**Mtp –Autumn 2- FS1 – learning checkpoints in italic**

**The Implementation activity ideas written below are in different colours to link with KS1 subject areas:**

**SCIENCE ART PHYSICAL EDUCATION DESIGN AND TECHNOLOGY HISTORY GEOGRAPHY MUSIC COMPUTING RE/RSHE**

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| **Wk** | **Topic** | **COEL** | **COMMUNICATION & LANGUAGE**  **(Listening, attention & understanding, speaking)** | **PSED**  **(Self-regulation, Managing self**  **& Building relationships)**  New beginnings | **PHYSICAL**  **(Gross motor & Fine motor)** | **LITERACY (Comprehension, Word reading phonics & Writing)** | **MATHEMATICS (Number, Numerical patterns & SSM)** | **UNDERSTANDING THE WORLD**  **(Past & present, People, culture & communities & The natural world)** | **EXPRESSIVE ARTS & DESIGN**  **(Creating with materials, Being imaginative and expressive)** | **Key vocab**  Continuously built up through incidental conversations not exhaustive. |
| **WK1- 06.11.23** | **Diwali, Bonfire night & Remembrance day** | I can explore different resources and materials.  I am more willing to ‘have a go’ when supported by a familiar adult.  I can respond to new experiences that adults bring to my attention. | I can engage in story times  I can find it difficult to pay attention to more than one thing.  I can follow one step instructions-‘get your coat’  I can identify familiar objects  I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  -I may have problems saying, some sounds: r, j, th, ch, and sh , multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’  Phonics focus- listening and attention-**Continuous** | I can select resources that are needed to achieve a chosen goal with support  I can increasingly follow rules, understanding why they are important.  I can wash my hands independently. | I can use large-muscle movements to wave flags and streamers, paint and make marks  I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can use a comfortable grip with good control when holding pens and pencils.  I can show a preference for a dominant hand. | I can show awareness of the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom-**Continuous all term**  -I can develop my phonological awareness- Listen & join in with stories, songs & games. Make sounds as I join in with stories and songs. Match the sounds that I’ve heard with a picture.  Copy the sounds I’ve heard. Name some animals/Objects & make their sounds. | I can count with one-to-one correspondence  I can sort groups of objects according to different criteria  I can explore 2D shapes using language such as big and little, small and large and use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc  I can make some comparisons relating to size.  I can talk about patterns I can see. | I can begin to make sense of my own life-story.  I can celebrate and value cultural, religious and community events and experiences  I can use all my senses in hands-on exploration of natural materials with similar and/or different properties.  I can plant some seeds and clear weeds in the vegetable plot.  I can talk about the changes I can see due to the seasons. | I can take part in simple, pretend play often based on familiar experiences, e.g. making dinner.  I can take part in simple pretend play, using an object to represent something else even though they are not similar.  I can use simple techniques to shape clay or playdough (pinching.  I can use a simple stencil and sponge with support.    Key skills:  With clay-Rolling ball on the table, pinching to change the shape.  Printing- with a sponge over a stencil | **Celebration, festival, community, runny, splat, roll, mixing, sparkling,**  **Fireworks.**  **Diwali**  **Rama**  **Sita**  **Divas**  **Rangoli patterns**  **Festival of light** |
| **Floating adult to spotlight children that have been identified and ensure children are exploring outside familiar activities with support** | **-Choose it, use it, put it away- ensure resources are labelled.**  **Music time- re-creating fireworks sounds.**  **Questions of the week.**  **Ensuring children’s attention is gained fully before giving instructions- light touch on the shoulder, coming to the child’s level.** | **Introduce Dojo point for going to the toilet independently.**  **Staff to show children where to collect resources from to complete activities such as scissors, pencils/ felt tip pens, masking tape.**  **Scaffolding children during play communicating and key strategies /phrases for turn taking-‘ can I have a turn after?’ using the blue sand timer to ensure fair turn taking.** | **Art work- exploring using different parts of the body to create different effects. Observe for children choosing a preference with hand and not mid-line crossing**  **Play dough- variety of tools that encourage building strength.** | **Pre- phonics- Learn tongue twister- Henry hippo has hiccups**  **When reading story at the end of the day draw attention to the features of the text.**  **Read Peace at last then play Mr Bears noisy night (P14)**  **Matching sounds to objects from the book**  **Sound socks** | **Look at colours, shapes and patterns you can see in fireworks.**  **Finding shapes in the environment.**  **Counting children in and out of class. Counting how many are here today-explicit teach 1:1 correspondence.**  **Counting fireworks- matching to correct numeral and then ordering.** | **Circle time- share news from half term- did anybody go trick or treating? Shadow puppet tale of Diwali and watch ‘let’s celebrate’ episode of child preparing to celebrate. Similar to other celebrations- use of fireworks, special food Talk about being celebrated around the world.**  **Remembrance day- a day to show our gratitude- not just for armed forces but other services e.g. police, nurses, doctors, firefighters, lolli pop person** | **Explicit teach children pinching technique, rolling and using water to keep the clay malleable.**  **Rangoli patterns, question why we are making them, talk about planning colour choices to create a pattern and to observe friends for ideas.**  **Explore different techniques to make fireworks pictures- splatter paint- focus on handling at the top of the brush,**  **Whole class poppy display- finger printing Flanders field** | **Rolling pinching,**  Splat, flick |
| **Wk 2-13.11.23** | **National nursery rhyme week** | I can explore different resources and materials.  I am more willing to ‘have a go’ when supported by a familiar adult.  I can respond to new experiences that adults bring to my attention. | I can engage in story times  I can find it difficult to pay attention to more than one thing.  I can follow one step instructions-‘get your coat’  I can identify familiar objects  I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  -I may have problems saying, some sounds: r, j, th, ch, and sh , multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ | I can select resources that are needed to achieve a chosen goal with support  I can increasingly follow rules, understanding why they are important.  I can wash my hands independently.  I can talk with others to solve conflicts with some support. | I can collaborate with others to manage large items such as carrying the large wooden blocks  I can use large-muscle movements to wave flags and streamers, paint and make marks  I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can use a comfortable grip with good control when holding pens and pencils.  I can show a preference for a dominant hand. | I can show awareness of the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom  -I can develop my phonological awareness- Listen & join in with stories, songs & games. Make sounds as I join in with stories and songs. Match the sounds that I’ve heard with a picture.  Copy the sounds I’ve heard. Name some animals/Objects & make their sounds. | I can count with one-to-one correspondence  I can sort groups of objects according to different criteria  I can explore 2D shapes using language such as big and little, small and large and use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc  I can make some comparisons relating to size.  I can talk about patterns I can see. | I can begin to make sense of my own life-story.  I can show interest in different occupations.  I can celebrate and value cultural, religious and community events and experiences  I can use all my senses in hands-on exploration of natural materials with similar and/or different properties.  I can plant some seeds and clear weeds in the vegetable plot.  I can talk about the changes I can see due to the seasons. | I can take part in simple, pretend play often based on familiar experiences, e.g. making dinner.  I can take part in simple pretend play, using an object to represent something else even though they are not similar.  I can use explore using paint on different textured materials.  I can name, choose and match primary colours  Key skills:  Revise printing skills  How holding the brush differently can create different effects- at the top can then flick the paint. | Gratitude, remembrance, armed forces, wreath, poppies  Bonfire night  Gunpowder plot  Government |
| **Floating adult to spotlight children that have been identified and ensure children are exploring outside familiar activities with support** | **-Listen to BBC schools radio- nursery rhymes.**  **National Nursery Rhyme week website.**  **Speech articulation screen for children highlighted by staff.**  **Staff to recast children’s sentences when noticing communication issues.**  **Ensuring children’s attention is gained fully before giving instructions- light touch on the shoulder, coming to the child’s level.**  **Story time- choose familiar books with repetitive phrases** | **Adults to support using board games- model how to resolve conflicts using negotiation, taking turns, accepting losing, sportsmanship and how to deal with the feelings of disappointment, being happy for others.**  **Circle times, modelling and rewarding good listening behaviours- what does a good listener look like?**  **Scaffolding children during play communicating and key strategies /phrases for turn taking-‘ can I have a turn after?’ using the blue sand timer to ensure fair turn taking.** | **Forest schools-Building obstacle course- must work together to carry the larger items- talk to each about issues- moving too fast, needing to turn counting down to put the object down not just dropping it.** | **Pre- phonics- Learn tongue twister- Six skinny skeletons scare someone**  **Nursery rhyme a day- explicitly teach – what is a rhyming word? ‘It sounds the same at the end of the word, who are the characters in the rhyme?**  **When reading story at the end of the day draw attention to the features of the text.**  **Phase 1 Phonics-read ’ The shopping list’ Developing working memory- remembering items under the cloth.**  **Identify food and shopping items by sound.** | **Introduce board games and using the dice.**  **Where appropriate numbers and counting in nursery rhymes.**  **Using a ten frame.**  **Numberblocks episode “Six.”** | **Circle time- discussing gratitude- what does the word mean, how do we show gratitude- talk about being grateful not just for the big things but also the little.** | **Adult’s model internal thought process of planning before starting, when decorating Diva’s children to consider how to paint/ decorate to gain the best effect.**  **Marble painting- whole body to move tray.**  **Junk modelling - encourage children to consider what materials/ tools they use and then reflect support to consider using different techniques.** | Primary colours  Tier 3 words  Linked to the differing nursery rhymes |
| **Wk 3 – 20-11-23** | **Elmer** | I can explore different resources and materials.  I am more willing to ‘have a go’ when supported by a familiar adult.  I can respond to new experiences that adults bring to my attention.  I know to ‘try harder, try a different tool or way or ask for help when faced with a problem. | I can engage in story times  I can find it difficult to pay attention to more than one thing.  I can follow one step instructions-‘get your coat’  I know many rhymes.  I can talk about who’s in my favourite books.  I can speak to the whole group  I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  -I may have problems saying, some sounds: r, j, th, ch, and sh , multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’  I can speak in simple sentences, which communicate my needs (e.g. I need a drink) and their interests). | I can select resources that are needed to achieve a chosen goal with support  I can increasingly follow rules, understanding why they are important.  I can show a sense of responsibility and membership as part of our class community  I can talk with others to solve conflicts with some support.  I am becoming more outgoing with unfamiliar people, in the safe context of nursery  I can show more confidence in new social situations. | I can collaborate with others to manage large items such as carrying the large wooden blocks  I can use large-muscle movements to wave flags and streamers, paint and make marks  I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can show a preference for a dominant hand. | -I can name the characters from a familiar story.  -I can develop my phonological awareness- Listen & join in with stories, songs & games. Make sounds as I join in with stories and songs. Match the sounds that I’ve heard with a picture.  I can copy the sounds I’ve heard.  I can name some animals & make their sounds.  -I enjoy drawing freely | I can recite numbers past 5.  I can count with one-to-one correspondence  I can sort groups of objects according to different criteria  I can explore 2D shapes using language such as big and little, small and large and use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc  I can make some comparisons relating to size. | I can begin to make sense of my own life-story.  I can use all my senses in hands-on exploration of natural materials with similar and/or different properties. I can talk about what I see, using a wider vocabulary.  I can plant some seeds and clear weeds in the vegetable plot. | I can explore different materials freely in order to develop my ideas about how to use them and what to make.  I can develop my own ideas and then with support decide which materials to use to express them.  I can join different materials and explore different textures.  I can take part in simple pretend play, using an object to represent something else even though they are not similar.  I can use simple techniques to shape and join clay or playdough.  I can make sure I don’t have too much PVA glue on the spreader.  I can name, choose and match primary and secondary colours |  |
| **Floating adult to spotlight children that have been identified and ensure children are exploring outside familiar activities with support. Encourage more confident children to share their learning/ exploration of activities with friends.** | **Ensuring children’s attention is gained fully before giving instructions- light touch on the shoulder, coming to the child’s level.** | **Children to be accessing toilet independently, with some support with wiping. Children who need additional help to discuss next steps with parents at parents evening-‘ERIC’ reward chart.**  **Visiting the hall- greeting staff we may meet.**  **Continue with choose it, use it, put it away- talk about our rights and responsibilities in the classroom- have the right to play with the toys but a responsibility to put away and share.**  **Dojo point for going to the toilet independently.** | **Forest school-Encourage children to lead- making own choices using what we have done so far- puddle play, building and climbing, collecting conkers, looking for mini beasts.**  **Outdoor provision- obstacle, climbing equipment.** | **When reading story at the end of the day draw attention to the features of the text.**  **Phase 1 phonics- Read Dear Zoo- Guess the sounds of the animals**  **-Move around like the animal**  **-Memory game** | **Number blocks episode “Seven.”**  **Counting collections of objects using 1 to 1 correspondence.**  **Ordering objects by size.** | **Exploring natural resources outside, encourage children to use senses to explore drawing attention to what you notice and expanding vocabulary.**  **Send family box home.** | **Explicit teach children pinching technique to change shape and join, using slip to join two pieces, rolling and using water to keep the clay malleable.** | Tier 2 words  Animal names from the book.  Descriptive words e.g. Fierce |
| **WK- 4-21.11.22** | **The Gruffalo** | I can explore different resources and materials.  I am more willing to ‘have a go’ when supported by a familiar adult.  I can respond to new experiences that adults bring to my attention.  I can begin to correct my own mistakes  I can show goal-directed behaviour.  I know to ‘try harder, try a different tool or way or ask for help when faced with a problem. | I can engage in story times  I can find it difficult to pay attention to more than one thing.  I can talk about who’s in my favourite books.  I can speak to the whole group  I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  -I may have problems saying, some sounds: r, j, th, ch, and sh , multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’  I can speak in simple sentences, which communicate my needs (e.g. I need a drink) and their interests). | I can select resources that are needed to achieve a chosen goal with support  I can increasingly follow rules, understanding why they are important.  I can show a sense of responsibility and membership as part of our class community  I can talk with others to solve conflicts with some support.  I am becoming more outgoing with unfamiliar people, in the safe context of nursery  I can show more confidence in new social situations. | -I can catch a large ball  I can continue to develop my movement, balancing, riding (scooters and trikes)  I can go up steps and stairs, or climb up apparatus, using alternate feet.  I can use large-muscle movements to wave flags and streamers, paint and make marks  I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can show a preference for a dominant hand. | I can name the characters from a familiar story.  -I can develop my phonological awareness- Listen & join in with stories, songs & games. Make sounds as I join in with stories and songs. Match the sounds that I’ve heard with a picture.  Copy the sounds I’ve heard. Name some animals/Objects & make their sounds.  -I enjoy drawing freely  -I am beginning to make marks to represent my name | I can quickly recognise up to 3 objects, without having to count them individually (‘subitising’).  I can count with one-to-one correspondence  -I can explore practically number bonds to 3 using a part, part , whole model.  I can begin to explore quantities to 4 recognising when one quantity is greater than, less than or the same as the other quantity.  I can explore 2D shapes using language such as big and little, small and large and use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc | I can begin to make sense of my own life-story.  I can show interest in different occupations.  I can celebrate and value cultural, religious and community events ad experiences  I can use all my senses in hands-on exploration of natural materials with similar and/or different properties. I can talk about what I see, using a wider vocabulary. | I can explore different materials freely in order to develop my ideas about how to use them and what to make.  I can develop my own ideas and then with support decide which materials to use to express them.  I can join different materials and explore different textures.  I can take part in simple pretend play, using an object to represent something else even though they are not similar.  I can name, choose and match primary colours  -I can respond to basic hand signals- stop and go.  Key skills: Collage- changing the size of the material to fit the space.  Clay- Pinching, using finger nails to create effects, pushing fingers in. | Woodland  Swamp  Habitat  Instruments, beater, cow bells, trombone, xylophone |
| **Floating adult to spotlight children and ensure children are exploring outside familiar activities with support. Encourage more confident children to share their learning/ exploration of activities with friends.**  **Encourage being purposeful in play and activities- think about choices made and why.** | **Repeating phrases for Gruffalo- check which children are not familiar- additional small group reading to build up confidence and familiarity.**  **Continue with speech and language screening.**  **Story time- choose familiar books with repetitive phrases**  **Question of the day – children to answer question and post name.**  **-Expectation to speak in full sentences in phonics.** | **P.E- in hall- go through reception- say hello to other staff and children modelling friendly behaviour.**  **Continue with choose it, use it, put it away- talk about our rights and responsibilities in the classroom- have the right to play with the toys but a responsibility to put away and share.** | **Encourage children to attempt name on back of any work.**  **P.E.- DANCE- moving like the characters from the story.**  **Large balls outside- adults to support throwing and catching.** | **Read the gruffalo and watch the signing version.**  **Orally re-tell the story of the Gruffalo.**  **Floor book- introduce sign our names as the authors- follow children’s interests**  **Floating adult to assess reading skills.**  **Children to mark their name on work.**  **Phonics- Read Animal Music, describe the instruments**  **Introduce basic hand signals.**  **Hide 2 instruments can the children identify the one being played?** | **Number blocks episode ‘two’**  **Shape- focus on construction and shape arrangements. Positional language, shape descriptions, length- how far did the mouse walk?**  **Model using maths resources, giving children ideas of how to use.**  **Board games**  **Jigsaws- shape, tap a shape- introduce in tuff spot**  **Introduce subitising- ‘subitise, use your eyes’** | **Circle time- sharing family box, bringing back attention to all about me booklets and comparing/ contrasting our families.**  **Forest school using natural objects found** | **Sticky brisk- show how to press on to the sponge so they don’t get too wet, collage to make characters from story, thinking about the colours used and where going to put them- being purposeful.**  **Start to learn nativity songs- practise words with out music first and decide on actions with fs2.**  **Free choosing poster paint with stampers.**  **Bog men in forest school- using skills gain from clay and natural objects foraged to make bogman.**  **Phonics stop & go game.** | Features, Conker shells  Directional language: Diaginol, across, left, right |
| **WK5-28.11.22** | **Sharing a shell** | I can explore different resources and materials.  I am more willing to ‘have a go’ when supported by a familiar adult.  I can begin to correct my own mistakes  I can show goal-directed behaviour.  I know to ‘try harder, try a different tool or way or ask for help when faced with a problem. | I can sing familiar songs with background music.  I know many rhymes.  I can talk about who’s in my favourite books.  I can speak to the whole group  I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  -I may have problems saying, some sounds: r, j, th, ch, and sh , multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’  I can speak in simple sentences, which communicate my needs (e.g. I need a drink) and their interests). | I can select resources that are needed to achieve a chosen goal with support  I can increasingly follow rules, understanding why they are important.  I can use the toilet independently.  I can wash my hands independently.  I can show a sense of responsibility and membership as part of our class community  I can talk with others to solve conflicts with some support.  I am becoming more outgoing with unfamiliar people, in the safe context of nursery  I can show more confidence in new social situations. | -I can catch a large ball  I can go up steps and stairs, or climb up apparatus, using alternate feet.  I can skip, hop, stand on one leg and hold a pose for a game like musical statues.  I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can use a comfortable grip with good control when holding pens and pencils.  I can show a preference for a dominant hand. | I can name the characters from a familiar story.  -I can develop my phonological awareness, so that I can discriminate between different sounds that are familiar  I can match the sounds that I’ve heard with a picture, copy the sounds I’ve heard and name some objects & make their sounds. | I can quickly recognise up to 3 objects, without having to count them individually (‘subitising’).  I can count with one-to-one correspondence  -I can explore practically number bonds to 3 using a tens frame with objects and Unifix cubes  I can begin to explore quantities to 4 recognising when one quantity is greater than, less than or the same as the other quantity.  I can sort groups of objects according to different criteria  I can talk about ‘My day’ I can talk about patterns I can see. | I can begin to make sense of my own life-story.  I can celebrate and value cultural, religious and community events ad experiences  I can talk about what I see, using a wider vocabulary.  I can begin to take responsibility of some aspects of caring for the class pet.  I can talk about the seasons, I can name some seasons and with support talk about environmental changes I observe. | I can explore different materials freely in order to develop my ideas about how to use them and what to make.  I can develop my own ideas and then with support decide which materials to use to express them.  I can join different materials and explore different textures.  I can remember and sing entire songs.  I can name, choose and match primary colours  -I can play fast or slow, loud or quiet.  Introduce the idea of playing together like the drummers in the example videos.  Key skill- Printing, press down slowly and lift. Using different parts of their digits to explore the effects. | Seasons: winter, spring, summer, autumn  Blossom, hibernation  African drummers, Japanese drummers  Royal Edinburgh military tattoo. |
| **Explicit teach strategies for when activities are difficult** | **Repeating phrases for sharing a shell- check which children are not familiar- additional small group reading to build up confidence and familiarity.**  **Continue with speech and language screening.**  **Story time- choose familiar books with repetitive phrases.**  **Model social phrasing- ‘can I play with you?’ or ‘do you want to play with me?’ Question of the day – children to answer question and post name.** | **Refer to story- conflict resolution- how could the creatures sort their problem? Communication stops issues and helps to resolve.**  **Visiting the hall with FS2 for nativity practice** | **P.E.- DANCE- moving like the characters from the story. Warm up talk about changes to body during exercise.**  **Large balls outside- adults to support throwing and catching.** | **Write letter to Santa- assess children- Refer to reading skills, starting on the left moving across to the right.**  **Selection of Julia Donaldson books and puppets to ‘read’ to.**  **Phonics-Faster, faster, nice and slow.**  **-Traffic light music game**  **-Hand signals- point up for faster, down for slower** | **Number of the week- 3- Number blocks episode- ‘one, two, three!’- counting to 3, comparing numbers 1, 2, 3- ‘bigger’ and ‘smaller’: ordering numbers 1 to 3 ; 3 is made of 2 and 1 Shape- 2D shapes- circle, triangle, square and rectangle**  **Patterns on shells.** | **Talk about our part in Christmas show- whole foundation stage**  **Circle time- Family box**  **Talk about seasons**  **Drummer examples from around the world**  **-Talk about our wider school environment beyond nursery. Where is reception, yr1, yr2** | **Begin seasonal calendar- finger printing leaves on tree.**  **Wax rubbing of the patterns on the shells.**  **Imprinting the patterns into playdough.**  **Introduce art gallery area- free choosing of resources introduced so far.**  **Learn Christmas songs** |  |
| **WK-6-6.12.21** | **Christmas The Jolly postman** | I can explore different resources and materials.  I am more willing to ‘have a go’ when supported by a familiar adult.  I can begin to correct my own mistakes  I can show goal-directed behaviour.  I know to ‘try harder, try a different tool or way or ask for help when faced with a problem. | I can engage in story times  I can sing familiar songs with background music.  I know many rhymes.  I can speak to the whole group  I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  -I may have problems saying, some sounds: r, j, th, ch, and sh , multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’  I can speak in simple sentences, which communicate my needs (e.g. I need a drink) and their interests). | I can select resources that are needed to achieve a chosen goal with support  I can increasingly follow rules, understanding why they are important.  I can use the toilet independently.  I can wash my hands independently.  I can show a sense of responsibility and membership as part of our class community  I can talk with others to solve conflicts with some support.  I am becoming more outgoing with unfamiliar people, in the safe context of nursery  I can show more confidence in new social situations. | I can collaborate with others to manage large items such as carrying the large wooden blocks  I can go up steps and stairs, or climb up apparatus, using alternate feet.  I can skip, hop, stand on one leg and hold a pose for a game like musical statues.  I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can use a comfortable grip with good control when holding pens and pencils.  I can show a preference for a dominant hand. | I can name the characters from a familiar story.  I can add some marks to my drawings and give meaning to them e.g. ‘that says mummy’  -I enjoy drawing freely  I am beginning to make marks to represent my name.  -I can develop my phonological awareness, so that I can discriminate between different sounds that are familiar  -I can listen, remember & join in with repeating phrases.  I can match the sounds that I’ve heard with a picture, copy the sounds I’ve heard and name some objects & make their sounds. | I can quickly recognise up to 3 objects, without having to count them individually (‘subitising’).  I can recite numbers past 5.  I can count with one-to-one correspondence  I can begin to explore quantities to 4 recognising when one quantity is greater than, less than or the same as the other quantity.  I can make some comparisons relating to size.  I can talk about ‘My day’ I can talk about patterns I can see.  I can explore simple measuring resources such as balance scales, measuring cubes. | I can begin to make sense of my own life-story.  I can show interest in different occupations.  I can celebrate and value cultural, religious and community events ad experiences  I can talk about what I see, using a wider vocabulary.  I can begin to take responsibility of some aspects of caring for the class pet.  Visitor from Toton Churches  Walk to post box to post letters to Santa | I can explore different materials freely in order to develop my ideas about how to use them and what to make.  I can develop my own ideas and then with support decide which materials to use to express them.  I can join different materials and explore different textures.  I can remember and sing entire songs.  I can take part in simple pretend play, using an object to represent something else even though they are not similar.    Key skills: Tearing paper into strips, beginning to spread glue sparingly | Nativity, Mary, joseph, Jesus, Audience Christ-ingle,  Ecological, environmental, sequencing. |
| **Explicit teach strategies for when activities are difficult** | **Story time- choose familiar books with repetitive phrases.**  **Model social phrasing- ‘can I play with you?’ or ‘do you want to play with me?’** Question of the day – children to answer question and post name**.** | **Introduce the kindness elves- they set tasks for us- read the kindness elves book- talk about what kindness is, how do we show it? Does it have to just be big gestures?** | **Support children with handgrip when using tools.**  **Scissors, wrapping paper and masking tape to ‘wrap’ presents in Santa’s grotto**  **Build stage using wooden blocks** | **Writing Christmas cards to family and friends.**  **Phonics- Read I say oooh, you say Ahh- call and response games. -Make a basic sequence to play instruments.** | **Watch numberblocks - Three little pigs counting to 4 adding 1s estimating and size- talk about the different sized parcels- what shape are they? What’s the biggest/smallest? Explore simple measuring resources such as balance scales, measuring cubes.**  **Refer to visual timetable.** | **Teach the nativity story.**  **Make cards to share with family- talk about who they want to send to.**  **Choosing pound shop gift- talk about family, what do they think they would like?**  **Make reindeer food- talk about being safe to go outside- not harming the environment.** | **Children to choose Christmas card design- selection of collage, printing and stencils.**  **Continue seasonal calendar- finger printing leaves on tree.**  **Learn Christmas songs.**  **Put on a show on the stage- model being a good audience member.**  **Glue- Dip, dip, wipe wipe, blob, blob** | PVA glue  Banks Road, post box, collection |
| **WK-7-12.12.22** | **Christmas- Nativity stories** | I can explore different resources and materials.  I am more willing to ‘have a go’ when supported by a familiar adult.  I can begin to correct my own mistakes  I can show goal-directed behaviour.  I know to ‘try harder, try a different tool or way or ask for help when faced with a problem. | I can engage in story times  I can sing familiar songs with background music.  I know many rhymes.  I can speak to the whole group  I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  -I may have problems saying, some sounds: r, j, th, ch, and sh , multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’  I can speak in simple sentences, which communicate my needs (e.g. I need a drink) and their interests). | I can select resources that are needed to achieve a chosen goal with support  I can increasingly follow rules, understanding why they are important.  I can use the toilet independently.  I can wash my hands independently.  I can show a sense of responsibility and membership as part of our class community  I can talk with others to solve conflicts with some support.  I am becoming more outgoing with unfamiliar people, in the safe context of nursery  I can show more confidence in new social situations. | I can collaborate with others to manage large items such as carrying the large wooden blocks  I can go up steps and stairs, or climb up apparatus, using alternate feet.  I can skip, hop, stand on one leg and hold a pose for a game like musical statues.  I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can use a comfortable grip with good control when holding pens and pencils.  I can show a preference for a dominant hand. | I can name the characters from a familiar story.  I can add some marks to my drawings and give meaning to them e.g. ‘that says mummy’  -I enjoy drawing freely  I am beginning to make marks to represent my name  -I can develop my phonological awareness, so that I can discriminate between different sounds that are familiar  -I can listen, remember & join in with repeating phrases.  I can match the sounds that I’ve heard with a picture, copy the sounds I’ve heard and name some objects & make their sounds. | I can quickly recognise up to 3 objects, without having to count them individually (‘subitising’).  I can recite numbers past 5.  I can count with one-to-one correspondence  I can begin to explore quantities to 4 recognising when one quantity is greater than, less than or the same as the other quantity.  I can make some comparisons relating to size.  I can talk about ‘My day’ I can talk about patterns I can see.  I can explore simple measuring resources such as balance scales, measuring cubes. | I can begin to make sense of my own life-story.  I can show interest in different occupations.  I can celebrate and value cultural, religious and community events ad experiences  I can talk about what I see, using a wider vocabulary.  I can begin to take responsibility of some aspects of caring for the class pet. | I can explore different materials freely in order to develop my ideas about how to use them and what to make.  I can develop my own ideas and then with support decide which materials to use to express them.  I can join different materials and explore different textures.  I can remember and sing entire songs.  I can take part in simple pretend play, using an object to represent something else even though they are not similar.  Key skills: Tearing paper into strips, beginning to spread glue sparingly | Nativity |
| **Explicit teach strategies for when activities are difficult** | **Story time- choose familiar books with repetitive phrases.**  **Model social phrasing- ‘can I play with you?’ or ‘do you want to play with me?’ Question of the day – children to answer question and post name.**  **Talk about being an audience member for magic show and key strings** | **Introduce the kindness elves- they set tasks for us- read the kindness elves book- talk about what kindness is, how do we show it? Does it have to just be big gestures?** | **Support children with handgrip when using tools.**  **Scissors, wrapping paper and masking tape to ‘wrap’ presents in Santa’s grotto**  **Build stage using wooden blocks** | **Writing Christmas cards to family and friends.** | **Recap of numerals 0-4, focus on 1:1 counting, estimating and size- talk about the different sized parcels- what shape are they? What’s the biggest/smallest? Explore simple measuring resources such as balance scales, measuring cubes.**  **Refer to visual timetable.** | **Teach the nativity story.**  **Make cards to share with family- talk about who they want to send to.**  **Choosing pound shop gift- talk about family, what do they think they would like?**  **Make reindeer food- talk about being safe to go outside- not harming the environment.** | **Children to choose Christmas card design- selection of collage, printing and stencils.**  **Continue seasonal calendar- finger printing leaves on tree.**  **Learn Christmas songs.**  **Put on a show on the stage- model being a good audience member.** |  |
| **WK-7-19.12.22** | **Christmas- short week** | I can explore different resources and materials.  I am more willing to ‘have a go’ when supported by a familiar adult.  I can begin to correct my own mistakes  I can show goal-directed behaviour.  I know to ‘try harder, try a different tool or way or ask for help when faced with a problem. | I can engage in story times  I can sing familiar songs with background music.  I know many rhymes.  I can speak to the whole group  I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  -I may have problems saying, some sounds: r, j, th, ch, and sh , multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’  I can speak in simple sentences, which communicate my needs (e.g. I need a drink) and their interests). | I can select resources that are needed to achieve a chosen goal with support  I can increasingly follow rules, understanding why they are important.  I can use the toilet independently.  I can wash my hands independently.  I can show a sense of responsibility and membership as part of our class community  I can talk with others to solve conflicts with some support.  I am becoming more outgoing with unfamiliar people, in the safe context of nursery  I can show more confidence in new social situations. | I can collaborate with others to manage large items such as carrying the large wooden blocks  I can go up steps and stairs, or climb up apparatus, using alternate feet.  I can skip, hop, stand on one leg and hold a pose for a game like musical statues.  I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can use a comfortable grip with good control when holding pens and pencils.  I can show a preference for a dominant hand. | I can name the characters from a familiar story.  -I can develop my phonological awareness, so that I can spot and suggest rhymes, count or clap syllables in a word, discriminate between different sounds that are familiar  I can add some marks to my drawings and give meaning to them e.g. ‘that says mummy’  -I enjoy drawing freely  I am beginning to make marks to represent my name | I can quickly recognise up to 3 objects, without having to count them individually (‘subitising’).  I can recite numbers past 5.  I can count with one-to-one correspondence  I can begin to explore quantities to 4 recognising when one quantity is greater than, less than or the same as the other quantity.  I can make some comparisons relating to size.  I can talk about ‘My day’ I can talk about patterns I can see.  I can explore simple measuring resources such as balance scales, measuring cubes. | I can begin to make sense of my own life-story.  I can show interest in different occupations.  I can celebrate and value cultural, religious and community events ad experiences  I can talk about what I see, using a wider vocabulary.  I can begin to take responsibility of some aspects of caring for the class pet. | I can explore different materials freely in order to develop my ideas about how to use them and what to make.  I can develop my own ideas and then with support decide which materials to use to express them.  I can join different materials and explore different textures.  I can remember and sing entire songs.  I can take part in simple pretend play, using an object to represent something else even though they are not similar.  Key skills: Tearing paper into strips, beginning to spread glue sparingly  Keystrings visit  Magician visit | Double base, violin, viola, timbre, beat, tempo |
| **Explicit teach strategies for when activities are difficult** | **Story time- choose familiar books with repetitive phrases.**  **Model social phrasing- ‘can I play with you?’ or ‘do you want to play with me?’ Question of the day – children to answer question and post name.**  **Talk about being an audience member for magic show and key strings** | **Introduce the kindness elves- they set tasks for us- read the kindness elves book- talk about what kindness is, how do we show it? Does it have to just be big gestures?** | **Support children with handgrip when using tools.**  **Scissors, wrapping paper and masking tape to ‘wrap’ presents in Santa’s grotto**  **Build stage using wooden blocks** | **Writing Christmas cards to family and friends.** | **Recap of numerals 0-4, focus on 1:1 counting, estimating and size- talk about the different sized parcels- what shape are they? What’s the biggest/smallest? Explore simple measuring resources such as balance scales, measuring cubes.**  **Refer to visual timetable.** | **Teach the nativity story.**  **Make cards to share with family- talk about who they want to send too.**  **Choosing pound shop gift- talk about family, what do they think they would like?**  **Make reindeer food- talk about being safe to go outside- not harming the environment.** | **Children to choose Christmas card design- selection of collage, printing and stencils.**  **Continue seasonal calendar- finger printing leaves on tree.**  **Learn Christmas songs.**  **Put on a show on the stage- model being a good audience member.** |  |

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| **End of Aut 2** | **Bench markers- Dec** | **I can explore different resources and materials.**  **I am more willing to ‘have a go’ when supported by a familiar adult.**  **I can respond to new experiences that adults bring to my attention.**  **I can begin to correct my own mistakes**  **I can show goal-directed behaviour.**  **I know to ‘try harder or ask for help when faced with a problem.** | **I can engage in story times**  **I can find it difficult to pay attention to more than one thing.**  **I can follow one step instructions-‘get your coat’**  **I can identify familiar objects**  **I can sing familiar songs with background music.**  **I know many rhymes.**  **I can talk about who’s in my favourite books.**  **I can speak to the whole group**  **I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.**  **-I may have problems saying, some sounds: r, j, th, ch, and sh , multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’**  **I can speak in simple sentences, which communicate my needs (e.g. I need a drink) and their interests).** | **I can select resources that are needed to achieve a chosen goal with support**  **I can increasingly follow rules, understanding why they are important.**  **I can use the toilet independently.**  **I can wash my hands independently.**  **I can show a sense of responsibility and membership as part of our class community**  **I can talk with others to solve conflicts with some support.**  **I am becoming more outgoing with unfamiliar people, in the safe context of nursery**  **I can show more confidence in new social situations.** | **I can collaborate with others to manage large items such as carrying the large wooden blocks**  **-I can catch a large ball**  **I can continue to develop my movement, balancing, riding (scooters and trikes)**  **I can go up steps and stairs, or climb up apparatus, using alternate feet.**  **I can skip, hop, stand on one leg and hold a pose for a game like musical statues.**  **I can use large-muscle movements to wave flags and streamers, paint and make marks**  **I can use one-handed tools and equipment, for example, making snips in paper with scissors.**  **I can use a comfortable grip with good control when holding pens and pencils.**  **I can show a preference for a dominant hand.** | **I can show awareness of the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom**  **I can name the characters from a familiar story.**  **- I can develop my phonological awareness- Listen & join in with stories, songs & games. Make sounds as I join in with stories and songs. Match the sounds that I’ve heard with a picture.**  **Copy the sounds I’ve heard. Name some animals/Objects & make their sounds.**  **I can add some marks to my drawings and give meaning to them e.g. ‘that says mummy’**  **-I enjoy drawing freely**  **I am beginning to make mark to represent my name** | **I can quickly recognise up to 3 objects, without having to count them individually (‘subitising’).**  **I can recite numbers past 5.**  **I can count with one-to-one correspondence**  **-I can explore practically number bonds to 3 using a part, part , whole model.**  **I can begin to explore quantities to 4 recognising when one quantity is greater than, less than or the same as the other quantity.**  **I can sort groups of objects according to different criteria**  **I can explore 2D shapes using language such as big and little, small and large and use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc**  **I can make some comparisons relating to size.**  **I can talk about ‘My day’ I can talk about patterns I can see.**  **I can explore simple measuring resources such as balance scales, measuring cubes.** | **I can begin to make sense of my own life-story.**  **I can show interest in different occupations.**  **I can celebrate and value cultural, religious and community events ad experiences**  **I can use all my senses in hands-on exploration of natural materials with similar and/or different properties. I can talk about what I see, using a wider vocabulary.**  **I can plant some seeds and clear weeds in the vegetable plot.**  **I can begin to take responsibility of some aspects of caring for the class pet**. | **I can explore different materials freely in order to develop my ideas about how to use them and what to make.**  **I can develop my own ideas and then with support decide which materials to use to express them.**  **I can join different materials and explore different textures.**  **I can remember and sing entire songs.**  **I can take part in simple, pretend play often based on familiar experiences, e.g. making dinner.**  **I can take part in simple pretend play, using an object to represent something else even though they are not similar.** |  |