



### Our EYFS Intent:

We want every child to have the best possible start to their learning journey at Madron Daniel. Our child led EYFS curriculum enables them to fulfil their potential, building a foundation for igniting curiosity and enthusiasm for learning, forming relationships, and thriving.

In the Early Years we promote and expand language acquisition between children and their peers in an enabling, language rich environment. By responding to their individual interests and needs, the children are equipped to build on, extend their learning and develop secure attitudes to learning ensuring they are ready for Key stage 1.

Our aspiration is to develop children who are:

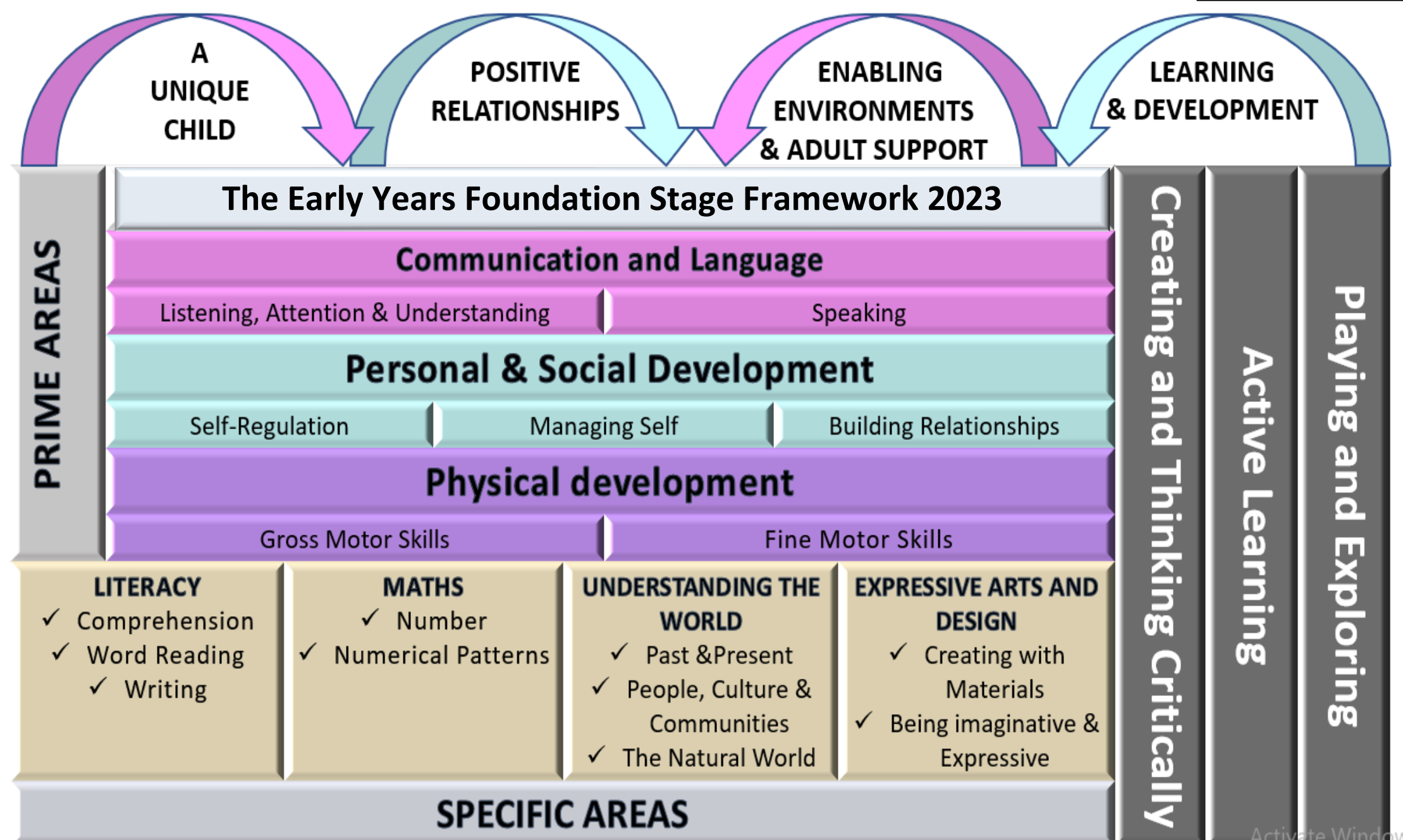
- Are curious and investigative within their environment (*Playing and Exploring*)
- Are curious and excited about learning and confident to take risks (*Active Learning*)
- Are independent confident learners who take risks and persevere with their learning (*Active Learning*)
- Are confident to express and explain their ideas, thoughts and feelings (*Creative and Thinking Critically*)

By the end of EYFS our aspiration is to have children who:

- Are good listeners and confident talkers, able to engage in conversations with others listen and responding appropriately.
- Recognise the thoughts and feelings of others and respond appropriately.
- Are able to care for themselves and others.
- Value the importance of self-regulation in words and actions
- Are able to move their bodies with good balance, coordination and control.
- Are able to read books associated with their phonic knowledge.
- Show developed phonic and comprehension skills ready for Year 1 learning.
- Able to write a sentence that can be read by themselves and others.
- Are number fluent.
- Are confident to create and perform in front of others.

# Pre-School Curriculum

*We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision, and it will be used at every opportunity. At Madron Daniel, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and their sense of curiosity. We want the children to feel safe and secure, at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us, and we greatly value the relationship that we develop with parents throughout this vital year.” EYFS Team.*



*“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions, to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 2023 & children’s interests.”*

*EYFS Team*

<b>An Baya Value</b>	<b>Together We Make A Difference</b>					
<b>Madron Daniel School Values</b>	<b>Inspire, Believe, Achieve</b> Generosity will be explored in Reception and Preschool and link to our Global Themes. Other values explored throughout the school – Courage, Perseverance, Hope					
<b>Global theme</b> <i>Key Texts to support theme</i> <b>Project Outcome</b>	<b>Identity and Diversity</b> <i>All are welcome</i> <i>Lunch at 10 Pomegranate Street</i> <b>Recipe book to rise funds for street food project/Donations from parents for food parcels</b>		<b>Sustainable Development</b> <i>Here We Are: Notes for Living on Planet Earth &amp; Michael</i> <i>Recycle</i> <b>Respecting our Planet</b> <b>Recycling campaign in school</b>		<b>Human Rights</b> <i>I Have the Right to be a Child &amp; Malala's Magic Pencil</i> <b>The Rights of a Child</b> <b>Raise money for a children's charity</b>	
<b>Knowledge and Understanding</b>	Understanding for rules in school How can rules help us Some basic ways to avoid, manage and resolve conflict		Basic needs for human and animal life		How our own actions have consequences	
<b>Overarching Theme</b>	<b>Term 1</b> Building friendships and relationships	<b>Term 2</b> My world my feelings	<b>Term 3</b> Help me help you	<b>Term 4</b> The World around me	<b>Term 5</b> Watch me grow	<b>Term 6</b> What's the next big adventure for me?
<b>Possible mini themes/key vocab/key knowledge</b>	<b>Key Questions:</b> What changes have you noticed outside? What has started happening to the trees? <b>Key Images:</b> - Autumnal scenes - leaves starting to change colour Weather changes- clothes -Autumn vocab <b>Key Artefacts:</b> Hibernating animals - autumn/winter clothing -Role play autumn scenes	<b>Key Questions:</b> What do we wear to keep warm? Do you know where Polar Bears live? What changes happen outside? <b>Key Images</b> Children wearing winter clothing - Key winter symbols (snow, ice, bare leaf trees etc) - Outdoor scenery -Pupil voice <b>Key Artefacts:</b> Winter animals -Winter clothing -celebration items-Diwali-Christmas	<b>Key Questions:</b> What do we wear to keep warm? Do you know where Polar Bears live? What changes happen outside? <b>Key Images:</b> -Children wearing winter clothing - Key winter symbols (snow, ice, bare leaf trees etc) -Outdoor scenery -Pupil voice <b>Key Artefacts:</b> -Winter animals -Winter clothing - Role play snow scenes - Lunar new year	<b>Key Questions:</b> What changes have you noticed outside? What has started happening to the trees? Have you heard/seen any baby animals around? <b>Key Images:</b> Spring scenes -flowers starting to blossom - spring animals (eggs hatching, bunnies etc) - spring vocab <b>Key Artefacts:</b> -spring animals -spring clothing - garden tools / artificial flowers	<b>Key Questions:</b> What do living things need to help them grow? Why is important for living things to grow? If you were animal what would you be? Where would you live? <b>Key Images:</b> Summer scenes -flowers bloomed - family pictures- growing - summer vocabulary -Bee hives <b>Key Artefacts:</b> Flowers Beans growing Insects- ant home, wormery Honey Jar. Room aromas	<b>Key Questions:</b> What would like to be when you grow up? How does it feel when things change? If you were to travel, where and how? <b>Key Images:</b> Reception classes Uniform Different places-scenes Summer Vocabulary Modes of transport. <b>Key Artefacts:</b> Vehicles Dressing up uniform in the home corner Familiar reception items- reading diary, learning journey. Dolls house—school Reception class.
<b>Cultural Capital and experiences offered</b>	Playing field Beach	Park	Penlee Residential Home	Newlyn Art Gallery Library	Penlee Art Gallery Library	Trip to Paradise Park Library
<b>Home Learning Links</b>	Healthy Movers green cards Funky fingers activities Creative stories Autumnal and seasonal walks Confidence to ask to use the toilet		Healthy mover Red cards Holding a pencil with a tripod grip Doing up a zip independently Holding a pair of scissors correctly Dressing yourself independently Throwing and catching a ball/object		Supporting transitions to Reception Get your child ready for their new routine by switching their meal times to match those of the school day Encourage your child to explore new environments and interact with new people Talk to your child about what they are most looking forward to at school Let your child practice putting their new school uniform on and taking it off	

# Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Building friendships and relationships	My world my feelings	Help me help you	The World around me	Watch me grow	What's the next big adventure for me?
Educational programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Our curriculum goal	To develop young people who are confident listeners and talkers. : who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Term specific provision	Daily concept cat Circle time Book of the week Rhyme time		Daily concept cat Circle time Book of the week Rhyme time		Daily concept cat Circle time Book of the week Rhyme time	
Ongoing provision throughout the year	Concept Cat Makaton sign of the day	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in, and talk about books, retell stories and create their own.				
	Adult modelling in setting	To model back and forth conversations – allowing time for thought processing and response time.				
	Story/Song time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and song				

# Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Building friendships and relationships	My world my feelings	Help me help you	The World around me	Watch me grow	What's the next big adventure for me?
Educational programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life					
Our curriculum goal	<b>To develop young people who can care about themselves and others.</b> -who can follow the Golden Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. -who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings.					
Term specific provision	<b>Circle time/PSHE</b> – Class rules, Feelings and emotions SCARF – Me and my relationships, SCARF – Valuing difference Culture of the Heart		<b>Circle time/PSHE</b> – SCARF – Keeping safe (include safer internet day), SCARF – Rights and Respect Culture of the Heart		<b>Circle time/PSHE</b> – SCARF – Growing and changing, SCARF – Being my best Culture of the Heart	
Ongoing provision throughout the year	Concept Cat	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own				
	Adult modelling in setting	Model friendships, how to cope with and resolve challenging situations.				
	Story/Song time	Explore stories and songs that talk about positive relationships, feelings, diversity, and emotions				
	Class Rules	To be respectful and caring of others' needs – Using kind words, kind hands				



# Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Building friendships and relationships	My world my feelings	Help me help you	The World around me	Watch me grow	What's the next big adventure for me?
Educational programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Our curriculum goal	To develop young people who can move their bodies with good balance, coordination, and control. -who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. -who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.					
Term specific provision	Autumn: <b>Daily fine motor activities</b> <b>Healthy Movers – Stability, object control and locomotion</b> <b>Music and Movement</b> <b>Scissors straight snips</b>		Spring: <b>Daily fine motor activities</b> <b>Healthy Movers – Stability, object control and locomotion</b> <b>Music and Movement</b> <b>Scissors cutting straight line</b>		Summer: <b>Daily fine motor activities</b> <b>Healthy Movers– Stability, object control and Locomotion</b> <b>Music and Movement</b> <b>Scissors Curved shapes</b>	
Ongoing provision throughout the year	Lunchtime	Modelling how to hold a knife and fork and use them appropriately				
	Daily fine motor activities	Daily activities have been designed to develop coordination, and manipulation with development throughout the year.				
	Mark making	Holding a pencil effectively, to develop accuracy when drawing and writing.				
	Gardening	Digging, brushing to aid gross muscle development				
	Scissors	Holding scissors effectively to cut according to development				

# Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Theme</b>	Building friendships and relationships	My world my feelings	Help me help you	The World around me	Watch me grow	What's the next big adventure for me?
<b>Educational programme</b>	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
<b>Our curriculum goal</b>	<b>To develop young people who able to write a sentence that can be read by themselves and others.</b> -who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). -who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					
<b>Term specific provision</b>	<b>Phonics phase 1 – Super Sounds</b> Read the story of the week and the rhyme of the week every day with increasing participation.		<b>Phonics phase 1 – Super Sounds</b> Read the story of the week and the rhyme of the week every day with increasing participation.		<b>Phonics phase 1 – Super Sounds &amp; introduce Little Wandle</b> Read the story of the week and the rhyme of the week every day with increasing participation.	

	<b>Learning Intentions:</b> <ul style="list-style-type: none"><li>- Listen and join in with stories, songs and games.</li><li>- Match the sounds that I've heard with a picture.</li><li>- Name animals/objects and make their sounds.</li></ul> <b>Concept Cat</b>	<b>Learning Intentions:</b> <ul style="list-style-type: none"><li>- Learn simple songs and sing from memory.</li><li>- Join in with repeated refrains in stories.</li><li>- Copy a rhythm by clapping or with an instrument.</li><li>- Clap syllables in our name and every-day words.</li><li>- Fill in rhyming gaps in stories and continue a rhyming string.</li><li>- Identify objects in a set which do not rhyme.</li></ul> <b>Concept Cat</b>	<b>Learning Intentions:</b> <ul style="list-style-type: none"><li>- Hear similarities in the first spoken sounds in words.</li><li>- Say the first spoken sounds in words.</li><li>- Find objects beginning with the same sound from a set of objects.</li><li>- Sort similarities and differences in letter shapes.</li><li>- Hear and say separate sounds in CVC words.</li><li>- Orally blend spoken sounds to say CVC words.</li><li>- Match orally blended words to corresponding objects/actions.</li><li>- Re-tell a familiar story from memory.</li></ul> <b>Concept Cat</b>
<b>Ongoing provision throughout the year</b>			
	<b>Phonological awareness games</b>	Hearing initial sounds, playing with rhyme, begin to orally blend and segment, discriminate between sounds	
	<b>Story/song time</b>	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.	
	<b>Name recognition and writing</b>	Weekly name practise, provide multiple opportunities for use of name.	
	<b>Library books</b>	Children choose a new library book and reading friend each week.	
	<b>Concept Cat</b>	Concept Cat will drop in 1 a week – a concept word, a topic word and a word from the class text	

# Mathematics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Building friendships and relationships	My world my feelings	Help me help you	The World around me	Watch me grow	What's the next big adventure for me?
Educational programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Our curriculum goal	To develop young people who are number fluent. -who can show an understanding of numbers to 5, recognise simple patterns within the environment, subitise to 3, compare quantities and begin to recognise numerals					
Term specific provision	<b>Colour recognition</b> <ul style="list-style-type: none"><li>➤ Recognising red, green, blue, yellow, purple</li><li>➤ Identify coloured objects and say correct colour name.</li><li>➤ Group objects by colour</li><li>➤ Match objects to correct colour name</li><li>➤ Explore colour mixing and how colours can be changed.</li></ul> <b>Matching</b> <ul style="list-style-type: none"><li>➤ Recognise objects that are the same shape.</li><li>➤ Recognise objects that are the same size.</li><li>➤ Match pairs of objects such as socks, shoes</li><li>➤ Match Numicon shapes</li><li>➤ Begin to make comparisons relating to size, using language such as bigger, smaller.</li></ul> <b>Sorting</b> <ul style="list-style-type: none"><li>➤ Sort objects by colour</li></ul>		<b>Numeral 3</b> Understand 3 is the number after 2 (1 more than) <ul style="list-style-type: none"><li>➤ Understand what 3 means</li><li>➤ Select 3 from a larger group</li><li>➤ To chant to 3</li><li>➤ To recognise numeral 3</li><li>➤ To represent 3 in different ways</li><li>➤ To subitise 3</li><li>➤ Count 3 objects accurately</li><li>➤ To know that 2 is one less than 3.</li><li>➤ Know the amount doesn't change if don't add or take anything away.</li><li>➤ To place 3 objects on a 5 frame</li></ul> <b>2D shape</b> <ul style="list-style-type: none"><li>➤ Triangle – naming a circle when shown.</li><li>➤ Use a Triangle appropriately for pictures/models.</li></ul>		<b>Numeral 5</b> <ul style="list-style-type: none"><li>➤ understand the concept of 5,</li><li>➤ see when there are 5 items (subitise)</li><li>➤ count 5 objects accurately.</li><li>➤ see that 5 can represent actions as well as physical objects</li><li>➤ Recognise more and fewer than 5.</li><li>➤ To chant to 5</li><li>➤ To compare amounts by applying a matching strategy.</li><li>➤ To match quantity to amount up to 5.</li><li>➤ Understand fingers represent objects in a rhyme.</li><li>➤ Understand that taking one away is the same as making one less.</li><li>➤ To compare amounts, knowing which is the same, which is more and which is fewer.</li></ul>	

	<ul style="list-style-type: none"> <li>➤ Sort objects by size</li> <li>➤ Sort objects by shape</li> <li>➤ Identify how groups of objects have been sorted.</li> <li>➤ Children sort objects into groups based on their own criteria.</li> </ul> <p><b>2D shape and Numeral 1</b></p> <p><b>2D shape</b></p> <ul style="list-style-type: none"> <li>➤ Circle – naming a circle when shown.</li> <li>➤ Use a circle appropriately for pictures/models.</li> <li>➤ To select a circle from a group of shapes.</li> <li>➤ Begin to be aware that a circle has no corner and one side.</li> </ul> <p><b>Numeral 1</b></p> <ul style="list-style-type: none"> <li>➤ Understanding what 'one' means.</li> <li>➤ Select one object from a larger group.</li> <li>➤ Recognise the numeral 1</li> <li>➤ Represent 1 in different ways</li> <li>➤ Subitise 1</li> <li>➤ Make comparisons between 1 and more than 1</li> <li>➤ To place one object on a 5 frame.</li> </ul> <p><b>Numeral 2 and Pattern</b></p> <ul style="list-style-type: none"> <li>➤ Understand 2 is the number after 1 (1 more than)</li> <li>➤ Understand what 2 means</li> <li>➤ Select 2 from a larger group</li> <li>➤ To chant to 2</li> <li>➤ To recognise numeral 2</li> <li>➤ To represent 2 in different ways</li> <li>➤ To subitise 2</li> <li>➤ To compare 2 groups – which has fewer/more</li> <li>➤ To know when one more or less is needed to make the desired total.</li> <li>➤ Count 2 objects accurately.</li> <li>➤ To place 2 objects on a 5 frame</li> </ul> <p>Sorting</p> <ul style="list-style-type: none"> <li>➤ To sort into one of 2 groups – for instance colour.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>➤ To replicate a 2- stage pattern. AB</li> <li>➤ Be able to talk about a 2 -stage pattern. AB</li> <li>➤ To finish a 2 -stage pattern. AB</li> <li>➤ To talk a pattern through from start to finish</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ To select a Triangle from a group of shapes.</li> <li>➤ Begin to be aware that a Triangle has 3 corners and 3 sides.</li> </ul> <p><b>Sorting</b></p> <ul style="list-style-type: none"> <li>➤ To sort by a given criteria – triangle or circle?</li> </ul> <p><b>Length/height</b></p> <ul style="list-style-type: none"> <li>➤ To order 3 things by height/length.</li> </ul> <p><b>Numeral 4</b></p> <ul style="list-style-type: none"> <li>➤ understand the concept of 4,</li> <li>➤ see when there are 4 items (subitise)</li> <li>➤ count 4 objects</li> <li>➤ see that 4 can represent actions as well as physical objects ➤ Recognise more and fewer than 4.</li> <li>➤ To chant to 4</li> <li>➤ To compare amounts by applying a matching strategy.</li> <li>➤ To match quantity to amount up to 4.</li> <li>➤ Understand fingers represent objects in a rhyme.</li> <li>➤ Understand that taking one away is the same as making one less.</li> <li>➤ To compare amounts, knowing which is the same, which is more and which is fewer.</li> <li>➤ To notice similarities and differences.</li> <li>➤ To understand how to make a given number by adding or taking away 1 object.</li> <li>➤ To know that a single object can be split onto similar sized parts and then recombined to make the whole.</li> <li>➤ To know that a given number can be made by adding different amounts together.</li> <li>➤ To place 4 objects on a 5 frame</li> </ul> <p><b>2D shape</b></p> <ul style="list-style-type: none"> <li>➤ Name a square and an oblong</li> <li>➤ Know what a corner is on a 2D shape</li> <li>➤ Know what a side is on a 2D shape.</li> <li>➤ To select an oblong and a square from a selection of shapes.</li> <li>➤ To use shapes appropriately.</li> </ul> <p><b>Sorting</b></p> <ul style="list-style-type: none"> <li>➤ To sort shapes according to whether they have corners or not.</li> <li>➤ To notice similarities and difference between objects</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ To understand how to make a given number by adding or taking away 1 object.</li> <li>➤ To know that a given number can be made by adding different amounts together.</li> <li>➤ To represent numbers 0-5 on a 5 frame.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>➤ Days of the week.</li> <li>➤ Sequencing pictures and events</li> <li>➤ Spotting mistakes in sequencing of pictures/events.</li> </ul> <p><b>Capacity</b></p> <ul style="list-style-type: none"> <li>➤ To identify and say when a container is full and empty.</li> <li>➤ To fill a container so that it is full.</li> <li>➤ To empty a container so that it is empty.</li> <li>➤ To order 3 containers for capacity.</li> <li>➤ To know which container has more/less.</li> </ul> <p><b>Continue with Numeral 5 from previous half term</b></p> <p><b>Recap and application of numerals 1-5</b></p> <ul style="list-style-type: none"> <li>➤ Planning to be designed around the needs of the cohort.</li> </ul> <p><b>Positional Language</b></p> <ul style="list-style-type: none"> <li>➤ To respond correctly to the positional language – in, on, under, in front, behind, next to.</li> <li>➤ To begin to use some positional language.</li> </ul> <p><b>2D shape</b></p> <ul style="list-style-type: none"> <li>➤ Recap 2D shape, teaching to be based on the needs of the cohort.</li> </ul> <p><b>Weight</b></p> <ul style="list-style-type: none"> <li>➤ To compare 2 items for weight saying which one is heavy and which one is light.</li> </ul>	
<b>Ongoing provision throughout the year</b>	<b>CP time</b>	Practise taught skills, use and apply taught skills in real-life situations, use activities to create secret symbols/passcodes to make things happen, read passcodes left by characters, complete puzzles, “What can you see, how do you see it?” Counting games
	<b>Daily routine</b>	Carpet time – calendar, days of the week, visual timetable, how many children in class. Transitions – who is first/last in the line, count downs for tidy up time
	<b>Story time/visualise time</b>	What do you notice? Tell me what you see?
	<b>Concept Cat</b>	Positional language




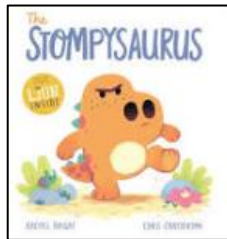
# Understanding the World



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Theme</b>	Building friendships and relationships	My world my feelings	Help me help you	The World around me	Watch me grow	What's the next big adventure for me?
<b>Educational programme</b>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
<b>Our curriculum goal</b>	<b>To develop young people who are curious and investigative within their environment.</b> -who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places -who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.					
<b>Term specific provision</b>	<p>Children begin to make connections between the features of their family and others.</p> <p>Children begin to make sense of their own life-story and family's history. Encourage children to share stories they have heard about their family or ask them to bring in photos to talk about.</p>	<p>Children begin to notice similarities and differences between people. They develop positive attitudes about differences between people and families, including race, religion, disabilities.</p> <p>Children know how special events are celebrated, such as weddings, birthdays, christenings.</p> <p>Children can talk about some religious, cultural and community events.</p>	<p>Children show interest in different occupations. They learn and use new vocabulary related to occupations in play situations.</p> <p>Encourage discussions about gender and other stereotypes.</p> <p>Children can talk about familiar locations close to where they live, such as the beach, park, woods, shops.</p>	<p>Children use their senses to explore different materials indoors and outside, including natural materials and materials with different properties.</p> <p>Children explore and talk about changes to materials when exposed to a range of stimuli, using any newly acquired vocabulary.</p> <p>Children explore and respond to natural phenomena in their setting and on trips.</p> <p>Children can talk about what they see, using a wide vocabulary.</p>	<p>Children plant seeds and plants and observe how they change as they grow.</p> <p>They begin to understand some key features of life cycles of plants and animals.</p> <p>Children begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Children know where they live and the names of some local landmarks, such as St Michael's Mount.</p> <p>They know that there are other countries in the world and can talk about differences or similarities they have experienced or seen in photos.</p>
	<b>Seasons and weather</b>	Children can observe and talk about the different weather they see as the seasons change and how the weather conditions make them feel. They can make links between the weather and the clothes they wear. Children begin to understand how the environment changes throughout the year. They use new vocabulary to talk about the changes they see, hear, smell, feel.				
<b>Ongoing provision throughout the year</b>	<b>CP</b>	Learn and practise new vocabulary, create small world environments, read, and draw simple maps, look at books containing images from different cultures/countries, explore the natural world around them, describe what they can see, hear, and feel when outside, explore different scientific concepts.				
	<b>Story and song</b>	Experience, explore and talk about different people and occupations, comment on images from different cultures/countries				
<b>Key vocabulary linked to NC subjects (including but not limited to)</b>	<b>RE</b>	Belief, Christian, God, Jesus, Bible, Church, Christmas, Easter				
	<b>History</b>	Today, yesterday, tomorrow, time, day, week, month, now, then, in the past, old, new				
	<b>Geography</b>	Weather, seasons, beach, park, town, country, world/Earth, map, sea, forest/woods, buildings, pond, bridge				
	<b>Science</b>	Wood, metal, plastic, glass, rock, hard, smooth, rough, float, sink, freeze, melt, change, sort, test, magnetic, seeds, plants, flowers, vegetables, fruit				
	<b>Computing</b>	iPad, camera, computer/laptop, screen, switch on/off, play, website, mobile phone, apps				

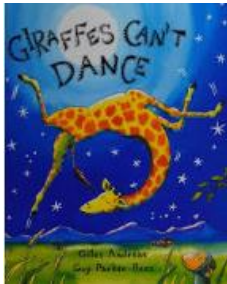


# Expressive Arts and Design



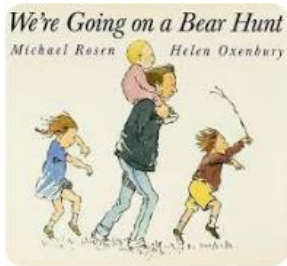
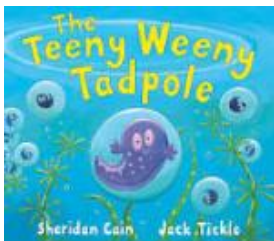
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Theme</b>	Building friendships and relationships	My world my feelings	Help me help you	The World around me	Watch me grow	What's the next big adventure for me?
<b>Educational programme</b>	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
<b>Our curriculum goal</b>	To develop young people who are confident to create and perform in front of others. -who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. -who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm					
<b>Term specific provision</b>	<p><b>Music</b> Join in with songs and rhymes. Explore a range of instruments and play them in different ways. Listen to music with different pitch, tempo and rhythm.</p> <p><b>Art and Design</b> Explore paint, using fingers and other parts of their body. Explore paint with brushes and other tools. Introduce colour names.</p> <p><b>Imaginative play</b> Start to develop pretend play. Model the difference between pretend and real.</p>	<p><b>Music</b> Enjoy and take part in action songs. Learn songs for Christmas carol service.</p> <p><b>Art and Design</b> Explore different materials, using all their senses to investigate them. Make simple models that express children's ideas.</p> <p><b>Imaginative play</b> Begin to develop complex stories using small world equipment.</p>	<p><b>Music</b> Listen with increased attention to sounds and respond to what they have heard, expressing thoughts and feelings.</p> <p><b>Art and Design</b> Join different materials and explore different textures. Explore colour and colour mixing.</p> <p><b>Imaginative play</b> Make their own small worlds, using construction materials.</p>	<p><b>Music</b> Experiment with different ways of making sounds, such as pots and pans, sticks on a fence. Play sound matching games.</p> <p><b>Art and Design</b> Create closed shapes with continuous lines and begin to use these lines to represent objects.</p> <p><b>Imaginative play</b> Children begin to develop role play rules, in both individual and group play.</p>	<p><b>Music</b> Remember and sing entire songs. Play instruments with increasing control.</p> <p><b>Art and Design</b> Draw with increasing complexity and detail. Use drawing to represent movement or noise.</p> <p><b>Imaginative play</b> Support children with extending their role play, Model how to organise the different roles in group play and how to resolve conflicts.</p>	<p><b>Music</b> Create their own songs or improvise a song around one they know.</p> <p><b>Art and Design</b> Children show different emotions in their drawings and paintings.  Introduce children to the work of different artists from across the world.</p> <p><b>Imaginative play</b> Can children create their own stories to role play or for puppet show?</p>
<b>Ongoing provision throughout the year</b>	<b>CP</b>	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play				
	<b>Song/Story time</b>	Sing a range of songs/nursery rhymes, understand the structure of stories				
	<b>Drawing</b>	Develop drawing skills, use imagination, develop storylines				
<b>Key vocabulary linked to NC subjects (including but not limited to)</b>	<b>Music</b>	song, chorus, verse, tune, instrument names, rhythm, pulse, beat, pitch, tempo, dance, move, perform,				
	<b>Art</b>	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, texture, shape, print, technique, pattern, artist, model				
	<b>DT</b>	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe				

Autumn Term			
	Class book	Phonics Phase 1	Maths
<b>Week 1/2</b>  Key vocab/concepts:  Rules Consequences Saying sorry Temptation Good	Book title: Oh No George  	Super Sounds - Listening, Attention, Memory, Vocabulary and Voice Sounds  Week 1: Book – Peace at Last – Jill Murphy Rhyme – Wind the Bobbin up Activity – Mr Bear's Noisy Night  Week 2: Book – The Shopping List – John Burningham Rhyme – Humpty Dumpty Activity – What's in My Shopping?	<b>Colour recognition</b> <ul style="list-style-type: none"> <li>➤ Recognising red, green, blue, yellow, purple</li> <li>➤ Identify coloured objects and say correct colour name.</li> <li>➤ Group objects by colour</li> <li>➤ Match objects to correct colour name</li> <li>➤ Explore colour mixing and how colours can be changed.</li> </ul>
<b>Week 3/4</b>  Key vocab/concepts:  Mine/yours/ours Sharing	Book title: It's Mine  	Super Sounds - Listening, Attention, Memory, Vocabulary and Voice Sounds  Week 3: Book – Farmer Duck – Martin Waddell Rhyme – Old Macdonald Had a Farm Activity – Pass the Box (Farm animals)  Week 4: Book – Walking Through the Jungle – Julie Lacome Rhyme – Incy Winy Spider Activity – Noisy Jungle	<b>Matching</b> <ul style="list-style-type: none"> <li>➤ Recognise objects that are the same shape.</li> <li>➤ Recognise objects that are the same size.</li> <li>➤ Match pairs of objects such as socks, shoes</li> <li>➤ Match Numicon shapes</li> <li>➤ Begin to make comparisons relating to size, using language such as bigger, smaller.</li> </ul>
Week 5/6  Key vocab/concepts:  Together/alone Friend Sad/happy	Book title: Mini Monsters: Can I Play?  	Super Sounds - Listening, Attention, Memory, Vocabulary and Voice Sounds  Week 5: Book – Dear Zoo – Rod Campbell Rhyme - 1,2,3,4,5, once I caught a fish alive. Activity – Pass the Box (zoo animals)  Week 6: Book – Car, car, truck, Jeep – Nick Sharrett Rhyme – The Wheels on the Bus Activity – Choo, Choo, Beep, Beep!	<b>Sorting</b> <ul style="list-style-type: none"> <li>➤ Sort objects by colour</li> <li>➤ Sort objects by size</li> <li>➤ Sort objects by shape</li> <li>➤ Identify how groups of objects have been sorted.</li> <li>➤ Children sort objects into groups based on their own criteria.</li> </ul>
Week 7/8  Key vocab:	Book title: The Stompysaurus  	Super Sounds - Listening, Attention, Memory, Vocabulary, Matching Actions and Developing Voice Sounds  Week 7: Book – The Busy Day for Birds – Lucy Cousins Rhyme – 5 Little Ducks Activity – The Very Noisy Egg Game	<b>2D shape and Numeral 1 to be taught in Autumn 1</b> <b>2D shape</b> <ul style="list-style-type: none"> <li>➤ Circle – naming a circle when shown.</li> <li>➤ Use a circle appropriately for pictures/models.</li> <li>➤ To select a circle from a group of shapes.</li> <li>➤ Begin to be aware that a circle has no corner and one side.</li> </ul> <b>Numeral 1</b> <ul style="list-style-type: none"> <li>➤ Understanding what 'one' means.</li> </ul>


		<p>Week 8: Book – I Say Ooh, You Say Aah – John Kane Rhyme – One Little Elephant Activity – Crazy Word Karaoke/Ring Tone Game</p>	<ul style="list-style-type: none"> <li>➤ Select one object from a larger group.</li> <li>➤ Recognise the numeral 1</li> <li>➤ Represent 1 in different ways</li> <li>➤ Subitise 1</li> <li>➤ Make comparisons between 1 and more than 1</li> <li>➤ To place one object on a 5 frame.</li> </ul> <p><b>Numeral 2 and Pattern to be taught Autumn 2</b></p> <ul style="list-style-type: none"> <li>➤ Understand 2 is the number after 1 (1 more than)</li> <li>➤ Understand what 2 means</li> <li>➤ Select 2 from a larger group</li> <li>➤ To chant to 2</li> <li>➤ To recognise numeral 2</li> <li>➤ To represent 2 in different ways</li> <li>➤ To subitise 2</li> <li>➤ To compare 2 groups – which has fewer/more</li> <li>➤ To know when one more or less is needed to make the desired total.</li> <li>➤ Count 2 objects accurately.</li> <li>➤ To place 2 objects on a 5 frame</li> </ul> <p>Sorting</p> <ul style="list-style-type: none"> <li>➤ To sort into one of 2 groups – for instance colour.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>➤ To replicate a 2 stage pattern. AB</li> <li>➤ Be able to talk about a 2 stage pattern. AB</li> <li>➤ To finish a 2 stage pattern. AB</li> <li>➤ To talk a pattern through from start to finish</li> </ul>
<p>Week 9/10</p> <p>Key vocab:</p>	<p>Book title: Kind</p> 	<p>Super Sounds - Listening, Attention, Memory, Vocabulary, Matching Actions and Developing Voice Sounds</p> <p>Week 9: Book – There's an Alien in Your Book – Tom Fletcher Rhyme – 5 Little Men in a Flying Saucer Activity – Your Favourite Sound/Musical Hide and Seek</p> <p>Week 10: Book – Animal Band – Julia Donaldson and Nick Sharrett Rhyme – The Grand Old Duke of York Activity – Which Instrument/Animal Band</p>	
<p>Week 11/12</p> <p>Key vocab:</p>	<p>Book title: The Gingerbread Man</p> 	<p>Super Sounds - Listening, Attention, Memory, Vocabulary, Matching Actions and Developing Voice Sounds</p> <p>Week 11: Book – Faster, Faster, Nice and Slow – Nick Sharrett and Sue Heap Rhyme – The Tractor Song Activity – Fast, Slow, Ready to Go</p> <p>Week 12: Book – Dear Santa – Rod Campbell Christmas Songs Activity – Santa's Secret Present</p>	

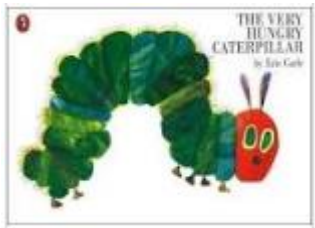

Spring Term			
	Language Input	Phonics Phase 1	Maths
<p>Week 13/14</p> <p>Key vocab:</p>	<p>Book title: Giraffes Can't Dance</p> 	<p>Super Sounds – Phonological Awareness, Rhythm and Rhyme, Memory, Vocabulary and Developing Voice Sounds</p> <p>Week 13: Book – We're Going on a Bear Hunt – Michael Rosen and Helen Oxenbury Rhyme – Feel the Beat Activity – Little Drummers Drumming</p> <p>Week 14: Book – The Train Ride – June Crebbin Rhyme – Row, Row, Row your Boat Activity – All Aboard!</p>	<p><b>Baseline new intake for first 3 weeks</b></p> <p><b>Numeral 3</b></p> <ul style="list-style-type: none"> <li>➤ Understand 3 is the number after 2 (1 more than)</li> <li>➤ Understand what 3 means</li> <li>➤ Select 3 from a larger group</li> <li>➤ To chant to 3</li> <li>➤ To recognise numeral 3</li> <li>➤ To represent 3 in different ways</li> <li>➤ To subitise 3</li> <li>➤ Count 3 objects accurately</li> <li>➤ To know that 2 is one less than 3.</li> <li>➤ Know the amount doesn't change if don't add or take anything away.</li> <li>➤ To place 3 objects on a 5 frame</li> </ul>


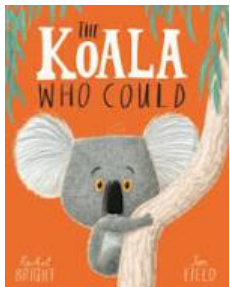
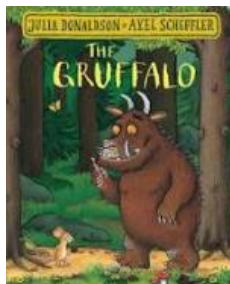
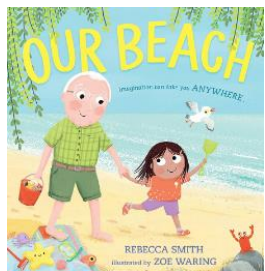


<p>Week 15/16</p> <p>Key vocab:</p>	<p>Book title: How to Look After Your Dinosaur</p> 	<p>Super Sounds – Phonological Awareness, Rhythm and Rhyme, Memory, Vocabulary and Developing Voice Sounds</p> <p>Week 15: Book – Tanka Skunk or Brown Bear – Bill Martin Jr and Eric Carle Rhyme - 5 Little Monkeys Jumping on the Bed Activity – Which Animal is Hiding</p> <p>Week 16: Book – The Bus is for Us – Michael Rosen Rhyme – Down at the Station Activity – In a Jam</p>	<p><b>2D shape</b></p> <ul style="list-style-type: none"> <li>➤ Triangle – naming a circle when shown.</li> <li>➤ Use a Triangle appropriately for pictures/models.</li> <li>➤ To select a Triangle from a group of shapes.</li> <li>➤ Begin to be aware that a Triangle has 3 corners and 3 sides.</li> </ul> <p><b>Sorting</b></p> <ul style="list-style-type: none"> <li>➤ To sort by a given criteria – triangle or circle?</li> </ul> <p><b>Length/height</b></p> <ul style="list-style-type: none"> <li>➤ To order 3 things by height/length.</li> </ul> <p><b>Numeral 4</b></p> <ul style="list-style-type: none"> <li>➤ understand the concept of 4,</li> <li>➤ see when there are 4 items (subitise)</li> <li>➤ count 4 objects</li> <li>➤ see that 4 can represent actions as well as physical objects ➤ Recognise more and fewer than 4.</li> <li>➤ To chant to 4</li> <li>➤ To compare amounts by applying a matching strategy.</li> <li>➤ To match quantity to amount up to 4.</li> <li>➤ Understand fingers represent objects in a rhyme.</li> <li>➤ Understand that taking one away is the same as making one less.</li> <li>➤ To compare amounts, knowing which is the same, which is more and which is fewer.</li> <li>➤ To notice similarities and differences.</li> <li>➤ To understand how to make a given number by adding or taking away 1 object.</li> <li>➤ To know that a single object can be split onto similar sized parts and then recombined to make the whole.</li> <li>➤ To know that a given number can be made by adding different amounts together.</li> <li>➤ To place 4 objects on a 5 frame</li> </ul> <p><b>2D shape</b></p> <ul style="list-style-type: none"> <li>➤ Name a square and an oblong</li> <li>➤ Know what a corner is on a 2D shape</li> <li>➤ Know what a side is on a 2D shape.</li> <li>➤ To select an oblong and a square from a selection of shapes.</li> <li>➤ To use shapes appropriately.</li> </ul> <p><b>Sorting</b></p> <ul style="list-style-type: none"> <li>➤ To sort shapes according to whether they have corners or not.</li> <li>➤ To notice similarities and difference between objects</li> </ul>
<p>Week 17/18</p> <p>Key vocab:</p>	<p>Book title: The Little Red Hen</p> 	<p>Super Sounds – Phonological Awareness, Rhythm and Rhyme, Memory, Vocabulary and Developing Voice Sounds</p> <p>Week 17: Book – Kitchen Disco – Clare Foges Rhyme – 10 Fat Sausages Activity – Syllable Scramble</p> <p>Week 18: Book – Pants – Nick Sharratt Rhyme – Here We Go Round the Mulberry Bush Activity – Rhyming Pants Pairs</p>	
<p>Week 19/20</p> <p>Key vocab:</p>	<p>Book title: We're Going on a Bear Hunt</p> 	<p>Super Sounds – Phonological Awareness, Rhythm and Rhyme, Memory, Vocabulary and Developing Voice Sounds</p> <p>Week 19: Book – The Duck in the Truck – Jez Alborough Rhyme – If You're Happy and You Know It Activity – Rolling Rhymes</p> <p>Week 20: Book – Chocolate Mousse for Greedy Goose – Julia Donaldson and Nick Sharratt Rhyme – 5 Current Buns Activity – Bags of Fun</p>	
<p>Week 21/22</p> <p>Key vocab:</p>	<p>Book title: The Teeny, Weeny Tadpole</p> 	<p>Super Sounds – Phonological Awareness, Rhythm and Rhyme, Memory, Vocabulary and Developing Voice Sounds</p> <p>Week 19: Book – What's in the Witch's Kitchen? – Nick Sharratt Rhyme – Down in the Jungle Activity – Rhyming Words Magic</p>	



		<p>Week 20:</p> <p>Book – Oi Frog! – Kes Gray and Jim Field</p> <p>Rhyme – 5 Little Speckled Frogs</p> <p>Activity – Catch That Fly/ Rhyming River</p>	
<p>Week 23/24</p> <p>Key vocab:</p>	<p>Book title: The Bunnies Are Not in Their Beds</p> 	<p>Super Sounds – Phonological Awareness, Rhythm and Rhyme, Memory, Vocabulary and Developing Voice Sounds</p> <p>Week 23:</p> <p>Book – Row, Row, Pirate Boat – Nick Sharratt</p> <p>Rhyme – I'm a Pirate</p> <p>Activity – Pirates Rhyming Treasure</p> <p>Week 24:</p> <p>Book – Hop Little Bunnies – Martha Mumford</p> <p>Rhyme – Little Peter Rabbit</p> <p>Activity – Running Rhyming Race</p>	

Summer Term			
	Language Input	Phonics Phase 1	Maths
<p>Week 25/26</p> <p>Key vocab:</p>	<p>Book title: The Very Hungry Caterpillar</p> 	<p>Super Sounds – Phonemic Awareness, Oral Blending and Segmenting, Hearing Sounds through Words, Memory, Vocabulary, Developing Voice Sounds</p> <p>Week 25:</p> <p>Book – I Went to the Zoopermarket – Nick Sharratt</p> <p>Rhyme – One Finger, One Thumb Keep Moving</p> <p>Activity – Supermarket Sort</p> <p>Week 26:</p> <p>Book – Hippo Has a Hat – Julia Donaldson</p> <p>Rhyme – Penguin Dance</p> <p>Activity – Animal Outfits</p>	<p><b>Baseline new children for 3 weeks</b></p> <p><b>Numeral 5</b></p> <ul style="list-style-type: none"> <li>➤ understand the concept of 5,</li> <li>➤ see when there are 5 items (subitise)</li> <li>➤ count 5 objects accurately.</li> <li>➤ see that 5 can represent actions as well as physical objects ➤ Recognise more and fewer than 5.</li> <li>➤ To chant to 5</li> <li>➤ To compare amounts by applying a matching strategy.</li> <li>➤ To match quantity to amount up to 5.</li> <li>➤ Understand fingers represent objects in a rhyme.</li> <li>➤ Understand that taking one away is the same as making one less.</li> <li>➤ To compare amounts, knowing which is the same, which is more and which is fewer.</li> <li>➤ To understand how to make a given number by adding or taking away 1 object.</li> <li>➤ To know that a given number can be made by adding different amounts together.</li> <li>➤ To represent numbers 0-5 on a 5 frame.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>➤ Days of the week.</li> <li>➤ Sequencing pictures and events</li> <li>➤ Spotting mistakes in sequencing of pictures/events.</li> </ul> <p><b>Capacity</b></p> <ul style="list-style-type: none"> <li>➤ To identify and say when a container is full and empty.</li> <li>➤ To fill a container so that it is full.</li> <li>➤ To empty a container so that it is empty.</li> </ul>
<p>Week 27/28</p> <p>Key vocab:</p>	<p>Book title: The Flying Bath</p> 	<p>Super Sounds – Phonemic Awareness, Oral Blending and Segmenting, Hearing Sounds through Words, Memory, Vocabulary, Developing Voice Sounds</p> <p>Week 27:</p> <p>Book – 5 Minutes to Bed – Richard Dungworth</p> <p>Rhyme – A Sailor Went to Sea, Sea, Sea</p> <p>Activity – Ready for Bed</p> <p>Week 28:</p> <p>Book – Mrs Blackhat – Chloe and Mick Inkpen</p> <p>Rhyme – When You Want to Make a Spell</p> <p>Activity – Brilliant Blackhat</p>	

<p>Week 29/30</p> <p>Key vocab:</p>	<p>Book title: The 3 Little Pigs</p> 	<p>Super Sounds – Phonemic Awareness, Oral Blending and Segmenting, Hearing Sounds through Words, Memory, Vocabulary, Developing Voice Sounds</p> <p>Week 29: Book – Bathroom Boogie – Clare Foges Rhyme – 10 Green Bottles Activity – Bathroom Hide and Seek</p> <p>Week 30: Book – The Wonky Donkey – Craig Smith Rhyme – The Bear Went Over the Mountain Activity – Twizzle My Tongue</p>	<p>➤ To order 3 containers for capacity. ➤ To know which container has more/less. <b>Continue with Numeral 5 from previous half term</b> <b>Recap and application of numerals 1-5</b> ➤ Planning to be designed around the needs of the cohort. <b>Positional Language</b> ➤ To respond correctly to the positional language – in, on, under, in front, behind, next to. ➤ To begin to use some positional language. <b>2D shape</b> ➤ Recap 2D shape, teaching to be based on the needs of the cohort. <b>Weight</b> ➤ To compare 2 items for weight saying which one is heavy and which one is light.</p>
<p>Week 31/32</p> <p>Key vocab:</p>	<p>Book title: The Koala Who Could</p> 	<p>Super Sounds – Phonemic Awareness, Oral Blending and Segmenting, Hearing Sounds through Words, Memory, Vocabulary, Developing Voice Sounds</p> <p>Week 31: Book – Stickman – Julia Donaldson Rhyme – Dinosaurs Activity – I hear with My Little Ear</p> <p>Week 32: Book – A Squash and a Squeeze – Julia Donaldson Rhyme – Ten in the Bed Activity – Watch Out for Mr Crocodile</p>	
<p>Week 33/34</p> <p>Key vocab:</p>	<p>Book title: The Gruffalo</p> 	<p>Super Sounds – Phonemic Awareness, Oral Blending and Segmenting, Hearing Sounds through Words, Memory, Vocabulary, Developing Voice Sounds</p> <p>Week 33: Book – Portside Pirates – Oscar Seaworthy and Debbie Harter Rhyme – Head, Shoulders, Knees and Toes Activity – Pirates Walk The Plank/ Hunt for Treasure</p> <p>Week 34: Book – Veg Patch Party – Clare Foges Rhyme – Hokey Cokey Activity – Super Sounds Disco</p>	
<p>Week 35/36</p>	<p>Book title: Our Beach</p> 	<p>Super Sounds – Phonemic Awareness, Oral Blending and Segmenting, Hearing Sounds through Words, Memory, Vocabulary, Developing Voice Sounds</p> <p>Week 35: Book – Giraffes Can't Dance – Giles Andrea Rhyme – 10 Little Children Activity – What is It?</p> <p>Week 36: Book – Party Pants – Nick Sharratt</p>	

		Rhyme – One man Went to Mow Activity – Pass the Blue Balloon	
Week 37/38	Book Title: Starting school books	Consolidation	