**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 adults  Respond appropriately to longer sentences or instructions given by a familiar adult  Show an interest in books and print in the environment  Listen to a short story with a familiar adult  Begin to use descriptive words linked to objects  Recognise some simple songs and rhymes  Begin to use talk to initiate play with others | | Choose activities and toys to play with that interest me, with increasing independence  Acknowledge other children in pre school through gesture and talk  Begin to play with increasing independence indoors and outside  Demonstrate friendly behaviour towards peers e.g. smiling, playing alongside, knowing their name  Separate from main carer with adult support  Know that there are boundaries and expectations in pre school  Begin to demonstrate ‘effortful control’ in situations with adult support  Know my name  Recognise things about my appearance and likes  Demonstrate social and friendly behaviour towards my key person, playing with them when they initiate activities  Know that I have things that make me individual and unique  Know who is in my immediate family  Begin to see representations of other families and notice these  Express simple emotions appropriately in relation to the context e.g. cry when upset  Recognise simple emotions depicted by images, photographs or when peers demonstrate these  Know that through play, I can build relationships with peers  Know that helping others is a kind thing to do | | Explore moving my body in different ways  Make decisions about how to move my body linked to the provision and activity e.g. crawl under an object  Go up steps using alternate feet  Begin to connect large, simple construction pieces together  Show an awareness of needing the toilet and use this with increasing independence  Explore making marks on a large scale  Use fine motor control to explore manipulating playdough and other malleable materials  Know 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 ourselves  Notice and begin to recognize my name with some support  Notice print in the environment  Sing songs I know in play  Begin to make marks with a range of tools in provision  Explore 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. age  Begin to talk about routines and ‘times’ of the day  Talk about past and future events with peers and familiar adults  Explore groups of objects  Begin to notice groups of objects and patterns  Use number names in play  Develop language and words associated with size and weight through play activities  Learn the days of the week song  Learn the months of the year song  Begin to recognize groups of 1, 2 and 3 objects  Begin to make groups with 1, 2 and 3 objects | | What makes me unique  Similarities and Differences with others  Body parts inc their purpose (senses etc)  Understanding of differences in people and tolerance/respect for this  My family and comparing this to other families / family units  Building relationships, making new friends  Learning how to collaborate and work together with peers  Learning routines  Learning how to collaborate and play with others  Understand the importance of good oral health hygiene and how to build this into daily routine  Develop independence with self care skills  Know what Harvest time is  Recognise fruits and vegetables that can be harvested  Talk about foods I do and do not like  Know that fruit and vegetables can be used to make another food e.g. soup  Explore 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 thoughts  Make simple models with a range of resources  Take part in, and sing independently familiar nursery rhymes  Begin to engage in imaginative play  Explore making marks with a range of drawing/painting tools  Hold scissors with increasing accuracy with adult support, beginning to make snips in paper  Engage 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 peers  Begin to use vocabulary taught through play, adult interactions and stories  Begin to independently seek out familiar adults to share in play and experiences  Begin to engage in back and forth conversations with a familiar adult  Be able to shift attention from one task to another with adult guidance  Respond 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 refrains  Recognise some simple songs and rhymes | | Choose activities and toys to play with that interest me, with increasing independence  Begin to seek out peers to share in play experiences  Use appropriate words to label feelings and emotions  Begin to play with increasing independence indoors and outside  Separate from main carer with some adult support  Know that there are boundaries and expectations in pre school and be able to follow them with adult support  Begin to demonstrate ‘effortful control’ in situations with adult support  Know my name  Recognise things about my appearance and likes, and begin to notice these may be different to others  Know that I have things that make me individual and unique  Know who is in my immediate family  Know what a birthday is and that I have one  Begin to see representations of other families and notice these, talking about what I notice  Explore a wider range of emotions through play e.g. frustration, worry  Know that through play, I can build relationships with peers  Begin to manage my emotions with adult support | | Begin to show more desire to be independent with tasks  Explore moving my body in different ways  Make decisions about how to move my body linked to the provision and activity e.g. crawl under an object  Go up steps using alternate feet  Begin to connect large, simple construction pieces together to create a simple model  Explore pouring activities with increasing control  Begin to learn the skills for skipping, hopping and balancing on one leg  Explore kicking and throwing large balls  Show an awareness of needing the toilet and use this with increasing independence  Explore making marks on a large scale  Use fine motor control to explore manipulating playdough and other malleable materials  Attempt to put on and take off my coat with adult support  Begin 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 ourselves  Begin to show a preference for favourite stories and books  Notice and begin to recognise my name with some support  Notice print in the environment  Sing songs I know in play  Make marks with a range of tools in provision  Begin to ascribe meaning to marks that I make  Join in with repeated refrains and familiar repetitive stories  Recognise my written/printed name with a photo to support  Explore a range of fine motor activities, learning how to manipulate my hands and fingers for the task  Hear and say sounds in words, beginning to orally blend and segment with adult support | Recognise some numerals of personal significance e.g. age  Begin to use fingers to represent numbers and quantities  Recognise when groups have the same quantity  Know the names of some simple 2D shapes  Begin to use language associated with describing shapes  Count up to 3 or 4 objects, saying a number name for each item  Recognise numerals 1 to 3  Use shapes in play for a purpose  Begin to subitise up to 3 objects  Talk about routines and ‘times’ of the day  Talk about past and future events with peers and familiar adults  Know what a pattern is  Use number names in play  Develop language and words associated with size and weight through play activities  Learn the days of the week song  Learn the months of the year song  Recognise groups of 1, 2 and 3 objects  Make groups with 1, 2 and 3 objects | | My family celebrations / traditions and comparing these to others  What is a celebration?  Why birthdays are important to me / us  What is a recipe and how to use one  How to make a cake  Other faith / culture celebrations for special events / times  The story of the 1st Christmas and why this is important to me / Christians  UK / Christian Christmas traditions  Explore the natural world around me and begin to make comments on what I see, smell, feel and hear  Begin to understand how to be responsible and caring for living things e.g. plants in the environment  Know about different occupations including emergency services | | Explore a range of ways to represent ideas and thoughts  Make simple models with a range of resources  Tune into and actively listen to sounds and songs  Know the primary colours  Know some secondary colours  Explore colour mixing with pre made paints  Take part in, and sing independently familiar nursery rhymes  Engage in imaginative play  Explore making marks with a range of drawing/painting tools, beginning to draw enclosed shapes with lines  Hold scissors with increasing accuracy and make snips in paper  Engage 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 peers  Use vocabulary taught through play, adult interactions and stories  Seek out familiar adults and peers to share in play and experiences  Engage in back and forth conversations with a familiar adult  Be able to shift attention from one task to another with some adult guidance  Respond appropriately to longer instructions given or questions asked by a familiar adult  Begin to ask why questions to find out more  Listen to a short story in a small group situation, offering ideas about what happens and joining in with repeated refrains  Recognise a range of songs and rhymes, independtly singing these in play  Begin to retell a longer story to a familiar adult or peers  Begin 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 with  Seek out peers and adults to share in play experiences  Be able to talk about how they are feeling and begin to offer explanations as to why  Separate from main carer independently  Know that there are boundaries and expectations in pre school and be able to follow them with adult support  Know that I am part of a wider community – pre school and school  Begin to recognize diversity through stories and demonstrate respect towards this  Begin to manage my emotions with some adult support  Build positive friendships with peers | | Use a knife and fork with increasing independence, demonstrating some control  Begin to show more desire to be independent with tasks  Explore moving my body in different ways including climbing and traversing  Make decisions about how to move my body linked to the provision and activity e.g. crawl under an object  Confidently go up steps using alternate feet  Connect a range of construction pieces together to create a simple model  Explore pouring activities with control and coordination  Begin to learn the skills for skipping, hopping and balancing on one leg  Explore kicking and throwing large balls  Show an awareness of needing the toilet and use this with independence  Making marks on a large and small scale  Use fine motor control to explore manipulating playdough and other malleable materials with a purpose in mind  Put on and take off my coat with some adult guidance / support  Independently 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 adult  Show a preference for favourite stories and books  Recognise my name  Notice print in the environment, beginning to recognise letters of significance, and beginning to ask questions about it’s meaning  Sing songs I know in play  Make marks with a range of tools in provision  Ascribe meaning to marks that I make  Join in with repeated refrains and familiar repetitive stories  Explore a range of fine motor activities, learning how to manipulate my hands and fingers for the task  Hear and say sounds in words, beginning to orally blend and segment with adult support  Recognise rhyme is words  Independently look at books, talking about the pictures, holding the book correctly and turning pages  Begin to hear and recognize syllables in words | Recognise numerals of personal significance e.g. age  Orally recite numbers to 5  Use fingers to represent numbers and quantities, beginning to explore other methods / representations  Recognise when groups have the same quantity and be able to notice when they don’t  Know the names of some simple 2D shapes  Begin to use language associated with describing shapes  Count up to 5 objects, saying a number name for each item, beginning to move objects as they count  Recognise numerals 1 to 5  Use shapes in play for a purpose  Accurately subitise up to 3, beginning to subitise 4 and 5 objects  Talk about routines and ‘times’ of the day, beginning to explain when things have happened in the past or are going to happen in the future  Talk about past and future events with peers and familiar adults  Explore addition and subtraction to 5 using play resources and mathematical tools  Begin to use positional language in play  Notice and continue repeating patterns  Use comparative language associated with size, capacity and weight | | Names and categories of animals  Noticing and creating patterns linked to animal prints, size, features etc  Animals that are zoo / farm / pet animals  How to be responsible for a pet  The role of a vet  Christian traditions linked to Shrove Tuesday (Easter)  Measurements linked to recipes  Explore the natural world around us, commenting on changes and patterns  Understand life cycles and the process of planting a seed  Develop a positive attitude to differences and diversity through stories and play provision  Talk about home life experiences with a familiar adult and peers  Ask questions to learn more about nature, plants, animals and the world around them | | Explore a range of ways to represent ideas and thoughts  Make a range of different models with a resources  Tune into and actively listen to sounds and songs, beginning to sing melodies  Hold scissors with increasing accuracy and make snips in paper, beginning to cut along lines  Know the primary colours  Know some secondary colours  Explore colour mixing with pre made paints and link to knowledge of colours  Take part in, and sing independently familiar nursery rhymes  Engage in imaginative play  Explore making marks with a range of drawing/painting tools, beginning to draw recognisable pictures  Engage 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 peers  Use vocabulary taught through play, adult interactions and stories  Seek out familiar adults and peers to share in play and experiences, sharing in enjoyment together  Engage in back and forth conversations with a familiar adult, listening and responding appropriately  Be 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 more  Listen to a story in a small group situation, with increasing focus and engagement, offering ideas about what happens and joining in with repeated refrains  Recognise a range of songs and rhymes, independtly singing these in play  Retell a longer story to a familiar adult or peers  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 with  Seek out peers and adults to share in play experiences  Be able to talk about how they are feeling and offer explanations as to why  Separate from main carer independently  Know that there are boundaries and expectations in pre school and be able to follow them with some adult support  Know 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 / Moreton  Begin to recognise diversity through stories and demonstrate respect towards this  Manage my emotions with some adult support  Build and maintain positive friendships with peers | | Use a knife and fork with increasing independence, demonstrating some control  Show increasing independence with daily tasks  Explore moving my body in different ways including climbing and traversing  Make 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 situations  Confidently go up steps using alternate feet  Connect a range of construction pieces together to create a range of models  Explore pouring activities with control and coordination  Begin to learn the skills for skipping, hopping and balancing on one leg  Explore kicking and throwing large balls with increasing control  Demonstrate independence when needing and using the toilet  Make 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 dough  Put on and take off my coat with independence, attempting to fasten zips with some support  Know 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 adult  Show a preference for favourite stories and books  Recognise my name and notice similarities / differences in print to other children’s names  Notice print in the environment, recognising letters of significance, and asking questions about it’s meaning  Sing songs I know in play  Make marks with a range of tools in provision  Ascribe meaning to marks that I make, beginning to link mark making to a particular purpose e.g. shopping list  Join in with repeated refrains and familiar repetitive stories  Hear and say sounds in words, beginning to orally blend and segment with some adult support  Recognise rhyme in words  Independently look at books, talking about the pictures, holding the book correctly and turning pages  Hear and recognise syllables in words | Recognise numerals of personal significance e.g. age  Orally recite numbers to 5 and beginning to 10  Use fingers to represent numbers and quantities, beginning to explore other methods / representations  Recognise when groups have the same quantity and be able to notice when they don’t  Know the names of a range of 2D shapes  Use language associated with describing shapes  Count up to 5 objects, saying a number name for each item, moving objects as they count  Recognise numerals 1 to 5  Use shapes in play for a purpose  Accurately subitise up to 5  Talk about routines and ‘times’ of the day, explaining when things have happened in the past or are going to happen in the future  Talk about past and future events with peers and familiar adults  Explore addition and subtraction to 5 using play resources and mathematical tools  Begin to use positional language in play  Notice and continue repeating patterns  Use comparative language associated with size, capacity and weight | | Other types of animals, specifically insects and minibeasts  What makes an animal a minibeast? (features etc)  Minibeast / insect habitats  Why 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 objects  Creating symmetrical pictures  Noticing and creating repeating patterns  Understanding how to care for a class animal / watching and observing changes overtime with metamorphosis  Sequencing the days of the week  Explore the natural world around us, commenting on changes and patterns  Understand life cycles and the process of planting a seed  Develop a positive attitude to differences and diversity through stories and play provision  Talk about home life experiences with a familiar adult and peers  Ask questions to learn more about nature, plants, animals and the world around them  The story of Easter and understand why we, as Christians celebrate this | | Explore a range of ways to represent ideas and thoughts  Make a range of different models with different resources  Tune into and actively listen to sounds and songs, beginning to sing melodies  Hold scissors with increasing accuracy, cutting along lines and curves  Know the primary colours  Know some secondary colours  Explore colour mixing with pre made paints and link to knowledge of colours  Take part in, and sing independently familiar nursery rhymes  Engage in imaginative play  Explore making marks with a range of drawing/painting tools, drawing recognisable pictures  Engage 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 situations  Ask how and why questions to familiar adults  Use vocabulary taught through play, adult interactions and stories  Engage in back and forth conversations with a familiar adult, listening and responding appropriately  Be able to shift attention from one task to another  Follow instructions independently  Listen to a story in a larger group situation, with increasing focus and engagement, offering ideas about what happens and joining in with repeated refrains  Know a range of songs and nursery rhymes  Retell a longer story to a familiar adult or peers  Demonstrate effective communication skills such as taking turns to speak, listening and responding to what others say  Communicate using sentences, beginning to use some tenses accurately | | Independently choose a range of activities and toys to play and learn with  Seek out peers and adults to share in play experiences  Be able to talk about how they are feeling and offer explanations as to why  Know that there are boundaries and expectations in pre school and be able to follow them most of the time  Know that I am part of a wider community – pre school and school, and understand how school is part of a wider community – Church / Moreton  Recognise diversity through stories and demonstrate respect towards this  Manage my emotions with some adult support  Build and maintain positive friendships with peers, demonstrating friendly behaviour to new peers  Be able to adapt behaviours to different situations throughout the day with some adult support  Begin 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 control  Show increasing independence with daily tasks  Move my body in a range of different ways  Make 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 situations  Confidently go up steps using alternate feet  Connect a range of construction pieces together to create a range of models, including using smaller scale construction  Kick and throw large balls with increasing control  Independently use the toilet  Make 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 dough  Put on and take off my coat with independence, attempting to fasten zips independently  Know 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 adult  Express a preference for favourite stories and books  Recognise my name and notice similarities / differences in print to other children’s names  Begin to write my name with adult support  Notice print in the environment, recognising letters of significance, and asking questions about it’s meaning  Sing songs I know in play  Make marks with a range of tools in provision, writing some letters of personal significance / taught sounds  Ascribe meaning to marks that I make, beginning to link mark making to a particular purpose e.g. shopping list  Join in with repeated refrains and familiar repetitive stories  Hear and say sounds in words, orally blending and segmenting with increasing independence  Recognise rhyme in words and begin to be able to contine these  Independently look at books, talking about the pictures, holding the book correctly and turning pages  Hear and recognise syllables in words | Recognise numerals of personal significance e.g. age  Know number names up to 10  Orally recite numbers to 10 and back  Use fingers and other methods to represent numbers and quantities  Recognise when groups have the same quantity and be able to notice when they don’t, attempting to explain why  Know the names of a range of 2D shapes  Use language associated with describing shapes  Count up to 5 objects, saying a number name for each item, moving objects as they count  Recognise numerals 1 to 5, beginning to recognize 6-10  Use shapes in play for a purpose  Accurately subitise up to 5  Talk about routines and ‘times’ of the day, explaining when things have happened in the past or are going to happen in the future  Talk about past and future events with peers and familiar adults  Explore addition and subtraction to 5, 6, 7 using play resources and mathematical tools  Begin to use positional language in play  Notice and continue repeating patterns  Use comparative language associated with size, capacity, length and weight | | Modes of transport in local area  Where we live (Moreton / Wirral / England)  How to take public transport  Purpose of a ticket  Journeys around our local area – purpose and directions  Using positional language and directional language linked to journeys  Planning a route for a purpose using maps to support  Comparing our local area to another country with different landscape / culture etc  Noticing and identifying key local landmarks  Noticing changes to our local area of time (comparing images from the past)  Identify Christ Church and be able to talk about it’s significance  Talk about the changes in weather and seasons throughout the year  Know that I live in Moreton  Know that Moreton is near the beach / shore  Know that Moreton is in Wirral | | Explore a range of ways to represent ideas and thoughts  Make a range of different models with different resources  Tune into and actively listen to sounds and songs, beginning to sing melodies  Hold scissors with increasing accuracy, cutting along lines and curves  Know the primary colours  Know some secondary colours  Explore colour mixing with pre made paints and link to knowledge of colours  Take part in, and sing independently familiar nursery rhymes and a range of other songs  Engage in imaginative play  Explore making marks with a range of drawing/painting tools, drawing recognisable pictures  Engage 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 situations  Ask how and why questions to familiar adults  Use vocabulary taught through play, adult interactions and stories  Engage in back and forth conversations with a familiar adult, listening and responding appropriately  Be able to shift attention from one task to another  Follow instructions independently  Listen to a story in a larger group situation, with increasing focus and engagement, offering ideas about what happens and joining in with repeated refrains  Know a range of songs and nursery rhymes  Retell a longer story to a familiar adult or peers  Demonstrate effective communication skills such as taking turns to speak, listening and responding to what others say  Communicate using sentences, beginning to use some tenses accurately | | Independently choose a range of activities and toys to play and learn with  Seek out peers and adults to share in play experiences  Be able to talk about how they are feeling and offer explanations as to why  Know that there are boundaries and expectations in pre school and be able to follow them most of the time  Know that I am part of a wider community – pre school and school, and understand how school is part of a wider community – Church / Moreton  Recognise diversity through stories and demonstrate respect towards this  Manage my emotions with some adult support  Build and maintain positive friendships with peers, demonstrating friendly behaviour to new peers  Be able to adapt behaviours to different situations throughout the day with some adult support  Begin 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 control  Show increasing independence with daily tasks  Move my body in a range of different ways  Make 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 situations  Confidently go up steps using alternate feet  Connect a range of construction pieces together to create a range of models, including using smaller scale construction  Kick and throw large balls with increasing control  Independently use the toilet  Make 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 dough  Put on and take off my coat with independence, attempting to fasten zips independently  Know 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 adult  Express a preference for favourite stories and books  Recognise my name and notice similarities / differences in print to other children’s names  Begin to write my name with adult support  Notice print in the environment, recognising letters of significance, and asking questions about it’s meaning  Sing songs I know in play  Make marks with a range of tools in provision, writing some letters of personal significance / taught sounds  Ascribe meaning to marks that I make, beginning to link mark making to a particular purpose e.g. shopping list  Join in with repeated refrains and familiar repetitive stories  Hear and say sounds in words, orally blending and segmenting with increasing independence  Recognise rhyme in words and begin to be able to contine these  Independently look at books, talking about the pictures, holding the book correctly and turning pages  Hear and recognise syllables in words | Recognise numerals of personal significance e.g. age  Know number names up to 10  Orally recite numbers to 10 and back  Use fingers and other methods to represent numbers and quantities  Recognise when groups have the same quantity and be able to notice when they don’t, attempting to explain why  Know the names of a range of 2D shapes  Use language associated with describing shapes  Count up to 5 objects, saying a number name for each item, moving objects as they count  Recognise numerals 1 to 5, beginning to recognize 6-10  Use shapes in play for a purpose  Accurately subitise up to 5  Talk about routines and ‘times’ of the day, explaining when things have happened in the past or are going to happen in the future  Talk about past and future events with peers and familiar adults  Explore addition and subtraction to 5, 6, 7 using play resources and mathematical tools  Begin to use positional language in play  Notice and continue repeating patterns  Use comparative language associated with size, capacity, length and weight | | Other types of animals – aquatic animals e.g. fish / mammals etc  Habitats of aquatic animals and comparing these to land animals / insects  What makes a good friend – attributes and behaviours we should try to learn / display  What is sharing and why is it important with friends / family?  Understanding fair / not fair  Things that make me special and unique – understanding differences in our abilities and neurodiversity  Talking and commenting on changes, patterns and the natural world around me  Know that I live in Moreton  Know that Moreton is near the beach / shore  Know that Moreton is in Wirral | | Explore a range of ways to represent ideas and thoughts  Make a range of different models with different resources  Tune into and actively listen to sounds and songs, beginning to sing melodies  Hold scissors with increasing accuracy, cutting along lines and curves  Know the primary colours  Know some secondary colours  Explore colour mixing with pre made paints and link to knowledge of colours  Take part in, and sing independently familiar nursery rhymes and a range of other songs  Engage in imaginative play  Explore making marks with a range of drawing/painting tools, drawing recognisable pictures  Engage 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* |