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|  | **Spring 1 curriculum coverage** | | | |
|  | **Theme:** Paws, claws and whiskers | **Theme:** Once Upon a Time | **Theme:** Our World and Beyond: Our Jurassic World |
| **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. * Listens to other peoples talk with interest, but can easily be distracted by other things. * Enjoy singing, music and toys that make sound. * 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. * Copy your gestures and words * Constantly babble and use single words during play. * Understand simple words in context * Understand frequently used words. * Start to develop conversation, often jumping from topic to topic. * Constantly babbles and use single words during play. * Understand simple questions about “who, what, where” * Can become frustrated when they can’t make themselves understood. * Start to say how they are feeling, using words as well as actions. * Develop pretend play. * Understand and act on longer sentences. | **Birth to three:**   * Listen to other people’s talk with interest, but can easily be distracted by other things. * Start to say how they are feeling, using words as well as actions. * 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. * 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’. * 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 theymight 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. * Express preferences and decisions. They also try new things and start establishing their autonomy. * Find ways of managing transitions – from their parent to their key person. * Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. * Play with increasing confidence on their own and with others children, because they know their key person is nearby. * Develop friendships with other children. * Feel strong enough to express a range of emotions. * Thrive as they develop self-assurance. * Grow in independence, rejecting help. * Notice and ask questions about differences, such as skin colour, gender, special needs. | **Birth to three**   * Find ways to calm themselves, through being calmed and comforted by their key person. * Establish their sense of self. * Thrive as they develop self-assurance. * 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. * 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**   * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. * Develop their sense of responsibility and membership of a community. * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations. * Play with one or more other children, extending and elaborating play ideas. * 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. * Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. | **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. * Sit without support. * Reach out for objects as co-ordination develops. * Eat finger foods and develop likes and dislikes. * 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. * Fit themselves into spaces like tunnels, dens large boxes and move around in them. * Enjoys starting to kick, throw and catch ball. * Sit on a push-along wheeled toy, use a scooter or ride a tricycle. * 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. * Lift objects up to suck them. * Build independently with a range of appropriate resources. * Spin, roll and independently use ropes and swings. * Show an increasing desire to be independent. | **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**   * 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. * Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. * 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. * Start taking part in some group activities which they make up for themselves, or in teams. | **3 to 4 years:**   * Continue to develop their movement. * 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. * Sing songs and say rhymes independently, for example, singing whilst playing. * 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. | **Birth to three**   * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. * Sing songs and say rhymes independently, for example, singing whilst playing. * Enjoy sharing books with an adult. * Pay attention and respond to the pictures or the words. * Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. * 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 |
| **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. | **Birth to three**   * Take part in finger rhymes with numbers. * Compare amounts, saying ‘lots’, ‘more’ or ‘same’. 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**   * Develop 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, up to 5. * Experiment with their own symbols and marks as well as numerals. * Solve real world mathematical problems with numbers up to 5. * Compare quantities using language: ‘more than’, ‘fewer than’. * 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   * Explore materials with different properties. * Make connections between features of their families and others. * Explore natural materials, indoors and outdoors. | **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. * Talk about the differences between materials and changes they notice. * Continue developing positive attitudes about the differences between people. * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | **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. |
| **Expressive Arts and Design** | **Birth to Three**   * Move and dance to music. * Join in with songs and rhymes, making some sounds. * Explore a range of sounds and instruments- play them in different ways. * Start to make marks intentionally. * 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. * Enjoy taking part in action songs. * 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. | **Birth to three**   * Move and dance to music. * 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. * Make simple models which express their ideas.   **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. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Explore colour and colour-mixing. * 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’). | **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. |