

TERM 1- KG

(Topics: All About Me / Toys / Nursery Rhymes)

Personal, Social and Emotional Development	Communication and Language	Physical Development
<ul style="list-style-type: none"> • Separating from our parents (in school) • Learning to take turns • School and online rules • Showing friendly behaviour towards other children and adults • Children will cooperate with some boundaries • Expressing our feelings • Talk about our likes and dislikes • Uses resources with support • Can play and use ideas of others to keep the play going 	<ul style="list-style-type: none"> • Show and tell • Circle Time activities • Answering who, what and where questions • Listening to new stories and singing new songs linked to our topics • Joins in with repeated parts of a story • Retelling simple events from stories • Beginning to answer how and why questions • Using our questions to ask for something • Using simple sentences when playing and communicating with others 	<ul style="list-style-type: none"> • Moving our bodies in different ways • Developing control when holding tools and equipment • Tripod grip for writing • Dough disco- fine motor skills • Squiggle while you wiggle- fine motor skills • Tell adults how they are feeling • Helping with personal hygiene: e.g, changing, washing hands, pulling on clothes • Using scissors to make snips in dough • Mixing ingredients when making dough

Literacy	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Phase 1 (aspects 1-5) • Enjoying rhyme and rhythmic patterns in stories and songs • Joins in with repetition in stories and songs • Develops listening and attentions skills when reading stories • Sometimes giving meaning to marks as they are writing <p><u>Key Stories/ Rhymes:</u></p> <ul style="list-style-type: none"> • Aliki- My 5 Senses • Dogger • Lost in the Toy Museum • Incy Wincy Spider • Humpty Dumpty • Old Macdonald 	<ul style="list-style-type: none"> • Notices shapes in patterns • Names simple 2D shapes • Language of size • Understanding times of the day, e.g breakfast, school, break, lunch, bedtime • Compares groups of objects, knows which one has more / less • Counts orally and remembers numerals to 5, then 10 • Can select a small number of items when asked • Beginning to match numerals with quantity. • Number and shape songs/games 	<ul style="list-style-type: none"> • Children will talk about their own experiences at home • Investigate how toys work, and begin to suggest how and why they work • Looking at what happens when we mix ingredient together to create dough • Technology: Using Zoom and technology at home (online games/dojo) • Can name their immediate family members, knows who their friends are • Similarities and differences between ourselves and others 	<ul style="list-style-type: none"> • Joining in with daily routine songs and actions • Creating sounds in different ways (shakers, body percussion, instruments) • Using blocks and colours to create pictures • Moving rhythmically to music • Knows a few songs off by heart and has their favourites

TERM 2 - KG

(Topics: Once Upon a Time / Community Helpers / Dinosaurs / Story Time)

Personal, Social and Emotional Development	Communication and Language	Physical Development
<ul style="list-style-type: none"> Can play in a small group of children and help to build on others ideas Asking friends to join in with their game Being friendly whilst playing Selecting and using resources in the classroom with a little help (from an adult or a friend) Feeling proud of their achievements Talking to other people, including unfamiliar people (visitors, staff members) with more confidence 	<ul style="list-style-type: none"> Listening to our friends in a small group Listens carefully to stories and is able to recall what happened Anticipating what will happen next in familiar rhymes and stories Understands the use of objects, e.g scissors, glue, sellotape Using full sentences to link our thoughts during circle time Changes our tone to make sure that others know what is meant by our words Uses talk to support playing 	<ul style="list-style-type: none"> Finger gym activities to support gross and fine motor development, e.g threading, rolling, squeezing, squiggle while you wiggle and dough disco Drawing lines and circle using gross movements Using scissors to make snips in different materials (e.g playdough, paper, cardboard) Holds a pencil with good control Walking up and down stairs Understand that equipment and tools have to be used safely Washing and drying hands independently Gaining more bladder/bowel control

Literacy	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> Can retell a variety of stories Beginning to find initial sounds of words Phase 1 (aspects 5-7) Works in small groups to listen and join in with stories and poems Recognises familiar words and names, meaning to their marks Looking at books independently Beginning to look at the structure of books, e.g beginning, middle, end Talks about marks they see in different places, in school, at home, around the world. 	<ul style="list-style-type: none"> Uses number language in play Recites numbers to 10 Matching some numbers with their quantity Understanding that numbers represent how many is in a set or group. Shows an interest in number and shape problems. Separating groups of objects, but identifying amounts and sizes. Awareness of shapes around them, e.g road signs Number/shape songs and games 	<ul style="list-style-type: none"> Children will discuss different roles and ways of life in their own community and the rest of the world. Will show care and help to look after their environment, e.g. respecting our cleaners and looking after animals. Children will investigate special times in relation to characters in books, then compare to their own special times Children will be learning how to use different technological pieces, e.g phones, laptops and remote controls. 	<ul style="list-style-type: none"> Singing familiar songs Creating different rhythms Exploring instruments and how sounds can be changed Constructing different objects and creating links to real and imaginary worlds. E.g dinosaurs and fairytales. Creating representations of different characters found in a range of stories Retelling these stories through role play and creating props to support their play, e.g castles made from junk modelling Developing a storyline into their role play.

TERM 3 - KG

(Topics: Animal Kingdom / Seasons / Travel)

Personal, Social and Emotional Development

- Children will enjoy carrying out tasks within their classroom
- Taking turns and accepting the needs of their friends
- Children will adapt their behaviour to different situations, e.g in the library, in the playground, in the classroom, at the park etc
- Developing the confidence to speak to others in a range of situations
- Responds to other children whilst playing and helps to keep the play going
- Beginning to initiate conversations with others

Communication and Language

- Focusing attention, listening whilst completing a task and maintaining this attention
- Following and responding to instructions given in the classroom
- Understanding prepositions
- Beginning to use 'and' and 'because' to develop their sentences
- Uses words that link to their objects and people who are important to them
- Uses language to help develop role play situations

Physical Development

- Moving in a range of ways, e.g like different animals
- Climbing and developing control going over, under and around objects
- Catching balls, bean bags and other P.E equipment
- Balancing on one foot
- Copying some letters (e.g from their name)
- Observe what happens to our bodies when we exercise
- Trying to get dressed independently
- Becoming dry and clean throughout the day

Literacy

- Beginning phase 2 phonics by creating oral CVC words
- Blending and segmenting sounds
- Simple letter formations
- Copying own name
- Can identify the initial sound in words
- describing setting, characters
- Gives meaning to marks as they draw, write and paint
- Can complete a rhyming string
- Predicts how a story will end using clues in the pictures and text
- Recognises famous logos and the names of their friends

Maths

- Using positional language to be able to describe the position of an object, under, on top, next to, in front of, behind,
- talking about properties of shapes in our everyday lives, e.g long, round, tall
- Representing numbers in different ways
- Identifies numbers in the environment
- Understands that anything can be counted
- Knows numerals to 5
- Counts up to 5, then objects saying one name for each one

Understanding the World

- Learning about the world around them by exploring the 4 seasons and how we feel in each one.
- Using technology in play based learning, e.g taking pictures whilst on a holiday, on safari etc.
- Will discuss what makes us unique and how we are all special
- Children will watch videos of animals in different habitats and talk about how and why things happen. e.g Polar bear in the arctic

Expressive Arts and Design

- Role playing going on a Summer Holiday, creating an aeroplane in the classroom
- Uses different materials to help achieve something
- Creating different patterns using a range of textures that represent animals
- Problem solving whilst constructing
- Copies what adults do and shows this during play
- Creating their own songs and stories around their toys