flew, run.		

Specific Areas of Learning

Literacy

Educational Programme: It is crucial for children to develop life-long love of reading. 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 involves decoding and recognition of familiar printed words.

Development Matters (Birth to Three):

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Enjoy sharing books with an adult.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”

Development Matters (3&4)

- 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.
- Engage in extended conversations about stories, learning new vocabulary.

This term’s curriculum aims to envelope children in books, stories, poems and rhyme, immersing them in language, imagination and possibilities. Children will hear a minimum of two stories a day, and will hear stories from Mrs Backhouse, Mrs Mcloughlin, Mrs Lawrence, Miss Edwards and Ms Probyn. Our weekly focus texts ensure that literature sits at the heart of learning and enable new vocabulary to be specifically planned for. Children will also have constant access to books, stories, storytelling resources and extension opportunities in their free play, which staff will support and extend. The indoor and outdoor classroom environment will be a language and sound rich space to explore, practise mark making.

Mathematics

Educational Programme: Developing a strong grounding in number is essential. Children should be able to count confidently. By providing frequent and varied opportunities to build and apply understand of number – such as using manipulatives including small pebbles and ten-frames for organising counting children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

Development Matters (Birth to Three):

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again
- Take part in finger rhymes with numbers.
- Compare amounts, saying ‘lots’, ‘more’ or ‘same’.
- Complete inset puzzles.

Development Matters (3&4)

- 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.
- Show ‘finger numbers’ up to 5.
- 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.
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.

This term’s curriculum aims to introduce children to common manipulatives and vocabulary that will allow them to develop their mathematical skills across this year. The focus will be on counting, subitising and representing amounts to 5, making simple more/less comparisons and continuing simple ABAB patterns. Children will experience whole-class adult-led number block session daily, at least one weekly adult-led group task and opportunities to explore maths resources and activities both indoors and outdoors as part of continuous provision. They will become more familiar with the order of numerals in their play and through staff use of mathematical language as part of everyday routines and practice e.g. how many children can be in an area, who is third in the line, counting how many items we need for our activity etc.

<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>	<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>
Oral blending of adult instructions Oral blending games Nursery rhymes/songs daily Story Sessions in groups	Writing opportunities across the classroom Regularly updated book corner Linked books available across provision Adults sharing stories with children during free play.	POPAT interventions Minimum of 2 story times a day Group times linked to Book of the Week Lots of book talk Books to take home and share with families.	Counting number of children in class each session, Morning routine (days, date, children) How many children are we waiting for?	Maths area with resources Maths opportunities across room e.g. shop, clocks, timers, rulers, measuring tapes Number blocks resources and episodes Shape blocks and songs.	Daily whole-class taught session Number songs Week group task – open ended with extension opportunities

			How many drinks are left? Etc. Counting child in and out, discussing the time, spatial games		
Key vocabulary: Stories, deep, dark, writing, letters, sounds, rhyming words. Nouns, descriptive words.			Key vocabulary: Up, down, above, below, big, small, tall, short, Shapes, triangle, square, circle, rectangle, rhombus, across, forward, backwards. Over, under, through, shadow, little, tiny, full, grow, watch, observe, suddenly, subitise, pattern, sides, faces, 2D, 3D, turn, out, in, high low.		
Understanding of The World			Expressive Arts and Design		
Educational Programme: Guiding children to make sense of their physical world and their community. 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. Enriching and widening children's vocabulary will support later reading comprehension. Development Matters (Birth to Three): - Repeat actions that have an effect. - Explore materials with different properties. - Explore natural materials, indoors and outside - Make connections between the features of their family and other families Development Matters (3&4) - Use all their senses in hands-on exploration of natural materials. - Talk about what they see, using a wide vocabulary. - Explore how things work. - Begin to make sense of their own life-story and family's history. <i>Our children need to understand themselves and their friends in order to build attachments and relationships, develop friendships and feel safe and secure in Sapling class to learn and explore the broader world around them. The topic 'adventures' This will enable children to speak about their experiences and adventures they would like to experience . The weekly texts expose children to a diverse range of characters including those of different ethnicities, sexualities, cultures and faiths, which will open doors to new language and conversations for our children.</i>			Educational Programme: regular opportunities 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. Development Matters (Birth to Three): - Show attention to sounds and music. - Respond emotionally and physically to music when it changes. - Join in with songs and rhymes, making some sounds - Explore a range of sound makers and instruments and play them in different ways. - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. - Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone - Manipulate and play with different materials. Development Matters (3&4) - 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 colour and colour mixing. ('pitch match'). This term's curriculum focuses on providing children with opportunities to explore open-ended creative opportunities on their own and with others. This aims to support them to develop an awareness of their own likes and interests, and to help them build their teamwork and communication skills with others. Children will be provided with opportunities to portray aspects of their own adventures, which will open group discussions. Music, singing and rhymes will be part of children's daily routines and children will be enveloped in stories and new language. Children will also have sustained periods of Free play in which they can develop their own creative opportunities to express and establish themselves within our class.		
<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>	<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>

Diverse Books of the Week with sessions, conversation and learning invitations based on them. Daily weather conversations and days on the week song.	Book of the Week – Adventures. Role play opportunities.	Sharing book of the week Weekly topic activities. Exploring birthdays/ Christmas and other celebrations such as Diwali etc, Exploring Music/Art	Daily singing time Opportunities to display children's work on display board Constant access to art resources. Singing, rhyme, rhythm	Instruments available Art area with continual access to resources Adults to model and support art skills	Daily singing group times, music sessions Adults to sing/rhyme/draw/paint with pupils
Key vocabulary: Map, path, journey, adventure, discover, moon, space, earth, Jungle, Island, Ocean, nativity, Mary, Joseph, Kings, Shepards, inn keepers, donkeys, stars, branch, hunting, journey , chimney, astronaut, space boots/ helmet, underground, log pile, seed, soil, dig, plant, water, packets, Tyrannosaurus rex, triceratops, stegosaurus, diplodocus, pterodactyl, swamp, volcano, lava, fern, sky, orbit, harvest, festival, autumn, season, farmer tractor, crops, wheat, twilight.			Key vocabulary: Colours, textures, orange, prickles, tough, whiskers, footprints, trail, sparkly, shiny, wrapping, singing, acting dancing, shine, silver, grow, golden, imagined, black, purple, black, orange, green, knobbly, poisonous.		

Characteristics of Effective Learning:

Playing & Exploring - Children investigate and experience things and ‘have a go’

Active Learning - Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and thinking critically - Children have and develop their own ideas, make links between ideas and develop strategies for doing things