<u>Week</u>	<u>1</u>	<u>2</u>	<u>3</u>	4	<u>5</u>	<u>6</u>	<u>7</u>
	5 <sup>th</sup> January	12 <sup>th</sup> January	19 <sup>th</sup> January	26 <sup>th</sup> January	2 <sup>nd</sup> February	9 <sup>th</sup> February	<u>16<sup>th</sup> February</u>
Theme	Space/astronauts	Space/Astronauts	<u>Doctors/Nurses</u>	<u>Dentists</u>	Emergency Services	<u>Shops</u>	Chinese new year
<u>Special events</u>			<u>Nurse visit TBC -</u> <u>Monday</u>	Dental nurse visit TBC Thursday	National story telling week Police visit TBC -	Children's mental health week	Year of the horse 17 <sup>th</sup> -21 <sup>st</sup> 17th Shrove Tuesday
					2pm 4 <sup>th</sup> feb	Valentine's day	<u> </u>
Nursery thymes	Miss polly had a dolly	, 5 little firefighters	, zoom zoom, 5 little	men in a flying saucer, lon			around the big toy shop
<u>Maths focus</u>	Shapes 2d and 3d	Numeral and	<u>Pattern</u>	Length, weight and	Subitising	Numerals and	Consolidation week of all the key skills - choose
		<u>quantity</u>		<u>capacity</u>		<u>number formation</u>	favourite activities or areas related to next steps
Numeral of the week	<u>0</u>	1	<u>2</u>	3	4	<u>5</u>	Consolidate numerals 0-5 - choose numerals which children are finding tricky to remember
Squiqqle while you wiqqle  Able to develop oral blending skills. Beginning to record some sounds in sequence. I am learning to orally blend when an adult segments I am learning to recognise the initial sounds in words I am learning to write some letters accurately I am beginning to use some of my letter knowledge in early writing	M - olly murs dance with me  Move - the hump	A - I like to move it move it  Move - circle	S - shake it off  Move - wiggle down	D - venga boys  Move up, down	T - olly murs dance with me  Move criss cross	i - I like to move it  Move - the hump	Consolidate m.a.s.d.t.i. choose favourite songs
<u>Letters and sounds</u> •	Voice sounds	Body percussion	<u>environmental</u>	Instrumental	Rhythm and rhyme	<u>Initial sounds</u>	Consolidate - choose activities from the aspects of letters and sounds
Focus books to be added by Key person	Whatever next, . the shopcking l						
<u>Math Champion</u>	Build a maze – include shape	<u>Delivering the post</u>	<u>Patterns</u>	Cars down a ramp	Outdoor games (focus on subitising)	Number hunt – numerals	Consolidate - use a range of activities
Pre school teachable activities	<ol> <li>Name writing         7. Subitising     </li> </ol>	Matching numeral of 8. Topic related actions	• •	dence (dressing, zips, shoes 3d names 10. Name recogn		nbers 0-5 5. Sil	ly soup (initial sounds) 6. Rhyming bucket

#### Spring 1 - statements from birth - 3 - Progression document - Chicks

Communication and Language	Physical Development	PSED	<u>Mathematics</u>	<u>Literacy</u>	Understanding the World	Expressive Arts and Design
Identify familiar objects and properties for practitioners when they are described.     For example: 'Katie's coat', 'blue car', 'shiny apple'.      Develop pretend play: 'putting the baby to sleep' or 'driving the car to      the shops'      Understand simple instructions like "give to nanny" or "stop".      Generally focus on an activity of their own choice and find it difficult to be directed by an adult.      Listen to simple stories and understand what is happening, with     the help of the pictures.      Understand simple questions about 'who', 'what' and 'where' (but generally not     'why').      Understand and act on longer sentences like "make teddy jump' or 'find your coat'      Start to say how they are feeling, using words as well as actions      Use simple sentences to communicate	Walk, run, jump and climb - and start to use the stairs independently.     Spin, roll and independently use ropes and swings (for example, tyre swings).     Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use gross motor skills to do things independently.     Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.     Start eating independently and learning how to use a knife and fork.	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.  Begin to talk about their emotions  Be increasingly able to talk about and manage their emotions  Safely explore emotions beyond their normal range through play and stories.  Begin to Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.'  Learn to use the Toilet or potty with help, and then independently.  Talk about their feelings in more elaborated ways: "I'm sad because" or "I love it when".  Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations	React to changes of amount in a group of up to three items.  Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'  Complete inset puzzles.  Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.  Notice patterns and arrange things in patterns	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.  Pay attention and respond to the pictures or the words.  Sing songs and say rhymes independently, for example, singing whilst playing.  Enjoys mark making freely.  Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas.  Develop play around favourite stories using props.	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.  Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.  Make connections between the features of their family and other families.  Notice differences between people.  Explore and respond to different natural phenomena in their setting and on trips.	Make simple models which express their ideas.  Use their imagination as they consider what they can do with different materials.  Anticipate phrases and actions in rhymes and songs,  Explore a range of sound-makers and instruments and play them in different ways  Respond emotionally and physically to music when it changes.  Make rhythmical and repetitive sounds  Express ideas and feelings through making marks and sometimes give meaning to the marks they make.

#### Focus areas - 3-4-year-olds - taken from Progression document spring 1 and 2

5 - 5					1	
<u>PSED</u>	<u>C + L</u>	<u>PD</u>	<u>Lit</u>	<u>Maths</u>	<u>UTW</u>	<u>EAD</u>
<ul> <li>Begin to name and understand a wider range of emotions - scared, worried, nervous, excited, angry etc</li> <li>Begin to understand the feelings of others</li> <li>Follow a simple 2 step instruction.</li> <li>Be able to say the golden rules</li> <li>Develop ways of being assertive.</li> <li>Make healthy choices about food, drink, activity</li> <li>Be able to sit during short circle time in a larger group for an a longer period</li> <li>Name the golden rules and begin to understand why we have golden rules</li> <li>Increasingly able to manage turn taking with modelled strategies</li> <li>Begin to Understand why rules are important</li> <li>Begin to find solutions to conflict</li> <li>Able to choose resources to achieve goals from a wider range of activities</li> <li>Play with one child extending and contributing during play.</li> </ul>	<ul> <li>Begin to pay attention to more than one thing at a time.</li> <li>Understand 2 step simple instructions.</li> <li>Be able to speak usin 4 - 6 word sentences.</li> <li>Retell many song familiar nursery rhymes</li> <li>Retell many number rhymes</li> <li>Begin to Take turns speaking and listening during a conversation independently</li> <li>Respond appropriately during a conversation.</li> <li>I am learning to remember and enjoy telling long stories or singing songs</li> <li>Use talk to organise their play</li> <li>Begin to Start conversations with an adult or friend which continues for many turns</li> <li>Understand many why questions</li> <li>I am learning to use learned vocabulary</li> <li>I am learning to speak clearly so adults and peers can understand me</li> <li>I am learning to say multisyllabic words such as pterodactyl</li> <li>I am learning to use past and future tenses</li> <li>I am learning to use connectives like because</li> </ul>	To be able to control a ball in different ways, balance on a variety of equipment and climb  I am learning to balance on one leg with no preference  I am learning to hop and skip on alternative feet  Child shows a preference for a dominant hand.  Begin to hold a pencil with a modified tripod grip to show control.  Use a knife and fork.  Begin to use a pencil with an effective grip independently.  Begin to copy and remember sequences of movement modelled by an adult.  I am beginning to choose the right resources to carry out a task.  I am learning to snip using the correct one-handed grip and using my spare hand to hold the paper  I am able to attempt to pull my zip up  I am able to attempt to dress and undress myself  I am learning to name all of my body parts  I am learning to demonstrate my understanding why it is important to wash my hands  I am learning to try new food and recognise healthy and unhealthy food  I am learning to recognise when I am tired or hungry  I am learning to use a knife and fork together at the same time  I am learning to make simple healthy choices with food and drinks	Spring 1 and 2  Uses new vocabulary in conversations.  Able to develop oral blending skills.  Beginning to record some sounds in sequence.  I am learning to orally blend when an adult segments  I am learning to write some recognisable letters in my name  I am learning to write some letters accurately  I am beginning to use some of my letter knowledge in early writing  I am beginning to use learnt vocabulary  I can name some parts of a book  I can recognise my name from a selection of names  I am able to engage in conversations about familiar stories  I am learning to predict what might happen next and sequence simple stories  I am learning to infer what might happen based on my knowledge of key stories so far  I am learning to make up stories based on my knowledge of stories	Can count 5 objects from a larger group. Begins to compare quantities within 10. Counts accurately to 10. Uses more or less, comparing numbers within 5. I am learning to assign a number name to each object of up to four items in a set I am learning to recite in sequence from 0 to 10 I am learning to recognise the numerals 0-5 and some numbers beyond 5 I am learning to make mathematical marks  I am learning compare quantities in my play independently  I am learning to recognise dice patterns up to 5  I am learning to copy and make my own AB pattern independently  I am learning to correct an error in an AB pattern with support  I can talk about and explore 2d shapes and some 3d shapes  I am learning to complete a more complex puzzle I am learning to compare length, width, weight and capacity I can explain and compare object I am beginning to be able to order objects by weight, size, capacity	Now why we celebrate Easter.  Talk about taking care of the world around us.  Know simple plant life cycles.  Know how to take care of plants and plant sees.  Explore the change in plants over rime.  Explore forces.  Explore different occupations.  Know that there are different countries in the world.  Begin to understand the need to respect and care for the natural environment.  Know about how Chinese new year is celebrated.  I am learning to investigate and discuss light and dark.  I can use simple technology for a purpose and understand what it is used for.  Explore changes in Winter/Spring.	Create closed shapes with continuous lines and begin to use these to represent objects e.g circles for a face. Begin to include details on drawings. Develop complex stories using small world and create complex small worlds using different types of construction. Explore sounds that can be made from percussion. Follows teachers signals/instructions when playing instruments (play and stop) Experiment with lightening and darkening shades as well as colouring mixing and discuss the changes Choose colour for a purpose Share likes and dislikes about a piece of music. I am learning to make fast sounds with my instrument I am learning to clap or tap to the beat of the music I am learning to use props, loose parts and objects to represent ideas in my imaginative play I am learning to invite others into my imaginative play

Week	Theme	Learning Opportunities (Implementation)	3-4 year olds will be learning to:	2 - 3 year old will be learning to (intent)
		, , , , , , , , , , , , , , , , , , , ,	(intent)	, , ,
Week 1 and		Enhance role play and small world with space resources and	PSED	PSED
		artefacts	<ul> <li>Begin to name and understand a wider range of emotions - scared, worried, nervous, excited, angry etc</li> <li>Be able to sit during short circle time in a larger group for an a longer period</li> </ul>	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to  and what the support of the forms.  The strong impulse to the forms.
<u>2</u>	Space/	Small world space vehicles and astronauts	Be able to sit during short circle time in a larger group for an a longer period      Able to choose resources to achieve goals from a wider range of activities	grab what they want or push their way to the front.  Begin to talk about their emotions
	<u> </u>	Small world space venicles and astronauts	Play with one child extending and contributing during play	Be increasingly able to talk about and manage their emotions
	<u>Astronauts</u>	Put space photos in the different areas to inspire awe and	C+L	Safely explore emotions beyond their normal range through play and stories.  Parint National and self-market with differences such as this self-market finished their normal range.
		<u>wonder</u>	Be able to speak using 4 - 6 word sentences.	<ul> <li>Begin to Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.`</li> </ul>
<u>Maths</u> week		Junk model rockets - provide a variety of resources and	Retell many song familiar nursery rhymes/number rhymes	Learn to use the Toilet or potty with help, and then independently.
1 - shape		different methods of joining. Encourage children to be	<ul> <li>Begin to Take turns speaking and listening during a conversation independently</li> <li>Respond appropriately during a conversation</li> </ul>	Talk about their feelings in more elaborated ways:  "To a little of the state
		independent in their ideas. Provide photos as stimulus	I am learning to remember and enjoy telling long stories or singing songs	"I'm sad because" or "I love it when  • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to
		Rockets with construction - Use different construction	Use talk to organise their play  The large to the state of the st	engage in new or challenging
Week 2 -		resources to build rockets - enhance with pictures of rockets,	I am learning to use learned vocabulary     I am learning to say multisyllabic words such as pterodactyl	situations
numeral and		Model 3d shape language, encourage children to combine shapes		C+L  • Identify familiar objects and properties for practitioners when they are described.
		to make new ones.	PD Child shows a professors for a deminent hand	For example: 'Katie's coat', 'blue car', 'shiny apple'.
quantity		Planets - introduce the planet names and the planet songs,	<ul> <li>Child shows a preference for a dominant hand.</li> <li>Begin to hold a pencil with a modified tripod grip to show control.</li> </ul>	<ul> <li>Develop pretend play: 'putting the baby to sleep' or 'driving the car to</li> <li>the shops'</li> </ul>
		show non fiction books and pictures - introduce vocabulary,	Begin to use a pencil with an effective grip independently	Understand simple instructions like "give to nanny" or "stop".
Sounds -		enhance small world with photos of the planets.	<ul> <li>Begin to copy and remember sequences of movement modelled by an adult.</li> <li>I am beginning to choose the right resources to carry out a task.</li> </ul>	Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
			I am able to attempt to pull my zip up	<ul> <li>Listen to simple stories and understand what is happening, with</li> <li>the help of the pictures.</li> </ul>
week 1 - m		Mark making -Draw the outline of a planet onto paper foil blanket/. Allow the children to make marks using different	I am able to attempt to dress and undress myself	Understand simple questions about 'who', 'what' and 'where' (but generally not
		resources to create their own collaborative art	I am learning to name all of my body parts	• 'why').
Week 2 - a			Lit	<ul> <li>Understand and act on longer sentences like "make teddy jump" or 'find your coat'</li> <li>Start to say how they are feeling, using words as well as actions</li> </ul>
WEEK L U		Allow children to create individual planets using different	Uses new vocabulary in conversations.	Use simple sentences to communicate
		techniques - allow children to chose what resources they want to use from a range to create their planet.	<ul> <li>Able to develop oral blending skills.</li> <li>Beginning to record some sounds in sequence.</li> </ul>	PD
		To use from a range to create their planer.	I am learning to orally blend when an adult segments	<ul> <li>Walk, run, jump and climb - and start to use the stairs independently.</li> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> </ul>
Maths		Invite children to explore colour mixing to create alien	I am learning to recognise the initial sounds in words	Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use gross motor skills to do things
		pictures. Provide red, blue and yellow paint for children to mix	<ul> <li>I am beginning to write some recognisable letters in my name</li> <li>I am learning to write some letters accurately</li> </ul>	independently.
<u>champion</u>		together in different ways to make green, orange and purple and paint alien pictures.	I am beginning to use some of my letter knowledge in early writing	<ul> <li>Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Start eating independently and learning how to use a knife and fork.</li> </ul>
		and paint anon pieraros.	<ul> <li>I am beginning to use learnt vocabulary</li> <li>I am able to engage in conversations about familiar stories</li> </ul>	
		Provide pictures of space, such as constellations and black	I am learning to predict what might happen next and sequence simple stories	Literacy  • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
		holes. Offer pieces of black material and a range of transient art materials for children to create their own space-themed	<ul> <li>I am learning to infer what might happen based on my knowledge of key stories so far</li> </ul>	Pay attention and respond to the pictures or the words.
Numeral of		pictures. For example, metal curtain rings and large silver	I am learning to make up stories based on my knowledge of stories	
the week		buttons.	Maths	<ul> <li>Sing songs and say rhymes independently, for example, singing</li> <li>whilst playing.</li> </ul>
Week 1 - 0			Begins to compare quantities within 10.	
Week 1 - U		Invite children to draw their own planets and liens - model using shapes for a purpose and to enclose. Model adding details	<ul> <li>I am learning to assign a number name to each object of up to four items in a set</li> <li>I am learning to recite in sequence from 0 to 10</li> </ul>	Enjoys mark making freely.
		Enhance book corner with fiction and non fiction boks about	<ul> <li>I am learning to recognise the numerals 0-5 and some numbers beyond 5</li> </ul>	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making
Week 2 - 1		space	I am learning compare quantities in my play independently  The sent talk about and explana 3d shapes and same 3d shapes.  The sent talk about and explana 3d shapes and same 3d shapes.	and drinking tea, going to the barbers, being a cat, dog or
		Circle time - Encourage children to wait for their turn as you	<ul> <li>I can talk about and explore 2d shapes and some 3d shapes</li> <li>I am learning to complete a more complex puzzle</li> </ul>	<ul> <li>bird.</li> <li>Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs</li> </ul>
		play a space-themed circle-time game. Pass a toy rocket around the circle. Whoever is holding the rocket says something they	I am beginning to be able to compare/ order objects by weight, size, capacity	of themselves with these.
<u>Letters</u> and		would take with them on a trip to the Moon		Make connections between the features of their family and other families
sounds		Star tuff tray -Hide stars of differing sizes in a tray of black	UTW Explore force	<ul> <li>Notice differences between people</li> <li>Explore and respond to different natural phenomena in their setting and on trips</li> </ul>
		shredded paper. You could use star sequins, foam stars and felt	Explore different occupations	EAD
Week 1 -		stars. Children can use child-friendly tweezers to collect the hidden stars.	Know that there are different countries in the world	Make simple models which express their ideas.  I lea their impointaining at the consider what they can do with different materials.
voice		Stories and rhymes	Begin to understand the need to respect and care for the natural environment  To the rest in the rest of the need to respect and care for the natural environment.	<ul> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Anticipate phrases and actions in rhymes and songs,</li> </ul>
sounds		Enjoy stories based around a space theme and sing rhymes such	I am learning to investigate and discuss light and dark	Explore a range of sound-makers and instruments and play them in different ways
304.140		as zoom zoom  Playdough - Invite children to create modelling dough aliens.	EAD	<ul> <li>Respond emotionally and physically to music when it changes.</li> <li>Make rhythmical and repetitive sounds</li> </ul>
		Provide modelling dough and enhancements, such as googly eyes,		<ul> <li>Make rhythmical and repetitive sounds</li> <li>Express ideas and feelings through making marks and sometimes give meaning to the marks they make.</li> </ul>
Week 2 -		pipe cleaners and lolly sticks. Challenge children to create a	Create closed shapes with continuous lines and begin to use these to represent objects e.g circles for a	Maths
body		planet for the aliens to live on.	face.  Begin to include details on drawings .	<ul> <li>React to changes of amount in a group of up to three items.</li> <li>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> </ul>
•		Name rockets -Cut out triangle and square shapes and strips of red and yellow paper (flames). Encourage the children to	<ul> <li>Develop complex stories using small world and create complex small worlds using different types of</li> </ul>	Complete inset puzzles.
percussion		write or copy the letters of their name onto the squares and	construction.	Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.
		build a name rocket.	<ul> <li>Experiment with lightening and darkening shades as well as colouring mixing and discuss the changes</li> <li>Choose colour for a purpose</li> </ul>	Notice patterns and arrange things in patterns
		Space themsel mathe estimation and surveyor submitting	I am learning to use props, loose parts and objects to represent ideas in my imaginative play	
		Space themed maths activities and puzzles – subutising – numeral and quantity	I am learning to invite others into my imaginative play	
		numeral and quantity		

Week	Theme	Learning Opportunities	3-4 year olds will be (intent)	2-2.5 year old will be learning to (intent)
- VCCK	meme	(Implementation)	7 Year olds will be (illielli)	2 2.5 Year old will be learning to (intern)
144 1 2		(Zimprementation)	PSED	PSED
Week 3	N + /	Small world and Role play -	Make healthy choices about food, drink, activity	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what
	Doctors/n	provide dressing up, first aid kits	<ul> <li>Begin to name and understand a wider range of emotions - scared, worried, nervous, excited, angry etc</li> <li>Be able to sit during short circle time in a larger group for an a longer period</li> </ul>	they want or push their way to the front.  Begin to talk about their emotions
44 - 1	urses	and medical instruments for the	Able to choose resources to achieve goals from a wider range of activities	Be increasingly able to talk about and manage their emotions
<u>Maths</u>	<u> </u>	children to role play with. Adults	Play with one child extending and contributing during play	Safely explore emotions beyond their normal range through play and stories.
		to join in this play and model	C+L	<ul> <li>Begin to Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> </ul>
pattern		interactions.	Understand 2 step simple instructions.	Learn to use the Toilet or potty with help, and then independently.
parrein		Provide the children with a	Be able to speak usin 4 - 6 word sentences.  Parity Tale to speak usin 4 - 6 word sentences.	Talk about their feelings in more elaborated ways:
		selection of soft toys/dolls as patients waiting to be seen at the	Begin to Take turns speaking and listening during a conversation independently     Respond appropriately during a conversation	"I'm sad because" or "I love it when  • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new
		doctor's surgery. How many poorly	<ul> <li>I am learning to remember and enjoy telling long stories or singing songs</li> </ul>	or challenging
Sounda -		patients are waiting? Model	<ul> <li>Use talk to organise their play</li> <li>Begin to Start conversations with an adult or friend which continues for many turns</li> </ul>	situations
Sounds -		counting the soft toys and	Understand many why questions	C+L  • Identify familiar objects and properties for practitioners when they are described.
S		encouraging the children to copy	I am learning to use learned vocabulary	For example: 'Katie's coat', 'blue car', 'shiny apple'.
		and point as they count. Add	<ul> <li>I am learning to say multisyllabic words such as pterodactyl</li> <li>I am learning to use past and future tenses</li> </ul>	Develop pretend play: 'putting the baby to sleep' or 'driving the car to
		vocabulary to the area.	I am learning to use past and your exercises     I am learning to use connectives like because	<ul> <li>the shops'</li> <li>Understand simple instructions like "give to nanny" or "stop".</li> </ul>
			PD	Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
		Writing - add clipboards and	<ul> <li>Use a knife and fork.</li> <li>Begin to use a pencil with an effective grip independently</li> </ul>	Listen to simple stories and understand what is happening, with
Maths		prescription/xray sheets to the	Begin to copy and remember sequences of movement modelled by an adult.	<ul> <li>the help of the pictures.</li> <li>Understand simple questions about 'who', 'what' and 'where' (but generally not</li> </ul>
		role play to encourage children to mark make for a purpose	I am beginning to choose the right resources to carry out a task.  The second of the right resources to carry out a task.  The second of the right resources to carry out a task.	• 'why').
<u>champion</u>		Mark making - draw pictures of	<ul> <li>I am learning to snip using the correct one-handed grip and using my spare hand to hold the paper</li> <li>I am able to attempt to pull my zip up</li> </ul>	Understand and act on longer sentences like "make teddy jump' or 'find your coat'
		doctors/nurses - encourage use of	I am able to attempt to dress and undress myself	<ul> <li>Start to say how they are feeling, using words as well as actions</li> <li>Use simple sentences to communicate</li> </ul>
		shapes and adding details	<ul> <li>I am learning to name all of my body parts</li> <li>I am learning to demonstrate my understanding why it is important to wash my hands</li> </ul>	PD
		_	I am learning to demonstrate my understanding why it is important to wash my hands     I am learning to try new food and recognise healthy and unhealthy food	<ul> <li>Walk, run, jump and climb - and start to use the stairs independently.</li> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> </ul>
Numeral of		Scissor skills – offer doctor	I am learning to recognise when I am tired or hungry	<ul> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use gross motor skills to do things independently.</li> </ul>
the week		themed cutting activity for	<ul> <li>I am learning to use a knife and fork together at the same time</li> <li>I am learning to make simple healthy choices with food and drinks</li> </ul>	Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
		children to develop their scissor	1 and learning to make simple nearmy choices with food and at mks	Start eating independently and learning how to use a knife and fork.  Literacy
		skills with adult support	LIT	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- 2		Share books about visiting the doctor, hospitals - include books	<ul> <li>Uses new vocabulary in conversations.</li> <li>Able to develop oral blending skills.</li> </ul>	Pay attention and respond to the pictures or the words.
		with repeated refrains and rhymes	Beginning to record some sounds in sequence.	<ul> <li>Sing songs and say rhymes independently, for example, singing</li> <li>whilst playing.</li> </ul>
		Talk about your body parts and	I am learning to orally blend when an adult segments	Enjoys mark making freely.
		being healthy with	<ul> <li>I am learning to recognise the initial sounds in words</li> <li>I am beginning to use some of my letter knowledge in early writing</li> </ul>	UTW
Letters and		exercise/practise independence	I am beginning to use learnt vocabulary	<ul> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or</li> </ul>
sounds		skills to take care of ourselves -	I am able to engage in conversations about familiar stories  The learning to predict what might be appearant and appearant stories.	bird.
		getting dressed, washing hands	<ul> <li>I am learning to predict what might happen next and sequence simple stories</li> <li>I am learning to infer what might happen based on my knowledge of key stories so far</li> </ul>	<ul> <li>Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</li> </ul>
		etc sort healthy and unhealthy	I am learning to make up stories based on my knowledge of stories	Make connections between the features of their family and other families
Environmental		food, cutting our food up	Maths	Notice differences between people
sounds		discuss hygiene, washing hands, toileting etc	I am learning to copy and make my own AB pattern independently	<ul> <li>Explore and respond to different natural phenomena in their setting and on trips</li> <li>EAD</li> </ul>
		Small world tray with	I am learning to correct an error in an AB pattern with support	Make simple models which express their ideas.
		animals/dolls in and medical		Use their imagination as they consider what they can do with different materials.  Article to phase a sud a time in allowed and a superior of the superio
		equipment – add a phone, key	UTW - Explore different occupations  Use simple technology for a purpose	<ul> <li>Anticipate phrases and actions in rhymes and songs,</li> <li>Explore a range of sound-makers and instruments and play them in different ways</li> </ul>
		vocab etc	EAD -	Respond emotionally and physically to music when it changes .
		Medicine making water themed	Create closed shapes with continuous lines and begin to use these to represent objects e.g circles for a	Make rhythmical and repetitive sounds     Fungers ideas and facilities through making manks and compatings give magning to the manks thou make
		tray - different sized bottles,	face.  Regin to include details on drawings	<ul> <li>Express ideas and feelings through making marks and sometimes give meaning to the marks they make.</li> <li>Maths</li> </ul>
		coloured water	<ul> <li>Begin to include details on drawings .</li> <li>Develop complex stories using small world and create complex small worlds using different types of</li> </ul>	React to changes of amount in a group of up to three items.
		Visit from nurse/doctor	construction.	<ul> <li>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>Complete inset puzzles.</li> </ul>
		<u>Circle time</u> - share experiences of visiting the dr/nurse	I am learning to use props, loose parts and objects to represent ideas in my imaginative play  The learning to invite others into my imaginative play  The learning to use props, loose parts and objects to represent ideas in my imaginative play  The learning to use props, loose parts and objects to represent ideas in my imaginative play  The learning to use props, loose parts and objects to represent ideas in my imaginative play  The learning to use props, loose parts and objects to represent ideas in my imaginative play  The learning to use props, loose parts and objects to represent ideas in my imaginative play  The learning to use props, loose parts and objects to represent ideas in my imaginative play  The learning to use props, loose parts and objects to represent ideas in my imaginative play  The learning to use props, loose parts and objects to represent ideas in my imaginative play  The learning to use props and the learning to use the learning to use props.	<ul> <li>Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.</li> </ul>
		of visiting the diffidise	I am learning to invite others into my imaginative play	Notice patterns and arrange things in patterns

<u>Week</u>	Theme	Learning Opportunities	3-4 year olds will be learning to:	2-2.5 year old will be learning to (intent)
		(Implementation)	(intent)	
Week 4			PSED	PSED
Week 4	Nantista	Small world and Role play -	Make healthy choices about food, drink, activity	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab
	<u>Dentists</u>	enhance doctors area with dental	Begin to name and understand a wider range of emotions - scared, worried, nervous, excited, angry	what they want or push their way to the front.
		equipment and pictures of the	<ul> <li>etc</li> <li>Be able to sit during short circle time in a larger group for an a longer period</li> </ul>	Begin to talk about their emotions  Private state to the total behavior and managed their amortions.  The state of the total behavior and managed their amortions.
Naths		dentist. Add mirror, toothpaste	Able to choose resources to achieve goals from a wider range of activities	<ul> <li>Be increasingly able to talk about and manage their emotions</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> </ul>
		boxes,masks, gloves	Play with one child extending and contributing during play	Begin to Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs an
ength,weight and		boxes, masks, gioves	, , , , , , , , , , , , , , , , , , , ,	disabilities, and so on,`
apacity			C+L	Learn to use the Toilet or potty with help, and then independently.
apacity			Understand 2 step simple instructions.	Talk about their feelings in more elaborated ways:
		Share books about visiting the	Be able to speak usin 4 - 6 word sentences.	"I'm sad because" or "I love it when
		dentist - try to include fiction and	Begin to Take turns speaking and listening during a conversation independently  Output  Description of the during a conversation.  Output  Description of the during a conversation.	<ul> <li>Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in</li> </ul>
		non fiction books	<ul> <li>Respond appropriately during a conversation</li> <li>I am learning to remember and enjoy telling long stories or singing songs</li> </ul>	new or challenging
Sounds -			Use talk to organise their play	situations
ourius_		Circle time - Talk about your mouth	Begin to Start conversations with an adult or friend which continues for many turns	C+L
		and the body parts in your mouth -	Understand many why questions	<ul> <li>Identify familiar objects and properties for practitioners when they are described.</li> <li>For example: 'Katie's coat', 'blue car', 'shiny apple'.</li> </ul>
		talk about the importance of dental	I am learning to use learned vocabulary	Develop pretend play: 'putting the baby to sleep' or 'driving the car to
		hygiene - why we brush our teeth,	I am learning to say multisyllabic words such as pterodactyl	the shops'
		, , ,	I am learning to use past and future tenses	Understand simple instructions like "give to nanny" or "stop".
		how we brush them, what happens if	I am learning to use connectives like because	Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
Naths champion		we don't brush them	PD  • Use a knife and fork,	Listen to simple stories and understand what is happening, with
			Use a knite and fork.     I am beginning to choose the right resources to carry out a task.	the help of the pictures.
		Playdough – use playdough mats to	I am learning to snip using the correct one-handed grip and using my spare hand to hold the paper	Understand simple questions about 'who', 'what' and 'where' (but generally not
		make teeth, enhance with	I am able to attempt to pull my zip up	why').  I had not and and an an an analysis of life "males to did nimes" on 'Gird name and'
		toothbrushes as a tool- model	I am able to attempt to dress and undress myself	<ul> <li>Understand and act on longer sentences like "make teddy jump' or 'find your coat'</li> <li>Start to say how they are feeling, using words as well as actions</li> </ul>
Jumeral of the		vocabulary during play	I am learning to name all of my body parts	Use simple sentences to communicate
		rooms and real ring play	<ul> <li>I am learning to try new food and recognise healthy and unhealthy food</li> </ul>	PD
<u>veek</u>		How to brush your teeth	I am learning to use a knife and fork together at the same time	Walk, run, jump and climb - and start to use the stairs independently.
			I am learning to make simple healthy choices with food and drinks	<ul> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> </ul>
		sequencing activity - link with		<ul> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use gross motor skills to do things independent</li> </ul>
· <b>3</b>		scissor skills – adult to support	Uses new vocabulary in conversations.	<ul> <li>Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> </ul>
			Able to develop oral blending skills.	Start eating independently and learning how to use a knife and fork
		Use toothbrushes to mark make,	Beginning to record some sounds in sequence.	<ul> <li>Literacy</li> <li>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> </ul>
		practice different moves which may	I am learning to orally blend when an adult segments	Pay attention and respond to the pictures or the words.
		help with brushing - up down, rouond	I am learning to recognise the initial sounds in words	ay arramanana respond to the pictures of the words.
etters and		in circles etc - explore colour mixing	<ul> <li>I am beginning to use some of my letter knowledge in early writing</li> </ul>	<ul> <li>Sing songs and say rhymes independently, for example, singing</li> </ul>
aunda		, ,	I am beginning to use learnt vocabulary	whilst playing.
ounds		Healthy food - talk about healthy	I am able to engage in conversations about familiar stories	Enjoys mark making freely.
		food - try different healthy foods,	<ul> <li>I am learning to predict what might happen next and sequence simple stories</li> <li>I am learning to infer what might happen based on my knowledge of key stories so far</li> </ul>	UTW
			I am learning to inter-what might happen based on my knowledge of key stories so far      I am learning to make up stories based on my knowledge of stories	<ul> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and</li> </ul>
instrumental		talk about unhealthy foods - what	I am real ming to make up stories based on my knowledge of stories	drinking tea, going to the barbers, being a cat, dog or
		can this do our teeth, sort healthy	Maths	<ul> <li>bird.</li> <li>Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of</li> </ul>
		and unhealthy foods.	I am learning to compare length, width, weight and capacity	themselves with these
			I can explain and compare object	Make connections between the features of their family and other families
			I am beginning to be able to order objects by weight, size, capacity	Notice differences between people
		Visit from dental nurse		<ul> <li>Explore and respond to different natural phenomena in their setting and on trips</li> </ul>
			UTW -	EAD
		Tuff tray - create a tuff tray		Make simple models which express their ideas.
		with teeth or laminated teeth for	Explore different occupations	Use their imagination as they consider what they can do with different materials.
			Use simple technology for a purpose	Anticipate phrases and actions in rhymes and songs,  Figure a page of sound making and instruments and play them in different ways.
		children to practice their brushing	1 31 1 1	<ul> <li>Explore a range of sound-makers and instruments and play them in different ways</li> <li>Respond emotionally and physically to music when it changes.</li> </ul>
		techniques on and act out	EAD -	Make rhythmical and repetitive sounds
		experiences	Develop complex stories using small world and create complex small worlds using different types of	<ul> <li>Express ideas and feelings through making marks and sometimes give meaning to the marks they make.</li> </ul>
			construction.	Maths
		<u>Circle time -</u> Carry out	<ul> <li>I am learning to use props, loose parts and objects to represent ideas in my imaginative play</li> </ul>	React to changes of amount in a group of up to three items.
		toothbrushing practice during circle	<ul> <li>Experiment with lightening and darkening shades as well as colouring mixing and discuss the changes</li> </ul>	<ul> <li>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> </ul>
		times - play the toothbrush song and	Choose colour for a purpose	Complete inset puzzles.
		explore and practice our brushing	I am learning to invite others into my imaginative play	Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.
		1 '		Notice patterns and arrange things in patterns
		techniques		

<u>Week</u>	Theme	Learning Opportunities (Implementation)	3-4 year olds will be learning to:	2-2.5 year old will be learning to (intent)
			(intent)	
Maria E			PSED	PSED
<u>Week 5</u>	Emanagency	Small world and Role play - create a firestation	- Designed a name and understand a miden name of smatters accord magnised	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab
	Emergency	and/or police station - add emergency vehcles to	<ul> <li>Begin to name and understand a wider range of emotions - scared, worried, nervous, excited, angry etc</li> </ul>	what they want or push their way to the front.  • Begin to talk about their emotions
	services	provision and any people who help us characters,	Be able to sit during short circle time in a larger group for an a longer period	Be increasingly able to talk about and manage their emotions
Maths	<u> </u>	create a water activity with coastguard boats in. Add	Able to choose resources to achieve goals from a wider range of activities	Safely explore emotions beyond their normal range through play and stories.
		phones to the role play area - print out 999 posters.	Play with one child extending and contributing during play	Begin to Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and
subutising		Add mark making equipment on clipboards, add key	Begin to Understand why rules are important	disabilities, and so on.`
_	<u>National</u>	vocabulary, logos	C+L	<ul> <li>Learn to use the Toilet or potty with help, and then independently.</li> <li>Talk about their feelings in more elaborated ways:</li> </ul>
	atom.		Understand 2 step simple instructions.	Talk about their feelings in more elaborated ways:     "I'm sad because" or "I love it when
	<u>story</u>	Share books about the different emergency services	Be able to speak using 4 - 6 word sentences.	• Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in
Sounds -	telling		Begin to Take turns speaking and listening during a conversation	new or challenging
Sounds -	rennig	Mark making - add pictures of emergency vehicles	independently	situations
†	week - focus	and emergency vehicle personnel – encourage children	Respond appropriately during a conversation     I am learning to remember and enjoy telling long stories or singing songs	C+L
	on story sacks and	to choose shapes for a purpose and to enclose to	Use talk to organise their play	<ul> <li>Identify familiar objects and properties for practitioners when they are described.</li> <li>For example: 'Katie's coat', 'blue car', 'shiny apple'.</li> </ul>
	create tuff trays	create artwork inspired by what they see.	Begin to Start conversations with an adult or friend which continues for many	Develop pretend play: 'putting the baby to sleep' or 'driving the car to
	· ·		turns	the shops'
Motha champion	inspired by favourite stories -	Junk model - Use boxes to create different	Understand many why questions  The property of the proper	Understand simple instructions like "give to nanny" or "stop".
Maths champion	,	emergency vehicles as collaborative art - use these in	I am learning to use learned vocabulary     I am learning to say multisyllabic words such as pterodactyl	<ul> <li>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>Listen to simple stories and understand what is happening, with</li> </ul>
	repeated refrains,	role play and small world. Encourage preschool	I am learning to say manasymatic words such as preroducity.      I am learning to use past and future tenses.	<ul> <li>Listen to simple stories and understand what is nappening, with</li> <li>the help of the pictures.</li> </ul>
	rhyme and story	children to copy recognisable letters on to the	I am learning to use connectives like because	Understand simple questions about 'who', 'what' and 'where' (but generally not)
	sequencing, create	vehicles.	PD	• 'why').
Numeral of the	own story map of a	vorticies.	Use a knife and fork.  The state of the	Understand and act on longer sentences like "make teddy jump' or 'find your coat'
	chosen story,	Visit from police officer/ walk to fire station and	<ul> <li>I am beginning to choose the right resources to carry out a task.</li> <li>I am learning to snip using the correct one-handed grip and using my spare</li> </ul>	<ul> <li>Start to say how they are feeling, using words as well as actions</li> <li>Use simple sentences to communicate</li> </ul>
<u>week</u>	Create story	police station	hand to hold the paper	PD OSE SIMPLE SENTENCES TO COMMUNICATE
	stones/props so	police station	I am able to attempt to pull my zip up	Walk, run, jump and climb - and start to use the stairs independently.
4	children in small	Fire artwork - explore colour mixing and adding	I am able to attempt to dress and undress myself	<ul> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> </ul>
- 4	groups can create	white to lighten and darken to support children to	I am learning to name all of my body parts     I am learning to try new food and recognise healthy and unhealthy food	Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use gross motor skills to do things independently.
	their own stories	create their own fire artwork	I am learning to try new food and recognise hearthy and dimentify food     I am learning to use a knife and fork together at the same time	<ul> <li>Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Start eating independently and learning how to use a knife and fork.</li> </ul>
	add puppets,	Create men own me ar twork	I am learning to make simple healthy choices with food and drinks	Literacy
	characters to book	Fire! Fire!		• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
Letters and	corner.	Using coloured chalks/ powder paint draw some	LIT	Pay attention and respond to the pictures or the words.
	corner.	flames onto an upright surface outside, such as a	Uses new vocabulary in conversations.  I am beginning to use some of my letter knowledge in early writing	Sing songs and say rhymes independently, for example, singing
sounds		large activity tray. Use pipettes with water and	I am beginning to use learnt vocabulary	whilst playing.
		invite the children to spray the flames with water to	I am able to engage in conversations about familiar stories	Enjoys mark making freely.
51 .1		put the 'fire' out	I am learning to predict what might happen next and sequence simple stories	UTW
Rhythm and		put the fire out	I am learning to infer what might happen based on my knowledge of key stories so far	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and dividing the property of t
rhyme		Police badges - support children to make their own	I am learning to make up stories based on my knowledge of stories	drinking tea, going to the barbers, being a cat, dog or bird.
,		police badge writing letters from their name and	, , , , , , , , , , , , , , , , , , , ,	<ul> <li>Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of</li> </ul>
		using different resources from the mark making	Maths	themselves with these.
		trolley to support their artwork.	I am learning to compare length, width, weight and capacity	Make connections between the features of their family and other families
		Trong to Support their artiwork.	I can explain and compare object  The basing in the basing and a splate and a splate by weight disc aspects.	<ul> <li>Notice differences between people</li> <li>Explore and respond to different natural phenomena in their setting and on trips</li> </ul>
		Fingerprints - encourage children to take finger	I am beginning to be able to order objects by weight, size, capacity	EAD
		prints for each of their fingers, talk about the	UTW -	Make simple models which express their ideas.
		different sizes of the prints and explore similarities		Use their imagination as they consider what they can do with different materials.
		and differences.	Explore different occupations	<ul> <li>Anticipate phrases and actions in rhymes and songs,</li> <li>Explore a range of sound-makers and instruments and play them in different ways</li> </ul>
		und differences.	Use simple technology for a purpose	Explore a range of sound-makers and instruments and play them in different ways     Respond emotionally and physically to music when it changes.
				Make rhythmical and repetitive sounds
			EAD -	<ul> <li>Express ideas and feelings through making marks and sometimes give meaning to the marks they make.</li> </ul>
			Develop complex stories using small world and create complex small worlds	Maths
			using different types of construction.  I am learning to use props, loose parts and objects to represent ideas in my	<ul> <li>React to changes of amount in a group of up to three items.</li> <li>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> </ul>
			imaginative play	Complete inset puzzles.
			Experiment with lightening and darkening shades as well as colouring mixing	Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.
			and discuss the changes	Notice patterns and arrange things in patterns
			Choose colour for a purpose	
			I am learning to invite others into my imaginative play	
	I	Ĭ	<ul> <li>Create closed shapes with continuous lines and begin to use these to</li> </ul>	
			represent objects e.g circles for a face.	

<u>/eek</u>	Theme	Learning Opportunities	3-4 year olds will be learning to:	2-2.5 year old will be learning to (intent)
		(Implementation)	(intent)	
		Small world and Role play - Add tills,	PSED	PSED
Veek 6	Shop	shopping bags and real objects to the role		Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab
		play area - add price tags with numbers 0-3	<ul> <li>Begin to name and understand a wider range of emotions - scared, worried, nervous, excited, angry etc</li> </ul>	what they want or push their way to the front.  • Begin to talk about their emotions
	<u>keepers</u>	on. Create a small world area with different	Be able to sit during short circle time in a larger group for an a longer period	Be increasingly able to talk about and manage their emotions
aths		small world houses and people	Able to choose resources to achieve goals from a wider range of activities	<ul> <li>Safely explore emotions beyond their normal range through play and stories.</li> </ul>
		Add catalogues from shops such as argos	Play with one child extending and contributing during play	Begin to Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs a
umeral		and aldi.Add logos from different shops to	Increasingly able to manage turn taking with modelled strategies	disabilities, and so on.`
rmation		the area to inspire connections to be made	C+L	<ul> <li>Learn to use the Toilet or potty with help, and then independently.</li> <li>Talk about their feelings in more elaborated ways:</li> </ul>
marion	<u>Valentines</u>	Share books about shops and shopping -	Understand 2 step simple instructions.	Talk about their feelings in more elaborated ways:     "I'm sad because" or "I love it when
	day - create tuff	shopping basket book	Be able to speak usin 4 - 6 word sentences.	Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage.
	tray inspired by	Price tags - provide numerals 0-5 -	Begin to Take turns speaking and listening during a conversation independently  Output  Description of the during a conversation.  Output  Description of the during a conversation.	new or challenging
	valtnienes for	encourage children to make price tags	<ul> <li>Respond appropriately during a conversation</li> <li>I am learning to remember and enjoy telling long stories or singing songs</li> </ul>	situations
<u>unds -</u>	sensory	copying numerals	Use talk to organise their play	C+L The stiff familiar abjects and manustics for mastition and they are described
	exploration,	Sensory trays	Begin to Start conversations with an adult or friend which continues for many turns	<ul> <li>Identify familiar objects and properties for practitioners when they are described.</li> <li>For example: 'Katie's coat', 'blue car', 'shiny apple'.</li> </ul>
	create valentines	Add small world people and shops to tray	Understand many why questions	Develop pretend play: 'putting the baby to sleep' or 'driving the car to
	biscuits,	with oats, rice , cereals etc	I am learning to use learned vocabulary     I am learning to say multisyllabic words such as pterodactyl	• the shops'
	playdough theme	Add spaghetti with snappy scissors for	I am learning to say mainsynable words such as prerouderly?      I am learning to use past and future tenses	Understand simple instructions like "give to nanny" or "stop".
	inspired by	children to experiment with cutting - link	I am learning to use connectives like because	<ul> <li>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>Listen to simple stories and understand what is happening, with</li> </ul>
aths	valentines day	with hairdressers - needs to be adult led	PD	the help of the pictures.
<u> </u>	with heart	with supervision.	Use a knife and fork.  The state of the	<ul> <li>Understand simple questions about 'who', 'what' and 'where' (but generally not</li> </ul>
anipion	cutters.	Mark making	<ul> <li>I am beginning to choose the right resources to carry out a task.</li> <li>I am learning to snip using the correct one-handed grip and using my spare hand to hold the paper</li> </ul>	• 'why').
	valentines hearts	Boxes - Use boxes to create different	I am able to attempt to pull my zip up	<ul> <li>Understand and act on longer sentences like "make teddy jump" or 'find your coat'</li> <li>Start to say how they are feeling, using words as well as actions</li> </ul>
	to be decorated	shops,	I am able to attempt to dress and undress myself	Use simple sentences to communicate
	by children with	Catalogues - have catalogues for children to	I am learning to name all of my body parts	PD
ımeral of	different	collage with. And to cut with scissors	<ul> <li>I am learning to try new food and recognise healthy and unhealthy food</li> <li>I am learning to use a knife and fork together at the same time</li> </ul>	<ul> <li>Walk, run, jump and climb - and start to use the stairs independently.</li> </ul>
o woold	medians – paint,	Have photos of shops and different things	I am learning to use a king and fork together at the same time     I am learning to make simple healthy choices with food and drinks	Spin, roll and independently use ropes and swings (for example, tyre swings).
<u>ne week</u>	pens, collage	we can but in shops - children to use these	2 all loaning to make omportourny offices mini (1000 and a mino	<ul> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use gross motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> </ul>
	pone, conage	to inspire drawing using shapes to enclose	LIT	Start eating independently and learning how to use a knife and fork.
		and for a purpose	Uses new vocabulary in conversations.  The state of	Literacy
		and for a par poor	<ul> <li>I am beginning to use some of my letter knowledge in early writing</li> <li>I am beginning to use learnt vocabulary</li> </ul>	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
	Mandal	Hairdressing role play - create a hair	I am able to engage in conversations about familiar stories	<ul> <li>Pay attention and respond to the pictures or the words.</li> </ul>
	<u>Mental</u>	dressing role play area - enhance with	I am learning to predict what might happen next and sequence simple stories	Sing songs and say rhymes independently, for example, singing
	health	photos and different tools	<ul> <li>I am learning to infer what might happen based on my knowledge of key stories so far</li> </ul>	whilst playing.
etters and		photos and arrecent roots	I am learning to make up stories based on my knowledge of stories	Enjoys mark making freely.
	week - focus	Construction area - children to be	Maths	UTW
unds	on emotions and	encouraged to build shops from a variety of	I am learning to compare length, width, weight and capacity	<ul> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or</li> </ul>
	books related to	controution resources - enhance ara with	I can explain and compare object	bird
	emotions -	photos of the high street	I am beginning to be able to order objects by weight, size, capacity	<ul> <li>Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of</li> </ul>
nstrumental		photos of the high siteer		themselves with these.
		<u>Logos</u> - print off shop logos and use these	UTW-	Make connections between the features of their family and other families
		to play games with children - see if they can		<ul> <li>Notice differences between people</li> <li>Explore and respond to different natural phenomena in their setting and on trips</li> </ul>
		guess the logos.	Explore different occupations	EAD
		guess the logos.	Use simple technology for a purpose	Make simple models which express their ideas.
		Orchard toy -shopping game - support	5.0	<ul> <li>Use their imagination as they consider what they can do with different materials.</li> </ul>
			<ul> <li>EAD -</li> <li>Develop complex stories using small world and create complex small worlds using different types of</li> </ul>	Anticipate phrases and actions in rhymes and songs,  Combandary of action of the state and make a state of the state
		children in small groups to take turns and follow the rules of the game	construction.	<ul> <li>Explore a range of sound-makers and instruments and play them in different ways</li> <li>Respond emotionally and physically to music when it changes.</li> </ul>
		follow the rules of the game	I am learning to use props, loose parts and objects to represent ideas in my imaginative play	Make rhythmical and repetitive sounds
		Walk - an into the community and visit same	<ul> <li>Experiment with lightening and darkening shades as well as colouring mixing and discuss the changes</li> </ul>	<ul> <li>Express ideas and feelings through making marks and sometimes give meaning to the marks they make.</li> </ul>
		Walk - go into the community and visit some	Choose colour for a purpose	Maths Daniel Land Countries and Countries an
		different shops - buy some things of bring	<ul> <li>I am learning to invite others into my imaginative play</li> <li>Create closed shapes with continuous lines and begin to use these to represent objects e.g circles</li> </ul>	React to changes of amount in a group of up to three items.  Count in everyday contaxts, cometimes skipping numbers = '1-2-3-5'.
		back so children get the experience of using	Create closed shapes with continuous lines and begin to use these to represent objects e.g circles for a face.	<ul> <li>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>Complete inset puzzles.</li> </ul>
		coins to pay.	Begin to include details on drawings	Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.
				Notice patterns and arrange things in patterns
		I .	1	

<u>Week</u>	Theme	Learning Opportunities	3-4 year olds will be learning to:	2-2.5 year old will be learning to (intent)
		(Implementation)	(intent)	
\4/a al. 7		Small world and Role play - add	PSED	PSED
<u>Week 7</u>	Chinese new	Chinese new year enhancements to	Begin to name and understand a wider range of emotions - scared, worried,	<ul> <li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> </ul>
	Chinese hew	home corner and add	nervous, excited, angry etc	Begin to talk about their emotions
	year - year	photos/artifacts to inspire awe and	Begin to understand the feelings of others  The standard stan	Be increasingly able to talk about and manage their emotions
	-	wonder	Follow a simple 2 step instruction.  About the single provided driving activity.	Safely explore emotions beyond their normal range through play and stories.
	of the	Share books about Chinese new year	<ul> <li>Make healthy choices about food, drink, activity</li> <li>Be able to sit during short circle time in a larger group for an a longer period</li> </ul>	<ul> <li>Begin to Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on."</li> </ul>
	horse	and the great race story - order the animals in the race	Increasingly able to manage turn taking with modelled strategies	Learn to use the Toilet or potty with help, and then independently.
<b>Consolidation</b>	1101 30	Cbeebies video -chinese new year	Begin to Understand why rules are important	Talk about their feelings in more elaborated ways:
week		Golden coins - Write numbers one	Begin to find solutions to conflict	"I'm sad because" or "I love it when  Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in
<del></del>		to five on some lucky red envelopes.	Able to choose resources to achieve goals from a wider range of activities	new or challenging
		Provide children with a bowl of gold	Play with one child extending and contributing during play.	situations
	Shrove	coins and invite them to count the	, , , , , , , , , , , , , , , , , , , ,	C+L
	<del></del>	matching number of coins into each	C+L	<ul> <li>Identify familiar objects and properties for practitioners when they are described.</li> <li>For example: 'Katie's coat', 'blue car', 'shiny apple'.</li> </ul>
	Tuesday	envelope	Begin to pay attention to more than one thing at a time.	Develop pretend play: 'putting the baby to sleep' or 'driving the car to
Numerals 0-5	cook and taste	<u>Dancing</u> -Traditionally, fireworks	Understand 2 step simple instructions.	the shops'
	pancakes with	are lit during Chinese New Year	Be able to speak usin 4 - 6 word sentences.	Understand simple instructions like "give to nanny" or "stop".      Constally focus on an extinity of their own choice and find it difficult to be directed by an adult.
	different fillings,	celebrations. Provide children with	Begin to Take turns speaking and listening during a conversation independently	<ul> <li>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>Listen to simple stories and understand what is happening, with</li> </ul>
Sounds	explore pancakes in a	colourful ribbons, streamers and	Respond appropriately during a conversation	the help of the pictures.
m,a,s,d,t,i	tuff tray - sensory	sensory scarves and play firework	I am learning to remember and enjoy telling long stories or singing songs	Understand simple questions about 'who', 'what' and 'where' (but generally not
111,4,5,4,1,1	experience	sound and Chinese music	Use talk to organise their play	<ul> <li>'why').</li> <li>Understand and act on longer sentences like "make teddy jump' or 'find your coat'</li> </ul>
		PARADE -Instruments - create a	Begin to Start conversations with an adult or friend which continues for many	Start to say how they are feeling, using words as well as actions
All aspects of		Chinese parade with children	turns	Use simple sentences to communicate
letters and		dressing up and using instruments.	Understand many why questions	Walk, run, jump and climb - and start to use the stairs independently.
letters and		EAD	I am learning to use learned vocabulary	Spin, roll and independently use ropes and swings (for example, tyre swings).
sounds		Firework artwork using different	PD  I am learning to balance on one leg with no preference	<ul> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use gross motor skills to do things independently</li> </ul>
		resources	I am learning to balance on one leg with no preference     I am learning to hop and skip on alternative feet	Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
		Junk model Dragon - use boxes to	Child shows a preference for a dominant hand.	<ul> <li>Start eating independently and learning how to use a knife and fork.</li> <li>Literacy</li> </ul>
		create a collaborative piece of artwork to create a dragon hear -	Begin to use a pencil with an effective grip independently	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
Maths -		children to mix paint colours and use	Begin to copy and remember sequences of movement modelled by an adult.	Pay attention and respond to the pictures or the words.
		brushes/sponges to paint the boxes	I am beginning to choose the right resources to carry out a task.	<ul> <li>Sing songs and say rhymes independently, for example, singing</li> <li>whilst playing.</li> </ul>
choose		Chinese fans using half a paper	I am learning to snip using the correct one-handed grip and using my spare hand	Enjoys mark making freely.
favourite		plate to paint red and decorate with	to hold the paper	UTW
activities or		glitter and sparkly collage. Use	I am able to attempt to pull my zip up	<ul> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or</li> </ul>
		lollypop sticks for the handle	I am able to attempt to dress and undress myself	bird.
areas needed		Chinese lanterns	I am learning to name all of my body parts	Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of
for children's		Chinese symbols - encourage	I am learning to demonstrate my understanding why it is important to wash my	themselves with these.
		children to copy these	hands	<ul> <li>Make connections between the features of their family and other families</li> <li>Notice differences between people</li> </ul>
next steps		New year Animals - ask children to	I am learning to try new food and recognise healthy and unhealthy food	Explore and respond to different natural phenomena in their setting and on trips
		choose one and draw their favourite	I am learning to recognise when I am tired or hungry  The learning to recognise when I am tired or hungry  The learning to recognise when I am tired or hungry  The learning to recognise when I am tired or hungry	EAD
		animal	I am learning to use a knife and fork together at the same time  The same ti	<ul> <li>Make simple models which express their ideas.</li> <li>Use their imagination as they consider what they can do with different materials.</li> </ul>
		Food tasting - try new Chinese	I am learning to make simple healthy choices with food and drinks	Anticipate phrases and actions in rhymes and songs,
		foods		<ul> <li>Explore a range of sound-makers and instruments and play them in different ways</li> </ul>
		Noodles alongside some bowls and		<ul> <li>Respond emotionally and physically to music when it changes .</li> <li>Make rhythmical and repetitive sounds</li> </ul>
		knives, forks and spoons. Invite		<ul> <li>Express ideas and feelings through making marks and sometimes give meaning to the marks they make.</li> </ul>
		children to develop their fine motor		Maths
		skills as they use utensils to add the noodles to the bowls.		React to changes of amount in a group of up to three items.  Count in superduct a superfuse a district number of 12.2.2.5.4.
		Dragon dance - encourage children		<ul> <li>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>Complete inset puzzles.</li> </ul>
		to make up moves and learn a simple		Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.
		sequence		Notice patterns and arrange things in patterns
		Globe- find where China is located		
	_1	Time where crime is located		

I'm a Firefighter Song (Sing to the tune of 'I'm a	Five little firefighters standing in a row, 1, 2, 3,	London's burning, London's burning.	Here we go around the big toy shop, big toy
Little Teapot') I'm a firefighter, Brave and	4, 5, let's go. Jump on the engine with a shout,	Fetch the engines, fetch the engines.	shop, big toy shop, here we go around the big
strong. Climb up the ladders, They're so long!	As quick as a wink the fire is out.	Fire fire, Fire Fire!	toy shop, lots of toys to see.
When I see the fire, Hear me shout! Use the		Pour on water, pour on water.	
hose and put it out!			Here we see the pretty dolls, pretty dolls, here
			we see the pretty dolls lots of dolls to see.
			Change toy types