|  |  |
| --- | --- |
|  | **Summer theme coverage** |
|  | **Theme:** Rhyme Challenge  | **Theme:** Dragons, Knights and Princesses  | **Theme:** All Creatures Great and Small |
| **Area of learning and development** | **Little Acorns** | **Great Oak Nursery** | **Reception** |
| **Prime Areas** | **Communication and language** | **Birth to three*** Listen to simple stories and understand what is happening, with the help of pictures.
* Locate the source of a familiar person’s voice, such as their key person or parent.
* Make eye contact for longer periods of time.
* Watches somebody’s face as they speak.
* Copy what adults do, talking turns in conversation and activities. Try to copy adult speech.
* Listen and respond to simple instructions.
* Babble using sounds such as ‘mamma’
* Use gestures like waving and pointing to communicate.
* Reach or point to something they want while making sounds.
* Use single words during play.
* Understand simple words in context
* Understand frequently used words.
* Constantly babbles and use single words during play.
* Understand simple questions about “who, what, where’.
* Start to say how they are feeling, using words as well as actions.
* Identify familiar objects when they are described.
* Listen to simple stories and understand what is happening, with the help of the picture.
* Understand and act on longer sentences like ‘make teddy jump”.
* Listen to other peoples talk with interest, but can easily be distracted by other things.
 |  **Birth to three*** Start to develop conversation, often jumping from topic to topic.
* Listen to simple stories and understand what is happening, with the help of the pictures.
* Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.
* Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.
* Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).

**3 to 4 years*** Enjoy listening to longer stories and can remember much of what happens.
* Pay attention to more than one thing at a time, which can be difficult.
* Use a wider range of vocabulary.
* Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
* Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
* Sing a large repertoire of songs.
* Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
* Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
* Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.
* Use longer sentences of four to six words.
* Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
* Start a conversation with an adult or a friend and continue it for many turns.
* Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
 | **3 to 4 years:*** Enjoy songs and rhymes, tuning in and paying attention.
* Enjoy listening to longer stories and can remember much of what happened.
* Use a wider range of vocabulary – linked to our topic.
* Understand ‘why’ questions.
* Sing a large repertoire of songs.
* Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
* Develop their communication, but may continue to have problems with irregular tenses and plurals.
* Use longer sentences of four to six words.
* Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

**Reception:*** Understand how to listen carefully and why listening is important.
* Learn new vocabulary.
* Use new vocabulary through the day.
* Ask questions to find out more and to check they understand what has been said to them.
* Articulate their ideas and thoughts in well-formed sentences.
* Connect one idea or action to another using a range of connectives.
* Describe events in some detail.
* Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
* Develop social phrases.
* Engage in story times.
* Listen to and talk about stories to build familiarity and understanding.
* Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
* Use new vocabulary in different contexts.
* Listen carefully to rhymes and songs, paying attention to how they sound.
* Learn rhymes, poems and songs.
* Engage in non-fiction books.
* Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
 |
| **Personal, social and emotional development** | **Birth to three*** Find ways to calm themselves, through being calmed and comforted by their key person.
* Establish their sense of self.
* Engage with others through gestures, gaze and talk.
* Look back as they crawl or walk away from their key person.
* Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
* Play with increasing confidence on their own and with others children, because they know their key person is nearby.
* Be increasingly able to talk about manage their emotions.
* Develop friendships with other children.
* Thrive as they develop self-assurance.
* Notice and ask questions about differences, such as skin colour, gender, special needs.
* Safely explore emotions beyond their normal range through play and stories.
* Are talking about feelings in more elaborated ways.
* Feel strong enough to express a range of emotions.
* Use that engagement to achieve a goal, gestures towards their cup to say they want a drink.
* Begin to show ‘effortful control’. For example waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
 | **Birth to three*** show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
* Be increasingly able to talk about and manage their emotions.
* Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
* Develop friendships with other children.
* Safely explore emotions beyond their normal range through play and stories.
* Talk about their feelings in more elaborated ways: “I’m sad because…” or “I love it when …”.

**3 to 4 years*** Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
* Increasingly follow rules, understanding why they are important.
* Remember rules without needing an adult to remind them.
* Develop appropriate ways of being assertive.
* Talk with others to solve conflicts.
* Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
* Understand gradually how others might be feeling.
 | **3 to 4 years:*** Select and use activities and resources, with help when needed.
* Develop their sense of responsibility and membership of a community.
* Become more outgoing with unfamiliar people.
* Play with one or more children.
* Help to find solutions to conflicts and rivalries.
* Increasingly follow rules, understanding why they are important.
* Develop appropriate ways of being assertive.
* Begin to understand how others might feel.

**Reception:*** See themselves as a valuable individual.
* Build constructive and respectful relationships.
* Express their feelings and consider the feelings of others.
* Show resilience and perseverance in the face of challenge.
* Identify and moderate their own feelings socially and emotionally.
* Think about the perspectives of others.
* Manage their own needs.
	+ Personal hygieneKnow and talk about the different factors that support their overallhealth and wellbeing:
	+ regular physical activity
	+ healthy eating
	+ toothbrushing
	+ sensible amounts of ‘screen time’
	+ having a good sleep routine
	+ being a safe pedestrian
 |
| **Physical Development** | **Birth to three*** Enjoy moving when outdoors and inside.
* Eat finger foods and develop likes and dislikes.
* Try a range of foods with different tastes and textures.
* Gradually gain control of their whole body through continual practice of large movements, waving, rolling, crawling, walking.
* Pass objects from one hand to another. Let go of things and hands them to another person or drops them.
* Walk, run, jump and climb-start to use stairs independently.
* Develop manipulation and control.
* Use large and small motor skills to do things independently, e.g. buttons, zips and pour drinks.
* Learn to use the toilet with help and independency.
* Build independently with a range of appropriate resources.
* Spin, roll and independently use ropes and swings.
* Show an increasing desire to be independent.
* Explore different materials and tools.
* Learn to use the toilet with help and then independently.
* Sit on push along wheeled toys, use scooters or ride a tricycle.
 | **Birth to three** * Spin, roll and independently use ropes and swings (for example, tyre swings).
* Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
* Develop manipulation and control.
* Explore different materials and tools.
* Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
* Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
* Learn to use the toilet with help, and then independently.

**3 to 4 years*** Use large-muscle movements to wave flags and streamers, paint and make marks.
* Start taking part in some group activities which they make up for themselves, or in teams.
* Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
* Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
* Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
* Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
* Use one-handed tools and equipment, for example, making snips in paper with scissors.
* Use a comfortable grip with good control when holding pens and pencils.
* Start eating independently and learning how to use a knife and fork.
* Show a preference for a dominant hand.
* Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
* Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
* Make healthy choices about food, drink, activity and toothbrushing.
 | **Children will be able to:****3 to 4 years:*** Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
* Go up steps and stairs, or climb up apparatus, using alternate feet.
* Skip, hop, stand on one leg and hold a pose for a game like
* musical statues.
* Use large-muscle movements to wave flags and streamers, paint and make marks.
* Use one-handed tools and equipment, for example, making snips in paper with scissors.
* Use a comfortable grip with good control when holding pens and pencils.
* Show a preference for a dominant hand.
* Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

**Reception:*** Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
* Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
* Use their core muscle strength to achieve a good posture when sitting at a table or
* sitting on the floor
* Combine different movements with ease and fluency
* Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
* Develop overall body-strength, balance, co-ordination and agility.
* Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
* Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
* Develop the foundations of a handwriting style which is fast, accurate and efficient.Further develop the skills they need to manage the school day successfully:
* - lining up and queuing
* - mealtimes
 |
| **Specific Areas** | **Literacy** | **Birth to Three*** Enjoys songs and rhymes, tuning in and paying attention.
* Join in with songs and rhymes, copying songs and rhymes, sounds, tunes and tempo.
* Enjoy sharing books with an adult.
* Pays attention and responds to the pictures or the words.
* Have a favourite book and seek them out to share with an adult, with another child or to look at alone.
* Repeat words and phrases from familiar stories.
* Enjoy drawing freely.
* Add some marks to their drawing, which they give meaning to e.g. That’s mummy.
* Ask questions about the book. Make comments and share their own ideas.
* Develop play around favourite stories using props.
* Develop play around favourite stories using props.
* Make marks on their picture to stand for their name.
* Says some words in songs and rhymes.
 | **Birth to three*** Repeat words and phrases from familiar stories.
* Ask questions about the book. Make comments and shares their own ideas.
* Develop play around favourite stories using props.
* Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
* Enjoy drawing freely.
* Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”
* Make marks on their picture to stand for their name.

**3 to 4 years** * Understand the five key concepts about print: -

print has meaning - print can have different purposes – we read English text from left to right and from top to bottom - the names of the different parts of a book -page sequencing* Develop their phonological awareness, so that they can: - spot and suggest rhymes –
* count or clap syllables in a word –
* recognise words with the same initial sound, such as money and mother
* Engage in extended conversations about stories, learning new vocabulary.
* Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
* Write some or all of their name.
* Write some letters accurately.
 | **3 to 4 years:*** Understand the five key concepts about print:
	+ Print has meaning
	+ Print can have different purposes
	+ We read English text from left to right and from top to bottom
	+ The names of different parts of a book
	+ Page sequencing
* Use some of their print and letter knowledge in their early writing.
* Write some or all of their name.
* Write some letters accurately.
* Develop their phonological awareness.
* Engage in conversations about stories.

**Reception:*** Form lower-case and capital letters correctly.
* Begin to spell words by identifying the sounds and then writing the sounds with letters.
* Read individual letters by saying the sounds of them.
* Blend sounds into word, so they can read short words.
* Read a few common exception words matched to the schools phonics programme
* Read simple phrases and sentences made up of words with known letter- sound correspondence and, where necessary, a few exception words.
* Spell words by identifying the sounds and then writing the sound with letter/s.
* Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
* Re-read what they have written to check that it makes sense.
 |
| **Mathematics** | **Birth to Three*** Take part in finger rhymes with numbers.
* Counting like behaviours, such as making sounds, pointing or saying numbers in sequence.
* Counting everyday contexts, sometime skipping numbers 1-2-3-5.
* Build with resources.
* Complete inset jigsaws.
* Notice patterns and arrange things in patterns.
* Combine objects like stacking blocks and cups.
* Compare amounts.
* Count in everyday contexts.
* Compare sizes
* Compare sizes, weights etc. gesture and language – bigger/little/smaller/high/low/tall/heavy
 | **Birth to three*** Take part in finger rhymes with numbers.
* Compare amounts, saying ‘lots’, ‘more’ or ‘same’.
* Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
* Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’
* Climb and squeeze themselves into different types of spaces.
* Build with a range of resources.
* Complete inset puzzles
* Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.
* Notice patterns and arrange things in patterns.

**3 to 4 years** * Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
* Recite numbers past 5.
* Say one number for each item in order: 1,2,3,4,5.
* Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
* Show ‘finger numbers’ up to 5.
* Link numerals and amounts: for example, showing the right number of objects to match the numeral, upto 5.
* Experiment with their own symbols and marks as well as numerals.
* Solve real world mathematical problems with numbers up to 5.
* Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.
* Make comparisons between objects relating to size, length, weight and capacity.
* Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
* Combine shapes to make new ones - an arch, a bigger triangle etc.
* Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.
* Extend and create ABAB patterns – stick, leaf, stick, leaf.
* Notice and correct an error in a repeating pattern.
 | **Reception:*** Count objects, actions and sounds.
* Subitise
* Link the number symbol (numeral) with its cardinal value.
* Count beyond ten.
* Compare numbers.
* Explore the composition of numbers to 10.
* Automatically recall number bonds from numbers 0-5 and some to 10
* Compare length, weight and capacity

.. |
| **Understanding the World** | **Birth to Three*** Repeat actions that have an effect.
* Explore materials with different

properties.* Explore natural materials, indoors and outdoors.
* Make connections between the features of their family and other families.
* Notice differences between people.
 | **Birth to three*** Explore materials with different properties.
* Explore natural materials, indoors and outside.
* Explore and respond to different natural phenomena in their setting and on trips.
* Make connections between the features of their family and other families.
* Notice differences between people.

**3 to 4 years*** Use all their senses in hands on exploration of natural materials.
* Explore collections of materials with similar and/or different properties.
* Talk about what they see, using a wide vocabulary.
* Explore how things work.
* Plant seeds and care for growing plants.
* Understand the key features of the life cycle of a plant and an animal.
* Begin to understand the need to respect and care for the natural environment and all living things.
* Explore and talk about different forces they can feel.
* Talk about the differences between materials and changes they notice.
 | **3 to 4 years:*** Talk about what they see, using a wide range of vocabulary.
* Explore how things work.
* Begin to understand the need to respect and care for the natural environment.

**Reception:*** Name and describe people who are familiar to them.
* Comment on images of familiar situations in the past.
* Compare and contrast stories, including figures from the past.
* Draw information from a simple map.
* Recognise some similarities and differences between life in this country and life in other countries.
* Explore the natural world around them.
* Describe what they see, hear and feel whilst outside.
* Recognise some environments that are different to the one in which they live.
* Understand the effect of changing seasons on the natural world around them.
* Science – introduce chn to David Attenborough. Focus lesson explaining who he is and what he has done for society and the world in relation to science/living things.
 |
| **Expressive Arts and Design** | **Birth to three*** Join in with songs and rhymes, making some sounds.
* Explore a range of sounds and instruments- play them in different ways.
* Explore paint, using fingers and other parts of their body as well as brushes and other tools.
* Express ideas and feelings through making marks and giving meanings to the marks they make.
* Start to develop pretend play.
* Manipulate and play with different materials.
* Show attention to sounds and music.
* Explore their voices and making sounds.
* Explore a range of sound-makers and instruments and play them in different ways.
* Use imagination as they consider what they can do with different materials.
* Make simple models to express their ideas.
* Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
* Anticipate phrases and actions in rhymes and songs like ‘peepri’.
 |  **Birth to three*** Join in with songs and rhymes, making some sounds.
* Make rhythmical and repetitive sounds.
* Explore a range of soundmakers and instruments and play them in different ways.
* Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
* Use their imagination as they consider what they can do with different materials.

**3 to 4 years:*** Take part in simple pretend play, using an object to represent something else even though they are not similar.
* Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
* Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
* Explore different materials freely, in order to develop their ideas about how to use them and what to make.
* Develop their own ideas and then decide which materials to use to express them.
* Join different materials and explore different textures.
* Draw with increasing complexity and detail, such as representing a face with a circle and including details.
* Use drawing to represent ideas like movement or loud noises.
* Explore colour and colourmixing.
* Listen with increased attention to sounds.
* Respond to what they have heard, expressing their thoughts and feelings.
* Remember and sing entire songs.
* Sing the pitch of a tone sung by another person (‘pitch match’).
* Create their own songs, or improvise a song around one they know.
* Play instruments with increasing control to express their feelings and ideas.
 | **3 to 4 years:*** Take part in pretend play.
* Begin to develop complex stories using small world equipment.
* Explore different materials freely.
* Join different materials and explore different textures.
* Create closed shapes with continuous lines.
* Explore colour and colour mixing.
* Listen with increased attention to sounds.
* Remember and sing entire songs.

**Reception:*** Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Return to and build on their previous learning, refining ideas and developing their ability to represent them.
* Create collaboratively, sharing ideas, resources and skills.
* Listen attentively, move to and talk about music, expressing their feelings and responses.
* Watch and talk about dance and performance art, expressing their feelings and responses.
* Sing in a group or on their own, increasingly matching the pitch and following the melody.
* Develop storylines in their pretend play.
* Explore and engage in music making and dance, performing solo or in groups.
 |