



Fell Dyke Community Primary School

Nursery Curriculum Map 2018 - 2019

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme ideas	The Adventures of...	Let's Celebrate!	Up, up and away!	Wild World	Under the Sea	Ready, Steady, Go!
Educational Visits	Wrekenton Library Visit	Wrekenton Library Visit		Washington Wetlands		Saltwell Park The Beach
Curriculum Experience/ Hook	Harry is worried about starting school. Rainbow Fish has lost all of his scales!	Christmas	Road Safety	Duck/Chick eggs Caterpillars	Rock Pool Experience	Sports Day Nurse Visit Hygienist Visit
Role Play	Home Corner	Post Office Santa's Work Shop	Bus, car, aeroplane, boat	Flower Shop Worm Farm Vets	Seaside Shop The Beach Pirate Ship	Doctors/Dentist
Core Texts	The Rainbow Fish (TFW) Little Mouse and the Big Cupcake Sharing a shell Little Rabbit Foo Foo The Smartest Giant in Town	Room on the broom Winnie the Witch The Nativity Story Winnie the witch Rama and Sita The Jolly Postman at Christmas Kipper's Birthday Stick Man	Oi Get off our Train Journey home from Grandad's We're Going on a Bear Hunt Whatever Next Hundred Decker Bus	Ed's Egg Handa's Hen Let's all go on a Safari Lion Hunt Doug the Bug that went Boing The Ugly Bug Ball	Pirates Love underpants Commotion in the Ocean Shark in the Park The Fairy Tale Pincess and the Little Mermaid Plunge into the Pirate Pool a house for Hermit crab The Singing Mermaid Barry the Fish with fingers	Why do I brush my teeth? Why do I wash my hands? Tinyranosaurus How did that get in my lunch box? Gregory the terrible eater Little Bear's trip to hospital Open Wide what's inside?
CL	Daily story sharing Daily singing. Sharing 'All about me' books. Circle Times: discussing sharing & being kind to others. Visit from the Library Follow simple instructions e.g tidy up Talk about objects and people that are familiar to them. • Listens with interest to the noises adults make when they	Nativity production Singing Christmas Songs Food tasting and sharing experience, likes and dislikes. Circle Times: Discussing Christmas and sharing special memories with friends. Daily Story Sharing and singing. Sharing 'All about me' books. Talk Boost Learn about understand differences between cultures e.g. Nativity and Rama and Sita	Daily Story Sharing & singing. Sharing 'All about me' books. Talk Boost To begin to retell familiar stories in their own words. Circle Times: Sharing experiences of holiday/day trips and being on different forms of transport. Comparing what forms of transport friends use to get to school.	Daily Story sharing & singing. Sharing 'All about me' books. Story Sequencing and retelling the text in their own words. Talk Boost Circle Times: Discussing our local environment and the children's knowledge of natural and found objects. Role Play- using appropriate language. Making observations of duck/chick eggs and	Daily Story Sharing & singing Sharing 'All about me' books. Circle Times: Sharing their knowledge of animals and their local environment. To look at similarities and differences of different places around the World. To decide what animals, live on land or under the sea. To look closely at what makes these animals different.	Discussing healthy and unhealthy food types and having the opportunity to make fruit kebabs, fruit salads and vegetable soup. Thinking of different ways to stay healthy and happy both at home and in school. Book Talk: Discussing characters, feelings and beginning to make predictions. • Understands use of objects

	<p>read stories. (22-36)</p> <ul style="list-style-type: none"> • Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. (22-36) • Developing understanding of simple concepts (e.g. <i>big/little</i>). (22-36) • Learns new words very rapidly and is able to use them in communicating. (22-36) • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘<i>I have it</i>’. (22-36) • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). (30-50) 	<ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes. (22-36) • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. (22-36) • Identifies action words by pointing to the right picture, e.g., “<i>Who’s jumping?</i>” (22-36) • Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. <i>Who’s that/can? What’s that? Where is.?</i>) (22-36) • Uses a variety of questions (e.g. <i>what, where, who</i>). (22-36) • Beginning to use word endings (e.g. <i>going, cats</i>). (22-36) • Uses simple sentences (e.g. ‘<i>Mummy gonna work.</i>’) (22-36) 	<p>Looking at our local environment- google maps etc. children to describe familiar locations and their experiences.</p> <ul style="list-style-type: none"> • Understands more complex sentences, e.g. ‘<i>Put your toys away and then we’ll read a book.</i>’ (22-36) • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. (22-36) • Holds a conversation, jumping from topic to topic. (22-36) • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (30-50) • Builds up vocabulary that reflects the breadth of their experiences. (30-50) • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). 	<p>describing the key stages in the life cycle of a chick. To look at similarities and differences of different places around the World. Forest Fridays- exploring their local environment & discussing what they have found.</p> <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. (30-50) • Focusing attention – still listen or do, but can shift own attention. (30-50) • Responds to simple instructions, e.g. to get or put away an object. (30-50) • Uses vocabulary focused on objects and people that are of particular importance to them. (30-50) • Uses talk in pretending that objects stand for something else in play, e.g., ‘<i>This box is my castle.</i>’ (30-50) 	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. (30-50) • Is able to follow directions (if not intently focused on own choice of activity). (30-50) • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. (30-50) • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). (30-50) • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50) 	<p>(e.g. “<i>What do we use to cut things?</i>”) (30-50)</p> <ul style="list-style-type: none"> • Beginning to understand ‘why’ and ‘how’ questions. (30-50) • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. (30-50) • Uses intonation, rhythm and phrasing to make the meaning clear to others. (30-50)
PD	<p>Daily open door during child initiated play. Promote independence with coats & shoes. To become confident with play equipment outdoors. Focusing on independence in</p>	<p>Daily open door during child initiated play. Forest Friday- exploring environment Weekly P.E sessions- Monday Mover’s with Wiggle as you Scribble</p>	<p>Daily open door during child initiated play. Forest Friday- Small Activity within the forest area P.E sessions- Warm up/Cool down parachute & chasing games</p>	<p>Daily open door during child initiated play. Forest Friday- Small Activity within the forest area P.E sessions- Warm up/Cool down parachute & chasing games</p>	<p>Daily open door during child initiated play. Forest Friday- Small Activity within the forest area P.E sessions- Warm up/Cool down Games linked to Sport’s Day.</p>	<p>Daily open door during child initiated play. Forest Friday- Small Activity within the forest area P.E sessions to begin- Warm up/Cool down Little Strikers</p>

	<p>toileting.</p> <p>Daily snack time- children to hand out the milk, select fruit and be able to tidy up area when finished. (AM self serve snack area)</p> <p>Forest Friday to begin with the children exploring the natural environment and explore different ways of moving.</p> <ul style="list-style-type: none"> • Runs safely on whole foot. (22-36) • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.(22-36) • Turns pages in a book, sometimes several at once. (22-36) • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. (22-36) • Walks upstairs or downstairs holding onto a rail two feet to a step. (22-36) • Clearly communicates their need for potty or toilet. (22-36) • Feeds self competently with spoon. (22-36) • Drinks well without spilling. (22-36) 	<ul style="list-style-type: none"> • May be beginning to show preference for dominant hand. (22-36) • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. (22-36) • Can kick a large ball. (22-36) • Beginning to use three fingers (tripod grip) to hold writing tools (22-36) • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. (22-36) • Beginning to be independent in self-care, but still often needs adult support. (22-36) • Imitates drawing simple shapes such as circles and lines. (22-36) 	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (30-50) • Can tell adults when hungry or tired or when they want to rest or play. (30-50) • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. (30-50) • Beginning to recognise danger and seeks support of significant adults for help. (22-36) 	<ul style="list-style-type: none"> • Walks downstairs, two feet to each step while carrying a small object. (30-50) • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (30-50) • Holds pencil near point between first two fingers and thumb and uses it with good control. (30-50) • Can usually manage washing and drying hands. (30-50) 	<ul style="list-style-type: none"> • Mounts stairs, steps or climbing equipment using alternate feet. (30-50) • Can stand momentarily on one foot when shown. (30-50) • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (30-50) • Can copy some letters, e.g. letters from their name. (30-50) 	<ul style="list-style-type: none"> • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. (30-50) • Can catch a large ball. (30-50) • Draws lines and circles using gross motor movements. (30-50) • Observes the effects of activity on their bodies. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. • Understands that equipment and tools have to be used safely. (30-50)
PSED	Being able to adjust their behaviour and familiarise	Nativity show in nursery. Starting to share resources	Responding to the feelings of others, showing affection	Beginning to be independent during child initiated and	Independently initiating turn taking with friends.	Responding to others during imaginative play situations to

	<p>themselves with routines. Sit during snack time and uses appropriate manners. Joins in with small group times. Familiarises themselves with adults in the class. Sharing with friends and being kind. Looking after our classroom / our friends Being truthful Making friendship bracelets. Being able to separate from adults within Nursery to play with friends.</p> <ul style="list-style-type: none"> Interested in others' play and starting to join in. (22-36) Seek out others to share experiences. (22-36) Separate from main carer with support and encouragement from a familiar adult. (22-36) Express own preferences and interests. (22-36) Seek comfort from familiar adults when needed.(22-36) Shows understanding and cooperates with some boundaries and routines.(22-36) 	<p>with adults support. Talk about things they enjoy Circle time – firework safety, keeping safe at Halloween, road safety (darker nights). Beginning to initiate play with others through modelling.</p> <ul style="list-style-type: none"> Form a special friendship with another child. (22-36) Seek out others to share experiences with. (22-36) Can inhibit own actions or behaviours (22-36) Aware that some actions can hurt or harm others 	<p>to other when they are upset and seeking an adult's support when needed. Being able to use their verbal language to communicate their interests and wants.</p> <ul style="list-style-type: none"> Shows affection and concern for people who are special (22-36) Can express my own feelings such as sad, happy, cross, scared, and worried. (22-36) Growing ability to distract self when upset, e.g. by engaging in a new play activity. (22-36) Responds to the feelings and wishes of others. (22-36) 	<p>only approaching adults for help. Beginning to be aware of what upsets their friends and thinking of how this can be avoided (taking turns).</p> <ul style="list-style-type: none"> Aware of own feelings and knows that some actions and words can hurt others (30-50) Can usually tolerate delay when needs are not immediately met and understands that wishes may not always be met (30-50) Welcomes and values praise for what they have done (30-50) Can select and use activities and resources with help (30-50) Shows confidence in asking adults for help (30-50) 	<p>Being able to initiate play regularly and beginning to respond to what others say within imaginative play. Sharing experiences and special times for themselves and families.</p> <ul style="list-style-type: none"> Begins to accept the needs of others and can take turns and share resources sometimes with support (30-50) Enjoys responsibility of carrying out small tasks (30-50) Confident to talk to other children when playing and will communicate freely about home and community (30-50) Initiates play offering cues to peers to join them. (30-50) 	<p>keep play going. Being able to adapt their behaviours (P.E, assemblies) Having a larger number of friendships within the Nursery.</p> <ul style="list-style-type: none"> Can usually adapt behaviour to different events social situations and changes in routine (30-50) Is more outgoing towards unfamiliar people and more confident in new social situations (30-50) Confident to talk to other children when playing and will communicate freely about home and community (30-50) Keeps play going by responding to what others are saying or doing (30-50) Demonstrates friendly behaviour initiating conversations and forming good relationships with peers and familiar adults (30-50) Can play in a group, extending and elaborating play ideas (30-50)
Literacy	Daily Story Sharing. Weekly Library Slot.	Daily Story Sharing with Book Talk	Daily Story Sharing. Weekly Library Slot.	Daily Story Sharing. Weekly Library Slot.	Daily Story Sharing. Weekly Library Slot.	Daily Story Sharing. Weekly Library Slot.

	<p>Story Sequencing. Talk For Write LRH & Gruffalo Name Writing Daily Song time Sensory mark making opportunities e.g. glitter tuft tray, shaving foam & coloured sand). Phase 1 daily phonics sessions</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. (22-36) • Repeats words or phrases from familiar stories. (22-36) • Fills in the missing word or phrase in a known rhyme, story or game. (22-36) • Distinguish between the different marks I make. (22-36) 	<p>Weekly Library Slot. Story Sequencing Talk For Write Name Writing Daily Song time Phase 1/2 daily phonics sessions Dough Disco to develop fine motor.</p> <ul style="list-style-type: none"> • Looks at books independently. (30-50) • Handles books carefully. (30-50) • Holds the book the correct way and turns pages. (30-50) • Listens to and joins in with stories and poems, on-to-one and also in small groups. (30-50) • Gives meaning to marks they make as they draw, write and paint. (30-50) 	<p>Story Sequencing Talk For Write Name Writing Daily Song time Phase 1/2 daily phonics sessions Dough Disco to develop fine motor.</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (30-50) • Shows interest in illustrations and print in books and print in the environment. (30-50) • Ascribes meanings to marks that they see in different places. (30-50) 	<p>Story Sequencing Talk For Write Name Writing Daily Song time Phase 1/2 daily phonics sessions Dough Disco to develop fine motor.</p> <ul style="list-style-type: none"> • Suggests how a story might end. (30-50) • Listens to stories with increasing attention and recall. (30-50) • Describes main story settings; events and principal characters. (30-50) 	<p>Story Sequencing Talk For Write Name Writing Daily Song time Phase 1/2 daily phonics sessions Dough Disco to develop fine motor.</p> <ul style="list-style-type: none"> • Recognises familiar words and signs such as own name and advertising logos. (30-50) • Knows information can be relayed in the form of print. (30-50) • Knows that print carries meaning and, in English, is read from left to right and top to bottom. (30-50) 	<p>Story Sequencing Talk For Write Name Writing Daily Song time Phase 1/2 daily phonics sessions Dough Disco to develop fine motor.</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. (30-50) • Shows awareness of rhyme and alliteration. (30-50) <p>Recognises rhythm in spoken words. (30-50)</p>
<p>Maths</p>	<p>Daily Home Board: Counting friends & identifying correct numeral. Identifying what happens in the daily routine. Working towards earning multiplication awards. Rote count to 20 Making comparisons of two sets of objects and deciding which set has more/less.</p>	<p>Daily Home Board: Counting friends & identifying correct numeral. Identifying what happens in the daily routine. Working towards earning multiplication awards. Counting parcels into Santa's sack Counting spooky items into the cauldron Ordering parcels according to size</p>	<p>Daily Home Board: Counting friends & identifying correct numeral. Identifying what happens in the daily routine. Working towards earning multiplication awards. Rote count to 20. Weekly number writing. Counting games as maths starter e.g. counting jumps, stamps etc. Shape pictures- vehicles</p>	<p>Daily Home Board: Counting friends & identifying correct numeral. Identifying what happens in the daily routine. Working towards earning multiplication awards. Numbered magic bean number line. Jack's magic number beanstalk. Shape Beanstalk Ordering turnips/vegetables</p>	<p>Daily Home Board: Counting friends & identifying correct numeral. Identifying what happens in the daily routine. Working towards earning multiplication awards. Number problems Number exposure in SGT's Match numeral to quantity Shape Hunt Shape Songs Sorting Shapes</p>	<p>Daily Home Board: Counting friends & identifying correct numeral. Identifying what happens in the daily routine. Working towards earning multiplication awards. Comparing baskets of fruit/vegetables Making Shape Ginger Bread Men Ladybird counting spots Making fruit kebabs.</p>

	<ul style="list-style-type: none"> • Recites some number names in sequence (22-36) • Selects a small number of objects from a group when asked. (22-36) • Uses some language of quantities, such as 'more' and 'a lot'. (22-36) • Begins to make comparisons between quantities. (22-36) • Begins to use the language of size. (22-36) • Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. (22-36) 	<p>Continue to rote count to 20 Looking at numbers- exploring numbers in a range of way. Weekly number writing time in morning session. Shape pictures Ordering a visual timetable</p> <ul style="list-style-type: none"> • Knows that a group of things changes in quantity when something is added or taken away. (22-36) • Creates and experiments with symbols and marks representing ideas of number. (22-36) • Uses some number names number language spontaneously. (30-50) • Uses some numbers accurately in play. (30-50) • Notices simple shapes and patterns in pictures. (22-36) • Beginning to categorise objects according to properties such as shape or size. (22-36) • Anticipates specific time-based events such as mealtimes or home time. (22-36) 	<p>Shape Twister</p> <ul style="list-style-type: none"> • Recites numbers in order to 10. (30-50) • Shows interest in numeral • Realises not only objects, but anything can be counted, including steps, claps or jumps. (30-50) • Shows an interest in shape and space by playing with shapes or making arrangements with objects. (30-50) • Uses positional language. (30-50) • Shows interest in shapes in the environment. (30-50) 	<p>according to size. Planting seeds counting tuft spot</p> <ul style="list-style-type: none"> • Knows that numbers identify how many objects are in a set. (30-50) • Beginning to represent numbers using fingers, marks on paper or pictures. (30-50) • Shows an interest in numerals in the environment. (30-50) • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (30-50) 	<ul style="list-style-type: none"> • Shows an interest in number problems. (30-50) • Shows an interest in representing numbers. (30-50) • Shows curiosity about numbers by offering comments or asking questions. (30-50) • Uses shapes appropriately for tasks. (30-50) 	<ul style="list-style-type: none"> • Sometimes matches numeral and quantity correctly. (30-50) • Compares two groups of objects, saying when they have the same number. (30-50) • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. (30-50) • Shows awareness of similarities of shapes in the environment. (30-50) • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (30-50)
<p>Understanding of the World</p>	<p>Forest Friday Exploring the home corner provision with modelled play. Exploring small world</p>	<p>Forest Friday ICT equipment- being able to handle the equipment carefully and retuning them on</p>	<p>Forest Friday ICT- Continuous provision available to explore with specific app's locked to work</p>	<p>Forest Friday ICT- Working on a key skill during a SGT e.g. taking photos or videos.</p>	<p>Forest Friday ICT- Working on a key skill during a SGT e.g. opening and closing desired apps.</p>	<p>Forest Friday ICT- Working on a key skill during a SGT e.g. simple coding</p>

	<p>provision with modelled play. Circle Games: being kind and sharing focus Family Tree Looking at ourselves- comparing similarities and difference (self-portraits)</p> <ul style="list-style-type: none"> • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. (22-36) • Beginning to have their own friends. (22-36) • Enjoys playing with small-world models such as a farm, a garage, or a train track. (22-36) 	<p>their charging docks. Modelling and supporting ICT use to allow the children to be successful. Circle Times: Discussing different family structures & who lives in their home. Looking at different celebrations celebrated. Home Transition Display. Food Tasting from different cultures. Looking at pictures brought in by children and displayed on All About us wall in HC.</p> <ul style="list-style-type: none"> • Notices detailed features of objects in their environment (22-36) • Seeks to acquire basic skills in turning on and operating some ICT equipment. (22-36) • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. (22-36) • Has a sense of own immediate family and relations. (22-36) 	<p>on a key skill. Circle Time: Reflection discussion Looking at local environment and sharing experiences. Locating children's homes on Google Maps so they can describe their home and share memories with friends.</p> <ul style="list-style-type: none"> • Learns that they have similarities and differences that connect them to, and distinguish them from, others. (22-36) • Remembers and talks about significant events in their own experience. (30-50) • Shows interest in the lives of people who are familiar to them. (30-50) 	<p>Recording the growth of a seed on Ipad. Planting of seeds e.g. sunflower/beanstalk Looking at seasons. Where do seeds come from exploration tray- pumpkins, watermelon etc. Exploring roots. Mini beast hunt. Living eggs- duck/chicks Other life cycles Looking at difference between animals and mini beats. Growing cress caterpillars</p> <ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends. (30-50) • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. (30-50) • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (30-50) 	<p>Discussing sea creatures and their key features. How they similar or different. Sorting land and sea creatures</p> <ul style="list-style-type: none"> • Talks about why things happen and how things work.(30-50) • Shows care and concern for living things and the environment. (30-50) • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (30-50) • Knows how to operate simple equipment e.g. turns on CD player and uses remote control. (30-50) 	<p>Circle Times- Discussing and sorting healthy and unhealthy foods. Children using a range of ingredients to cook. Children to discuss what they can do to stay healthy both in school and at home. Comparing what animals and humans eat. Visits from professionals e.g. Doctor, Nurse & Librarian Celebrating being unique! Looking at family members- What makes them the same/different.</p> <ul style="list-style-type: none"> • Shows interest in different occupations and ways of life. (30-50) • Knows that information can be retrieved from computers (30-50) • Developing an understanding of growth, decay and changes over time. (30-50) • Can talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50) • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (30-50)
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<p>Computing (UW Technology)</p>	<p>Exploration of continuous ICT provision e.g. drawing apps, driving remote control car & mobile phones. Using technology to support role play.</p> <ul style="list-style-type: none"> Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. (22-36) 	<p>Continual exploration of continuous ICT provision.</p> <p>Supporting children to use ICT resources appropriately e.g. opening and closing apps</p> <ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. (22-36) Recognise purposes for using technology at home and in school (e.g.TV for watching movies; interactive whiteboard for showing work in school) 	<p>SGT- Key skill focus</p> <ul style="list-style-type: none"> Knows how to operate simple equipment e.g. turns on CD player and uses remote control. (30-50) Understand to take turns when using Technology. Know that care is needed when using equipment 	<p>SGT- Key skill focus Phonics Burst to accelerate phonic knowledge. Using play technology e.g. toy mobile phones to support imaginative role play.</p> <ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (30-50) 	<p>SGT-Key skill focus Phonics Burst to accelerate phonic knowledge. Taking iPad's to document Forest exploration.</p> <ul style="list-style-type: none"> Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. (30-50) Understand that the internet can be used to play and learn Can use a camera, sound recorder or mobile device to collect photographs and/or sound 	<p>SGT- Key skill focus Phonics Burst to accelerate phonic knowledge. Taking iPad's to document Forest exploration.</p> <ul style="list-style-type: none"> Knows that information can be retrieved from computers (30-50) Understand that a password protects a device from someone else using it Can match images to appropriate sounds (e.g. 'duck' to 'quack')
<p>EAD</p>	<p>Daily Home Base- Singing session daily Music area continuous provision linked to phase 1 phonics. Self-portraits describing what they are drawing. Drawing who lives in our home. Continuous provision throughout Nursery. CD Rainbow Fish.</p> <ul style="list-style-type: none"> Joins in singing favourite songs. (22-36) Creates sounds by banging, shaking, tapping or blowing. 	<p>Daily Home Base- Singing session daily Music area continuous provision Home Corner Continuous Provision with modelled play. Firework paintings. Nativity production. Making Witches Hats to support imaginative play.</p> <ul style="list-style-type: none"> Beginning to make-believe by pretending. (22-36) Shows an interest in the way musical instruments sound. (22-36) 	<p>Daily Home Base- Singing session daily Music area continuous provision Building Area provision Junk modelling- vehicles</p> <ul style="list-style-type: none"> Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' (22-36) Enjoys joining in with dancing and ring games. (30-50) Sings a few familiar songs. 	<p>Daily Home Base- Singing session daily Flower Colour Mixing Natural flower pictures (Forest Friday) Development of Termly role play around children's interest e.g. Doctors Bottle Flower Printing Hoop threading beanstalks The Beautiful Butterfly paint printing Ugly Bug Ball! Moving in a range of ways to music. Creating homes for the mini beasts (Forest Friday) Mini Beast paint prints & Clay fossils.</p> <ul style="list-style-type: none"> Joins construction pieces 	<p>Daily Home Base- Singing session daily Development of termly role play around children's interests e.g. Doctors P.E warm up session- dancing Ocean painting- colour exploration</p> <ul style="list-style-type: none"> Explores and learns how sounds can be changed. (30-50) Beginning to move rhythmically. (30-50) Understands that they can use lines to enclose a space, and then begin to use these 	<p>Daily Home Base- Singing session daily Development of termly role play around children's interests e.g. Doctors Fruit Kebab, Vegetable soup & milkshake making using various tools & describing textures. Fruit & vegetable printing. Experimenting with different ways of moving. Nursery Sports Day. Sensory Tubs in investigation area. Imaginative play- farm tuft spot</p> <ul style="list-style-type: none"> Taps out simple repeated

	<p>(22-36)</p> <ul style="list-style-type: none"> • Experiments with blocks, colours and marks. (22-36) 		<p>(30-50)</p> <ul style="list-style-type: none"> • Imitates movement in response to music. (30-50) • Uses various construction materials. (30-50) • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. (30-50) 	<p>together to build and balance. (30-50)</p> <ul style="list-style-type: none"> • Explores colour and how colours can be changed. (30-50) • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (30-50) • Uses movement to express feelings. (30-50) • Engages in imaginative role-play based on own first-hand experiences. (30-50) 	<p>shapes to represent objects. (30-50)</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. (30-50) • Creates movement in response to music.(30-50) • Uses available resources to create props to support role-play. (30-50) 	<p>rhythms. (30-50)</p> <ul style="list-style-type: none"> • Realises tools can be used for a purpose. (30-50) • Beginning to be interested in and describe the texture of things (30-50) • Makes up rhythms. (30-50) • Sings to self and makes up simple songs. (30-50) • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.(30-50)
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