

Theme	Main subject focus	Texts	WOW moments	First-hand experiences	End of Unit Celebrations	Outcomes
Travel and Transport	CLL The World	Mr Gumpy's Motor Car	Making a bus with big construction	Role play bus/car/boat	Construction of vehicles	To be able to answer why questions and use joining words in their sentences
Space	CLL The World	Whatever Next Aliens love under pants	Clips of Space	Clips of Space Role play of trip to space	Display of Space work in entrance	To be aware of similarities and differences in the environment
Celebrations	People and Communities CLL EAD	N/a Clips Father Christmas	Sparklers Nativity Birthday cakes	Diva Pot Autumn Walk	Trip to the theatre	To learn about similarities and differences and respect for different cultures
Under the Sea	CLL The World EAD	Rainbow Fish	Sea Life Centre	Sea Life Centre	Sea Pictures	To know about similarities and differences in living things
Healthy Living and Choices	Health & Self Care Physical Development CLL EAD	Handa's Surprise	Walk to shop	Fruit faces Milkshakes Vegetable kebabs	OBOL	To be able to make safe and healthy choices
Growing and Minibeasts	The World CLL	Jack and the Beanstalk	Garden centre trip Caterpillars	Growing beans/sunflower seeds Egg and cress sandwiches	Releasing the butterflies	To learn what plants need to grow.

Dinosaurs	CLL The World EAD	Dinosaurs Love Underpants	Find the Egg & hatching Animal Man visit	Dinosaur hunt	Volcano experiment	To learn about events that happened in the past
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## Travel and Transport

### PSED

#### Making Relationships

Settling into school and making friends

- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (30-50m)
- Keeps play going by responding to what others are saying or doing (30-50m)
- Initiates play, offering cues to peers to join them (30-50m)
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children (30-50m)
- Initiates conversations, attends to & takes account of what others say (40-60m)

#### Self Confidence and Self Awareness

Becoming confident to try activities in the classroom and outside

- Can select and use activities and resources with help. (30-50m)
- Welcomes and values praise for what they have done. (30-50m)
- Enjoys responsibility of carrying out small tasks. (30-50m)
- Is more outgoing towards unfamiliar people and more confident in new social situations. (30-50m)
- Confident to talk to other children when playing, and will communicate freely about own home and community. (30-50m)
- Shows confidence in asking adults for help. (30-50m)
- Confident to speak to others about own needs, wants, interests and opinions (40-60m)

#### Managing Feelings & Behaviour

Circle time sessions to show care and concern for others, sessions to learn classroom rules and routines, tidy up sessions, toilet rules with the children

- Aware of own feelings, and knows that some actions and words can hurt others' feelings. (30-50m)
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50m)
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. (30-50m)
- Can usually adapt behaviour to different events, social situations and changes in routine. (30-50m)
- Aware of the boundaries set & of behavioural expectations in the setting (40-60m)

### Communication, Language and Literacy

#### Listening and Attention

Listening games, story time sessions circle time

- Listens to others one to one or in small groups, when conversation interests them. (30-50m)
- Listens to stories with increasing attention and recall. (30-50m)
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (30-50m)
- Focusing attention – still listen or do, but can shift own attention. (30-50m)

### Physical Development

#### Moving and Handling

P.E Sessions & Funky Fingers

- 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. (30-50m)
- Mounts stairs, steps or climbing equipment using alternate feet. (30-50m)
- Walks downstairs, two feet to each step while carrying a small object. (30-50m)
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. (30-50m)
- Can stand momentarily on one foot when shown. (30-50m)
- Can catch a large ball. (30-50m)
- Draws lines and circles using gross motor movements. (30-50m)
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (30-50m)
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (30-50m)
- Holds pencil near point between first two fingers and thumb and uses it with good control. (30-50m)
- Can copy some letters, e.g. letters from their name. (30-50m)
- Jumps off an object and lands appropriately (40-60m)
- Travels with confidence around, under, over and through balancing and climbing equipment (40-60m)
- Uses simple tools to effect changes to materials (40-60m)
- Shows a preference for a dominant hand (40-60m)
- Uses a pencil and holds it effectively to hold recognisable letters, most of which are correctly formed (40-60m)

#### Health and Self Care

Circle time sessions to cover hand washing

- Can tell adults when hungry or tired or when they want to rest or play. (30-50m)
- Observes the effects of activity on their bodies. (30-50m)
- Understands that equipment and tools have to be used safely. (30-50m)
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. (30-50m)
- Can usually manage washing and drying hands. (30-50m)
- 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. (30-50m)
- Usually dry & clean during the day (40-60m)

### Literacy

#### Reading

Carpet Literacy Sessions, story time

- Knows that print carries meaning and, in English, is read from left to right and top to bottom (30-50m)
- Holds books the correct way up and turns pages (30-50m)
- Looks at books independently (30-50m)
- Handles books carefully (30-50m)
- Suggests how a story might end (30-50m)

- Is able to follow directions (if not intently focused on own choice of activity). (30-50m)
- Maintains attention, concentrates and sits quietly during appropriate activity (40-60m)

**Understanding**

Understands stories and instructions in classroom and circle time sessions, listen to transport riddles and try to guess them

- Understands use of objects (e.g. "What do we use to cut things?") (30-50m)
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (30-50m)
- Responds to simple instructions, e.g. to get or put away an object. (30-50m)
- Beginning to understand 'why' and 'how' questions. (30-50m)
- Responds to instructions involving a two part sequence (40-60m)

**Speaking**

Speaking in circle time sessions and role-play and small world play

- Uses vocabulary focused on objects and people that are of particular importance to them. (30-50m)
- Builds up vocabulary that reflects the breadth of their experiences. (30-50m)
- Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' (30-50m)
- Beginning to use more complex sentences to link thoughts (e.g. using *and*, *because*). (30-50m)
- Can retell a simple past event in correct order (e.g. *went down slide*, *hurt finger*). (30-50m)
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50m)
- Questions why things happen and gives explanations. Asks e.g. *who*, *what*, *when*, *how*. (30-50m)
- Uses a range of tenses (e.g. *play*, *playing*, *will play*, *played*). (30-50m)
- Uses intonation, rhythm and phrasing to make the meaning clear to others. (30-50m)
- Uses language to imagine & recreate roles & experiences in play situations (40-60m)

**Mathematics****Numbers**

Counting & Recognising Numbers, go and count cars in the car park or on the bridge and see what the most popular colour car is (make a pictogram/tally chart).

- Uses some number names accurately in play. (30-50m)
- Recites numbers in order to 10. . (30-50m)
- Uses some number names and number language spontaneously (30-50m)
- Knows that numbers identify how many objects are in a set. . (30-50m)
- Beginning to represent numbers using fingers, marks on paper or pictures. . (30-50m)
- Sometimes matches numeral and quantity correctly. (30-50m)
- Recognises numerals 1 to 5. (40-60m)
- Recognise some numbers of personal significance (40-60m)
- Counts up to three or four objects by saying one number name for each item. (40-60m)
- Counts actions or objects which cannot be moved. (40-60m)
- Counts objects to 10, and beginning to count beyond 10. (40-60m)
- Counts out up to six objects from a larger group. (40-60m)
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (40-60m)
- Counts an irregular arrangement of up to ten objects. (40-60m)

More/ fewer/ same, 1 more & 1 Less

- Uses the language of 'more' and 'fewer' to compare two sets of objects. (40-60m)
- Says the number that is one more than a given number. (40-60m)
- Finds one more or one less from a group of up to five objects, then ten objects. (40-60m)

**Shape, Space and Measures**

Use 2D Shapes to make transport, race the transport types and order by speed or distance, put transport types in various

- Listens to stories with increasing attention & recall (30-50m)
- Describes main story settings, events & principal characters (30-50m)
- Knows information can be relayed in the form of print (30-50)
- Listens to and joins in with stories and poems, one-to-one and also in small groups (30-50m)
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50m)
- Enjoys rhyming and rhythmic activities (30-50m)
- Shows awareness of rhyme and alliteration (30-50m)
- Hears and says the initial sound in words (40-60m)

**Writing**

Practise writing names and initial sounds for words

- Ascribes meanings to marks that they see in different places (30-50m)
- Sometimes gives meaning to marks as they draw and paint (30-50m)
- Hears and says the initial sound in words. (40-60m)
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (40-60m)
- Writes own name and other things such as labels, captions (40-60m)

**Understanding the World****People and Communities**

Talk about transport types they have been on or family or friends have been on

- Shows interest in different occupations and ways of life. (30-50m)
- Shows interest in different occupations & ways of life
- Remembers and talks about significant events in their own experience. (30-50m)

**The World**

Looking at different types of transport and finding out about them, look at different staff cars

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (30-50m)
- Talks about why things happen and how things work. (30-50m)
- Looks closely at similarities, differences, patterns and change. (40-60m)

**Technology**

Programme the Beebots to follow a road route, Use Ipads to complete simple programmes.

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. (30-50m)
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. (30-50m)
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (30-50m)
- Knows that information can be retrieved from computers (30-50m)
- Completes a simple program on a computer (40-60m)

places and explain where they are, money for getting on transport,  
2D Shapes

- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (30-50m)
- Shows interest in shapes in the environment. (30-50m)
- Uses shapes appropriately for tasks. (30-50m)
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (30-50m)
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. (40-60m)
- Selects a particular named shape. (40-60m)

Positional language

- Uses positional language. (30-50m)
- Can describe their relative position such as 'behind' or 'next to'. (40-60m)

Money

- Beginning to use everyday language related to money. (40-60m)

Distance

- Use everyday language to talk about distance. (ELG)

**Expressive Arts and Design**

**Media and Materials**

Sing songs linked to topic, make cars using crates

- Enjoys joining in with dancing and ring games. (30-50m)
- Sings a few familiar songs. (30-50m)
- Explores and learns how sounds can be changed. (30-50m)
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. (30-50m)
- Uses various construction materials. (30-50m)
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (30-50m)
- Joins construction pieces together to build and balance. (30-50m)
- Realises tools can be used for a purpose. (30-50m)
- Understands that different media can be combined to create new effects (40-60m)
- Constructs with a purpose in mind using a variety of resources (40-60m)

**Being Imaginative**

Use Instruments & voices to represent different types of transport, make transport types and role-play in them, paint their favourite car (or mum's/dad's car)

Make types of transport using junk materials.

- Engages in imaginative role-play based on own first-hand experiences. (30-50m)
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there (30-50m)
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. (30-50m)
- Uses available resources to create props to support role-play. (30-50m)
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (30-50m)
- Creates movement in response to music. (30-50m)
- Sings to self and makes up simple songs. (30-50m)
- Creates simple representations of people, events, objects (40-60m)
- Play alongside other children who are engaged in the same theme (40-60m)

Role-play-home, Bus, Train

Go for a walk to see different types of transport

Go for a walk in the woods-What can they see.....using a type of transport (walking) they collect things and make an autumn collage

## Space

<p><b>PSED</b>  <b>Making Relationships</b>  <i>making friends with an alien</i>  Initiates conversations, attends to and takes account of what others say (4-0-60m)  Takes steps to resolve conflicts with other children e.g. finding a compromise (4-0-60m)</p> <p><b>Self Confidence and Self Awareness</b>  <i>Circle time to describe what they are good at</i>  Confident to speak to others about own needs, wants, interests and opinions (4-0-60m).  Can describe self in positive terms and talk about abilities (4-0-60m)</p> <p><b>Managing Feelings &amp; Behaviour</b>  <i>Circle time sessions to show care and concern for others, sessions to learn classroom rules and routines, tidy up sessions, toilet rules with the children</i>  Aware of the boundaries set, and of behavioural expectations in the setting. (4-0-60m)  Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy (4-0m)</p>	<p><b>Physical Development</b>  <b>Moving and Handling</b>  P.E Sessions &amp; Funky Fingers  Uses simple tools to effect changes to materials (4-0-60m)  Experiment with different ways of moving (4-0-60m)  Negotiates space successfully when playing racing &amp; chasing games with other children, adjusting speed and direction to avoid obstacles &amp; other children (4-0-60m)  Handles tools, objects, construction and malleable materials safely and with increasing control. (4-60m)  Shows a preference for a dominant hand. (4-60m)  Begins to use anticlockwise movement and retrace vertical lines. (4-0-60m)  Begins to form recognisable letters. (4-0-60m).</p> <p><b>Health and Self Care</b>  <i>Circle time sessions to cover glitter sneezing, basic hygiene, books on keeping health, Discussing how to carry scissors carefully, where and how to put them away.</i>  Usually dry and clean during the day.(4-0-60m)  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (4-0-60m)  Shows understanding of how to transport and store equipment safely.(4-0-60m)</p>
<p><b>Communication, Language and Literacy</b>  <b>Listening and Attention</b>  <i>Listening games, story time sessions circle time</i>  Maintains attention, concentrates and sits quietly during appropriate activity. (4-0m)  Two channelled attention, can listen &amp; do for a short span (4-0-60m)</p> <p><b>Understanding</b>  <i>Understands stories and instructions in classroom and circle time sessions</i>  Responds to instructions involving a two-part sequence. (4-0m)  Listens &amp; responds to ideas expressed by others in conversations &amp; discussions (4-0-60m)</p> <p><b>Speaking</b>  <i>Speaking in circle time sessions and role-play and small world play</i>  Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 4-0-60m)  Uses talk to organise thinking, ideas, feelings and events (4-0-60m)</p>	<p><b>Literacy</b>  <b>Reading</b>  <i>Whatever Next-have a Picnic on the Moon (role-play it &amp; make a list of food to take)</i>  <i>Fiction/non fiction books about space. Knows that information can be retrieved from books and computers (4-0m).</i>  <b>RWI – learning sounds.</b> Links sounds to letters, sounding the letters of the alphabet. (4-0m)  Books in book box for independent learning. Looks at books independently.  Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. (30m).  Describes main story settings, events &amp; principal characters (30-50m)  Shows interest in illustrations and print in books and print in the environment (30-50m)  Recognises rhythm in spoken words (30-50m)  Beginning to be aware of the way stories are structured (30-50m)  Know that information can be retrieved from books &amp; computers (4-0-60m)</p> <p><b>Writing</b>  <i>List of what you would take to space.</i>  <b>Labelling the planets.</b> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. (30m) Hears and says the initial sound in words. (4-0m).  Give meaning to marks they draw, write &amp; paint (4-0-60m)  Links sounds to letter, naming &amp; sounding the letters of the alphabet (4-0-60m)  Writing nonsense words – alien language.</p>
<p><b>Mathematics</b>  <b>Numbers</b>  Counting claps jump etc Realises not only objects, but anything can be counted, including steps, claps or jumps (30m)  Shows curiosity about numbers by offering comments or asking questions (30-50m)  Shows an interest in number problems (30-50m)  Compares two groups of objects, saying when they have the same number (30-50m)  Separates a group of 3 or 4 objects in different ways, beginning to recognise that the total is still the same (30-50m)  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (4-0m)  Shows an interest in numerals in the environment (30-50m)  Shows an interest in representing numbers (30-50m)</p>	<p><b>Understanding the World</b>  <b>People and Communities</b>  Knows about similarities &amp; differences between themselves &amp; others &amp; among families &amp; communities (ELG)</p> <p><b>The World</b>  Make small world space scene (use flour and have moon buggies etc)  Learning about the planets, sun, moon and solar system. Make a space suit to travel up to Space  Comments and asks questions about the familiar world. (30m)  Looks closely at similarities and change (4-0-60m)</p> <p><b>Technology</b>  Information about space from the computer. Knows that information can be retrieved from computers (30m)</p>

<ul style="list-style-type: none"> <li>- Recognise some numbers of personal significance (4-60m)</li> <li>- Counts up to three or four objects by saying one number name for each item. (4-60m)</li> <li>- Counts actions or objects which cannot be moved. (4-60m)</li> <li>- Counts objects to 10, and beginning to count beyond 10. (4-60m)</li> <li>- Counts out up to six objects from a larger group. (4-60m)</li> <li>- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (4-60m)</li> <li>- Counts an irregular arrangement of up to ten objects. (4-60m)</li> </ul> <p><b>Shape, Space and Measures</b></p> <p>Using 2d shape/3d shapes to design a rocket, aliens etc.</p> <ul style="list-style-type: none"> <li>- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (30-50m)</li> <li>- Shows interest in shapes in the environment. (30-50m)</li> <li>- Uses shapes appropriately for tasks. (30-50m)</li> <li>- Shows awareness of similarities &amp; differences of shapes in the environment (30-50m)</li> <li>- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (30-50m)</li> <li>- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. (4-60m)</li> <li>- Selects a particular named shape. (4-60m)</li> </ul> <p>Height and length - creating long aliens, tall short aliens</p> <ul style="list-style-type: none"> <li>- Orders two or three items by length or height. (4-60m)</li> <li>- use everyday language to talk about size to compare quantities and objects and to solve problems (ELG)</li> </ul>	<p>Uses ICT hardware to interact with age appropriate software (4-60m)</p>
<p><b>Expressive Arts and Design</b></p> <p><b>Media and Materials</b></p> <p>-Making 3D rockets, aliens, planets (use junk material)</p> <p>-Creating different texture aliens/design their own</p> <p>Pictures using different techniques. Paint blob, blow with straw aliens.</p> <p>Beginning to be interested in and describe the texture of things</p> <p>Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. (30m), Taps out simple repeated rhythms (30-50m)</p> <p>Experiments to create different textures (4-60), manipulates materials to achieve a planned effect (4-60m)</p> <p><b>Being Imaginative</b></p> <p>-Role play: imagining going into space, spaceship</p> <p>Small world – with rockets and aliens on the moon surface.</p> <p>Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play, Developing preferences for forms of expression. (30-50m), Introduces a storyline or narrative into their play (4-60m), plays co-operatively as part of a group to develop &amp; act out a narrative (4-60m)</p>	<p><b>Awe and Wonder</b> –</p> <p>Alien space ship arrives?</p> <p>Alien writing on the white boards</p> <p>Foot prints/ glitter trail.</p> <p>What would you see out of your window on a rocket (porthole pictures)</p>

Celebrations

<p><u>Learning about other children's celebrations</u>  <u>Making Relationships</u>                  They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (ELG)  <u>Self Confidence and Self Awareness</u>                  Confident to talk to other children when playing, and will communicate freely about own home and community. (30-50m)                  Confident to try new activities, and say why they like some activities more than others (ELG)                  Confident to speak in a familiar group, talk about their ideas and choose resources they need for their chosen activities (ELG)  <u>Managing Feelings &amp; Behaviour</u>                  Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50m)                  They work as part of a group or class, and understand and follow the rules (ELG)                  They adjust their behaviour to different situations and take changes in routine in their stride (ELG)</p>	<p><u>Physical Development</u>  <u>Moving and Handling</u>                  Dragon dance/nativity/Indian dancing: Experiments with different ways of moving. (40-60m)                  Card/gift making: Begins to use anticlockwise movement and retrace vertical lines. (40-60m)                  Card making: Begins to form recognisable letters. (40-60m)                  Card Making: Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (40-60m)                  Children show good control and co-ordination in large and small scale movements (ELG)                  Move confidently in a range of ways, safely negotiating space (ELG)  <u>Health and Self Care</u>                  Sparklers: Shows understanding of the need for safety when tackling new challenges, and considers and manages some (40-60m)</p>
<p><u>Communication, Language and Literacy</u>  <u>Listening and Attention</u>                  Maintains attention, concentrates &amp; sits quietly during appropriate activity (40-60m)                  Listen attentively in a range of situations (ELG)  <u>Understanding</u>                  Children follow instructions involving several ideas or actions ELG                  Able to follow a story without pictures or props (40-60M)                  Answers how &amp; why questions about their experiences and in response to stories &amp; events (ELG)  <u>Speaking</u>                  Builds up vocabulary that reflects the breadth of their (30-50m)                  Links statements &amp; sticks to a main theme or intention (40-60m)</p>	<p><u>Literacy</u>  <u>Reading</u>                  Listens to stories with increasing attention and recall (30-50)                  Recognises familiar words &amp; signs such as own name &amp; advertising Logs (30-50m)                  Knows that information can be retrieved from books and computers (40-60m)                  Links sounds to letters, naming and sounding the letters of the alphabet (40-60m)                  Can segment the sounds in simple words &amp; blend them together &amp; knows which letters represent some of them. (40-60M)  <u>Writing</u>                  Xmas letters to Santa, gift labels                  Plan a celebration party: shopping list of food, invitations, list of people to invite                  Card: Writes own name and other things such as labels, captions. (40-60m)                  Card: Attempts to write short sentences in meaningful contexts. (40-60m)                  Links sounds to letters, naming and sounding the letters of the alphabet (40-60m)                  Begins to break the flow of speech into words (40-60m)</p>
<p><u>Mathematics</u>  <u>Numbers</u>  <u>Shape, Space and Measures</u>                  Repeating patterns – Divali/Holi paint patterns: Uses familiar objects and common shapes to create and recreate patterns and build models. (40-60m), They recognise, create and describe patterns (ELG)                  Positional language: Uses positional language. (30-50m)                  Times of the year: Uses everyday language related to time. (40-60m)                  Money giving for Chinese new year: Beginning to use everyday language related to money (40-60m)                  Use everyday language to talk about money (ELG)</p>	<p><u>Understanding the World</u>  <u>People and Communities—learn how people celebrate events</u>                  Remembers and talks about significant events in their own experience. (30-50m)                  Recognises and describes special times or events for family or friends.(30-50m)                  Knows some of the things that make them unique &amp; can talk about some of the similarities &amp; differences in relation to friends or family (30-50m)                  Enjoys joining in with family customs and routines (40-60m)                  They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)                  They know that other children don't always enjoy the same things and are sensitive to this (ELG)  <u>The World</u>                  Looks closely at similarities, differences, patterns and change (40-60m)                  They talk about the features of their own immediate environment and how environments might vary from one another.(ELG)  <u>Technology</u>                  Knows that information can be retrieved from computers (30-50m)</p>
<p><u>Expressive Arts and Design</u>  <u>Media and Materials</u></p>	<p>Chinese New Year    Holi    Father's Day                  Divali    Eid    Mother's Day</p>

Beginning to move rhythmically (30-50m)  
 Explores colour and how colours can be changed (30-50m)  
 Explores colour & how colours can be changed (30-50m)  
 Begins to build a repertoire of songs and dances. (40-60m)  
 Explores the different sounds of instruments. (40-60m)  
 Experiments to create different textures. (40-60m)  
 Understands that different media can be combined to create new effects. (40-60m)  
 Constructs with a purpose in mind, using a variety of resources (40-60m)  
 Explores what happens when they mix colours (40-60m)  
 Children sing songs, make music and dance and experiment with ways of changing them (ELG)  
**Being Imaginative**  
 Makes up rhythms (30-50m)  
 Initiates movement in response to music (30-50m)  
 Uses movement to express feelings (30-50m)  
 Plays cooperatively as part of a group to develop and act out a narrative (40-60m)  
 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (40-60m)  
 Chooses particular colours to use for a purpose (40-60m)  
 They represent their own ideas, thoughts and feelings through design and technology, art, music, and dance (ELG)

<b>Christmas</b>	<b>Pancake day</b>	<b>Bonfire Night</b>		
<b>Easter</b>	<b>Valentines Day</b>	<b>Rememberance Day</b>		
Dragon dance/costume	Card making	Xmas Nativity	Gift making	Food tasting: chinese noodles, easter nests,
Diva lamp making				
Collage making of fire, wax painting/colour wash for lights/fireworks, splatter paining for Holi, Salad spinning				
Make wrapping paper				
Poppies				
Sparklers outside				
Wearing saris				
Fireworks: out of junk material (toilet roles), blow painting, dancing with scarves				
Chinese Lanterns, lucky red envelopes, dragons				



## Under the Sea

**PSED****Making Relationships**

Make friendship links (chains) or write on Rainbow fishes with good friend qualities on

Children play co-operatively, taking turns with others. (ELG)

They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children (ELG)

**Self Confidence and Self Awareness**

Confident to speak to others about own needs, wants, interests and opinions. (4-0-60m) Can describe self in positive terms and talk about abilities (4-0-60m)

will choose the resources they need for their chosen activities (ELG) They will say when they do or don't need help (ELG)

**Managing Feelings & Behaviour**

Circle time to talk about being kind to our friends and not leaving anyone out

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable (4-0-60m) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is Unacceptable (ELG)

**Physical Development****Moving and Handling**

Dance or move like sea creatures

Uses simple tools to effect changes to materials. (4-0-60m)

Handles tools, objects, construction and malleable materials safely and with increasing control (4-0-60m)

They handle equipment and tools effectively, including pencils for writing. (ELG)

P.E. activities on improving gross motor skills and funky fingers, Trim Trail

- Good control & co-ordination in large and small movements (ELG)
- Move confidently in a range of ways safely negotiating space (ELG)

**Health and Self Care**

Shows understanding of how to transport and store equipment safely (4-0-60m)

They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (ELG)

**Communication, Language and Literacy****Listening and Attention**

Listens to stories with increasing attention and recall. (30-50m)

Maintains attention, concentrates and sits quietly during appropriate activity. (4-0-60m)

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG)

**Understanding**

Understands humour, e.g. nonsense rhymes, jokes (4-0-60m)

They answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG)

**Speaking**

Uses language to imagine and recreate roles and experiences in play situations (4-0-60m)

They develop their own narratives and explanations by connecting ideas or events (ELG)

**Literacy****Reading**

Suggests how the story might end. (30-50m)

Uses vocabulary & forms of speech that are increasingly influenced by their experience of books (4-0-60m)

Enjoys an increasing range of books (4-0-60m)

Continues a rhyming string (4-0-60m)

Describes main story settings, events and principal characters. (30-50m)

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books (4-0-60m)

Use phonic knowledge to decode regular words and read them aloud accurately (ELG) They read some common irregular words (ELG)

**Writing**

Write riddles on sea creatures (Commotion in the Ocean), write about favourite fish, write fish describing words

Gives meaning to marks they make as they draw, write and paint (4-0-60m)

Attempts to write short sentences in meaningful contexts (4-0-60m)

Continues a rhyming string (4-0-60m)

Children use their phonic knowledge to write words in which match their spoken sounds (ELG) They write some irregular common words (ELG)

**Mathematics****Numbers****- Estimating, counting & number recognition**

Estimates how many objects they can see and checks by counting them (4-0-60m)

Count reliably with numbers from one to 20, place them in order (ELG)

**- Take away**

Finds one less from a group of up to 10 objects (4-0-60m)

In practical activities and discussion, beginning to use the vocabulary involved in subtracting (4-0-60m)

**Shape, Space and Measures****- 2D & 3D Shapes-make fish using shapes**

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes (4-0-60m)

They explore characteristics of everyday objects and shapes and use mathematical language to describe them (ELG)

**Understanding the World****People and Communities****The World**

Look up different creatures living under the sea, compare them and discuss what they look like.

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (4-0-60m)

Can talk about some of the things they have observed such as plants, animals, natural and found objects. (4-0-60m)

Shows care and concern for living things and the environment (30-50m)

Children know about similarities and differences in relation to places, objects, materials and living things (ELG)

They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG)

**Technology**

Completes a simple program on a computer. (4-0-60m)

<ul style="list-style-type: none"> <li>- <b>Positional Language/ordinal numbers</b> Can describe their relative position (4-0-60m) Use everyday language to talk about position. (ELG)</li> <li>- <b>Capacity-Decide how much different containers can hold</b> Orders two items by capacity (4-0-60m) Use everyday language to talk about capacity and compare quantities and solve problems (ELG)</li> <li>- <b>Time –Sequencing events in a day, time, clocks</b> Orders &amp; sequences familiar events (4-0-60m) Measures short periods of time in simple ways (4-0-60m) Uses everyday language to talk about time (4-0-60m) Use everyday language to talk about time and compare quantities and solve problems (ELG)</li> </ul>	<p>Uses ICT hardware to interact with age-appropriate computer software. (4-0-60m) They select and use technology for particular purposes. (ELG)</p>
<p><b>Expressive Arts and Design</b> <b>Media and Materials</b> Salt dough sea creatures &amp; design own fishes (describe their new fish), spilt pin creatures, blue wash pictures Explores what happens when they mix colours. Begins to build a repertoire of songs Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using (4-0-60m) They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p><b>Being Imaginative</b> Chooses particular colours to use for a purpose. (4-0-60m) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes (ELG) They represent their own ideas, thoughts and feelings through design and technology, art, music, role-play and stories (ELG)</p>	<p>Instruments Trip to the Sea Life Centre 2D and 3D pictures (make rainbow fish pictures with foil on) Finding Nemo, Little Mermaid DVD</p>

## Healthy Living &amp; Choices

**PSED****Making Relationships**

During continuous provision the children work with others and co-operate with each other on activities. They explain their knowledge of things during circle time sessions.

- Explains own knowledge and understanding, and asks appropriate questions of others. (4-0-60m)
- Children play co-operatively, taking turns with others. (ELG)

**Self Confidence and Self Awareness**

During circle sessions the children can talk about what they are good at and what others are good at. They will try new activities in the classroom and talk about their ideas.

- Confident to speak to others about own needs, wants, interests and opinions. (4-0-60m)
- Can describe self in positive terms and talk about abilities. (4-0-60m)
- Confident try new activities & say why they like some activities more than others (ELG)

**Managing Feelings & Behaviour**

During continuous provision the children work with other children well and show concern for them. They understand the classroom rules and routines and follow them.

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. (4-0-60m)
- Aware of the boundaries set, and of behavioural expectations in the setting. (4-0-60m)
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (4-0-60m)
- Talk they & others show feelings, talk about their own & others behaviour & it's consequences & know some behaviour is unacceptable (ELG)

**Communication, Language and Literacy****Listening and Attention**

Children listen to carpet sessions and story sessions and listen to each other in conversations. Play games which involve listening to others.

- Maintains attention, concentrates and sits quietly during appropriate activity. (4-0-60m)
- Two-channelled attention – can listen and do for short span. (4-0-60m)
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG)

**Understanding**

Following carpet and small group sessions and instructions in all areas of the curriculum. Follows instructions for fruit faces and vegetable kebabs and fruit drinks. Understands rhymes and songs about body parts and games e.g. Simon Says,

**Them Bones**

- Listens and responds to ideas expressed by others in conversation or discussion. (4-0-60M)
- Understands humour, e.g. nonsense rhymes, jokes. (4-0-60M)
- Children follow instructions involving several ideas or actions. (ELG)

**Speaking**

Children act in role during role-play in the doctors surgery and shop, circle time sessions and small world activities.

- Uses language to imagine and recreate roles and experiences in play situations. (4-0-60m)
- Links statements and sticks to a main theme or intention. (4-0-60m)
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (4-0-60m)
- Introduces a storyline or narrative into their play. (4-0-60m)

**Physical Development****Moving and Handling**

P.E. activities on improving gross motor skills and funky fingers, Trim Trail

- Experiments with different ways of moving. (4-0-60m)
- Jumps off an object and lands appropriately. (4-0-60m)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (4-0-60m)
- Travels with confidence and skill around, under, over and through balancing and climbing equipment. (4-0-60m)
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (4-0-60m)
- Uses simple tools to effect changes to materials. (4-0-60m)
- Handles tools, objects, construction and malleable materials safely and with increasing control. (4-0-60m)
- Shows a preference for a dominant hand. (4-0-60m)
- Good control & co-ordination in large and small movements (ELG)
- Move confidently in a range of ways safely negotiating space (ELG)

**Health and Self Care**

Make a vegetable kebab, Fruit faces, Milk shakes & talk about how to cut vegetables carefully, learning about healthy things to eat through OBOL programme and circle time sessions, books on how to keep healthy, P.E Sessions on how exercise is good for the body. Circle time activities on how we keep ourselves safe. Put out big teeth and have children brush them. Make food plates (good/bad food), which clothes should they wear & why in different weather or seasons

- Eats a healthy range of foodstuffs and understands need for variety in food. (4-0-60m)
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (4-0-60m)
- Practices some appropriate safety measures without direct supervision (4-0-60m)
- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe (ELG)
- They manage their own basic hygiene & personal needs independently including dressing & going to the toilet (ELG)

**Literacy****Reading**

Guided Reading sessions and Literacy group sessions & RWI. Finding out about their body and how to keep healthy from books and the computer.

- Suggests how the story might end. (30-50m)
- Listens to stories with increasing attention and recall. (30-50m)
- Describes main story settings, events and principal characters. (30-50m)
- Hears and says the initial sound in words. (4-0-60m)
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (4-0-60m)
- Enjoys an increasing range of books. (4-0-60m)
- Knows that information can be retrieved from books and computers. (4-0-60m)
- Begins to read words and simple sentences (4-0-60m)
- Demonstrates understanding when talking with others about what they have read (ELG)

**Writing**

Write shopping lists of healthy foods for their vegetable kebabs, write medical forms and prescriptions in the doctors surgery

- Readable name. Using some letters in writing environment print (copies letters/ words from the environment. (30-50m)
- Hears and says the initial sound in words. (4-0-60m)
- Can segment the sounds in simple words and blend them together. (4-0-60m)
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (4-0-60m)

<ul style="list-style-type: none"> <li>- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (4-0-60m)</li> <li>- Express themselves effectively showing awareness of listens needs (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>- Writes own name and other things such as labels, captions. (4-0-60m)</li> <li>- Use their phonic knowledge to write words in ways that match their spoken sounds (ELG)</li> </ul>
<p><b>Mathematics</b></p> <p><b>Numbers</b></p> <p>Counting and number Recognition 10-20, Estimating</p> <ul style="list-style-type: none"> <li>- Counts objects to 10, and beginning to count beyond 10. (4-0-60m)</li> <li>- Counts out up to six objects from a larger group. (4-0-60m)</li> <li>- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (4-0-60m)</li> <li>- Counts an irregular arrangement of up to ten objects. (4-0-60m)</li> <li>- Estimates how many objects they can see and checks by counting them. (4-0-60m)</li> <li>- Count reliably with numbers from 1-20, place them in order &amp; say which number is one more/less than a given number (ELG)</li> </ul> <p><b>Adding</b></p> <ul style="list-style-type: none"> <li>- Finds the total number of items in two groups by counting all of them. (4-0-60m)</li> <li>- Says the number that is one more than a given number. (4-0-60m)</li> <li>- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. (4-0-60m)</li> <li>- Records, using marks that they can interpret and explain. (4-0-60m)</li> <li>- Begins to identify own mathematical problems based on own interests &amp; fascinations</li> </ul> <p><b>Shape, Space and Measures</b></p> <p>Draw around their hands and feet and measure with objects (cubes), compare heights in the class of different children, make healthy drinks and put in different quantities of liquids, measure different fruits and vegetables and decide which are heavier/lighter.</p> <p><b>Mass</b></p> <ul style="list-style-type: none"> <li>- Orders two items by weight or capacity. (4-0-60m)</li> <li>- use everyday language to talk about weight to compare quantities and objects and to solve problems (ELG)</li> </ul> <p><b>Height</b></p> <ul style="list-style-type: none"> <li>- Orders two or three items by length or height. (4-0-60m)</li> <li>- use everyday language to talk about size to compare quantities and objects and to solve problems (ELG)</li> </ul> <p><b>Capacity</b></p> <ul style="list-style-type: none"> <li>- Orders two items by weight or capacity. (4-0-60m)</li> <li>- use everyday language to talk about capacity to compare quantities and objects and to solve problems (ELG)</li> </ul>	<p><b>Understanding the World</b></p> <p><b>People and Communities</b></p> <p>Pictograms on favourite fruits and vegetables and talk about how we don't all like the same thing. Discuss who helps us when we are feeling poorly. Where do they go and what do they do? When have they been to the doctor?</p> <ul style="list-style-type: none"> <li>- Shows interest in different occupations and ways of life. (30-50m)</li> <li>- 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. (30-50m)</li> <li>- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. (ELG)</li> </ul> <p><b>The World</b></p> <p>Use magnifying glasses to look at different fruits and vegetables. What do they notice? Are they same or different? They make observations about what happens to food when it cooks e.g. vegetables, grow vegetables &amp; plant seeds</p> <ul style="list-style-type: none"> <li>- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (30-50m)</li> <li>- Can talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50m)</li> <li>- Develing an understanding of growth, decay &amp; changes over time (30-50m)</li> <li>- Looks closely at similarities, differences, patterns and change. (4-0-60m)</li> <li>- They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG)</li> </ul> <p><b>Technology</b></p> <p>Children to use the computer to find out about healthy foods. Complete a simple programme on the computer and paint their favourite healthy food on the computer. Circle time sessions on where technology is used in the house and what they use at home.</p> <ul style="list-style-type: none"> <li>- Knows that information can be retrieved from computers (30-50m)</li> <li>- Completes a simple program on a computer. (4-0-60m)</li> <li>- Uses ICT hardware to interact with age-appropriate computer software. (4-0-60m)</li> <li>- Children recognise that a range of technology is used in places such as homes and schools. (ELG)</li> </ul>
<p><b>Expressive Arts and Design</b></p> <p><b>Media and Materials</b></p> <p>pictures of healthy foods &amp; collage them, make healthy food plates, sing heads &amp; shoulders but using different body parts</p> <ul style="list-style-type: none"> <li>- Understands that different media can be combined to create new effects. (4-0-60m)</li> <li>- Manipulates materials to achieve a planned effect. (4-0-60m)</li> <li>- Experiments to create different textures. (4-0-60m)</li> <li>- Uses simple tools and techniques competently and appropriately. (4-0-60m)</li> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</li> </ul> <p><b>Being Imaginative</b></p> <p>Make a face out of fruit, act in role in the doctors surgery and the fruit and vegetable shops, draw pictures of themselves</p> <ul style="list-style-type: none"> <li>- Introduces a storyline or narrative into their play. (4-0-60m)</li> <li>- Create simple representations of events, people and objects (4-0-60m)</li> <li>- Plays alongside other children who are engaged in the same theme. (4-0-60m)</li> <li>- Plays cooperatively as part of a group to develop and act out a narrative. (4-0-60m)</li> </ul>	<p>Visit a shop          Health day or week          OBOL          Role-play – doctors surgery, fruit &amp; vegetable shop          Make vegetable kebabs, fruit faces, healthy drinks          Fruit &amp; Veg game</p> <p>Visit the woods-has it changed?</p>

## Growing &amp; Minibeasts

## PSED

Making Relationships

Children play co-operatively, taking turns with others. (ELG)  
 They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children (ELG)  
 They take account of one another's' ideas about how to organise their activity (ELG)

Self Confidence and Self Awareness

Confident to try new activities and talk about why they like some more than others (ELG) Will choose the resources they need for their chosen activities (ELG)

They say when they do or don't need help (ELG)

Managing Feelings & Behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is Unacceptable (ELG)  
 They work as part of a group or class, and understand and follow the rules (ELG)

Physical DevelopmentMoving and Handling

They handle tools effectively. (ELG)

Digging, planting.

Children show good control and co-ordination in large and small scale movements (ELG)

Handle equipment & tools effectively including pencils for writing (ELG)

Move confidently in a range of ways, safely negotiating space (ELG)

Health and Self Care

Children know about and talk about ways to keep healthy and safe. (ELG)

Communication, Language and LiteracyListening and Attention

-Listen to stories accurately anticipating key events and respond to what they hear (ELG)  
 -Listen attentively in a range of situations (ELG)  
 -Give their attention to what others say & respond appropriately while engaged in another activity (ELG)

Understanding

-Able to follow a story without pictures or props (40-60M)  
 -Children follow instructions involving several ideas or actions (ELG)

Speaking

Talk about what they did yesterday, today and will do tomorrow  
 -Children use past, present and future forms accurately. (ELG)

LiteracyReading

Fiction and Non-fiction books  
 Instructions – planting, cress sandwiches  
 Name of flowers/plants parts, Sequencing books & instructions  
 Children read and understand simple sentences (ELG) They read some common irregular words (ELG)

Writing

Write shopping lists for sandwiches  
 Writing instructions to plant seeds.  
 Seed packets  
 Children write simple sentences that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible (ELG)

MathematicsNumbers

- **Counting & number recognition / estimating** (Count reliably with numbers from one to 20, place them in order ELG)
- **Adding/Taking away** (Say which number is one more or one less than a given number, Using quantities and objects they add and subtract two single digit numbers and count on or back to find the a given number ELG)
- **Halving/Doubling** (solve problems including doubling, halving and sharing ELG)

Shape, Space and Measures

- **Time** (Use everyday language to talk about time ELG)
- **Height** (Use everyday language to talk about size ELG)
- **Symmetry** (recognise, create & describe patterns (ELG)

Money giving for Chinese new year: Beginning to use everyday language related to money (40-60m)

Use everyday language to talk about money (ELG)

Growing –How often do we water? What time of year do we plant seeds?

Measuring how tall the bean stalks have grown.

First we do this, next, then. (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>).

Symmetrical butterflies

Understanding the WorldPeople and Communities

Children talk about past, present and future events (ELG)  
 They know about similarities and differences. (ELG)

The World

Growing a bean – identifying roots, stem, flower etc, growing a sunflower, cress, Minibeasts, minibeast hunt, life cycles of butterflies/caterpillars & frog  
 They talk about features of their own immediate environment. Make observations of animals and plants. (ELG).

Technology

Ipod Apps

Drawing pictures on the computer.

They select and use technology for different purposes. (ELG)

Expressive Arts and Design

Visit the woods and see what has changed-comparisons in wood (spring/summer picture using things they have collected in

## Media and Materials

Using natural resources to create pictures (Andy Goldsworthy)

Observational paintings, minibeast collages

Experiment with design colour and texture (ELG)

## Being Imaginative

Represent ideas through role play. (ELG)

the woods

Growing cress/beans and making sandwiches

Frog spawn to frog lifecycle

Visit to the garden centre

## Dinosaurs

**PSED****Making Relationships**

Discussing their opinions about their favourite dinosaur, drawing a dinosaur and labelling it.  
Explains own knowledge and understanding, and asks appropriate questions of others. (40-60m)  
They take account of one another's ideas about how to organise their activity. (ELG)

**Self Confidence and Self Awareness****Show their designs to class and talk about it.**

They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. (ELG) They say when they do or don't need help (ELG)

**Managing Feelings & Behaviour**

They adjust their behaviour to different situations, and take changes of routine in their stride. (ELG)

**Communication, Language and Literacy****Listening and Attention**

Children listens and respond to key texts.  
Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG)

**Understanding**

This dinosaur has a long neck to get to his favourite food at the top of the tree, Chn discussing why dinosaurs have certain features.

They answer 'how' and 'why' questions about their experiences and in response to stories or events (ELG)

**Speaking**

Researching and discussing when dinosaurs roamed the earth. Feely bag to place dinosaurs in and then children describe their textures

They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG)

**Mathematics****Numbers**

**Adding & Take away** (Say which number is one more or one less than a given number; Using quantities and objects they add and subtract two single digit numbers and count on or back to find the a given number ELG)

**Halving & Doubling** (solve problems including doubling, halving and sharing ELG)

**Shape, Space and Measures**

**Time** (Use everyday language to talk about time ELG)

**3D Shapes** They explore characteristics of everyday objects and shapes and use mathematical language to describe them (ELG)

**Capacity** Orders two items by capacity (40-60m), Use everyday language to talk about capacity and compare quantities and solve problems (ELG)

**Expressive Arts and Design****Media and Materials****Split pin dinosaurs, dinosaur underpants**

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)

**Being Imaginative**

White straws to make skeletons or use sticks from outside

**Physical Development****Moving and Handling**

Writing and drawing a dinosaur

They handle equipment and tools effectively, including pencils for writing. (ELG)

**Health and Self Care**

Shows understanding of how to transport and store equipment safely. (ELG)

**Literacy****Reading**

Chn to carry out their own research using books and the computer on a dinosaur and record the evidence.

Knows that information can be retrieved from books and computers (40-60m)

They demonstrate understanding when talking with others about what they have read (ELG)

Rhyme-Continues a rhyming string (40-60m)

**Writing**

Chn will write their own questions that they would like to research about a dinosaur and then record the evidence, write about their favourite dinosaurs

They also write some irregular common words. They write simple sentences which can be read by themselves and others. (ELG)

**Understanding the World****People and Communities**

Discussing their favourite dinosaur.

They know that other children don't always enjoy the same things, and are sensitive to this (ELG)

**The World**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG)

**Technology**

Find out information about dinosaurs on the computer

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (ELG)

**Dinosaur Books:**

- Dinosaurs Love underpants
- The Dinosaur
- Tyranosaurus Drip
- Stomp Dinosaur Stomp
- Dinosaurs Galore

Writing about their favourite dinosaur

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. (ELG)

- Drawing a dinosaur and labelling parts of it
- Fiction and non-fiction books: researching information about a dinosaur
- Dinosaur dig site, dinosaurs in mud and sand, dig for fossils
- Make dinosaur land/island/safari park to make up stories
- Dinosaur egg guess
- Dinosaur hunt