

## Tiny Tots EYFS Yearly Curriculum

Topic		Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
A 1  Sep/ Oct	<b>All about me</b>	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds
		<p>Encourage listening skills through introduction of small cabin times and fun carpet games/songs/stories</p> <p>Help children understand simple instructions.</p> <p>Encourage children to ask for help through simple gestures and words and express feelings.</p> <p>Introduce new vocabulary associated with starting preschool</p> <p><i>Assessment level 2ICW</i> <i>Blanks level 1-2</i></p>	<p>Introduce key person to support transition.</p> <p>Encourage calming techniques such as distracting when upset, offering comfort from key person.</p> <p>Reaffirm their likes and dislikes.</p> <p>Support expression of emotions.</p> <p>Introduce routines and boundaries.</p> <p>Introduce turn taking/sharing.</p> <p>Label body parts/clothing to later support self help.</p> <p>Use buddy book to help introduce other children and staff.</p> <p>Use cabin time to build on relationships</p>	<p>Introduce climbing frame and large equipment and how to use safely.</p> <p>Explore the outdoor area's continuous provision</p> <ul style="list-style-type: none"> <li>- ball games</li> <li>- ride on toys</li> <li>- digging</li> <li>- water play</li> <li>- sand play</li> <li>- jumping</li> <li>- running</li> </ul> <p>Explore indoor continuous provision</p> <ul style="list-style-type: none"> <li>- play dough</li> <li>- painting</li> <li>- small world</li> <li>- puzzles</li> <li>- finger gym</li> </ul> <p>Encourage children to have a go and make note of where children need support.</p> <p>Introduce to sensory play.</p>	<p>Listening to simple stories and songs, joins in with sounds and tempo.</p> <p>Sing songs with actions</p> <p>Promoting love of stories</p> <p>Interested in making marks (big and small)</p>	<p>Introduction of rote counting to 3.</p> <p>Sing number rhymes.</p> <p>Sorting items by similarities e.g. colour</p> <p>Exploring volume with water and sand using language full/empty/to the top/all gone/more/some</p> <p>Inset puzzles</p>	<p>Explore diwali through story and lamp making.</p> <p>Introduce changes in seasons (forest school).</p>	<p>Through continuous provision allow children to Join in with music and dance</p> <p>Explore being creative with different materials in the art area and loose parts</p> <p>Mark make with a range of media</p> <p>Provide opportunities for role play</p> <p>Create narratives with small worlds.</p> <p>Engage in sensory play</p>

		Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
		3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds
		<p>Follow more complex instruction and be able to shift focus once attention is gained e.g. ringing the bell, saying name</p> <p>Introduce vocabulary specific to starting preschool and focus books.</p> <p>Introduce turn taking in conversations.</p> <p><i>Assessment levels</i></p> <p>2/3 ICW, Blank levels 2-3</p>	<p>Introduce key person to support transition.</p> <p>Encourage calming techniques such as distracting when upset, offering comfort from key person.</p> <p>Reaffirm their likes and dislikes.</p> <p>Support expression of emotions.</p> <p>Introduce routines and boundaries.</p> <p>Introduce turn taking/sharing.</p> <p>Establish routines and boundaries through collective rewards.</p> <p>Use buddy book to help introduce other children and staff.</p> <p>Use cabin time to build on relationships.</p> <p>Encourage first steps to self help for example taking off their coat and finding/hanging on their peg</p>	<p>Introduce climbing frame and large equipment and how to use safely.</p> <p>Explore the outdoor area's continuous provision</p> <ul style="list-style-type: none"> <li>- ball games</li> <li>- bikes/trikes/ scooters</li> <li>- digging</li> <li>- water play</li> <li>- sand play</li> <li>- jumping</li> <li>- running</li> </ul> <p>Explore indoor continuous provision</p> <ul style="list-style-type: none"> <li>- play dough</li> <li>- painting</li> <li>- small world</li> <li>- puzzles</li> <li>- finger gym</li> <li>- scissors</li> </ul> <p>Encourage children to have a go and make note of where children need support.</p> <p>Support sensory play.</p>	<p>Listening to simple stories and songs</p> <p>Promoting love of stories</p> <p>Begin to hear syllables in words and clap rhythms</p> <p><i>Extension: clap back rhythms and syllables</i></p> <p>Mark making for purpose- picture of family, favourite colours.</p>	<p>Introduction to counting to 5 and beyond by rote through songs and favourite stories.</p> <p><i>Extension: counting to 10</i></p> <p>Measurement- heights- how tall are you? Use language of height e.g tallest, smallest/shortest</p> <p>Inset puzzles/jigsaws. Introduce language of straight, corner.</p>	<p>Explore diwali through story and lamp making.</p> <p>Introduce changes in seasons (forest school).</p> <p>Explore concepts of sinking and floating in water play.</p>	<p>Through continuous provision allow children to</p> <p>Join in with music and dance, remember entire songs and create their own music.</p> <p>Explore being creative with different materials in the art area and loose parts, experimenting and creating for a purpose.</p> <p>Mark make with a range of media to create representational pictures and models.</p> <p>Create narratives with small worlds.</p> <p>Engage in sensory play</p>

	<p><b>Focus Books:</b></p> <p>Our favourite stories</p> <p>Gruffalo/Bear Hunt (ICW) / Tiger who came to Tea / Little Rabbit Foo Foo / Dear Zoo(ICW)</p>	<p>Cabin times to promote key person group and listening skills (C&amp;L)</p> <ul style="list-style-type: none"> <li>- favourite stories with props</li> <li>- being shown around preschool (PSED)</li> <li>- sensory play (EAD, PHY)</li> <li>- Jack be Nimble</li> <li>- Buddy Book- handprints and measuring (PSED)</li> <li>- Syllable claps names/character (LIT)</li> <li>- Practice lining up with tambourine vocab- behind, back, front.</li> </ul>	<p>Tidy up game</p> <p>Parachute games (PSED)</p> <p>Ball rolling (PSED, C&amp;L)</p> <p>Favourite songs (Makaton)</p> <ul style="list-style-type: none"> <li>- Twinkle twinkle</li> <li>- Humpty dumpty</li> <li>- 5 little ducks</li> <li>- Two little dickie birds</li> <li>- Baa baa black sheep</li> <li>- Incy wincy</li> </ul> <p>Favourite toys</p> <p>Farmer's in his den</p> <p>Jack be Nimble</p>	<p>Diwali - lamps and light story (PSED, UW)</p> <p>Van Gogh Starry night (EAD)</p> <p>Black History Month (UW, PSED, EAD)</p> <ul style="list-style-type: none"> <li>- black artists- Alma Thomas</li> </ul>
--	---	---	--	---

Evaluation:

	Topic	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
A 2 Nov / Dec	Festivals	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds
		<p>Continue to support listening in small groups, and songs at carpet time.</p> <p>Introduce simple stories for carpet time that use visual props for support.</p> <p>Introduce festive songs and rhymes with actions.</p>	<p>Continue to support transition and develop meaningful relationships between key person, introducing other familiar adults and peers.</p> <p>Continue to support emotions, allowing the expression, labelling, acknowledgment and resolution.</p> <p>Continue to support boundaries and routines.</p> <p>Continue to introduce the concept of turn taking/sharing.</p> <p>Introduce the starting points for self help skills such as taking coat off, putting on wellies, washing hands.</p>	<p>Encourage fine motor play such as threading, puzzles and small world to help the development of skills needed for later self help.</p> <p>Introduce music and dance sessions to build on motor and coordination skills.</p> <p>Support sensory play e.g. exploring the inside of a pumpkin.</p> <p>Support the use of scissors, threading and pens during celebration activities such as Lidl Christmas tree decorations- pom poms</p> <p>Whole body movements for writing (postural) such as assault courses/rolling/tummy time/crawling</p>	<p>Introduction to rhyming songs, encourage children to join in with familiar words and actions.</p> <p>Explore focus books and look at the details e.g. pictures</p> <p>Encourage to repeat words of focus books.</p> <p>Introduce name in cards and pictures.</p> <p>Continue to encourage mark making for fun (big and small).</p>	<p>Continue to introduce rote counting to 3 and above. .</p> <p>Sing number rhymes.</p> <p>Build simple structures (stages 1-3)</p> <p>Exploring volume with water and sand using language full/empty/to the top/all gone/more/some</p> <p>Inset puzzles</p>	<p>Explore different festivals e.g. Halloween, Bonfire Night, Christmas.</p> <p>Explore different weather, rain, sunshine, wind</p>	<p>Through continuous provision allow children to Join in with music and dance</p> <p>Explore being creative with different materials in the art area and loose parts</p> <p>Mark make with a range of media</p> <p>Provide opportunities for role play</p> <p>Create narratives with small worlds.</p> <p>Engage in sensory play</p>

	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds
	<p>Continue to support turn taking in conversation through small groups.</p> <p>Recap on stories</p> <p>Continue to introduce instructions</p> <p>Introduce focusing attention on short, fun activities that follow interest.</p> <p>Learn festive themed songs e.g. When Santa got stuck, Five little snowmen. .</p>	<p>Continue to support transition and develop meaningful relationships between key person, introducing other familiar adults and peers.</p> <p>Continue to support emotions, allowing the expression, labelling acknowledgment and resolution.</p> <p>Continue to support boundaries and routines.</p> <p>Continue to support the concept of turn taking/sharing.</p> <p>Continue to support self help skills and taking responsibility for the areas e.g. tidying up.</p> <p>Celebrate different festivals, looking at our similarities and differences.</p>	<p>Encourage fine motor skills through play and finger gym activities.</p> <p>Introduce music and dance sessions to build on motor and coordination skills.</p> <p>Support sensory play e.g. exploring the inside of a pumpkin.</p> <p>Support the use of scissors, threading and pens during celebration activities such as Lidl Christmas tree decorations- pom poms.</p> <p>Choose appropriate resources for the activity.</p> <p>Shoulder and upper arm activities (for writing)</p> <p>Push/pull games</p> <p>Monkey bars</p> <p>Throwing balls</p> <p>Swinging hoops</p> <p>Climbing on outdoor equipment</p> <p>Crawling</p>	<p>Awareness of rhyme and alliteration in spells and familiar songs.</p> <p>Miss out rhyming words in focus books and spells to encourage children to complete rhyming string.</p> <p>Able to continue to a rhyming string/ words using alliteration when making potions.</p> <p>Repeats words and phrases from focus books.</p> <p>Uses marks to create potions and Santa letters, starting from top and writing left to right.</p> <p>Recognises name card.</p>	<p>Continue to count to 5 and beyond by rote through songs and favourite stories.</p> <p>Use fingers to represent numbers.</p> <p><i>Extension: counting to 10</i></p> <p>Begin to recognise 1-3 using recipes for potions and Christmas crafts.</p> <p>Begin to link counting with quantity to 5 and beyond.</p> <p>Introduce subitising and cardinal numbers (total) to 3</p> <p>Block play stages 2-3</p> <p>Inset puzzles/jigsaws. Introduce shape vocabulary e.g. straight, corner.</p>	<p>Explore different festivals e.g. Halloween, Bonfire Night, Christmas.</p> <p>Explore different weather, rain, sunshine, wind. Talk about how we dress for different weather to look after ourselves.</p>	<p>Through continuous provision allow children to</p> <p>Join in with music and dance, remember entire songs and create their own music.</p> <p>Explore being creative with different materials in the art area and loose parts, experimenting and creating for a purpose. Mark make with a range of media to create representational pictures and models.</p> <p>Provide opportunities to take on a role related and acting out.</p> <p>Create narratives with small worlds.</p> <p>Engage in sensory play</p>

	<p><b>Focus Books:</b></p> <p>Room on a broom (ICW)</p> <p>10 little monsters/Witch in your book</p> <p>Dear Santa</p> <p>Stick man (ICW)</p> <p>The tale of Jack Frost- David Melling</p>	<p>Cabin time:</p> <p>Potions and spells- following a recipe (MATH)</p> <p>Silly soup- rhyming objects (LIT)</p> <p>Christmas crafts</p> <ul style="list-style-type: none"> <li>- pom poms (Phy EAD)</li> <li>- ginger bread (allergies!) (PSED, C&amp;L)</li> <li>- Christmas letter lists (LIT)</li> </ul>	<p>Carpet time:</p> <p>Creepy castle (EAD, C&amp;L)</p> <p>Firework displays (UW)</p> <p>New nursery rhymes (14th-18th)</p> <ul style="list-style-type: none"> <li>- Miss polly had a dolly</li> <li>- I'm a little teapot</li> <li>- Mary, mary quite contrary</li> <li>- Hey diddle diddle</li> </ul> <p>Singing Christmas songs (C&amp;L, EAD)</p> <ul style="list-style-type: none"> <li>- Father Christmas</li> <li>- When Santa got stuck</li> <li>- Twinkle Twinkle</li> <li>- Jingle bells</li> <li>- 5 little snowmen fat</li> <li>- We wish you a merry christmas</li> </ul> <p>(use instruments)</p> <p>Decorating christmas tree (UW)</p>	<p>Halloween/Autumn 31st Oct 9-10 am</p> <p>Nursery rhyme week 14th-18th</p> <p>Nursery stay and play- Wed 16th Nov 2-3 pm</p> <p>Christmas stay and play</p> <p>Thurs 1st Dec 2-3pm</p> <p>Tues 13th Dec 9-10 am</p> <p>Van Gogh- Starry night/Andy Goldsworthy</p> <p>Dressing up</p> <p>Wrapping presents</p> <p>Remembrance day Friday 11th Nov</p>
--	--	--	---	---

Evaluation:

	Topic	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
	<b>Pirates</b>	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds
Sp 1 Jan/ Feb		<p>Introduce vocabulary relating to pirates e.g sea, boat.</p> <p>Introduce new songs e.g. When I was, Row row row</p> <p>Follow simple instructions with support and visual cues i.e. treasure maps.</p>	<p>Continue to support meaningful relationships between key person, introducing other familiar adults and peers.</p> <p>Support new friendships through opportunities to share play and interests.</p> <p>Continue to support emotions, allowing the expression, labelling, acknowledgment and resolution.</p> <p>Continue to support boundaries and routines.</p> <p>Continue to introduce the concept of turn taking/sharing.</p> <p>Support the starting points for self help skills and the progression.</p>	<p>Develop balance and jumping off skills during pirate play such as walking the plank.</p> <p>Encourage children to fit into spaces when making boats and dens.</p> <p>Continue to develop large and small muscles in continuous provision.</p> <p>Shoulder and upper arm activities (for writing) Push/pull games Monkey bars Throwing balls Swinging hoops Climbing on outdoor equipment Crawling Carrying boxes/bags Assault courses</p>	<p>Joins in with rhyming songs, adding words and/or actions.</p> <p>Joins in with focus books, adding actions or words.</p> <p>Use the favourite stories or focus book to look at pictures and model making comments.</p> <p>Notices symbols and words on map.</p> <p>Marks become meaningful such as maps, pirates.</p>	<p>Continue to introduce rote counting to 3 and above.</p> <p>Sing number rhymes.</p> <p>Build simple structures (stages 1-3)</p> <p>Introduce language of size big, small, biggest etc. using planks, boat building, found treasure.</p> <p>Inset puzzles</p>	<p>Explore with water play.</p> <p>Explore changes in materials such as water freezing and vice versa. .</p> <p>Provide a range of different materials in continuous play e.g. metal, wood, wool, cloth, paper, card.</p> <p>Introduce vocabulary around these materials such as cold, hard, shiny, soft.</p>	<p>Through continuous provision allow children to</p> <p>Join in with music and dance</p> <p>Explore being creative with different materials in the art area and loose parts</p> <p>Mark make with a range of media</p> <p>Provide opportunities for role play</p> <p>Create narratives with small worlds.</p> <p>Engage in sensory play</p>

		Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
		3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds
		<p>Introduce vocabulary relating to pirates e.g. telescope, plank, ship, sail.</p> <p>Follow instructions using maps.</p> <p>Encourage children to use language to solve problems with small groups e.g. when looking for treasure.</p> <p>Encourage positional language when hiding treasure themselves.</p>	<p>Continue to support developing meaningful relationships between key person, other familiar adults and peers.</p> <p>Continue to support emotions, allowing the expression, labelling, acknowledgment and resolution.</p> <p>Continue to support boundaries and routines.</p> <p>Support cooperative play e.g. finding treasure together, building boats, sharing roles.</p> <p>Continue to support the concept of turn taking/sharing.</p> <p>Continue to support self help skills and taking responsibility for the areas e.g. tidying up.</p>	<p>Practice balance and jumping off skills during pirate play such as walking the plank, offer harder challenges to more able children.</p> <p>Develop scissor skills when making flags and telescopes.</p> <p>Continue to develop large and small muscles in continuous provision.</p> <p>Wrist activities - Using rolling pin Painting on an easel Big mark making Water and paintbrushes</p>	<p>Continue to support rhyming and rhythm in focus books by missing out rhyming words.</p> <p>Continue to introduce new songs.</p> <p>Use syllable clapping games at carpet time to continue to support this skill.</p> <p>Talk about focus books, suggest different endings, predict what may happen.</p> <p>Uses marks to create maps.</p> <p>Introduce Set 1 Jolly Phonics (SATPIN). Demonstrate how to write letters using read/write inc.</p> <p>Recognises name card. Encourage to write the starting letters of name.</p>	<p>Continue to count to 5 and beyond by rote through songs and favourite stories.</p> <p>Use fingers to represent numbers.</p> <p><i>Extension: counting to 10</i></p> <p>Begin to recognise 1-5</p> <p>Continue to link counting with quantity to 5 and beyond.</p> <p>Introduce subitising to 3.</p> <p>Block play stages 2-3</p> <p>Inset puzzles/jigsaws. Introduce shape vocabulary e.g. straight, corner.</p>	<p>Explore with water play.</p> <p>Explore changes in materials such as water freezing and vice versa . .</p> <p>Provide a range of different materials in continuous play e.g. metal, wood, wool, cloth, paper, card.</p> <p>Sort into different materials, discuss recycling.</p> <p>Introduce vocabulary around these materials such as flat, smooth, crinkly, sharp.</p> <p>Use searching for treasure an opportunity to explore magnets.</p>	<p>Through continuous provision allow children to</p> <p>Join in with music and dance, remember entire songs and create their own music.</p> <p>Explore being creative with different materials in the art area and loose parts, experimenting and creating for a purpose.</p> <p>Mark make with a range of media to create representational pictures and models.</p> <p>Provide opportunities to take on a role related and acting out.</p> <p>Create narratives with small worlds.</p> <p>Engage in sensory play</p>



	<p><b>Focus Books:</b></p> <p>The night pirates (ICW)</p> <p>10 little pirates</p> <p>Shark in the Park</p> <p>Jack and the Flum Flum tree (ICW)</p>	<p>Calendars (handprints) (PHY, UW)</p> <p>Chinese lanterns (UW, PHY)</p> <p>Making maps (EAD, LIT)</p> <p>Treasure hunts (following instructions) (C&amp;L, MATH, LIT)</p> <p>Making treasure</p> <p>Linking letter sounds to objects (initial sounds 3-4 year)- hiding animals- give the letter to match up.</p>	<p>Carpet time:</p> <p>Chinese dragon dance (UW, PHY)</p> <p>Songs (LIT, C&amp;L)</p> <ul style="list-style-type: none"> <li>- Rowing song</li> <li>- When I was one</li> <li>- The Big Ship Sails</li> </ul>	<p>Chinese New Year stay and play Fri 20th Jan 9-10am</p> <p>Pirates Monday 6th Feb 2-3 pm</p> <p>Artist focus- Kandinsky- patterns</p> <p>Big boat building</p> <p>Role play</p> <p>Obstacle course</p> <p>Hide and seek</p> <p>Maps</p> <p>Flags</p>
--	--	--	---	--

Evaluation:

	Topic	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Sp 2  Feb/ Mar	<b>Around the world</b>	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds
	<b>Growth</b>	<p>Introduce vocabulary of different animals and noises they make.</p> <p>Follow directions in games with animals e.g. follow the leader, walking in the jungle.</p> <p>Introduce new songs .e.g. down in the jungle and familiar e.g. old macdonald.</p> <p>Use actions to support acquisition.</p>	<p>Continue to support meaningful relationships between key person and other familiar adults and peers.</p> <p>Support new friendships through opportunities to share play and interests.</p> <p>Continue to support emotions, allowing the expression, labelling, acknowledgment and resolution.</p> <p>Continue to support boundaries and routines.</p> <p>Continue to introduce the concept of turn taking/sharing.</p> <p>Support the starting points for self help skills and the progression.</p> <p>Introduce new social situations e.g. animal visits.</p>	<p>Encourage fine motor play such as threading, puzzles and small world to help the development of skills needed for later self help.</p> <p>Encourage self help skills such as pouring drinks for Monitor of the day.</p> <p>Continue to develop large and small muscles in continuous provision.</p> <p>Shoulder and upper arm activities (for writing) Push/pull games Monkey bars Throwing balls Swinging hoops Climbing on outdoor equipment Crawling Carrying boxes/bags Assault courses</p>	<p>Joins in with rhyming songs, adding words and/or actions.</p> <p>Joins in with focus books, adding actions or words.</p> <p>Use the favourite stories or focus book to look at pictures and model making comments.</p> <p>Notices name and letters are in name e.g. on Mother's day cards, planting seeds.</p> <p>Marks become meaningful such as maps.</p>	<p>Continue to introduce rote counting to 5 and above.</p> <p>Sing number rhymes.</p> <p>Build simple structures (stages 1-3)</p> <p>Use language of height in structures e.g. tallest, it's getting taller/bigger.</p> <p>Inset puzzles</p>	<p>Introduce different habitats with simple language such as jungle, sea, farm.</p> <p>Introduce growth, planting seeds using vocabulary such as seed, soil, spade, cover, water.</p>	<p>Through continuous provision allow children to Join in with music and dance</p> <p>Explore being creative with different materials in the art area and loose parts</p> <p>Mark make with a range of media</p> <p>Provide opportunities for role play</p> <p>Create narratives with small worlds.</p> <p>Engage in sensory play</p>

		Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
		3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds
		<p>Introduce vocabulary describing different types of animals e.g furry, scaly, long, tiny.</p> <p>Vocabulary for habitats e.g forest, burrow, jungle, desert.</p> <p>Introduce sequencing and time related language e.g. planting seeds, next, then, soon, later.</p>	<p>Continue to support developing meaningful relationships between key person, other familiar adults and peers.</p> <p>Continue to support emotions, allowing the expression, labelling, acknowledgment and resolution.</p> <p>Continue to support boundaries and routines. Support new friendships through opportunities to share play and interests.</p> <p>Support cooperative play.</p> <p>Continue to support the concept of turn taking/sharing.</p> <p>Continue to support self help skills and taking responsibility for the areas e.g. Monitor of the day.</p> <p>Introduce new social situations e.g. animal visits.</p>	<p>Encourage self help skills such as pouring drinks for Monitor of the day.</p> <p>Continue to develop large and small muscles in continuous provision.</p> <p>Wrist activities - Plus Hand grip to strengthen palm Spray trigger bottles Hole punches Inset puzzles</p>	<p>Continue to support rhyming and rhythm in focus books by missing out rhyming words.</p> <p>Continue to introduce new songs.</p> <p>Use syllable clapping games at carpet time to continue to support this skill.</p> <p>Talk about focus books, suggest different endings, predict what may happen.</p> <p>Introduce Set 2 Jolly Phonics (CKERHMD). Demonstrate how to write letters using read/write inc. Recognises name card. Encourage to write the starting letters of name Marks for meaning- MOTD</p>	<p>Continue to count to 5 and beyond by rote through songs and favourite stories.</p> <p>Use fingers to represent numbers.</p> <p><i>Extension: counting to 10</i></p> <p>Begin to link 1-5 numerals to quantity.</p> <p>Continue to link counting with quantity to 5 and beyond.</p> <p>Introduce subitising to 3.</p> <p>Block play stages 2-3</p> <p>Inset puzzles/jigsaws. Introduce shape vocabulary e.g. straight, corner.</p>	<p>Discuss the world and different habitats and climates for different animals.</p> <p>Use this as an opportunity to introduce different types of houses that people live in too.</p> <p>Introduce growth, planting seeds using vocabulary such as seed, soil, spade, cover, water.</p> <p>Children to help in the garden and look after the vegetables that grow here.</p>	<p>Through continuous provision allow children to</p> <p>Join in with music and dance, remember entire songs and create their own music.</p> <p>Explore being creative with different materials in the art area and loose parts, experimenting and creating for a purpose.</p> <p>Mark make with a range of media to create representational pictures and models.</p> <p>Provide opportunities to take on a role related and acting out.</p> <p>Create narratives with small worlds.</p> <p>Engage in sensory play</p>

	<p><b>Focus Books</b></p> <p>Walking in the Jungle</p> <p>Elmer (ICW)</p> <p>Snail and the whale (ICW)</p> <p>Here We Are</p>	<p>Cabin time</p> <p>Discovering habitats/making habitats (UW, MATH) with blocks and natural materials</p> <p>Explore world maps (UW, LIT)</p> <p>Look at different types of houses people live in (UW, PSED)</p> <p>Linking number to quantity- animals match to number card, threading (MATHS)</p> <p>Syllable clapping games for animals (LIT)</p> <p>Follow the leader (C&amp;L)</p> <p>Mother's day card and planting sunflower seed (UW, EAD, LIT)</p>	<p>Songs</p> <ul style="list-style-type: none"> <li>- Walking through the jungle</li> <li>- Jungle Boogie</li> <li>- Once I caught a fish alive</li> </ul> <p>Monitor of the day (PSED, MATH, PHY, LIT)</p> <p>World Book Day- dress up 2nd/3rd March (LIT) animal theme</p> <p>Syllable clapping games for animals (LIT)</p>	<p>World Book day 2nd March- stay and play</p> <p>Mother's day Mon 13th Mar 9-10 am</p> <p>Visit from animal company with various animals.</p> <p>Under the sea Jungle Desert Native forest</p> <p>Artist- Oliver Jeffers</p> <p>Pancake day- 21st Feb Holi Wed 8th March</p> <p>Prep veggie beds</p>
--	---	--	---	---

Evaluation

	Topic	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
		2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds
Su 1 Apr/ May	Eggs/Farm	<p>Introduce vocabulary regarding words eggs/farms e.g. egg, chicken, duck</p>	<p>Continue to support meaningful relationships between key person and other familiar adults and peers.</p> <p>Support new friendships through opportunities to share play and interests.</p> <p>Continue to support emotions, allowing the expression, labelling, acknowledgment and resolution.</p> <p>Continue to support boundaries and routines.</p> <p>Continue to introduce the concept of turn taking/sharing.</p> <p>Support the starting points for self help skills and the progression.</p>	<p>Continue to develop large and small muscles in continuous provision.</p> <p>Shoulder and upper arm activities as above plus Wrist activities -</p> <p>Using rolling pin</p> <p>Painting on an easel</p> <p>Big mark making</p> <p>Water and paintbrushes</p>	<p>Joins in with rhyming songs, adding words and/or actions.</p> <p>Joins in with focus books, adding actions or words.</p> <p>Use the favourite stories or focus book to look at pictures and model making comments.</p> <p>Identify name.</p> <p>Marks become meaningful.</p>	<p>Continue to introduce rote counting to 5 and above.</p> <p>Explore quantity by changing small amounts e.g. how many ducks, recount when one removed, also use farm animals.</p> <p>Use language of quantity e.g. more, less, lots.</p> <p>Sing number rhymes.</p> <p>Build simple structures (stages 1-3)</p> <p>Use language of height in structures e.g. tallest, it's getting taller/bigger.</p> <p>Inset puzzles</p>	<p>Introduce life cycles, looking at changes to an egg, watching it hatch.</p> <p>Continue to explore growth through plants and changes in the seasons (forest school)</p>	<p>Through continuous provision allow children to Join in with music and dance</p> <p>Explore being creative with different materials in the art area and loose parts</p> <p>Mark make with a range of media</p> <p>Provide opportunities for role play</p> <p>Create narratives with small worlds.</p> <p>Engage in sensory play</p>

		Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
		3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds
		<p>Introduce language that promotes thinking and predicting e.g. what will be in the eggs. Encourage children to support their ideas through language e.g. "I think..because..."</p> <p>3-4 ICW, 3-4BL</p>	<p>Continue to support emotions, allowing the expression, labelling, acknowledgment and resolution.</p> <p>Explore how actions impact on others emotions.</p> <p>Continue to support boundaries and routines.</p> <p>Support new and established friendships through opportunities to share play and interests.</p> <p>Support cooperative play.</p> <p>Continue to support the concept of turn taking/sharing.</p> <p>Continue to support self help skills and taking responsibility for the areas e.g. tidying up.</p> <p>Introduce new social situations e.g. farm visit, holding ducks</p>	<p>Encourage self help skills such as pouring drinks for Monitor of the day.</p> <p>Continue to develop large and small muscles in continuous provision.</p> <p>Hand grip plus Finger isolation and pincher Finger puppets Finger songs Jigsaws Tweezers Beading</p>	<p>Continue to support rhyming and rhythm in focus books by missing out rhyming words.</p> <p>Continue to introduce new songs.</p> <p>Use syllable clapping games at carpet time to continue to support this skill.</p> <p>Talk about focus books, suggest different endings, predict what may happen.</p> <p>Uses marks to create maps.</p> <p>Continue with Set 2 Jolly Phonics (CKERHMD)and consolidate earlier sounds.</p> <p>Demonstrate how to write letters using read/write inc.</p> <p>Recognises name card.</p> <p>Encourage to write the starting letters of name.</p> <p>Marks for meaning- MOTD</p>	<p>Continue to count to 5 and beyond by rote through songs and favourite stories.</p> <p>Use fingers to represent numbers.</p> <p><i>Extension: counting to 10</i></p> <p>Begin to link 1-5 numerals to quantity.</p> <p>Continue to link counting with quantity to 5 and beyond.</p> <p>Use the language of more/less than when counting ducks.</p> <p>Introduce subitising to 3.</p> <p>Block play stages 2-3</p>	<p>Introduce life cycles, looking at changes to an egg, watching it hatch. What other animals have similar and different life cycles.</p> <p>Continue to explore growth through plants and changes in the seasons (forest school)</p> <p>Explore shadow play</p>	<p>Through continuous provision allow children to</p> <p>Join in with music and dance, remember entire songs and create their own music.</p> <p>Explore being creative with different materials in the art area and loose parts, experimenting and creating for a purpose.</p> <p>Mark make with a range of media to create representational pictures and models.</p> <p>Provide opportunities to take on a role related and acting out.</p> <p>Create narratives with small worlds.</p> <p>Engage in sensory play</p>

	<p><b>Focus Books</b></p> <p>The Odd Egg</p> <p>Hatch chick hatch</p> <p>The Cow that Laid and Egg</p> <p>Fix it Duck/Duck's truck</p> <p>Jack and the Beanstalk</p> <p>Jasper's bean stalk</p>	<p>Cabin time</p> <p>Predicting what is in the eggs (introducing tally's), categorising animals that lay eggs and give birth. (MATHS, C&amp;L, UW)</p> <p>Other life cycles (LIT, UW) including planting seeds.</p> <p>Holding the ducks in small groups (PSED)</p> <p>How do we look after the ducks? (PSED, UW)</p> <p>Number problems e.g 2 ducks in the pond 1 duck in the cage makes three ducks (MATH)</p>	<p>Duck duck goose (older children)</p> <p>Songs (C&amp;L, EAD)</p> <p>5 little ducks</p> <p>Lay a little egg for me</p> <p>Watch the ducks grow, opportunities to hold (PSED, UW)</p>	<p>Easter</p> <p>Thurs 27th April 9-10am eggs</p> <p>Wed 17th May 2-3pm farm</p> <p>Farm visits</p> <p>Looking after seedlings</p> <p>Looking after ducks</p> <p>Setting up small world farm play.</p> <p>World Bee day- 20th April</p> <p>Eid 21st/22nd April</p> <p>Earth Day 22nd Saturday</p>
--	---	--	--	---

Evaluation





		Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
		3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds	3-4 year olds
		<p>Introduce turn taking in larger group.</p> <p>Discuss feelings regarding school and encourage children to elaborate why.</p> <p>Consolidate vocabulary and language skills such as time related concepts and positions.</p>	<p>Continue to support emotions, allowing the expression, labelling, acknowledgment and resolution.</p> <p>Explore how actions impact on others emotions.</p> <p>Continue to support boundaries and routines.</p> <p>Support new and established friendships through opportunities to share play and interests.</p> <p>Support cooperative play.</p> <p>Continue to support the concept of turn taking/sharing.</p> <p>Continue to support self help skills and taking responsibility for the areas e.g. tidying up.</p> <p>Reiterate healthy lifestyle messages through exploration of foods and exercise.</p> <p>Introduce new social situations e.g. school visits in preparation for school transition.</p>	<p>Hand grip plus Finger isolation and pincher</p> <p>Finger puppets</p> <p>Finger songs</p> <p>Jigsaws</p> <p>Tweezers</p> <p>Beading</p>	<p>Continue to support rhyming and rhythm in focus books by missing out rhyming words.</p> <p>Continue to introduce new songs.</p> <p>Use syllable clapping games at carpet time to continue to support this skill.</p> <p>Talk about focus books, suggest different endings, predict what may happen.</p> <p>Uses marks to create maps.</p> <p>Continue with Set 2 Jolly Phonics (CKERHMD)and consolidate earlier sounds.</p> <p>Demonstrate how to write letters using read/write inc.</p> <p>Recognises name card.</p> <p>Encourage to write name.</p> <p>Marks for meaning- MOTD</p>	<p>Consolidate previous skills</p> <p>Subitise to 3 Cardinal numbers to 5 and beyond</p> <p>Show up to 5 fingers</p> <p>Link numerals to quantity</p> <p>Language more/less than</p> <p>Revisit heights-how much have you grown, compare with peers.</p> <p>Explore number problems up to 5.</p> <p>Talk about shapes and their properties.</p> <p>Use tally charts to represent number.</p> <p>Explore which foods staff and peers enjoy.</p>	<p>Continue to explore life cycles with caterpillars.</p> <p>Explore different types of families with Pride Month.</p> <p>Provide positive language.</p> <p>Explore shadow play.</p> <p>Revisit melting ice cubes and changes to water.</p>	<p>Through continuous provision allow children to</p> <p>Join in with music and dance, remember entire songs and create their own music.</p> <p>Explore being creative with different materials in the art area and loose parts, experimenting and creating for a purpose.</p> <p>Mark make with a range of media to create representational pictures and models.</p> <p>Provide opportunities to take on a role related and acting out.</p> <p>Create narratives with small worlds.</p> <p>Engage in sensory play</p>

	<p><b>Focus books</b></p> <p>Handa's surprise (ICW)</p> <p>The Very Hungry Caterpillar</p> <p>Zog</p>	<p>Cabin time</p> <p>Exploring healthy food, chopping, peeling, tasting (PSED, PHY, UW)</p> <p>Caterpillar life cycle (UW)</p> <p>Pride month- June- Love is love- making rainbows, discussion on who is in our family (PSED, UW)</p> <p>Transition visits into school and classroom, explore and play (PSED)</p> <p>Consolidate skills- revisit focus books and activities</p>	<p>Release caterpillars</p> <p>Revisit focus books</p>	<p>Pride month-</p> <p>Holiday role play</p> <ul style="list-style-type: none"> <li>- Timetables, tickets, passports, travel, food</li> </ul> <p>School transition</p> <ul style="list-style-type: none"> <li>- Visits</li> <li>- Role play</li> <li>- Dressing up in uniform</li> <li>- Photos of new teachers</li> <li>- Lunches in school hall</li> </ul> <p>Consolidate skills</p>
--	---	---	--	--

Evaluation

