

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

Wk	Topic	COEL	Communication & language (Listening, attention & understanding, speaking)	PSED (Self-regulation, Managing self & Building relationships)	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
WK 1	Pirates- Maps	-I can begin to guide my own thinking and actions by talking to myself while playing - I can make some independent choices -I can do things independently that have been previously been taught. -I will invite others to play with me.	-I can listen to and talk about familiar stories. -I enjoy listening to longer stories -I can speak to new adults or children when in the nursery. -I can use a wider range of vocabulary. -I can use longer sentences of four to six words. -I can ask simple questions (e.g. Where is Mummy?)	-I can increasingly follow rules, understanding why they are important. -I am beginning to not always need an adult to remind me of a rule. -I am beginning to develop my sense of responsibility and membership as part of the whole school community -I am beginning to talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.	-I can match my developing physical skills to tasks e.g. decide whether to crawl, walk or run over a plank based on the size. -I am beginning to climb large structures understanding my limitations and keeping myself safe e.g climbing the apple tree. -I am becoming increasingly independent as I get dressed and undressed, for example, putting my coat on.	-I am beginning to understand the five key concepts about print: - <b>Continuous all term</b> -I am beginning to listen to a story and comment on the events. -I am beginning to develop my phonological awareness, so that I can: Make sounds as I join in with stories and songs. Clapping and placing syllables in words	-I am beginning to develop key principles of counting: one-to-one correspondence; cardinality; stable order -I can show 'finger numbers' up to 4. -I am learning how to share resources. -I can describe and discuss familiar route and locations, using words like 'in front of' and 'behind'. - I can select shapes appropriately: a triangular prism for a roof etc. -I am able to follow instructions including simple positional language e.g. move back.	-I know that there are different countries in the world. -I celebrate and value cultural, religious and community events ad experiences. -I like to explore how things work. -I am beginning to understand the need to respect and care for the natural environment and all living things.	- I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. -I can draw with increasing complexity and detail, such as representing a face with a circle and add details. -I can develop storylines through small-world or role-play. . -I attempt to sing the pitch of a tone sung by another person ('pitch match'). -I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -I can request a favourite song/rhyme.	<b>Pirate, ship, map, Toton, community, road, birds eye view, google Earth, England, Top park, Tesco, Toton church,</b>
		<b>Explicit teach strategies for when activities are difficult, social phrases to include other Peer teaching accessing independent resources and putting back in the correct place using photo cues.</b>	<b>Model social phrasing- 'can I play with you?' or 'do you want to play with me?'</b> Discuss how to say No politely and that we have to respect someone's decision not to play the same thing as their friend. Sentences for answers in phonics- expectation to speak in full sentences and explain self.	<b>Daily emotional check in. Bring into play how characters are feeling Dojo points for children who are taking responsibility.</b>	<b>Model using the large blocks and plank to build a pirate ship</b> Obstacle course outside- get the blocks from FS2. <b>Children who can zip their coat up to help teach friends</b> Model using the large blocks and plank to build a pirate ship	<b>Phonics- Read The train ride- syllables in name and the sounds from the train ride.</b> <b>Drawing and labelling maps</b> Outdoors leaving 'clues' and X to mark the spot. -World drummers comparing the difference, drumming out syllables. -Drumming syllables in their name.	<b>Number of the week- 5- number block episode- Five- 5 is more than 4, counting to 5, line up1 to 5 in order</b> <b>Creating 3d maps using building blocks hiding treasure then giving clues using positional language.</b>	<b>Circle time- talking partners- talk about how they have celebrated Christmas, compare how some people do things differently and some celebrate with the same traditions e.g. gift giving</b> <b>Globes- Identify where the UK is Looking at where animals originate from.</b>	<b>Drawing maps</b> <b>Creating wanted posters</b> <b>Lolli sticks and playdough to create 3D structures on maps</b>  <b>Drawing designs for pirate ships- then build using large boxes</b>	

WK 2	Supertato & Superheroes	<p>-I can begin to guide my own thinking and actions by talking to myself while playing</p> <p>- I can make some independent choices</p> <p>-I can do things independently that have been previously been taught.</p> <p>-I will invite others to play with me.</p> <p>-I will keep trying when things are difficult.</p> <p>-I can solve real problems with a little support e.g. sharing resources.</p> <p>-I am beginning to come up with my own ideas.</p>	<p>-I can listen to and talk about familiar stories.</p> <p>-I am beginning to pay attention to more than one thing at a time.</p> <p>-I can sometimes follow two step instructions.</p> <p>-I enjoy listening to longer stories</p> <p>-I can understand simple questions about 'who' and 'where'.</p> <p>-I can sing a larger repertoire of songs</p> <p>-I can speak to new adults or children when in the nursery.</p> <p>-I can use a wider range of vocabulary.</p> <p>–I can understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p> <p>-I can use longer sentences of four to six words.</p> <p>-I can ask simple questions (e.g. Where is Mummy?)</p>	<p>-With support I can select and use activities and resources that helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>-I can increasingly follow rules, understanding why they are important.</p> <p>-I am beginning to not always need an adult to remind me of a rule.</p> <p>-I am beginning to develop my sense of responsibility and membership as part of the whole school community</p> <p>-I am beginning to talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>I can put my coat on independently.</p> <p>-I can Talk about how my body feels after exercise and knows that this activity is positive for my health.</p> <p>-I can play with one or more other children, extending and elaborating play ideas.</p> <p>-With help I can begin to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>	<p>-I can start to take part in some group activities which I make up for themselves, or in teams.</p> <p>-I can match my developing physical skills to tasks e.g. decide whether to crawl, walk or run over a plank based on the size.</p> <p>-I can choose the right resource to carry out my plan with support.</p> <p>-I am beginning to climb large structures understanding my limitations and keeping myself safe e.g climbing the apple tree.</p> <p>-I can show greater control over my fine motor skills.</p> <p>-I am becoming increasingly independent as I get dressed and undressed, for example, putting my coat on.</p>	<p>-I am beginning to understand the five key concepts about print:</p> <p><b>Continuous</b></p> <p>-I am beginning to listen to a story and comment on the events.</p> <p>-I am beginning to develop my phonological awareness, so that I can:. I can clap the syllables in my name.</p> <p>I am beginning to use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>I can write some of my name.</p>	<p>-I can subitise up to 4 objects</p> <p>-I am beginning to develop key principles of counting: one-to-one correspondence; cardinality; stable order</p> <p>-I am learning how to share resources.</p> <p>-I can describe and discuss familiar route and locations, using words like 'in front of' and 'behind'.</p> <p>-I can make comparisons between objects relating to length and weight.</p> <p>- I can select shapes appropriately: a triangular prism for a roof etc.</p> <p>-I am able to follow instructions including simple positional language e.g. move back.</p> <p>-Confident using a variety of basic measuring tools such as balance scales etc.</p>	<p>-I am beginning to make sense of my own life-story and my family's history</p> <p>-I show interest in different occupations.</p> <p>-I know that there are different countries in the world.</p> <p>-I celebrate and value cultural, religious and community events ad experiences.</p> <p>-I like to explore how things work.</p> <p>–I can plant seeds and care for growing plants.</p> <p>-I am beginning to understand the key features of the life cycle of a plant and an animal.</p> <p>–I am beginning to understand the need to respect and care for the natural environment and all living things.</p>	<p>- I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>–I can draw with increasing complexity and detail, such as representing a face with a circle and add details.</p> <p>–I understand you can use drawing to represent ideas like movement or loud noises.</p> <p>-I can develop storylines through small-world or role-play. .</p> <p>–I attempt to sing the pitch of a tone sung by another person ('pitch match').</p> <p>–I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>-I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>-I can request a favourite song/rhyme.</p>	
		<p><b>Explicit teach strategies for when activities are difficult, social phrases to include other</b></p> <p><b>Peer teaching accessing independent resources and putting back in the correct place using photo cues.</b></p>	<p><b>Key words of the week- add to floor book.</b></p> <p><b>Model social phrasing- 'can I play with you?' or 'do you want to play with me?'</b></p> <p><b>Discuss how to say No politely and that we have to respect someone's decision not to play the same thing as their friend.</b></p> <p><b>phonics- expectation to speak in full sentences and explain self.</b></p>	<p><b>Superhero healthy challenge – Homework</b></p> <p><b>Begin and end P.E session by reflecting on how their body feels and how it changes when exercising- Heart beats faster, breathing is faster, might feel sweaty.</b></p> <p><b>Exercise makes your body inside and out stronger.</b></p>	<p><b>Superhero obstacle course- Talk about how to land when jumping from a height- the need for bendy knees.</b></p> <p><b>Children who can zip their coat up to help teach friends</b></p>	<p><b>Phonics- Read Polar Bear, Polar Bear. Identify syllables in animal names then group by number of syllables.</b></p> <p><b>Name practice on the easel</b></p> <p><b>Shopping lists in home corner</b></p> <p><b>Party invitations</b></p> <p><b>Developing storylines</b></p>	<p><b>Number of the week- 5- number block episode- Five- 5 is more than 4, counting to 5, line up1 to 5 in order</b></p> <p><b>Independent baking- using the balancing scales</b></p> <p><b>Tens frame and loose parts</b></p> <p><b>Building block towns to rescue characters- giving a commentary including positional language</b></p>	<p><b>Discuss where fruit and veg comes from- does it grow underground, over ground or on a tree?</b></p>	<p><b>Make own supertato, using free choosing art resources, encourage children to think about why they have chosen that resources or what they would like to look for.</b></p>	<p>Tier 2 words</p> <p>Hero, villain, rescue,</p>

WK 3	Superheroes	<p>-I can do things independently that have been previously been taught.</p> <p>-I will invite others to play with me.</p> <p>-I will keep trying when things are difficult.</p> <p>-I can correct my own mistakes.</p> <p>-I can solve real problems with a little support e.g. sharing resources.</p> <p>-I am beginning to come up with my own ideas</p> <p>-I know to 'try harder, try a different tool or way, ask for help when faced with a problem.</p>	<p>-I can listen to and talk about familiar stories.</p> <p>-I am beginning to pay attention to more than one thing at a time.</p> <p>-I can sometimes follow two step instructions.</p> <p>-I enjoy listening to longer stories</p> <p>-I can understand simple questions about 'who' and 'where'.</p> <p>-I can sing a larger repertoire of songs</p> <p>-I can talk about familiar books including who's in it, where is it set.</p> <p>-I can speak to new adults or children when in the nursery.</p> <p>-I can use a wider range of vocabulary.</p> <p>-I can understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p> <p>-I can use longer sentences of four to six words.</p> <p>-I can ask simple questions (e.g. Where is Mummy?)</p>	<p>-With support I can select and use activities and resources that helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>-I can increasingly follow rules, understanding why they are important.</p> <p>-I am beginning to not always need an adult to remind me of a rule.</p> <p>-I am beginning to develop my sense of responsibility and membership as part of the whole school community</p> <p>-I am beginning to talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>I can put my coat on independently.</p> <p>-I can begin to talk about the importance of oral health.</p> <p>-I can Talk about how my body feels after exercise and knows that this activity is positive for my health.</p> <p>-I can play with one or more other children, extending and elaborating play ideas.</p> <p>-With help I can begin to find solutions to conflicts and rivalries.</p>	<p>-I can start to take part in some group activities which I make up for themselves, or in teams.</p> <p>-I can match my developing physical skills to tasks e.g. decide whether to crawl, walk or run over a plank based on the size.</p> <p>-I can choose the right resource to carry out my plan with support.</p> <p>-I am beginning to climb large structures understanding my limitations and keeping myself safe e.g climbing the apple tree.</p> <p>-I can show greater control over my fine motor skills.</p> <p>-I am becoming increasingly independent as I get dressed and undressed, for example, putting my coat on.</p>	<p>-I am beginning to understand the five key concepts about print:</p> <p><b>Continuous</b></p> <p>-I am beginning to develop my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word - I can clap the syllables in my name.</p> <p>I am beginning to use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>I can write some of my name.</p>	<p>-I can say one number for each item in order: 1,2,3,4,5.</p> <p>-I can show 'finger numbers' up to 4.</p> <p>-I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4.</p> <p>-I can verbally count to 10</p> <p>-I am learning how to share resources.</p> <p>-I am beginning to use and understand the term "more" in practical contexts.</p> <p>-I can describe and discuss familiar route and locations, using words like 'in front of' and 'behind'.</p> <p>-I can make comparisons between objects relating to length and weight.</p> <p>- I can select shapes appropriately: a triangular prism for a roof etc.</p>	<p>-I am beginning to make sense of my own life-story and my family's history</p> <p>-I show interest in different occupations.</p> <p>-I know that there are different countries in the world.</p> <p>-I celebrate and value cultural, religious and community events ad experiences.</p> <p>-I like to explore how things work.</p> <p>-I can plant seeds and care for growing plants.</p> <p>-I am beginning to understand the key features of the life cycle of a plant and an animal.</p> <p>-I am beginning to understand the need to respect and care for the natural environment and all living things.</p>	<p>- I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>-I can draw with increasing complexity and detail, such as representing a face with a circle and add details.</p> <p>-I understand you can use drawing to represent ideas like movement or loud noises.</p> <p>-I can develop storylines through small-world or role-play. .</p> <p>-I attempt to sing the pitch of a tone sung by another person ('pitch match').</p> <p>-I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>-I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>-I can request a favourite song/rhyme.</p>	
		<p><b>Staff to support identifying the problem and then question or prompt child to consider how they can solve the problem</b></p>	<p><b>End of the session story time questions about who are the characters? Where is the story set? Social phrasing- what do you think could happen next? Etc language to extend ideas</b></p>	<p><b>Talking about how to look after your body- Washing, brushing your teeth, eating well. Scaffolding children's stories to include their friends ideas</b></p>	<p><b>Children who can zip their coat up to help teach friends. Superhero obstacle course- Talk about how to land when jumping from a height- the need for bendy knees. Superhero soundscape- moving like different characters in response to the music</b></p>	<p><b>Phonics- Read The bus is for us-Syllables in vehicle words, making the sounds of the traffic. Building rhyming strings from the story Name practice on the easel Shopping lists Messages of help Letters for superhero capes/belts. Write what their super power is</b></p>	<p><b>Number of the week-5- off we go- counting to 5, line up 1 to 5 in order, identify missing numbers within a 1 to 5 line up. Independent baking- using the balancing scales Tens frame and loose parts Building block towns to rescue characters- giving a commentary including positional language.</b></p>	<p><b>Explore chinses and Lunar New Year- Watch let's celebrate. Share any photos sent on Dojo from parents, explore resources. Try food and use chop sticks to eat with. Red envelopes with gold coin for each child.</b></p>	<p><b>Make Lion head- in small groups/pairs create their own Lion dance. Swop the doll house and resources. Draw pictures of what the children think Chinses/lunar new year is like, model drawing the fireworks going off</b></p>	



WK 4	Dinosaurs & Non-fiction books	<p>-I can begin to guide my own thinking and actions by talking to myself while playing</p> <p>-I will invite others to play with me.</p> <p>-I will keep trying when things are difficult.</p> <p>-I can solve real problems with a little support e.g. sharing resources.</p> <p>-I am beginning to come up with my own ideas</p> <p>-I know to ‘try harder, try a different tool or way, ask for help when faced with a problem.</p>	<p>-I can listen to and talk about familiar stories.</p> <p>-I am beginning to pay attention to more than one thing at a time.</p> <p>-I can sometimes follow two step instructions.</p> <p>-I enjoy listening to longer stories</p> <p>-I can understand simple questions about ‘who’ and ‘where’.</p> <p>-I can sing a larger repertoire of songs</p> <p>-I can talk about familiar books including who’s in it, where is it set.</p> <p>-I can speak to new adults or children when in the nursery.</p> <p>-I can use a wider range of vocabulary.</p> <p>–I can understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p> <p>-I can use longer sentences of four to six words.</p> <p>-I can ask simple questions (e.g. Where is Mummy?)</p>	<p>-With support I can select and use activities and resources that helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>-I can increasingly follow rules, understanding why they are important.</p> <p>-I am beginning to not always need an adult to remind me of a rule.</p> <p>-I am beginning to develop my sense of responsibility and membership as part of the whole school community</p> <p>-I am beginning to talk about my feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>I can put my coat on independently.</p> <p>-I can Talk about how my body feels after exercise and knows that this activity is positive for my health.</p> <p>-I can play with one or more other children, extending and elaborating play ideas.</p> <p>-With help I can begin to find solutions to conflicts and rivalries.</p>	<p>–I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>-I can choose the right resource to carry out my plan with support.</p> <p>-I am beginning to climb large structures understanding my limitations and keeping myself safe e.g climbing the apple tree.</p> <p>-I can show greater control over my fine motor skills.</p> <p>-I am becoming increasingly independent as I get dressed and undressed, for example, putting my coat on.</p>	<p>-I am beginning to understand the five key concepts about print:</p> <p><b>Continuous</b></p> <p>-I am beginning to listen to a story and comment on the events.</p> <p>-I am beginning to develop my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word</p> <p>I can clap the syllables in my name.</p> <p>I am beginning to use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.</p> <p>I can write some of my name.</p>	<p>-I can say one number for each item in order: 1,2,3,4,5.</p> <p>-I am beginning to develop key principles of counting: one-to-one correspondence; cardinality; stable order</p> <p>-I am learning how to share resources.</p> <p>-I can describe and discuss familiar route and locations, using words like ‘in front of’ and ‘behind’.</p> <p>-I can make comparisons between objects relating to length and weight.</p> <p>- I can select shapes appropriately: a triangular prism for a roof etc.</p> <p>-I am able to follow instructions including simple positional language e.g. move back.</p> <p>-Confident using a variety of basic measuring tools such as balance scales etc.</p>	<p>-I am beginning to make sense of my own life-story and my family’s history</p> <p>-I show interest in different occupations.</p> <p>-I celebrate and value cultural, religious and community events ad experiences.</p> <p>-I like to explore how things work.</p> <p>-I am beginning to understand the key features of the life cycle of a plant and an animal.</p> <p>–I am beginning to understand the need to respect and care for the natural environment and all living things.</p>	<p>- I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>–I can draw with increasing complexity and detail, such as representing a face with a circle and add details.</p> <p>–I understand you can use drawing to represent ideas like movement or loud noises.</p> <p>-I can develop storylines through small-world or role-play. .</p> <p>–I attempt to sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>–I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>-I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>-I can request a favourite song/rhyme.</p>	Pre-historic, fossil, specific dinosaur names, herbivore, carnivore, hatch
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		Explicit teach strategies for when activities are difficult, social phrases to include other Peer teaching accessing independent resources and putting back in the correct place using photo cues.	Investigation station- experiment with the eggs, model asking questions to myself, encourage the children to use our key question words we have been learning.	Expand free choosing options, talk again about the right to play but the responsibility to look after the resources- putting them back where they belong using the photos. Start and end of P.E sessions reflect on how their body feels, how does it change when we exercise? The importance of fuelling our body and replacing water.	Long walk to the woods. Look carefully at the woods. Why would dinosaurs prefer living in the woods. Dinosaur soundscape- using all the different ways we have learnt to move to the music, encourage children's originality, who is thinking about the size of the dinosaur, how many legs it walked on when moving like it? Who is listening to the speed of the music?	Non-Fiction texts Dinosaur & animal Phonics- Read Kitchen Disco-Creating rhyming strings, Identifying syllables in household items. Labelling dinosurs Making gifts for the gift shop	Number of the week-5- off we go- counting to 5, line up 1 to 5 in order, identify missing numbers within a 1 to 5 line up. Measuring dinosaurs Positional language- link to walk to the woods for the dinosaur hunt	Walk in the community- Community centre woodland- Part of topic stimulus. Talk about what is in our community during walk- we are in Toton, walking along the street to the community centre etc Look at artist of the week and the job opportunities around dinosaurs- Palaeologists, paleo-artist, museum curator	Focus artist- paleo-artists, Karen Carr Making dinosaur models using clay- remind children of techniques taught so far- pinching, rolling a ball between hand and table or two hands.	Community, toton, Banks Road, woodland
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WK 5	Dinosaurs & Non-fiction	<p>-I can begin to guide my own thinking and actions by talking to myself while playing</p> <p>-I will invite others to play with me.</p> <p>-I will keep trying when things are difficult.</p> <p>-I can solve real problems with a little support e.g. sharing resources.</p> <p>-I am beginning to come up with my own ideas</p> <p>-I know to 'try harder, try a different tool or way, ask for help when faced with a problem.</p>	<p>-I can listen to and talk about familiar stories.</p> <p>-I am beginning to pay attention to more than one thing at a time.</p> <p>-I can sometimes follow two step instructions.</p> <p>-I enjoy listening to longer stories</p> <p>-I can understand simple questions about 'who' and 'where'.</p> <p>-I can sing a larger repertoire of songs</p> <p>-I can talk about familiar books including who's in it, where is it set.</p> <p>-I can speak to new adults or children when in the nursery.</p> <p>-I can use a wider range of vocabulary.</p> <p>-I can understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p> <p>-I can use longer sentences of four to six words.</p> <p>-I can ask simple questions (e.g. Where is Mummy?)</p>	<p>-With support I can select and use activities and resources that helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>-I can increasingly follow rules, understanding why they are important.</p> <p>-I am beginning to not always need an adult to remind me of a rule.</p> <p>-I am beginning to develop my sense of responsibility and membership as part of the whole school community</p> <p>-I am beginning to talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>I can put my coat on independently.</p> <p>-I can Talk about how my body feels after exercise and knows that this activity is positive for my health.</p> <p>-I can play with one or more other children, extending and elaborating play ideas.</p> <p>-With help I can begin to find solutions to conflicts and rivalries.</p>	<p>-I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>-I can choose the right resource to carry out my plan with support.</p> <p>-I am beginning to climb large structures understanding my limitations and keeping myself safe e.g climbing the apple tree.</p> <p>-I can show greater control over my fine motor skills.</p> <p>-I am becoming increasingly independent as I get dressed and undressed, for example, putting my coat on.</p>	<p>-I am beginning to understand the five key concepts about print:</p> <p><b>Continuous</b></p> <p>-I am beginning to listen to a story and comment on the events.</p> <p>-I am beginning to develop my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word</p> <p>I can clap the syllables in my name.</p> <p>I am beginning to use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>I can write some of my name.</p>	<p>-I can say one number for each item in order: 1,2,3,4,5.</p> <p>-I am beginning to develop key principles of counting: one-to-one correspondence; cardinality; stable order</p> <p>-I am learning how to share resources.</p> <p>-I can describe and discuss familiar route and locations, using words like 'in front of' and 'behind'.</p> <p>-I can make comparisons between objects relating to length and weight.</p> <p>- I can select shapes appropriately: a triangular prism for a roof etc.</p> <p>-I am able to follow instructions including simple positional language e.g. move back.</p> <p>-Confident using a variety of basic measuring tools such as balance scales etc.</p>	<p>-I am beginning to make sense of my own life-story and my family's history</p> <p>-I show interest in different occupations.</p> <p>-I celebrate and value cultural, religious and community events ad experiences.</p> <p>-I like to explore how things work.</p> <p>-I am beginning to understand the key features of the life cycle of a plant and an animal.</p> <p>-I am beginning to understand the need to respect and care for the natural environment and all living things.</p>	<p>- I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>-I can draw with increasing complexity and detail, such as representing a face with a circle and add details.</p> <p>-I understand you can use drawing to represent ideas like movement or loud noises.</p> <p>-I can develop storylines through small-world or role-play. .</p> <p>-I attempt to sing the pitch of a tone sung by another person ('pitch match').</p> <p>-I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>-I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>-I can request a favourite song/rhyme.</p>	Pre-historic, fossil, specific dinosaur names, herbivore, carnivore, hatch
		<p><b>Explicit teach strategies for when activities are difficult, social phrases to include other</b></p> <p><b>Peer teaching accessing independent resources and putting back in the correct place using photo cues. Plan, do, review</b></p>	<p><b>Investigation station-experiment with the eggs, model asking questions to myself, encourage the children to use our key question words we have been learning. Support reflecting on the experiments- which worked? Whose predictions were correct? What could we do differently next time?</b></p>	<p><b>Expand free choosing options, talk again about the right to play but the responsibility to look after the resources- putting them back where they belong using the photos.</b></p> <p><b>Start and end of P.E sessions reflect on how their body feels, how does it change when we exercise? The importance of fuelling our body and replacing water.</b></p>	<p><b>Long walk to the woods</b></p> <p><b>Dinosaur soundscape- using all the different ways we have learnt to move to the music, encourage children's originality, who is thinking about the size of the dinosaur, how many legs it walked on when moving like it?</b></p> <p><b>Who is listening to the speed of the music?</b></p>	<p><b>Non-Fiction texts</b></p> <p><b>Dinosaur &amp; animal Phonics- Read Pants- Creating rhyming strings from colours and objects.</b></p> <p><b>Labelling dinosaurs</b></p> <p><b>Making gifts for the gift shop</b></p>	<p><b>Number of the week-5- Stampolines-</b></p> <p><b>Subitising to 5, different ways of arranging blocks to 5, conservation of number.</b></p> <p><b>Measuring dinosaurs</b></p> <p><b>Free baking-measuring ingredients</b></p>	<p><b>Look at artist of the week and the job opportunities around dinosaurs- Palaeologists, paleo-artist, museum curator.</b></p> <p><b>Explore the history of dinosaurs, they lived before humans, put into context within families.</b></p>	<p><b>Focus artist- paleo-artists, Karen Carr</b></p> <p><b>Making dinosaur models using clay- remind children of techniques taught so far- pinching, rolling a ball between hand and table or two hands. Drawing and designing their own dinosaurs</b></p>	Community, toton, Banks Road, woodland



End of Spring 1	Bench markers	<p>-I can begin to guide my own thinking and actions by talking to myself while playing</p> <p>- I can make some independent choices</p> <p>-I can do things independently that have been previously been taught.</p> <p>-I will invite others to play with me.</p> <p>-I will keep trying when things are difficult.</p> <p>-I can correct my own mistakes.</p> <p>-I can solve real problems with a little support e.g. sharing resources.</p> <p>-I am beginning to come up with my own ideas</p> <p>-I know to ‘try harder, try a different tool or way, ask for help when faced with a problem.</p>	<p>-I can listen to and talk about familiar stories.</p> <p>-I am beginning to pay attention to more than one thing at a time.</p> <p>-I can sometimes follow two step instructions.</p> <p>-I enjoy listening to longer stories</p> <p>-I can understand simple questions about ‘who’ and ‘where’.</p> <p>-I can sing a larger repertoire of songs</p> <p>-I can talk about familiar books including who’s in it, where is it set.</p> <p>-I can speak to new adults or children when in the nursery.</p> <p>-I can use a wider range of vocabulary.</p> <p>–I can understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p> <p>-I can use longer sentences of four to six words.</p> <p>-I can ask simple questions (e.g. Where is Mummy?)</p>	<p>-With support I can select and use activities and resources that helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>-I can increasingly follow rules, understanding why they are important.</p> <p>-I am beginning to not always need an adult to remind me of a rule.</p> <p>-I am beginning to develop my sense of responsibility and membership as part of the whole school community</p> <p>-I am beginning to talk about my feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>I can put my coat on independently.</p> <p>-I can begin to talk about the importance of oral health.</p> <p>-I can Talk about how my body feels after exercise and knows that this activity is positive for my health.</p> <p>-I can play with one or more other children, extending and elaborating play ideas.</p> <p>-With help I can begin to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>	<p>-I can start to take part in some group activities which I make up for themselves, or in teams.</p> <p>–I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>-I am beginning to develop throwing underarm and overarm skills</p> <p>-I can match my developing physical skills to tasks e.g. decide whether to crawl, walk or run over a plank based on the size.</p> <p>-I can choose the right resource to carry out my plan with support.</p> <p>-I am beginning to climb large structures understanding my limitations and keeping myself safe e.g climbing the apple tree.</p> <p>I am beginning to eat independently and learning how to use a knife and fork.</p> <p>-I can show greater control over my fine motor skills.</p> <p>-I am becoming increasingly independent as I get dressed and undressed, for example, putting my coat on.</p>	<p>-I am beginning to understand the five key concepts about print: - print has meaning - the names of the different parts of a book</p> <p>- print can have different purposes - page sequencing</p> <p>- we read English text from left to right and from top to bottom</p> <p>-I am beginning to listen to a story and comment on the events.</p> <p>-I am beginning to develop my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>-With support I can identify an object when given the initial sound.</p> <p>I can clap the syllables in my name.</p> <p>I am beginning to use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.</p> <p>I can write some of my name.</p>	<p>-I can subitise up to 4 objects</p> <p>-I can say one number for each item in order: 1,2,3,4,5.</p> <p>-I am beginning to develop key principles of counting: one-to-one correspondence; cardinality; stable order</p> <p>-I can show ‘finger numbers’ up to 4.</p> <p>-I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4.</p> <p>-I can verbally count to 10</p> <p>-I am learning how to share resources.</p> <p>-I am beginning to use and understand the term “more” in practical contexts.</p> <p>-I can copy and continue a simple ABAB pattern – stone, leaf, stone, leaf</p> <p>-I can describe and discuss familiar route and locations, using words like ‘in front of’ and ‘behind’.</p> <p>-I can make comparisons between objects relating to length and weight.</p> <p>- I can select shapes appropriately: a triangular prism for a roof etc.</p> <p>-I am able to follow instructions including simple positional language e.g. move back.</p> <p>-Confident using a variety of basic measuring tools such as balance scales etc.</p>	<p>-I am beginning to make sense of my own life-story and my family’s history</p> <p>-I show interest in different occupations.</p> <p>-I know that there are different countries in the world.</p> <p>-I celebrate and value cultural, religious and community events ad experiences.</p> <p>-I like to explore how things work.</p> <p>–I can plant seeds and care for growing plants.</p> <p>-I am beginning to understand the key features of the life cycle of a plant and an animal.</p> <p>–I am beginning to understand the need to respect and care for the natural environment and all living things.</p>	<p>- I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>–I can draw with increasing complexity and detail, such as representing a face with a circle and add details.</p> <p>–I understand you can use drawing to represent ideas like movement or loud noises.</p> <p>-I can develop storylines through small-world or role-play. .</p> <p>–I attempt to sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>–I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>-I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>-I can request a favourite song/rhyme.</p>	
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