

Curriculum Map

Nursery Autumn 1: All About Me

Core Texts:



Possible lines of enquiry: Where do we live? How are we different? What is a family? What things do I like?

Vocabulary: Mummy, Daddy, Grandma, Grandad, brother, sister, family, home, school, nursery

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>
- To be able to talk about themselves and their families. - To use vocabulary to talk about features of themselves/ where they live/ local areas - To be able to sit and listen to books and talk about what they have enjoyed from it. Listen to simple stories and understand what is happening, with the help of the pictures. - To take part in games that develop on following instructions- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - Circle time- to introduce each other and encourage children to communicate with other children and adults.	- To be able to access the resources with some support- less as the term goes on- Adults to model and support initially. - Fruit and snack time- encouraging children to become independent in accessing this and taking some responsibility in helping e.g. handing out the cups - Circle time- to introduce class rules - Circle time- linked to topic and encourage children to become confident to contribute ideas - Small group discussions to talk about how children are feeling- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	- Introduce write dance- provide activities the children can become independent to use to support this - Opportunities for fine and gross motor development both inside and outside - Obstacle courses- children to support and have ideas on how to build these over time- adult to model/support - Adult to lead and support movement activities- obstacle course/games - children to Start taking part in some group activities which they make up for themselves, or in teams. - To become independent in self-care- washing hands before eating and certain activities, Getting a tissue to wipe nose

- To be able to talk about/show what they like to do in school (create class books?) Understand simple questions about 'who', 'what' and 'where' Listen to simple stories and understand what is happening, with the help of the pictures.	- Sharing and turn taking games. Develop friendships with other children. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.	- To become independent in using the toilet- supporting those who need it. - To be able to dress/undress with support- becoming increasingly independent as the term goes on. - To be able to throw and catch a ball 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. Learn to use the toilet with help, and then independently.
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<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive arts and design</u>
- To be able to talk about marks/pictures that have been drawn - Provide opportunities for mark making with different resources. - Explore favourite books and set up role play opportunities to support this. - Small group story sessions- asking questions about the book - Song/Rhyme time- with props	- Joining in with singing counting songs and rhymes. - Begin to be able to count up to 3 objects, pointing to the objects. - To be able to say some number names in order. - Be able to select 2D shapes to make faces. - Be able to use the names of some 2D shapes when creating pictures. Select shapes appropriately: flat	- Activities and stories linked to All about us - To talk about themselves and their families - To notice similarities between themselves and their peers - Notice differences between people- provide stories and opportunities to discuss.	- Home corner role play- adult to model roleplaying - Self-portraits - looking at our features To be able to create self-portraits looking closely at features and being able to name them. - Family trees- who is in my family - Collage of the local area

- Phonics-Aspect 1 : General sound discrimination – environmental sounds - Phonics- activities to extend and provide opportunities to independently engage in environmental sounds Repeat words and phrases from familiar stories. Make marks on their picture to stand for their name.	surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. - Have experiences of playing with sand and water, filling and emptying containers to begin developing the concept of capacity.	- Look at different homes- where do we live? - What is a family? Who is in your family? - Explore the local area to the school Make connections between the features of their family and other families.	- Hand print art work- class collaboration - My favourite songs- creating a song/rhyme box of their favorite songs - To be able to take part in singing. - To create representations of their families through talking and drawings. - To know the names of people within their family and talk about who they live with.
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Observational checkpoint

Communication and Language

Autumn

- By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, can you stop now? We're tidying up".
- Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).
- Is the child linking up to 5 words together?
- Can the child follow instructions with three key words like: "Can you wash dolly's face?"
- Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.
- Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"

Personal, Social and Emotional Development

Autumn

Does the child start to enjoy the company of other children and want to play with them?

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'?

Physical Development

Autumn

Can the child climb confidently, catch a large ball and pedal a tricycle?

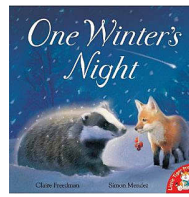
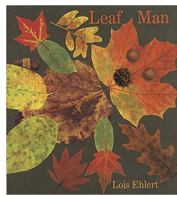
Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals, and jump on soft-play equipment.

By the age of 3, 9 out of 10 children are dry most days. All children will have the occasional 'accident', though, especially when excited, busy or upset.

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Nursery Autumn 2: Seasonal Changes

Core Texts:



Possible lines of enquiry: What is Autumn? How do we know the season is changing? Why do leaves fall off the trees? What do we/others celebrate?

Vocabulary: Autumn, Winter, season, weather, conker, pine cone, sticks, melting, freezing, frost, Christmas, Diwali

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>
- To talk about seasonal changes- summer to Autumn. - To use new vocabulary to explain what they have observed in the changing of seasons. - To talk about the weather and what they notice- is it different now the seasons are changing?. - To be able to talk and use vocabulary from the core books related to the topic. - Phonics Aspect 2: General sound discrimination – instrumental sounds - Phonics- Aspect 3: General sound discrimination - body percussion Enjoy listening to longer stories and can remember much of what happens. To be able to use a wider range of vocabulary.	-Take children out on walks to explore the natural environment around them to talk about the changes in seasons. - Circle time activities- to talk about class rules/values -Circle time activities- to talk about feelings To be able to access the resources available to them in the provision To encourage children during snack time to be independent and give them tasks to enable them to have a sense of responsibility. - Provide activities/ role play areas to support children playing with more children to be able to extend and elaborate play ideas. Show more confidence in new social situations.	- Write dance Use large-muscle movements to wave flags and streamers, paint and make marks. - Fine motor activities available inside and outside- Inc. playdough area to support fine motor and dough disco. - To practice to use scissors and other one handed tools - Adult to lead and support movement activities- obstacle course/games - To talk about how to keep warmer now the season is changing - To become increasingly independent with dressing/undressing

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. With support start taking part in some group activities which they make up for themselves, or in teams. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand.
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<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive arts and design</u>
-To be able to recognise print with different functions- local walks to look at the different prints around them e.g. bus stop signs etc - To be familiar with the core books in the topic to begin to; talk about the characters/use the language from the books/ retell parts - Book interactive displays to support children to use the language from the books in their play. - Mark making/ writing opportunities in all areas- to develop the patterns from write dancing	- Be able to count up to 3 objects with 1:1 correspondence. - To begin to understand that the last number counted is the total so far ("I have 1,2,3. I have 3 cars"). Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - To begin to be able to count irregular arrangements of objects and objects of different sizes (i.e. counting a group of autumn objects that are in a tray).	- Forest school- Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things. - Introduce children to celebrations and how some people celebrate different ones- - What are our celebrations? What might some of our friends celebrate? - Activities and stories linked to celebrations - Activities linked to Autumn/winter- children to be introduced to vocabulary linked to Autumn/winter and encouraged/model to use in their play.	- Role play- farm shop/Christmas home corner Take part in simple pretend play, using an object to represent something else even though they are not similar. - Autumn collage pictures- collecting objects from nature walks - Winter artwork- exploring mixing paint to make different shades - Small world activities linked to topic - To be able to access and use different materials and resources.

- Opportunities to make meaningful marks - Christmas list. Letters to friends	- To see and talk about AB patterns.- To be able to continue an AB pattern (i.e. stick, conker, stick, conker etc). - To be able to attempt making their own AB pattern using autumnal objects. - To be able to spot mistakes in an AB pattern.	- Walks around local area- collecting autumnal objects - To know what season we are in and to talk about it - To talk about and say what the weather is	- Build on repertoire of songs and rhymes Remember and sing entire songs.
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Observational checkpoint

Autumn

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- Is the child linking up to 5 words together?
- Can the child follow instructions with three key words like: "Can you wash dolly's face?"
- Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"

Personal, Social and Emotional Development

Autumn

- Does the child start to enjoy the company of other children and want to play with them?
- 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'?

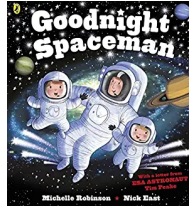
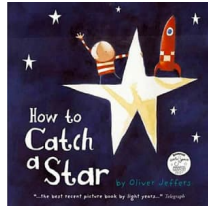
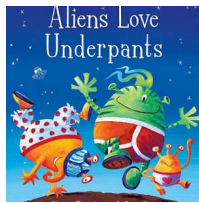
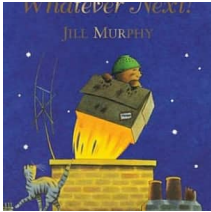
Physical Development

Autumn

- Can the child climb confidently, catch a large ball and pedal a tricycle?
- Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals, and jump on soft-play equipment.
- By the age of 3, 9 out of 10 children are dry most days. All children will have the occasional 'accident', though, especially when excited, busy or upset.
- Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Nursery Spring I: Space

Core Texts:



Possible lines of enquiry:

Vocabulary:

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>
Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - To introduce new vocabulary, encouraging children to use it to discuss their findings and ideas. (Topic box) - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - 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. - Enjoy listening to longer stories and can remember much of what happens.	Increasingly follow rules, understanding why they are important. Find solutions to conflicts and rivalries - 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. - Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be the astronaut in the game, and suggesting other ideas. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Circle time game – pass a soft toy sea creature around the circle. What kind of planet they would like to visit for a day and why?	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Continue to be independently and learning how to use a knife and fork. - Start taking part in some group activities which they make up for themselves, or in teams. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

- Phonics - to be able to orally hear and say initial sounds. - Phonics- to start to be able to orally blend and segment simple words - Use longer sentences of four to six words.	-Involve children in making decisions about room layout and resources. you could set up a role-play area in response to children's fascination with space.	
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<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive arts and design</u>
Develop their phonological awareness - spot and suggest rhymes To become more confident in handling books and knows we read English text from left to right and from top to bottom. - Engage in extended conversations about stories, learning new vocabulary. -Daily story time and discussion of children's ideas and responses-Engage in extended conversations about stories, learning new vocabulary. - To be able to mark make in a different range of ways and opportunities. To start to write some or all of their name.	- To practise counting objects using 1:1 correspondence. Say one number for each item in order: 1,2,3,4,5. - To begin to recognise numerals and know they represent amounts. - Begin to match some numerals to a number of objects. - To be able to use 2D shapes to create pictures and patterns. - To be able to use blocks and 3D shapes to construct and build rockets etc. -To begin to be able to subitise up to 5.	- Explore how things work. - Explore collections of materials with similar and/or different properties. Use all their senses in hands on exploration of natural materials. Explore and talk about different forces they can feel.	- 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, in order 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. Join different materials and explore different textures.

Observational checkpoints

Communication and Language

Spring

- 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?
- Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.
- 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?"

Personal, Social and Emotional Development

Spring

- Can the child settle to some activities for a while?
- Around the age of 4, does the child play alongside others or do they always want to play alone?

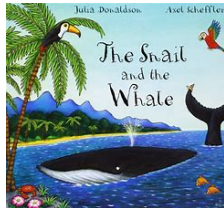
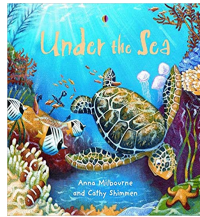
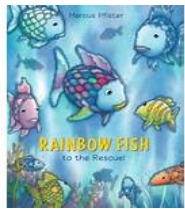
Physical Development

Spring

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

Nursery Spring II: Under the Sea

Core Texts:



Possible lines of enquiry: What lives in the sea? Where does the sea come from?

Vocabulary: Full, empty, Sea, Ocean, Hokusai, Sea creature names(Shark, whale, octopus etc.) Coral

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>
- To introduce new vocabulary, encouraging children to use it to discuss their findings and ideas. - Know many rhymes, be able to talk about familiar books, and create opportunities that enable children to be able to tell a story. -Enjoy listening to longer stories and can remember much of what happens. - Phonics - to be able to orally hear and say initial sounds. - Phonics- to start to be able to orally blend and segment simple words - To begin to understand and answer why questions Start a conversation with an adult or a friend and continue it for many turns.	- <i>'The Rainbow Fish'</i> and use it as a prompt to discuss how the rainbow fish behaved. Why might he have behaved the way he did? How might the other fish have felt? How might the Rainbow Fish have felt once he began to share his scales? - Circle time game – pass a soft toy sea creature around the circle. What kind of sea creature they would like to be for a day and why? -Involve children in making decisions about room layout and resources. you could set up a role-play area in response to children's fascination with under the sea - Circle time- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Remember rules without needing an adult to remind them	- Learn how water keeps us healthy- making healthy choices - Write dance (underwater theme) -Opportunities for mark making inside and out - Obstacle courses that enable children to move in different ways- link to role play- 'can you move like a' Model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it. Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it. - Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet. Start taking part in some group activities which they make up for themselves, or in teams.

		- To become increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Use one-handed tools and equipment, for example, making snips in paper with scissors.
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<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive arts and design</u>
- Draw children's attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop. - Play games that will develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - Explore rhyme through songs, stories and games - To know that some words start with the same sound. - To be able to identify words which start with the same sound and link them to familiar objects	-To be able to count up to 5 objects accurately. -To be able to match the numeral to the number of objects. -To begin to be able to subitise up to 5. -To begin to understand the concept of more than and less than and say which group has more or less in from 2 groups of objects. -To explore capacity using different containers- using the language full-empty -Make comparisons between objects relating to size, length, weight and capacity.	- To explore objects/materials that can float and sink and use the vocabulary for it. - To be able to identify when an object is floating or when it has sunk. - Learn about some sea creatures, talk about their features. 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. - To explore a range of different natural materials- shells, rocks etc	- Look at 'The Wave' by Japanese artist Hokusai and create art work linked to this. - Experiment using watercolour paints. - Explore and talk about what happens when colours mix - Create underwater artwork. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Write dance - Exploring music and different instruments - Small world/role play created to encourage opportunities for children to develop complex stories through their play - Music time/area- children to explore different instruments and learn new songs - In the creative area- Opportunities for children to draw with increasing complexity and detail, such as representing a face with

i.e. can they pick out the scissors, sock, sausage from a range of objects). - To explore rhymes by changing a word so that there is still a rhyme: "Twinkle, twinkle yellow car" - making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Charlie." - Daily story time and discussion of children's ideas and responses Engage in extended conversations about stories, learning new vocabulary. - To be able to mark make in a different range of ways and opportunities. To start to write some or all of their name.		- Small world/ investigation activities that will enable children to talk about what they see, using a wide vocabulary - Begin to make sense of their own life-story and family's history. Talk about children's trips to beach/holidays/swimming etc Talk about the differences between materials and changes they notice. (cooking) - Compare using wet and dry sand and discuss the different benefits.	a circle and including details.
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Observational checkpoints

Communication and Language

Spring

- 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?
- Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.

- 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?”

Personal, Social and Emotional Development

Spring

- Can the child settle to some activities for a while?
- Around the age of 4, does the child play alongside others or do they always want to play alone?

Physical Development

Spring

- Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

Nursery Summer I: Growing

Core Texts:



Possible lines of enquiry: What do plants need to grow? How do seeds become plants? How do caterpillars turn into butterflies? Where does rain come from?

Vocabulary: plant, leaf, stem, flower, petal, root, soil, water, sunlight, rain, weather, clouds, butterflies, caterpillars, pupa, egg, names of different vegetables and fruit

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>
- To talk about seasonal changes- winter to spring - To talk about the weather and what they notice- is it different now the seasons are changing? - To be able to explain what a plant needs to grow- using key vocabulary. - To describe the changes to a plant as it grows. - To describe the appearance of flowers and taste of fruit and vegetables. - To begin to understand and answer why questions. - To retell stories from the core book collections. - Phonics-develop rhyme and alliteration awareness. To 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.	-Independent snack time.- talk about what is available during the snack time- can they peel/cut the snack. Can they talk about why snack time is important - Forest School- to plan and create growing areas. - Sharing and turn taking games. - Parachute games. - Showing more independence when getting ready to go outside and what they need to wear. - Collaborative activities such as building an obstacle course. To be able to talk with others to solve conflicts- adults to model- circle time To consider how others might be feeling.	- Natural playdough recipes to encourage fine motor- add petals, sticks, herbs etc. - To become more confident using rolling pins, scissors etc. - Natural outdoor artwork threading, making wind chimes etc. - Mark making opportunities inside and out. - Obstacle courses outside including bikes. - Forest School. - Write Dance- linked to growing. - Use the toilet independently most of the time. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

To be able to use talk to organise themselves and their play - during role play

<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive arts and design</u>
- To access the book area, hold books and turn pages correctly. - To enjoy a range of topic themed books. - To be able to retell a familiar story in own words. - To sequence pictures from a core text. - To be able to mark make and talk about what they have drawn/written - To begin to form letters such as the letters of their name. - Writing opportunities such as shopping lists, recipes and labelling parts of plants. - To be able to identify words that rhyme - To engage in rhyming stories, games and activities in the provision. Engage in extended conversations about stories, learning new vocabulary.	- To be able to count up to 5 seeds/bulbs/petals with 1:1 correspondence etc. - To be able to match the number of objects to the numeral. - To be able to experiment with different ways of recording amounts (drawing lines, dots etc) - To be able to compare plants and say which is taller/shorter. - To count out the correct number of vegetables ("can you get me 3 onions?") - To experience weight when cooking and compare different weights ("which is heavier the carrot or the potato?") - To measure how much rain has fallen. - To create ABC repeating patterns with natural objects.	- To explore different seeds and bulbs. - To plant seeds and learn to care for them. - To know what plants need to grow. - To observe changes to the plant over time. - To be able to name some common flowers. - To notice changes to the weather. - To find ways to record the weather. - To know which season we are in. - To identify changes in the environment due to the season and weather. - To learn that vegetables and fruit can be grown and keep us healthy. - To understand the lifecycle of a butterfly	- Role play garden centre. - Retell and act out stories such as Handa's Surprise. - Fruit and vegetable printing artwork - Observational drawings of flowers and plants using different materials (watercolour, pastels etc). - Looking at colours in nature and colour mixing different shades. - Make a rain gauge and weather vane. - Create rainbow artwork. - Create rain pictures. - Make wind chimes for the outdoor area. - Build on repertoire of songs and rhymes

Observational Checkpoints

Communication and Language

Summer

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?

Personal, Social and Emotional Development

Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)

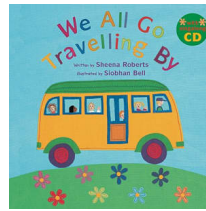
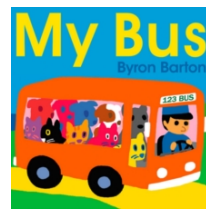
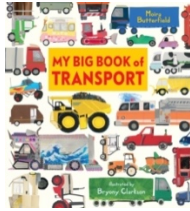
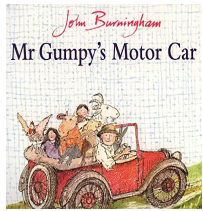
Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?

Physical Development

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

Nursery Summer II: Transport

Core Texts:



Possible lines of enquiry: What travels on water/air and on the ground?

Vocabulary: to include the names of vehicles

Communication and Language	Personal, Social and Emotional Development	Physical Development
- Introduce new topic (Topic box) and introduce new vocabulary - To be able to name different modes of transport. - To be able to talk about how they travel to school. - To use talk to organise themselves and their play - To start to be able to use words linked to feelings, particularly in relation to starting school, settling and making new friends etc. - To talk about core books linked to the topic. To be able to express a point of view and to debate when they disagree with an adult or a friend. To be able to use talk to organise themselves and their play - during role play	- To be able to talk about how they travelled to school - To be able to play some turn taking games with little adult support - Circle time- to be able to talk about rules and why we follow them - STEM challenges to build a stable bridge. Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive. To independently talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	- To be able to move around in different ways - To be able to create their own obstacle course and move around these in different ways - Role play areas set up outside for transport - To have a go at riding a bike - To be independent with dressing/undressing - To be independent with using the toilet and personal hygiene - To know some things that help contribute to being and keeping healthy. Make healthy choices about food, drink, activity and toothbrushing.

<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive arts and design</u>
- Phonics Aspect 7- Oral blending and segmenting - To be able to oral blend and segment simple words- cat-pig-dog etc - Daily phonics activities - To be able to form letters of their name - To be able to recognise their name - Using core books for the topic- To be able to retell their favourite part of the story. - To represent a picture of their favourite mode of transport - Create numbered bays for the bikes to be parked. 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.	- To be able to count up to 5 objects correctly. - To know that the last number counted is the number so far in the group or the total amount. - To be able to subitise up to 5. - To be able to have a go at counting beyond 5. - To be able to compare 2 different groups and identify which group has more or less. - To be able to select appropriate 2D and 3D shapes to construct and build with. - To begin to identify similarities between shapes ("a square and a rectangle both have 4 sides").	- To carry out a tally of different transport vehicles they can see - To be able to talk about the different modes of transport they have learnt about - To talk about experiences they may have had on different types of transportation - To learn road safety- Learn about different road crossing places and people who can help us cross the road. - To be able to categorise vehicles on how they move (air, road, railway) Show interest in different occupations. - Look at the different occupations people can have linked to the topic Talk about the differences between materials and changes they notice. - To be able to talk about how they travel to school. - To begin to understand what a map is. - Create own maps and representations of familiar places.	- unk modelling vehicle of their choice - Creating sounds from instruments for different transport - Painting/crafting different vehicles - Role play bus/train outside - Creating a big cardboard bus/train as a group. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - To play with small worlds linked to topic. Begin to develop complex stories using small world equipment

Observational Checkpoints

Communication and Language

Summer

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?

Personal, Social and Emotional Development

Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)

Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?

Physical Development

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.