Objectives are based on the EYFS Curriculum and the Birth to Five Matters Document: Ranges 3 & 4

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|  | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Suggested Topics/Themes** | | **Families Are Special** | **Down on the Farm** | **Terrific Transport** | **Under The Sea Adventures** | **Jungle Safari!** | **Magical Adventures** |
| **Educational Visits/ Cultural Capital/ Enrichment/ Stay & Play Opportunities** | | Stay and play:  Introduction to Forest School  Story/Toasting marsh mellows | Stay and play:  Christmas Carols and mince pies/nativity | Stay and play:  Making and Decorating Pancakes | Stay and play:  ‘Guess how much I love you’ story  Mother's Day Crafts | Stay and play:  Lion King Sing-along and Lion Mask Making. | Stay and play:  Dress up as mythical characters day. |
| **Festivals** | | Harvest Festival  Diwali | Bonfire night  International Kindness Day  Christmas | Pancake Day  Valentine’s Day  St Patricks Day | World Book Day  Mother’s Day  Easter  World Poetry Day | African World Heritage Day  International Day of Families | Father’s Day  World Peace and Prayer Day |
| **3 prime areas of learning and development** | **Personal, Social and Emotional Development** | Settling new starters and adjusting to new routines. | Healthy Bodies & Dental Health | Settling new starters and adjusting to new routines. | Healthy Bodies & Dental Health | Settling new starters and adjusting to new routines. | Healthy Bodies & Dental Health |
| Play alongside others.  Use pronouns: me, you, I.  Respond to a few boundaries appropriately and follow nursery expectations.  Use words and gestures to communicate my needs.  Take off own coat and put on own coat. | | Play alongside others and able to share.  Access a range of continuous provision independently for short periods but increasing my concentration.  Respond to how others are feeling.  Take off and put on my own coat and attempt zip | | Play co-operatively.  Demonstrate friendly behaviour.  Form good relationships with peers and adults.  Take turns and share.  Demonstrate awareness of similarities and differences (skin colour, gender etc) Follow nursery expectations confidently.  Go to toilet independently, pull down and up clothing (Knickers, pants, trousers, skirt).  Fully toilet trained in the day. | |
| **Communication and Language** | Enjoys rhymes and demonstrates listening by joining in with actions or vocalisations.  Show understanding of a simple instruction (Go and get your coat).  Name everyday objects.  Name family members.  Put two words together to communicate (Bye bye Mummy).  Ask simple question “What’s that?” | | Join in with rhymes and familiar stories. Understand 200-500 words.  Beginning to link 3 or 4 words together. Understand a question/ instruction with 2 parts e.g. get your coat and stand at the door. Understand simple concepts: fast, slow, big little, in, out.  Talk in the present tense | | Listen to a short story from beginning to end.  Link 3 and 4 words together.  Stop what they are doing and listen to a speaker. Sing a favourite nursery rhyme or song.  Say my own name, age and gender. | |
|  | **Physical Development** | Walk steadily and unaided, able to stop and start. Climb using two feet to a step.  Picks up small objects between thumb and fingers. Drink from a cup without a lid.  Use a spoon independently.  Copy lines and circles using gross motor movements.  Use scissors to snip card.  Hold mark making implement in palmar grasp and make marks. | | Beginning to balance blocks to build a small tower. Thread large beads onto a string independently. Drink from a cup without spillage.  Use scissors with correct grip whilst moving them forwards across the paper.  Use my feet to push along on a sit and ride toy. Climb with increasing confidence.  Begin to hold mark making implement with developing tripod grip | | Walk, run and jump with two feet together.  Throw and catch a large ball.  Thread small objects.  Cut soft objects (food) purposefully with a knife. Hold scissors correctly with increasing control e.g. to follow a line.  Pedal a trike using two feet.  Copy mark making patterns e.g. zig zag, lines, circles using a pen, pencil etc. | |
| **4 specific areas of learning and development** | **Literacy** | Phase 1  Handles books and printed material with interest. Listens to a short story.  Holds a book the correct way and turns pages one at a time.  Give simple meaning to the marks I make.  Draw spontaneous circles or to and from lines. | | Phase 1  Has some favourite stories  Repeats words or phrases from familiar stories Distinguish between the marks they make | | Phase 1  Listens to and joins in with stories  Join in with repeated refrains.  Use story language in play.  Sequence story with visual prompts.  Draw simple shapes. | |
| **Key Texts** | The Elephant and the Bad Baby  Tango Makes Three  The Family Book Little Seahorse and the Big Question | Where’s Spot?  Spot on the Farm  Busters Farm  Wow said the Owl  There’s an Owl in My Towel  Dear zoo  Bathtime for Little Rabbit | Bear on a Bike  Whales on the Bus Naughty Bus  Toot Toot, Beep Beep | Hooray for fish  Don’t Worry Little Crab Rainbow Fish Commotion in the Ocean Little Fish’s Opposites | Brown Bear  Rumble in the Jungle Jazzy in the Jungle  It’s Mine  Our Jungle  Flip Flap Safari  A Quiet Day in the Jungle Walking Through the Jungle | The Gruffalo There’s a Dragon in Your Book There’s a Unicorn in Your Book |
| **Mathematics** | Take part in number names through enjoyment of action rhymes.  Compare amounts.  Combine objects such as stacking blocks  Organise and categorise objects  Complete inset puzzle. | | Say some number names in sequence.  Notice patterns and arrange things in patterns. Sort objects and explain how.  Developing spatial awareness. | | Say some numbers in sequence when counting objects (1-1 correspondence).  Use number names accurately in play.  Recites numbers to 5.  Shows and interest in playing with shapes and making arrangements | |
| **Understanding the world** | Talk about what I have just done. Can recognise people-baby, child, grown up. Enjoys sharing pictures and stories about themselves, their families and other people. Explore materials with different properties | Make connections between features of families. Explore and respond to natural materials. Know who lives in their household. | Has a sense of own immediate family and relations. Enjoy books about people and nature. Develop awareness of different celebrations and festivals. Use small world to ‘act’ out familiar events (trains, cars, dolls house). | In pretend play, imitates everyday actions and events from own family and cultural backgrounds in developing sequence. | Learns that they have similarities and differences that connect them to and distinguish them from others. Begin to talk about places they have visited. | Can talk about some things they have observed. Can plant seeds and care for them. Begin to understand the key features of a plant and an animal. Talk about their extended family: Grandparents, aunty, uncle. |
| **Expressive Arts and Design** | Play, explore & investigate painting, art and design area, malleable area. Experiment with paint using gross motor skills. Explores instruments and the sounds they make. Join in singing a familiar song or rhyme. Play alongside others in imaginative play | Understand the use of materials i.e. glue for spreading and sticking. Responds emotionally and physically to music when it changes. | Manipulate materials by squashing, squeezing, pinching, rolling. Copy actions when dancing. Paint and draw with a purpose in mind. | Make creations with developing concentration. Talk about what they are doing and what they will do next. Sing a familiar song or rhyme. | Use tools to shape malleable materials. Role play familiar experiences from home. Begin to create closed shapes with continuous line to begin to use these shapes to represent objects. | Develop pretend play pretending one object represents another. Begin to play instruments with increasing control to express my feelings. Begin to copy repeated rhythm. Begin to use colours more purposefully. |
| **Teacher notes/future ideas** | |  |  |  |  |  |  |