**Key Teaching Texts:**

Happy to be me

I Love Me

Why should I brush my teeth?

Love makes a family

Little Red Hen

**Term:** Autumn 1

**Enrichments / Positive Relationships:**

Harvest themed stay and play

Baking bread?

Visit to shop to buy vegetables / cook with Kitchen staff

**Theme**

Marvellous me and my super celebrations

*Marvellous Me*

**Key Vocabulary:**

Emotions Friendship Collaborate Respect Unique Difference

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| **Communication and Language** | **Personal, Social and Emotional Development** | **Physical Development** |
| Use talk as a main form of communication with peers and adultsRespond appropriately to longer sentences or instructions given by a familiar adult Show an interest in books and print in the environmentListen to a short story with a familiar adultBegin to use descriptive words linked to objects Recognise some simple songs and rhymesBegin to use talk to initiate play with others | Choose activities and toys to play with that interest me, with increasing independenceAcknowledge other children in pre school through gesture and talkBegin to play with increasing independence indoors and outsideDemonstrate friendly behaviour towards peers e.g. smiling, playing alongside, knowing their nameSeparate from main carer with adult supportKnow that there are boundaries and expectations in pre schoolBegin to demonstrate ‘effortful control’ in situations with adult supportKnow my nameRecognise things about my appearance and likesDemonstrate social and friendly behaviour towards my key person, playing with them when they initiate activitiesKnow that I have things that make me individual and uniqueKnow who is in my immediate familyBegin to see representations of other families and notice theseExpress simple emotions appropriately in relation to the context e.g. cry when upsetRecognise simple emotions depicted by images, photographs or when peers demonstrate theseKnow that through play, I can build relationships with peersKnow that helping others is a kind thing to do | Explore moving my body in different waysMake decisions about how to move my body linked to the provision and activity e.g. crawl under an objectGo up steps using alternate feetBegin to connect large, simple construction pieces togetherShow an awareness of needing the toilet and use this with increasing independenceExplore making marks on a large scale Use fine motor control to explore manipulating playdough and other malleable materialsKnow how to wash my hands with adult support |
| **Literacy** |  **Mathematics**  | **Understanding the World** | **Expressive Arts and Design** |
| Enjoy listening to stories and books shared by a familiar adult about ourselvesNotice and begin to recognize my name with some supportNotice print in the environmentSing songs I know in playBegin to make marks with a range of tools in provisionExplore a range of fine motor activities, learning how to manipulate my hands and fingers for the task | Recognise some numerals of personal significance e.g. ageBegin to talk about routines and ‘times’ of the dayTalk about past and future events with peers and familiar adultsExplore groups of objectsBegin to notice groups of objects and patternsUse number names in playDevelop language and words associated with size and weight through play activitiesLearn the days of the week songLearn the months of the year songBegin to recognize groups of 1, 2 and 3 objectsBegin to make groups with 1, 2 and 3 objects | What makes me uniqueSimilarities and Differences with othersBody parts inc their purpose (senses etc)Understanding of differences in people and tolerance/respect for thisMy family and comparing this to other families / family unitsBuilding relationships, making new friendsLearning how to collaborate and work together with peersLearning routines Learning how to collaborate and play with othersUnderstand the importance of good oral health hygiene and how to build this into daily routineDevelop independence with self care skillsKnow what Harvest time isRecognise fruits and vegetables that can be harvestedTalk about foods I do and do not likeKnow that fruit and vegetables can be used to make another food e.g. soupExplore the natural world around me and begin to make comments on what I see, smell, feel and hear | Explore a range of ways to represent ideas and thoughtsMake simple models with a range of resourcesTake part in, and sing independently familiar nursery rhymesBegin to engage in imaginative playExplore making marks with a range of drawing/painting toolsHold scissors with increasing accuracy with adult support, beginning to make snips in paperEngage in domestic role play |

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| **Spirituality links / Questions** |
| Would I be the same if I had a different family?What would pre school be like if everyone was the same? |

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| **Questful RE** | EYFS 1: I am Special | **My Happy Mind** | Meet your brain |

**Key Teaching Texts:**

I love my birthday

Cake

Jesus’ Christmas Party

Nativity stories

**Term:** Autumn 2

**Enrichments / Positive Relationships:**

Baking cakes

Parents Evening

**Theme**

Marvellous me and my super celebrations

*Big Birthdays*

**Key Vocabulary:**

Tradition Celebrate Joyful Experience Christianity

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| **Communication and Language** | **Personal, Social and Emotional Development** | **Physical Development** |
| Use talk to initiate interactions with familiar adults and peersBegin to use vocabulary taught through play, adult interactions and storiesBegin to independently seek out familiar adults to share in play and experiencesBegin to engage in back and forth conversations with a familiar adultBe able to shift attention from one task to another with adult guidanceRespond appropriately to longer sentences or instructions given by a familiar adult Listen to a short story with a familiar adult, beginning to talk about what happens and join in with repeated refrainsRecognise some simple songs and rhymes | Choose activities and toys to play with that interest me, with increasing independenceBegin to seek out peers to share in play experiencesUse appropriate words to label feelings and emotionsBegin to play with increasing independence indoors and outsideSeparate from main carer with some adult supportKnow that there are boundaries and expectations in pre school and be able to follow them with adult supportBegin to demonstrate ‘effortful control’ in situations with adult supportKnow my name Recognise things about my appearance and likes, and begin to notice these may be different to othersKnow that I have things that make me individual and uniqueKnow who is in my immediate familyKnow what a birthday is and that I have oneBegin to see representations of other families and notice these, talking about what I noticeExplore a wider range of emotions through play e.g. frustration, worryKnow that through play, I can build relationships with peersBegin to manage my emotions with adult support | Begin to show more desire to be independent with tasksExplore moving my body in different waysMake decisions about how to move my body linked to the provision and activity e.g. crawl under an objectGo up steps using alternate feetBegin to connect large, simple construction pieces together to create a simple modelExplore pouring activities with increasing controlBegin to learn the skills for skipping, hopping and balancing on one legExplore kicking and throwing large ballsShow an awareness of needing the toilet and use this with increasing independenceExplore making marks on a large scale Use fine motor control to explore manipulating playdough and other malleable materialsAttempt to put on and take off my coat with adult supportBegin to wash my hands correctly with some adult guidance |
| **Literacy** |  **Mathematics**  | **Understanding the World** | **Expressive Arts and Design** |
| Enjoy listening to stories and books shared by a familiar adult about ourselvesBegin to show a preference for favourite stories and booksNotice and begin to recognise my name with some supportNotice print in the environmentSing songs I know in playMake marks with a range of tools in provisionBegin to ascribe meaning to marks that I makeJoin in with repeated refrains and familiar repetitive storiesRecognise my written/printed name with a photo to supportExplore a range of fine motor activities, learning how to manipulate my hands and fingers for the taskHear and say sounds in words, beginning to orally blend and segment with adult support | Recognise some numerals of personal significance e.g. ageBegin to use fingers to represent numbers and quantitiesRecognise when groups have the same quantityKnow the names of some simple 2D shapesBegin to use language associated with describing shapesCount up to 3 or 4 objects, saying a number name for each itemRecognise numerals 1 to 3Use shapes in play for a purposeBegin to subitise up to 3 objectsTalk about routines and ‘times’ of the dayTalk about past and future events with peers and familiar adultsKnow what a pattern isUse number names in playDevelop language and words associated with size and weight through play activitiesLearn the days of the week songLearn the months of the year songRecognise groups of 1, 2 and 3 objectsMake groups with 1, 2 and 3 objects | My family celebrations / traditions and comparing these to othersWhat is a celebration?Why birthdays are important to me / usWhat is a recipe and how to use oneHow to make a cakeOther faith / culture celebrations for special events / timesThe story of the 1st Christmas and why this is important to me / ChristiansUK / Christian Christmas traditionsExplore the natural world around me and begin to make comments on what I see, smell, feel and hearBegin to understand how to be responsible and caring for living things e.g. plants in the environmentKnow about different occupations including emergency services | Explore a range of ways to represent ideas and thoughtsMake simple models with a range of resourcesTune into and actively listen to sounds and songsKnow the primary coloursKnow some secondary coloursExplore colour mixing with pre made paintsTake part in, and sing independently familiar nursery rhymesEngage in imaginative playExplore making marks with a range of drawing/painting tools, beginning to draw enclosed shapes with linesHold scissors with increasing accuracy and make snips in paperEngage in domestic role play, following prompts and cues from peers |

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| **Spirituality links / Questions** |
| How would I feel if I couldn’t celebrate my birthday? |

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| **Questful RE** | EYFS 4: Christmas | **My Happy Mind** | Celebrate |

**Key Teaching Texts:**

Dear zoo

Lets get a pet

Mog and the vet Hairy Maclary’s Rumpus at the vets

The great pet sale

The runaway pancake

Mr Wolf’s Pancakes

**Term:** Spring 1

**Enrichments / Positive Relationships:**

Visit to vets / visit from vet into school

Stay and Play

Hatching Chicks / Ducks

**Theme**

All Creatures Great and Small

*Pets and the Vets*

**Key Vocabulary:**

Captivity Responsible Treatment Medical Enclosure

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| **Communication and Language** | **Personal, Social and Emotional Development** | **Physical Development** |
| Use talk to initiate and continue interactions with familiar adults and peersUse vocabulary taught through play, adult interactions and storiesSeek out familiar adults and peers to share in play and experiencesEngage in back and forth conversations with a familiar adultBe able to shift attention from one task to another with some adult guidanceRespond appropriately to longer instructions given or questions asked by a familiar adult Begin to ask why questions to find out moreListen to a short story in a small group situation, offering ideas about what happens and joining in with repeated refrainsRecognise a range of songs and rhymes, independtly singing these in playBegin to retell a longer story to a familiar adult or peersBegin to demonstrate effective communication skills such as taking turns to speak, listening and responding to what others say | Independently choose a range of activities and toys to play and learn withSeek out peers and adults to share in play experiencesBe able to talk about how they are feeling and begin to offer explanations as to whySeparate from main carer independentlyKnow that there are boundaries and expectations in pre school and be able to follow them with adult supportKnow that I am part of a wider community – pre school and schoolBegin to recognize diversity through stories and demonstrate respect towards thisBegin to manage my emotions with some adult supportBuild positive friendships with peers | Use a knife and fork with increasing independence, demonstrating some controlBegin to show more desire to be independent with tasksExplore moving my body in different ways including climbing and traversingMake decisions about how to move my body linked to the provision and activity e.g. crawl under an objectConfidently go up steps using alternate feetConnect a range of construction pieces together to create a simple modelExplore pouring activities with control and coordinationBegin to learn the skills for skipping, hopping and balancing on one legExplore kicking and throwing large ballsShow an awareness of needing the toilet and use this with independenceMaking marks on a large and small scale Use fine motor control to explore manipulating playdough and other malleable materials with a purpose in mindPut on and take off my coat with some adult guidance / supportIndependently be able to wash my hands |
| **Literacy** |  **Mathematics**  | **Understanding the World** | **Expressive Arts and Design** |
| Enjoy listening to stories and books shared by a familiar adultShow a preference for favourite stories and booksRecognise my nameNotice print in the environment, beginning to recognise letters of significance, and beginning to ask questions about it’s meaningSing songs I know in playMake marks with a range of tools in provisionAscribe meaning to marks that I makeJoin in with repeated refrains and familiar repetitive storiesExplore a range of fine motor activities, learning how to manipulate my hands and fingers for the taskHear and say sounds in words, beginning to orally blend and segment with adult supportRecognise rhyme is words Independently look at books, talking about the pictures, holding the book correctly and turning pagesBegin to hear and recognize syllables in words | Recognise numerals of personal significance e.g. ageOrally recite numbers to 5Use fingers to represent numbers and quantities, beginning to explore other methods / representationsRecognise when groups have the same quantity and be able to notice when they don’tKnow the names of some simple 2D shapesBegin to use language associated with describing shapesCount up to 5 objects, saying a number name for each item, beginning to move objects as they countRecognise numerals 1 to 5Use shapes in play for a purposeAccurately subitise up to 3, beginning to subitise 4 and 5 objectsTalk about routines and ‘times’ of the day, beginning to explain when things have happened in the past or are going to happen in the futureTalk about past and future events with peers and familiar adultsExplore addition and subtraction to 5 using play resources and mathematical toolsBegin to use positional language in playNotice and continue repeating patternsUse comparative language associated with size, capacity and weight | Names and categories of animalsNoticing and creating patterns linked to animal prints, size, features etcAnimals that are zoo / farm / pet animalsHow to be responsible for a petThe role of a vetChristian traditions linked to Shrove Tuesday (Easter)Measurements linked to recipesExplore the natural world around us, commenting on changes and patterns Understand life cycles and the process of planting a seedDevelop a positive attitude to differences and diversity through stories and play provisionTalk about home life experiences with a familiar adult and peersAsk questions to learn more about nature, plants, animals and the world around them | Explore a range of ways to represent ideas and thoughtsMake a range of different models with a resourcesTune into and actively listen to sounds and songs, beginning to sing melodiesHold scissors with increasing accuracy and make snips in paper, beginning to cut along linesKnow the primary coloursKnow some secondary coloursExplore colour mixing with pre made paints and link to knowledge of coloursTake part in, and sing independently familiar nursery rhymesEngage in imaginative playExplore making marks with a range of drawing/painting tools, beginning to draw recognisable picturesEngage in domestic role play, taking on familiar roles independently |

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| **Spirituality links / Questions** |
| What would happen if all the trees and plants in the world died?Why did God create so many different animals? |

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| **Questful RE** | EYFS 8: Friendship | **My Happy Mind** | Appreciate |

**Key Teaching Texts:**

The Very Hungry Caterpillar

What the Ladybird Heard

The Bad Tempered Ladybird

The Teeny Weeny Tadpole

Bumblebear

**Term:** Spring 2

**Enrichments / Positive Relationships:**

Parent visit with minibeasts (R.Byatt)

Caterpillars / Butterflies

Easter Church Service

Parents Evening

**Theme**

All Creatures Great and Small

*Minibeasts*

**Key Vocabulary:**

Minbeast Insect Habitat Creature Life Cycle

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| **Communication and Language** | **Personal, Social and Emotional Development** | **Physical Development** |
| Use talk to effective communicate and interact with familiar adults and peersUse vocabulary taught through play, adult interactions and storiesSeek out familiar adults and peers to share in play and experiences, sharing in enjoyment togetherEngage in back and forth conversations with a familiar adult, listening and responding appropriatelyBe able to shift attention from one task to another Respond appropriately to longer instructions given or questions asked by a familiar adult Ask why questions to find out moreListen to a story in a small group situation, with increasing focus and engagement, offering ideas about what happens and joining in with repeated refrainsRecognise a range of songs and rhymes, independtly singing these in playRetell a longer story to a familiar adult or peersDemonstrate effective communication skills such as taking turns to speak, listening and responding to what others say | Independently choose a range of activities and toys to play and learn withSeek out peers and adults to share in play experiencesBe able to talk about how they are feeling and offer explanations as to whySeparate from main carer independentlyKnow that there are boundaries and expectations in pre school and be able to follow them with some adult supportKnow that I am part of a wider community – pre school and school, and begin to understand how school is part of a wider community – Church / MoretonBegin to recognise diversity through stories and demonstrate respect towards thisManage my emotions with some adult supportBuild and maintain positive friendships with peers | Use a knife and fork with increasing independence, demonstrating some controlShow increasing independence with daily tasksExplore moving my body in different ways including climbing and traversingMake decisions about how to move my body linked to the provision and activity e.g. crawl under an object and be able to adapt to different situationsConfidently go up steps using alternate feetConnect a range of construction pieces together to create a range of modelsExplore pouring activities with control and coordinationBegin to learn the skills for skipping, hopping and balancing on one legExplore kicking and throwing large balls with increasing controlDemonstrate independence when needing and using the toiletMake purposeful marks on a large and small scale Use fine motor control to explore manipulating playdough and other malleable materials with a purpose in mind, rolling, squashing, patting, poking and pinching doughPut on and take off my coat with independence, attempting to fasten zips with some supportKnow the importance of keeping my hands clean, and wash my hands independetly |
| **Literacy** |  **Mathematics**  | **Understanding the World** | **Expressive Arts and Design** |
| Enjoy listening to stories and books shared by a familiar adultShow a preference for favourite stories and booksRecognise my name and notice similarities / differences in print to other children’s namesNotice print in the environment, recognising letters of significance, and asking questions about it’s meaningSing songs I know in playMake marks with a range of tools in provisionAscribe meaning to marks that I make, beginning to link mark making to a particular purpose e.g. shopping listJoin in with repeated refrains and familiar repetitive storiesHear and say sounds in words, beginning to orally blend and segment with some adult supportRecognise rhyme in words Independently look at books, talking about the pictures, holding the book correctly and turning pagesHear and recognise syllables in words | Recognise numerals of personal significance e.g. ageOrally recite numbers to 5 and beginning to 10Use fingers to represent numbers and quantities, beginning to explore other methods / representationsRecognise when groups have the same quantity and be able to notice when they don’tKnow the names of a range of 2D shapesUse language associated with describing shapesCount up to 5 objects, saying a number name for each item, moving objects as they countRecognise numerals 1 to 5Use shapes in play for a purposeAccurately subitise up to 5Talk about routines and ‘times’ of the day, explaining when things have happened in the past or are going to happen in the futureTalk about past and future events with peers and familiar adultsExplore addition and subtraction to 5 using play resources and mathematical toolsBegin to use positional language in playNotice and continue repeating patternsUse comparative language associated with size, capacity and weight | Other types of animals, specifically insects and minibeastsWhat makes an animal a minibeast? (features etc)Minibeast / insect habitatsWhy do we need minibeasts / insects in our world?How can we respect and take care of insects / minibeasts?Changes and lifecycles in insects / minibeasts (butterflies and frogs)Noticing symmetry in insects and other objectsCreating symmetrical picturesNoticing and creating repeating patternsUnderstanding how to care for a class animal / watching and observing changes overtime with metamorphosisSequencing the days of the weekExplore the natural world around us, commenting on changes and patterns Understand life cycles and the process of planting a seedDevelop a positive attitude to differences and diversity through stories and play provisionTalk about home life experiences with a familiar adult and peersAsk questions to learn more about nature, plants, animals and the world around themThe story of Easter and understand why we, as Christians celebrate this | Explore a range of ways to represent ideas and thoughtsMake a range of different models with different resourcesTune into and actively listen to sounds and songs, beginning to sing melodiesHold scissors with increasing accuracy, cutting along lines and curvesKnow the primary coloursKnow some secondary coloursExplore colour mixing with pre made paints and link to knowledge of coloursTake part in, and sing independently familiar nursery rhymesEngage in imaginative playExplore making marks with a range of drawing/painting tools, drawing recognisable picturesEngage in domestic role play, using talk to enhance roles and play |

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| **Spirituality links / Questions** |
| How would it feel to be a tiny ant for a day? |

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| **Questful RE** | EYFS 7: Easter | **My Happy Mind** | Relate |

**Key Teaching Texts:**

The Naughty Bus

The last stop on market street

The Lost Property Office

The Train Ride

**Term:** Summer 1

**Enrichments / Positive Relationships:**

Naughty Bus visit (£)

Stay and Play

Visit to bus stop

**Theme**

The World Around Us and the Great Big Blue

*Going Places*

**Key Vocabulary:**

Destination Travel Transport Local Journey

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| **Communication and Language** | **Personal, Social and Emotional Development** | **Physical Development** |
| Demonstrate active listening skills in small group and 1:1 situationsAsk how and why questions to familiar adultsUse vocabulary taught through play, adult interactions and storiesEngage in back and forth conversations with a familiar adult, listening and responding appropriatelyBe able to shift attention from one task to another Follow instructions independentlyListen to a story in a larger group situation, with increasing focus and engagement, offering ideas about what happens and joining in with repeated refrainsKnow a range of songs and nursery rhymesRetell a longer story to a familiar adult or peersDemonstrate effective communication skills such as taking turns to speak, listening and responding to what others sayCommunicate using sentences, beginning to use some tenses accurately | Independently choose a range of activities and toys to play and learn withSeek out peers and adults to share in play experiencesBe able to talk about how they are feeling and offer explanations as to whyKnow that there are boundaries and expectations in pre school and be able to follow them most of the timeKnow that I am part of a wider community – pre school and school, and understand how school is part of a wider community – Church / MoretonRecognise diversity through stories and demonstrate respect towards thisManage my emotions with some adult supportBuild and maintain positive friendships with peers, demonstrating friendly behaviour to new peersBe able to adapt behaviours to different situations throughout the day with some adult supportBegin to demonstrate understanding that they may need to wait for their needs / wants to be met, tolerating this delay with some support | Use a knife and fork with increasing independence, demonstrating some controlShow increasing independence with daily tasksMove my body in a range of different waysMake decisions about how to move my body linked to the provision and activity e.g. crawl under an object and be able to adapt to different situationsConfidently go up steps using alternate feetConnect a range of construction pieces together to create a range of models, including using smaller scale constructionKick and throw large balls with increasing controlIndependently use the toiletMake purposeful marks on a large and small scale Use fine motor control to explore manipulating playdough and other malleable materials with a purpose in mind, rolling, squashing, patting, poking and pinching doughPut on and take off my coat with independence, attempting to fasten zips independentlyKnow the importance of keeping my hands clean, and wash my hands independetly |
| **Literacy** |  **Mathematics**  | **Understanding the World** | **Expressive Arts and Design** |
| Enjoy listening to stories and books shared by a familiar adultExpress a preference for favourite stories and booksRecognise my name and notice similarities / differences in print to other children’s namesBegin to write my name with adult supportNotice print in the environment, recognising letters of significance, and asking questions about it’s meaningSing songs I know in playMake marks with a range of tools in provision, writing some letters of personal significance / taught soundsAscribe meaning to marks that I make, beginning to link mark making to a particular purpose e.g. shopping listJoin in with repeated refrains and familiar repetitive storiesHear and say sounds in words, orally blending and segmenting with increasing independence Recognise rhyme in words and begin to be able to contine theseIndependently look at books, talking about the pictures, holding the book correctly and turning pagesHear and recognise syllables in words | Recognise numerals of personal significance e.g. ageKnow number names up to 10Orally recite numbers to 10 and backUse fingers and other methods to represent numbers and quantitiesRecognise when groups have the same quantity and be able to notice when they don’t, attempting to explain whyKnow the names of a range of 2D shapesUse language associated with describing shapesCount up to 5 objects, saying a number name for each item, moving objects as they countRecognise numerals 1 to 5, beginning to recognize 6-10Use shapes in play for a purposeAccurately subitise up to 5Talk about routines and ‘times’ of the day, explaining when things have happened in the past or are going to happen in the futureTalk about past and future events with peers and familiar adultsExplore addition and subtraction to 5, 6, 7 using play resources and mathematical toolsBegin to use positional language in playNotice and continue repeating patternsUse comparative language associated with size, capacity, length and weight | Modes of transport in local areaWhere we live (Moreton / Wirral / England)How to take public transportPurpose of a ticketJourneys around our local area – purpose and directionsUsing positional language and directional language linked to journeysPlanning a route for a purpose using maps to supportComparing our local area to another country with different landscape / culture etcNoticing and identifying key local landmarksNoticing changes to our local area of time (comparing images from the past)Identify Christ Church and be able to talk about it’s significanceTalk about the changes in weather and seasons throughout the yearKnow that I live in MoretonKnow that Moreton is near the beach / shoreKnow that Moreton is in Wirral | Explore a range of ways to represent ideas and thoughtsMake a range of different models with different resourcesTune into and actively listen to sounds and songs, beginning to sing melodiesHold scissors with increasing accuracy, cutting along lines and curvesKnow the primary coloursKnow some secondary coloursExplore colour mixing with pre made paints and link to knowledge of coloursTake part in, and sing independently familiar nursery rhymes and a range of other songsEngage in imaginative playExplore making marks with a range of drawing/painting tools, drawing recognisable picturesEngage in domestic role play, using talk influenced by stories and experiences to enhance roles and play |

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| **Spirituality links / Questions** |
| If you could hop on a bus to anywhere, where would it be and why?What does it feel like to be lost? |

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| **Questful RE** | EYFS 10: Prayer | **My Happy Mind** | Engage |

**Key Teaching Texts:**

The Rainbow Fish

Bright Stanley

Mister Seahorse

Sharing A Shell

**Term:** Summer 2

**Enrichments / Positive Relationships:**

Class pet fish

End of Pre Sch Family Celebration

**Theme**

The World Around Us and the Great Big Blue

*Fishy Friends*

**Key Vocabulary:**

Sharing Considerate Similarities Fair Equality

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| **Communication and Language** | **Personal, Social and Emotional Development** | **Physical Development** |
| Demonstrate active listening skills in small group and 1:1 situationsAsk how and why questions to familiar adultsUse vocabulary taught through play, adult interactions and storiesEngage in back and forth conversations with a familiar adult, listening and responding appropriatelyBe able to shift attention from one task to another Follow instructions independentlyListen to a story in a larger group situation, with increasing focus and engagement, offering ideas about what happens and joining in with repeated refrainsKnow a range of songs and nursery rhymesRetell a longer story to a familiar adult or peersDemonstrate effective communication skills such as taking turns to speak, listening and responding to what others sayCommunicate using sentences, beginning to use some tenses accurately | Independently choose a range of activities and toys to play and learn withSeek out peers and adults to share in play experiencesBe able to talk about how they are feeling and offer explanations as to whyKnow that there are boundaries and expectations in pre school and be able to follow them most of the timeKnow that I am part of a wider community – pre school and school, and understand how school is part of a wider community – Church / MoretonRecognise diversity through stories and demonstrate respect towards thisManage my emotions with some adult supportBuild and maintain positive friendships with peers, demonstrating friendly behaviour to new peersBe able to adapt behaviours to different situations throughout the day with some adult supportBegin to demonstrate understanding that they may need to wait for their needs / wants to be met, tolerating this delay with some support | Use a knife and fork with increasing independence, demonstrating some controlShow increasing independence with daily tasksMove my body in a range of different waysMake decisions about how to move my body linked to the provision and activity e.g. crawl under an object and be able to adapt to different situationsConfidently go up steps using alternate feetConnect a range of construction pieces together to create a range of models, including using smaller scale constructionKick and throw large balls with increasing controlIndependently use the toiletMake purposeful marks on a large and small scale Use fine motor control to explore manipulating playdough and other malleable materials with a purpose in mind, rolling, squashing, patting, poking and pinching doughPut on and take off my coat with independence, attempting to fasten zips independentlyKnow the importance of keeping my hands clean, and wash my hands independently |
| **Literacy** |  **Mathematics**  | **Understanding the World** | **Expressive Arts and Design** |
| Enjoy listening to stories and books shared by a familiar adultExpress a preference for favourite stories and booksRecognise my name and notice similarities / differences in print to other children’s namesBegin to write my name with adult supportNotice print in the environment, recognising letters of significance, and asking questions about it’s meaningSing songs I know in playMake marks with a range of tools in provision, writing some letters of personal significance / taught soundsAscribe meaning to marks that I make, beginning to link mark making to a particular purpose e.g. shopping listJoin in with repeated refrains and familiar repetitive storiesHear and say sounds in words, orally blending and segmenting with increasing independence Recognise rhyme in words and begin to be able to contine theseIndependently look at books, talking about the pictures, holding the book correctly and turning pagesHear and recognise syllables in words | Recognise numerals of personal significance e.g. ageKnow number names up to 10Orally recite numbers to 10 and backUse fingers and other methods to represent numbers and quantitiesRecognise when groups have the same quantity and be able to notice when they don’t, attempting to explain whyKnow the names of a range of 2D shapesUse language associated with describing shapesCount up to 5 objects, saying a number name for each item, moving objects as they countRecognise numerals 1 to 5, beginning to recognize 6-10Use shapes in play for a purposeAccurately subitise up to 5Talk about routines and ‘times’ of the day, explaining when things have happened in the past or are going to happen in the futureTalk about past and future events with peers and familiar adultsExplore addition and subtraction to 5, 6, 7 using play resources and mathematical toolsBegin to use positional language in playNotice and continue repeating patternsUse comparative language associated with size, capacity, length and weight | Other types of animals – aquatic animals e.g. fish / mammals etcHabitats of aquatic animals and comparing these to land animals / insectsWhat makes a good friend – attributes and behaviours we should try to learn / displayWhat is sharing and why is it important with friends / family?Understanding fair / not fairThings that make me special and unique – understanding differences in our abilities and neurodiversityTalking and commenting on changes, patterns and the natural world around meKnow that I live in MoretonKnow that Moreton is near the beach / shoreKnow that Moreton is in Wirral | Explore a range of ways to represent ideas and thoughtsMake a range of different models with different resourcesTune into and actively listen to sounds and songs, beginning to sing melodiesHold scissors with increasing accuracy, cutting along lines and curvesKnow the primary coloursKnow some secondary coloursExplore colour mixing with pre made paints and link to knowledge of coloursTake part in, and sing independently familiar nursery rhymes and a range of other songsEngage in imaginative playExplore making marks with a range of drawing/painting tools, drawing recognisable picturesEngage in domestic role play, using talk influenced by stories and experiences to enhance roles and play |

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| **Spirituality links / Questions** |
| How does it feel to be left out?What would the world be like if nobody was friendly?Why did God give us the tools to be kind? |

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| **Questful RE** | EYFS 3: Special People | **My Happy Mind** | *Recap of all units* |