

PSED: Making Relationships, Self-Confidence and Self-awareness, Managing feelings and behaviour			
40-60 Months & Early Learning Goal	Autumn Term	Spring Term	Summer Term
<p><u>Making Relationships</u></p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><u>Early Learning Goal</u></p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form</p> <p><u>Self-Confidence and Self-Awareness</u></p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p>	<p><u>Jigsaw Planning:</u></p> <p>Theme: Being Me in My World:</p> <ul style="list-style-type: none"> ● Help others to feel welcome ● try to make our school community a better place ● Think about everyone's right to learn ● Care about other people's feelings ● Work well with others ● Choose to follow the learning charter <p>Theme: Celebrating Difference:</p> <ul style="list-style-type: none"> ● Accept that everyone is different ● Include others when working and playing ● Know how to help if someone is being bullied ● Try to solve problems ● Try to use kind words 	<p><u>Jigsaw Planning:</u></p> <p>Theme: Dreams and Goals:</p> <ul style="list-style-type: none"> ● Stay motivated when doing something challenging ● Keep trying even when it is difficult ● Work well with a partner or in a group ● Have a positive attitude ● Help others to achieve their goals ● Working hard to achieve own dreams and goals. <p>Theme: Healthy Me:</p> <ul style="list-style-type: none"> ● Have made a healthy choice ● Have eaten a healthy, balanced diet ● Have been physically active ● Have tried to keep themselves and others safe ● Know how to be a good friend and enjoy healthy 	<p><u>Jigsaw Planning:</u></p> <p>Theme: Relationships:</p> <ul style="list-style-type: none"> ● Know how to make friends ● Try to solve friendship problems when they occur ● help others to feel part of a group ● Show respect in how they treat others ● Know how to help themselves and others when they feel upset or hurt ● Know and show what makes a good relationship <p>Theme: Changing Me:</p> <ul style="list-style-type: none"> ● Understand that everyone is unique and special ● Can express how they feel when change happens ● Understand and respect the changes that they see

Can describe self in positive terms and talk about abilities.

Early Learning Goal

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and behaviour

Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

Aware of the boundaries set, and of behavioural expectations in the setting.

Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

friendships.

in themselves

- Understanding of changes in their own lifetime personal timeline (History CC2)

<p style="text-align: center;"><u>Early Learning Goal</u></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>			
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Communication and Language: Listening and Attention		
40-60 Months & Early Learning Goal	Continuous Provisions	Development Matters
<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p style="text-align: center;"><u>Early Learning Goal</u></p>	<ul style="list-style-type: none"> • When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. “mmmmummy”, “shshshshadow”, “K-K-K-KKaty”. • Plan activities listening carefully to different 	<ul style="list-style-type: none"> • Model being a listener by listening to children and taking account of what they say in your responses to them. • Cue children, particularly those with communication difficulties, into a change of conversation, e.g. ‘Now we

<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children's voices on tape.</p> <ul style="list-style-type: none"> • Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds. • When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the... • Set up a listening area where children can enjoy rhymes and stories. • Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'. • Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done. • Use sand timers to help extend concentration for children who find it difficult to focus their attention on a task. 	<p>are going to talk about...'</p> <ul style="list-style-type: none"> • For those children who find it difficult to 'listen and do', say their name before giving an instruction or asking a question. • Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language. Children then all hear a range of languages and recognise the skill needed to speak more than one. • Introduce 'rhyme time' bags containing books to take home and involve parents in rhymes and singing games. • Ask parents to record regional variations of songs and rhymes. • Play games which involve listening for a signal, such as 'Simon Says', and use 'ready, steady...go!' • Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds
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		<p>you can hear such as long, short, high, low.</p> <ul style="list-style-type: none"> • Explain why it is important to pay attention when others are speaking. • Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully.
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Communication and Language: Understanding		
40-60 Months & Early Learning Goal	Continuous Provisions	Development Matters
<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. <p style="text-align: center;"><u>Early Learning Goal</u></p>	<ul style="list-style-type: none"> • Set up shared experiences that children can reflect upon, e.g. visits, cooking, or stories that can be reenacted. • Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action. • Find out from parents how children make themselves understood at home; confirm which their preferred language is. • Provide practical experiences that 	<ul style="list-style-type: none"> • Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together. • Use stories from books to focus children’s attention on predictions and explanations, e.g. “Why did the boat tip over?” • Help children to <ul style="list-style-type: none"> • identify patterns, e.g. what generally happens to ‘good’ and ‘wicked’ characters at the end of stories • Draw conclusions: ‘The sky has gone

<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>encourage children to ask and respond to questions, e.g. explaining pulleys or wet and dry sand.</p> <ul style="list-style-type: none"> • Introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel. • Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books. • Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character. 	<p>dark. It must be going to rain'</p> <ul style="list-style-type: none"> • Explain effect: 'It sank because it was too heavy' • Predict: 'It might not grow in there if it is too dark' • Speculate: 'What if the bridge falls down?'
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Communication and Language: Speaking		
40-60 Months & Early Learning Goal	Continuous Provisions	Development Matters
<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. 	<ul style="list-style-type: none"> • Give time for children to initiate discussions from shared experiences and have conversations with each other. • Give thinking time for children to decide what they want to say and how they will say it. • Set up collaborative tasks, for example, 	<ul style="list-style-type: none"> • Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences. • Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "please", "thank you"

- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

construction, food activities or story-making through role-play.

- Help children to talk about and plan how they will begin, what parts each will play and what materials they will need.
- Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts.
- Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities.
- Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.

and “canI...?”. At the same time, respond sensitively to social conventions used at home.

- Show children how to use language for negotiating, by saying “May I...?”, “Would it be all right...?”, “I think that...” and “Will you...?” in your interactions with them.
- Model language appropriate for different audiences, for example, a visitor.
- Encourage children to predict possible endings to stories and events.
- Encourage children to experiment with words and sounds, e.g. in nonsense rhymes.
- Encourage children to develop narratives in their play, using words such as: first, last, next, before, after, all, most, some, each, every.
- Encourage language play, e.g. through stories such as ‘Goldilocks and the Three Bears’ and action songs that require intonation.
- Value children’s contributions and use them to inform and shape the direction of discussions.

Physical Development: Moving and Handling		
40-60 Months & Early Learning Goal	Continuous Provisions	Development Matters
<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. 	<p>Fortnightly Love The Ball sessions covering:</p> <ul style="list-style-type: none"> • Football • Rugby • Cricket • Athletics • Tennis • Basket Ball <p>Twice weekly PE sessions covering:</p> <ul style="list-style-type: none"> • Large apparatus • Yoga • Gymnastic skills • Throwing and catching • Dance • Swimming <p>Merton PE Skills scheme of work focusing on the development of fundamental skills:</p> <ul style="list-style-type: none"> • Balancing • Controlling • Coordination • Body Awareness • Hand eye/Foot eye coordination • Linking actions <ul style="list-style-type: none"> • Provide time and space to enjoy energetic play daily. • Provide large portable equipment that 	<ul style="list-style-type: none"> • Encourage children to move with controlled effort, and use associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy'. • Use music of different styles and cultures to create moods and talk about how people move when they are sad, happy or cross. • Motivate children to be active through games such as follow the leader. • Talk about why children should take care when moving freely. • Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools. • Encourage children to use the vocabulary of movement, e.g. 'gallop', 'slither'; of instruction e.g. 'follow', 'lead' and 'copy'. • Pose challenging questions such as 'Can you get all the way round the climbing frame without your knees touching it?' • Talk with children about the need to match their actions to the space they are in. • Show children how to collaborate in

- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Early learning Goal

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes.

- Practise movement skills through games with beanbags, cones, balls and hoops.
- Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching
- Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment.
- Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities.
- Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments.
- Provide play resources including smallworld toys, construction sets, threading and posting toys, dolls' clothes and material for collage.
- Teach children skills of how to use tools and materials effectively and safely and give

throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient.

- Introduce and encourage children to use the vocabulary of manipulation, e.g. 'squeeze' and 'prod.'
- Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.

	<p>them opportunities to practise them.</p> <ul style="list-style-type: none"> • Provide a range of left-handed tools, especially left-handed scissors, as needed. • Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools. • Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism. <p>* See writing/outdoor planning for further planning.</p>	
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Physical Development: Health and Self Care		
40-60 Months & Early Learning Goal	Continuous Provisions	Development Matters
<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	<ul style="list-style-type: none"> • Healthy food week. • Cooking • Plan opportunities, particularly after exercise, for children to talk about how their bodies feel. • Find ways to involve children so that they are all able to be active in ways that interest 	<ul style="list-style-type: none"> • Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately. • Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health. • Be sensitive to varying family expectations

<ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. <p style="text-align: center;"><u>Early Learning Goal</u></p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>them and match their health and ability.</p> <ul style="list-style-type: none"> • Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately. • Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health. • Be sensitive to varying family expectations and life patterns when encouraging thinking about health. • Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler. 	<p>and life patterns when encouraging thinking about health.</p> <ul style="list-style-type: none"> • Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler.
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Mathematics: Number			
40-60 Months & Early Learning Goal	Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects 	<p style="text-align: center;"><u>Number of the week:</u></p> <p>Begin with numbers 1 to 10.</p> <p>For each number make a visual display. Include for example, birthday cards, photo of a bus of</p>	<p style="text-align: center;"><u>Number of the week:</u></p> <p>Begin with numbers 1 to 10.</p> <p>For each number make a visual display. Include for example, birthday cards, photo of a bus of</p>	<p style="text-align: center;"><u>Number of the week:</u></p> <p>Continue with number of the week activities - every day counting from 1 to 10 and then 20 and beyond</p> <p style="text-align: center;"><u>Doubling and Halving:</u></p>

<p>they can see and checks by counting them.</p> <ul style="list-style-type: none"> • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p style="text-align: center;"><u>Early Learning Goal</u> Children count reliably with numbers from one to 20, place them in order and say</p>	<p>that number, the o'clock time on analogue and digital clocks, regular and irregular shapes of that number of sides, different arrangements of people and toys, the number as a numeral, correct number of pennies, 10p coins, £1 coins.</p> <p>For each number talk about: what it is less than, what it is greater than, is it odd or even and how do we know.</p> <p>Can children count that number of objects (1-1 correspondence)? Can they tell you how many there are (cardinality)? Can they count that number from a larger group? Can they recognise that number without counting (subitising)? Dice and dominoes also good for this. Can they tell you how many there are when rearranged (order irrelevance)? Can they hear that number of pennies or objects as they are dropped into a tin (abstraction)?</p> <p>Explore how to make each number and include simple addition and subtraction,</p>	<p>that number, the o'clock time on analogue and digital clocks, regular and irregular shapes of that number of sides, different arrangements of people and toys, the number as a numeral, correct number of pennies, 10p coins, £1 coins.</p> <p>For each number talk about: what it is less than, what it is greater than, is it odd or even and how do we know.</p> <p>Can children count that number of objects (1-1 correspondence)? Can they tell you how many there are (cardinality)? Can they count that number from a larger group? Can they recognise that number without counting (subitising)? Dice and dominoes also good for this. Can they tell you how many there are when rearranged (order irrelevance)? Can they hear that number of pennies or objects as they are dropped into a tin (abstraction)?</p> <p>Explore how to make each number and include simple addition and subtraction,</p>	<p>Work on doubling and halving at the same time.</p> <p>This is the child's first introduction to multiplication and division.</p> <p>Multiplication is repeated addition of groups of the same number. Doubling is adding the same number twice.</p> <p>Division is repeated subtraction of groups of the same number. Halving is subtracting a number to leave the same number.</p> <p>Double 1 is 2. Half of 2 is 1. Double 2 is 4. Half of 4 is 2 and so on to double 5 is 10. Half of 10 is 5. You can go further, maybe to 20 if children are ready to.</p> <p style="text-align: center;"><u>Sharing/Simple fractions:</u></p>
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<p>which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>commutative and inverse. For example, 5 can be made from 1 and 4, so $1 + 4 = 5$, $4 + 1 = 5$, $5 - 4 = 1$, $5 - 1 = 4$. Use Numicon for this. Balance the Numicon plates on scales, e.g. the 5 plate should be the same mass as a one and a 4 plate.</p> <p>Simple problem solving related to the number of the week, for example, Suzie had 5 apples, she ate 1. How many are left?</p> <p>When moving on to numbers from 11 to 20, repeat activities in the same way and also introduce place value. $11 = 10 + 1$, $12 = 10 + 2$ and so on. Use place value grids as a visual model and concrete apparatus to go with them, e.g. Numicon, straws (bundle of 10 and single straws).</p>	<p>commutative and inverse. For example, 5 can be made from 1 and 4, so $1 + 4 = 5$, $4 + 1 = 5$, $5 - 4 = 1$, $5 - 1 = 4$. Use Numicon for this. Balance the Numicon plates on scales, e.g. the 5 plate should be the same mass as a one and a 4 plate.</p> <p>Simple problem solving related to the number of the week, for example, Suzie had 5 apples, she ate 1. How many are left?</p> <p>When moving on to numbers from 11 to 20, repeat activities in the same way and also introduce place value. $11 = 10 + 1$, $12 = 10 + 2$ and so on. Use place value grids as a visual model and concrete apparatus to go with them, e.g. Numicon, straws (bundle of 10 and single straws).</p>	<p>Link sharing to fractions. Sharing as division is best shown through fractions. Children are likely to know the vocabulary of half. They are likely to know what half is and that it needs to be an equal part of two parts. If you give children half of a chocolate bar or some sweets and they get a part that is not the same as the other part, they are likely to think – or say, that isn't fair.</p> <p>Work practically with them on this so that they begin to understand that fractions are equal parts of a whole.</p> <p>Activities could include: Making half a turn, then making the other half to make a whole turn</p> <p>Filling a container half full of sand and then putting the other half in to fill the whole container</p> <p>Sharing fruit equally between two so each child has a half. Four pieces of fruit, what is half? If we put both halves</p>
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			<p>together we will have all the fruit</p> <p>You could include sharing equally between three so that each child has one third. Discuss how many one third is, then two thirds and the whole. You could repeat this for quarters</p> <p>You could model what the fraction you are working on looks like on paper or the board. It is important to draw the vinculum(line between the denominator and numerator) first to show that you are breaking a whole into parts, then the denominator to show the number of parts and finally the numerator to show how many parts you are considering.</p>
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Mathematics: Shape, Space and Measure			
40-60 Months & Early Learning Goal	Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe 	<p><u>Positional and Direction:</u></p> <p>Positional vocabulary</p>	<p><u>Comparative Measurement:</u></p> <p>Practical activities to help children master the vocabulary.</p>	<p><u>Comparative Measurement:</u></p> <p>Time: days of the week, times of the day, months of the year etc</p>

<p>shapes.</p> <ul style="list-style-type: none"> • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. 	<p style="text-align: center;"><u>Shape:</u></p> <p>Focus on a 3-D shape a week and look at 2-D shape through the faces of the shapes.</p> <p>For each 3-D shape have a display of real life objects that are the shape you are focussing on.</p> <p><u>Sphere:</u> curved surface, no edges or vertices. Children make a sphere. As they make it they say sphere. This will help some say the word correctly instead of sofia and spear! Can a sphere roll? Can it slide? Organise catching, kicking, rolling competitions. Position spheres in different ways: on top, under, beside, between etc. Cut a sphere in half to create a hemisphere. What 2-D shape can we see? Circle. Talk about circles. Children sketch circles of different sizes. They us oranges, lips of paper cups to make repeating patterns. They count the number of circles in their pattern.</p> <p><u>Cylinder:</u> curved surface, curved edge, circular faces. Can a cylinder slide? Can it roll?</p>	<p>Measures to include:</p> <p>Length: longer, shorter, taller etc</p> <p>Mass: heavier, lighter etc</p> <p>Volume: full, half full, empty etc</p> <p>Capacity: holds more, holds less etc</p> <p>Money: coin sorting and recognition, using pennies to count in 1's, using 10p coins to count in 10's</p> <p>Temperature: hot, warm, cold etc</p> <p>Measure objects using non-standard units. Compare lengths with a metre stick and ruler so that children become familiar with these scales.</p> <p style="text-align: center;"><u>Positional and Direction:</u></p> <p style="text-align: center;">Positional vocabulary</p> <p style="text-align: center;"><u>Shape:</u></p> <p style="text-align: center;">Recap of 3D and 2D shapes and their properties</p>	<p>Sort objects/artefacts into old and new. older, oldest, newer, newest (HE3)</p> <p style="text-align: center;"><u>Shape:</u></p> <p style="text-align: center;">Recap of 3D and 2D shapes and their properties</p>
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Early Learning Goal

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Compare the way it rolls with a sphere. Position cylinders in different positions. Make repeating patterns of different size or colour cylinders.

Cone: curved surface, curved edge, circular face, apex. Can a cone slide? Can it roll? Compare the way it rolls with a sphere and cylinder. Position cones in different positions. Make a cone shaped hat. Use cones to make a running track, children weave in and out of the cones from start to finish.

Cube: 6 square faces, 12 edges, 8 vertices. Edges are where faces meet. Vertices are where edges meet. Can a cube slide? Can it roll? Compare the way cubes roll with the other shapes looked at so far. A cube is a prism. It has two ends joined by 4 other squares. Position cubes in different positions. Take about squares. A square is a rectangle because it has four sides and 4 right angles. It is a regular rectangle because all sides are the same length. Identify right angles in the classroom. Children could make a right-angle measurer using strips of card and

paper fastener. They measure different corners to see if they are right angles or smaller or greater. Show squares of different sizes and orientations. Make repeating patterns.

Cuboid: 6 faces, either 6 oblong or 4 oblong and 2 square, 12 edges, 8 vertices. Can a cuboid slide? Can it roll? A cuboid is a prism, two ends joined by rectangles. Position in different positions. Talk about oblongs. Oblongs are rectangles

Rectangles are 4-sided shapes so they are also quadrilaterals. Sketch oblongs of different sizes and in different orientations. Make repeating patterns.

Repeat for triangular prisms. Two triangular faces joined by rectangles. Talk about triangles. Generalise that any 3-sided shape is a triangle. Draw different triangles – different types, sizes and orientations. Repeating patterns etc.

Repeat for square based pyramids and other pyramids. What do they notice? There is a base and at least 3 triangular

	<p>faces.</p> <p>Once all shapes covered, sort them in simple Venn and Carroll diagram. Criteria to include: prism/not prism, pyramid/not pyramid. Introduce polyhedron – 3-D shape with faces. Spheres, cylinders, cones are not polyhedral. Make towers and structures using the shapes. Which are the most stable and why?</p> <p>Sort 2-D shapes.</p>		
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Literacy: Reading			
40-60 Months & Early Learning Goal	Continuous Provisions	Development Matters	Power of Pictures
<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of 	<p>Daily reading 1:1 with children</p> <p>Guided reading</p> <p>Shared stories</p> <p>Reading corners</p> <p>Daily phonic sessions: <u>Autumn:</u> Phase 2 Letters and Sounds, Introduction of graphemes and phase 2 tricky</p>	<ul style="list-style-type: none"> • Discuss and model ways of finding out information from non-fiction texts. • Provide story sacks and boxes and make them with the children for use in the setting and at home. • Encourage children to recall words they see frequently, such as their own and friends' 	<p>Is there a dog in this book?</p> <p>Grandad's island</p> <p>Croc and bird</p> <p>Shhh we have a plan</p>

<p>the alphabet.</p> <ul style="list-style-type: none"> • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p><u>Early Learning Goal</u> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>words.</p> <p><u>Spring:</u> Phase 3 Letters and Sounds, Segmenting and blending of taught graphemes, introduction of phase 3 graphemes and constant and vowel digraphs, phase 3 tricky words.</p> <p><u>Summer:</u> Phase 4 letters and Sounds, Consolidation of the children's knowledge of taught graphemes and phonemes segmenting and blending of cvc words for reading and spelling, phase 4 tricky words</p> <p><u>Children provided with resources such as:</u></p> <p>Books, puppets and dolls for story telling/retelling</p> <p>Books with stories about characters that follow rules and the effects of their behaviour</p> <p>Story telling areas</p> <p>Story props</p> <p>Simple poetry books, songs, fiction and non-fiction books</p>	<p>names.</p> <ul style="list-style-type: none"> • Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?' • Play games like word letter bingo to develop children's phoneme-grapheme correspondence. • Model to children how simple words can be segmented into sounds and blended together to make words. • Support and scaffold individual children's reading as opportunities arise. 	
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	<p>displayed in all areas of the classroom</p> <p>Children made books and adult scribed stories displayed and accessible</p> <p>Listening areas</p>		
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Literacy: Writing			
40-60 Months & Early Learning Goal	Continuous Provisions	Development Matters	Power of Pictures
<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in 	<p><u>Children provided with resources such as:</u></p> <p>Mark makers: pencils, pens, felt-tip pens, crayons and chalk;</p> <p>Paper: in varying sizes including large scale, plain, lined, card, postcards, envelopes, notepads, diaries, whiteboards, aqua draw mats, magnetic letters, clipboards, alphabet frieze, high</p>	<ul style="list-style-type: none"> • Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. • Demonstrate writing so that children can see spelling in action. • Demonstrate how to segment the sounds(phonemes) in simple words and how the 	<p>Is there a dog in this book?</p> <p>Grandad's island</p> <p>Croc and bird</p> <p>Shhh we have a plan</p>

<p>simple words and blend them together.</p> <ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels,captions. • Attempts to write short sentences in meaningful contexts. <p><u>Early Learning Goal</u> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are</p>	<p>frequency words and name cards;</p> <p>Other writing surfaces: whiteboards, wood, stone, pebbles.</p> <p>Books: fiction, non-fiction, picture and word dictionaries.</p> <p>Support children with physical difficulties.</p> <p>Home corners</p> <p><u>Children provided with writing opportunities such as:</u></p> <p>Teacher modeled writing for a purpose.</p> <p>Record book writing, Planning Books, Busy Books, Story Writing Books</p> <p>Labels for: box modelling, plans, drawings, paintings, story maps</p> <p>1:1 writing opportunities</p> <p>Small group writing opportunities</p>	<p>sounds are represented by letters (graphemes).</p> <ul style="list-style-type: none"> • Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts. • Support and scaffold individual children’s writing as opportunities arise. 	
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	Also provide challenge opportunities to extend the children's thinking when an adult is not in the area.		
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Understanding the World: People and Communities			
40-60 Months & Early Learning Goal	Continuous Provisions	Development Matters	Power of Pictures
<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p><u>Early Learning Goal</u></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Babies/siblings/family trips and visits</p> <p>This morning/yesterday/during holidays (History: HC)</p> <p>Favourite things/memories</p> <p>Celebrations</p> <p>In the house/town</p> <p>Home Visits</p> <p>Tapestry</p> <p>International month: Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented</p>	<ul style="list-style-type: none"> Encourage children to share their feelings and talk about why they respond to experiences in particular ways. Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing. Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. Strengthen the positive impressions children have of their own cultures and faiths, and 	Croc and Bird

	<p>Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter.</p> <p>Visit different parts of the local community: eg to Coombe Manor</p> <p>Provide role-play areas with a variety of resources reflecting diversity.</p> <p>Make a display with the children, showing all the people who make up the community of the setting.</p> <p>Share stories that reflect the diversity of children's experiences.</p> <p>Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.</p>	<p>those of others in their community, by sharing and celebrating a range of practices and special events.</p> <ul style="list-style-type: none">• Use appropriate words, e.g. 'home', 'school', 'house', 'garden', 'field'.	
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Understanding the World: The World			
40-60 Months & Early Learning Goal	Continuous Provisions	Development Matters	Power of Pictures
<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p><u>Early Learning Goal</u></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Plant/veg observations</p> <p>Ice changing/weather</p> <p>Animal facts</p> <p>Electricity/magnets/floating/sinking</p> <p>Cooking changes/texture</p> <p>Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.</p> <p>Provide stories that help children to make sense of different environments.</p> <p>Provide stimuli and resources, including globes, for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p> <p>Give opportunities to design practical, attractive environments, for example, taking care of the</p>	<ul style="list-style-type: none"> Help children to notice and discuss patterns around them, e.g. seasonal weather, rubbings from grates, covers, or bricks. Examine change over time, for example, growing plants, daily weather changes and change that may be reversed, e.g. melting ice. Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. Help children to find out about the environment by exploring the school grounds, talking to people, examining photographs and simple maps and visiting local places. Encourage children to express opinions on natural and built 	<p>Croc and Bird</p>

	<p>flowerbeds or organising equipment outdoors.</p>	<p>environments and give opportunities for them to hear different points of view on the quality of the environment.</p> <ul style="list-style-type: none"> • Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'. • Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name. • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?". • Answer geographical questions e.g. What is this place like? • Name the school, areas and country in which they are. 	
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Understanding the World: Technology		
40-60 Months & Early Learning Goal	Continuous Provisions	Development Matters
<ul style="list-style-type: none"> • Completes a simple program on a computer. 	<p>Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk,</p>	<ul style="list-style-type: none"> • Encourage children to speculate on the reasons why things happen or how things work.

<ul style="list-style-type: none"> • Uses ICT hardware to interact with age-appropriate computer software. <p style="text-align: center;"><u>Early Learning Goal</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>torch, other household implements, pulleys, construction kits and tape recorder.</p> <p>Provide a range of programmable toys, as well as equipment involving ICT, such as computers.</p> <p>Class data collection: favourite fruits, What countries are our families from etc</p> <p>Opportunities to discuss different kinds of information such as pictures, video, text and sound.</p> <p>Opportunities to complete simple programmes on the computer and IWB</p> <p>Opportunities to take photos on the class/year group ipads</p>	<ul style="list-style-type: none"> • Support children to coordinate actions to use technology, for example, call a telephone number. • Teach and encourage children to click on different icons to cause things to happen in a computer program.
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Expressive Arts and Design: Exploring and Using Media and Materials, Being Imaginative		
40-60 Months & Early Learning Goal	Continuous Provisions	Development Matters
<p><u>Exploring and Using Media and Materials</u></p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of 	<ul style="list-style-type: none"> • Fortnightly drumming sessions • Whole school singing sessions • Classroom singing: Nursery Rhymes, Celebration songs, Traditional story songs. 	<ul style="list-style-type: none"> • Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust. • Encourage children to notice changes in

<p>instruments.</p> <ul style="list-style-type: none"> • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p style="text-align: center;"><u>Early Learning Goal</u></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p style="text-align: center;"><u>Being Imaginative</u></p>	<ul style="list-style-type: none"> • Teacher Led art sessions • Daily access to art materials • PE dance sessions • Write dance • Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. • Provide children with opportunities to use their skills and explore concepts and ideas through their representations. • Have a 'holding bay' where models and works can be retained for a period for children to enjoy, develop, or refer to. • Plan imaginative, active experiences, such as 'Going on a bear hunt'. Help them remember the actions of the story and think about the different ways of moving. • Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. • Provide a stimulus for imagination by introducing atmospheric features in the role play area, such as the sounds of rain beating on a roof, or placing a spotlight to suggest a 	<p>properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.</p> <ul style="list-style-type: none"> • Help children to gain confidence in their own way of representing ideas. • Be aware of the link between imaginative play and children's ability to handle narrative. • Create imaginary words to describe, for example, monsters or other strong characters in stories and poems. • Carefully support children who are less confident. • Help children communicate through their bodies by encouraging expressive movement linked to their imaginative ideas. • Introduce descriptive language to support children, for example, 'rustle' and 'shuffle'.
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<ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p style="text-align: center;"><u>Early Learning Goal</u></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>stage set. Provide curtains and place dressing-up materials and instruments close by.</p> <ul style="list-style-type: none"> • Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them. • Provide children with opportunities to use their skills and explore concepts and ideas through their representations. • Provide opportunities indoors and outdoors and support the different interests of children, e.g.in roleplay of a builder’s yard, encourage narratives to do with building and mending. 	
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Outdoor Area: Mud Kitchen				
Resources	Learning Outcomes	Links to areas of Learning	Key Vocabulary	Characteristics of Effective Learning

<p><u>Natural Objects</u> Provide a range of natural objects for the children to explore e.g. pebbles, leaves, feathers, shells and flowers. Children could also add to and create their own collections, based on topics of interest e.g. autumn.</p> <p><u>Kitchen Utensils</u> Provide a range of familiar and more unusual kitchen utensils for children to use in the mud kitchen for example: pots and pans, bowls of different sizes, jugs, funnels, bottles, spoons, sieves, whisks, silicon bun cases, tins, plastic tubs and boxes, or maybe even a pestle and mortar! You could try asking parents and staff for donations.</p> <p><u>Gardening Equipment</u> Try giving the children a range of gardening equipment to explore e.g. buckets, watering cans,</p>	<p>Encourage the children to talk about what they can see e.g. lines, shapes, colours and patterns. Children could also sort and count the objects</p> <p>Encourage the children to explore using the different equipment during their play. Encourage them to talk about and investigate how the different items can be used.</p> <p>Encourage the children to explore using the different equipment during their play. Encourage them to talk about and investigate</p>	<p><u>PSED:</u> 40 to 60 months: • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. • Initiates conversations, attends to and takes account of what others say. • Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><u>Mathematics:</u> 40 to 60 months: • Orders two items by weight or capacity.</p> <p><u>Understanding the World:</u> 40 to 60 months: • Looks closely at similarities, differences, patterns and change.</p> <p><u>Communication and Language:</u> 40 to 60 months: • Uses talk to organise,</p>	<ul style="list-style-type: none"> • Names of malleable and tactile materials. • Names of additional tools and equipment. • Language related to touch - cold, warm, hard, soft, squashy. • Language related to actions - pinch, twist, stretch, roll, squeeze, pat. • Language related to size - big/bigger, small/smaller, long/longer/ tall/taller, short/shorter, heavy/heavier, wide/wider, fatter/thinner. • What materials are you using? • How did you? • What does it feel like? • What are you going to make? • What will you need for 	<p><u>Playing and Exploring - engagement</u></p> <ul style="list-style-type: none"> • Showing curiosity • Using senses to explore • Pretending objects are things from their own experience • Representing experiences in play • Taking on a role • Acting out experiences with other people • Initiating activities <p><u>Active Learning - motivation</u></p> <ul style="list-style-type: none"> • Not easily distracted • Paying attention to details • Being proud of how they accomplished something-not just the end result <p><u>Creating and Thinking Critically - thinking</u></p> <ul style="list-style-type: none"> • Thinking of ideas • Developing ideas of
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<p>small garden tools and flower pots. Again try asking parents and staff for donations.</p> <p><u>Fine Motor Skills</u> Encourage children to practise and develop their fine motor skills by providing tools like brushes, tweezers, pipettes and squeeze bottles.</p> <p><u>Water</u> Consider how water can be added to the mud kitchen and the children's creations. A tap or a safe and secure water butt could be useful options. Squeeze bottles or watering cans full of water can also be good fun. Consider adding some exciting extras to the water e.g. glitter, bubble bath or food colouring.</p> <p><u>Larger Equipment</u> Consider having some larger pieces of equipment in the mud</p>	<p>how the different items can be used.</p> <p>Children can practise and develop their fine motor skills using a range of equipment for different purposes e.g. mixing materials, transporting materials and creating mixtures and models.</p> <p>Encourage children to create and explore different mixtures and textures, talking about what they are doing and what they can see. Encourage the children to add different amounts of water. Encourage them to predict and discuss what might happen, then compare this to the results. They may also be able to record their findings.</p> <p>Children can explore a range of larger equipment and incorporate them into their play. Encourage</p>	<p>sequence and clarify thinking, ideas, feelings and events.</p> <ul style="list-style-type: none"> • Introduces a storyline or narrative into their play. <p><u>Physical Development:</u> 40 to 60 months:</p> <ul style="list-style-type: none"> • Shows understanding of how to transport and store equipment safely. • Practises some appropriate safety measures without direct supervision. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. <p><u>Literacy:</u> 40 to 60 months:</p> <ul style="list-style-type: none"> • Give meaning to marks they make as they draw, write and paint. <p><u>Expressive Arts and Design:</u> 40 to 60 months:</p>	<p>....?</p> <ul style="list-style-type: none"> • What do you think about your? 	<p>grouping and cause and effect</p> <ul style="list-style-type: none"> • Changing strategy as needed
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<p>kitchen – ensuring these are safe for child use first e.g. an old microwave, a set of balance weights or maybe an old sink!</p> <p><u>Treasure</u> Hide some ‘treasure’ for the children to find! This could be plastic coins, story stones, plastic toys or even natural objects like conkers or acorns etc.</p> <p><u>Cakes, Tins and Moulds</u> Try providing some different shaped cake tins, bun cases, jelly moulds, ice cube trays etc. for the children to use.</p> <p><u>Herbs</u> Try providing some scented herbs for the children to explore and add to their mixtures, models and concoctions. Leaves of basil, mint or thyme could be provided – ensuring any allergies are taken into account.</p>	<p>them to explore how the equipment works and discuss their findings. They could also explore weights and balancing when mixing concoctions.</p> <p>Children can search and find ‘treasures’ in the mud kitchen! Encourage them to talk about what they find and incorporate it into their play as desired.</p> <p>Encourage children to explore the different shapes and ways to use the tins and moulds e.g. for mixing, transporting, ‘cooking’, and shaping different materials.</p> <p>Children can use these in their play and be encouraged to talk about the different scents and textures of the leaves.</p>	<ul style="list-style-type: none"> • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. 		
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<p><u>Washing Up</u> Encourage the children to help wash up and tidy the mud kitchen. Wash the tools and equipment in hot soapy water and also teach the children to wash their hands properly with soap and water after playing in the mud kitchen.</p>	<p>Children learn about the safety and hygiene rules of using the mud kitchen. Encourage them to help look after the equipment and maintain the area. They also learn the importance of washing their hands properly after playing in the mud kitchen.</p>			
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Outdoor Area: Water Area				
Resources	Learning Outcomes	Links to areas of Learning	Key Vocabulary	Characteristics of Effective Learning
<p><u>Magical Water</u> Provide laminated 'recipe cards' and a 'cauldron' of water for mixing potions, soup, medicine etc. Also have pots of 'ingredients' or encourage children to find their own.</p> <p><u>Transportation of Water</u> Provide straws of different thicknesses and tubing along with two bowls. Have the bowl empty, full or half full.</p>	<p>The children can role play making their own recipes, whilst at the same time investigating what happens as they mix the ingredients.</p> <p>Challenge the children to explore different ways of transporting the water. They can also explore gravity and measure in terms of volume.</p>	<p>PSED: 40 to 60 months:</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. 	<ul style="list-style-type: none"> • Names of equipment. • Drop, drip, puddle, thick, thin, change. • Wet, dry, soggy, soaked, squelchy, warm, cold, hot, freezing, lumpy, smooth. • Splash, spray, bubble, wave, squeeze, trickle, pour, slip, slide, soak, leak, squeeze, squirt, fountain. 	<p><u>Playing and Exploring - engagement</u></p> <ul style="list-style-type: none"> • Showing curiosity about objects • Using senses to explore the world around them • Engaging in open-ended activity • Initiating activities • Taking a risk, engaging in new experiences

<p><u>Water Colour Mixing</u> Provide small containers of natural food colouring in squeeze bottles or syringes, along with 3-4 jugs in a dry tray.</p>	<p>Encourage the children to add different amounts of colour to the jugs of water, followed by mixing to see what colours they can create. Encourage them to predict what might happen and compare this to the results. They may also be able to record their findings.</p>	<ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Physical Development: 40 to 60 months:</p> <ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows understanding of how to transport and store equipment safely. 	<ul style="list-style-type: none"> • Full, empty, big(ger), small(er), order, size, deep, deeper, deepest, high(er), low(er), fast(er), slow(er) • Tip, float, sink. • Vocabulary associated with small world play – people and boats, pirates, under sea creatures, carwash, etc. • How many jugs/cups of water will fill the bucket? • What do you think will happen if: <ul style="list-style-type: none"> o we pour the water onto the water wheel? o we pour the water from this container into that one? o we pour water into this tube? o we put pebbles into this jug of water? o we put sponges into the water? • Were you right? • How can we move the water to ...? 	<p><u>Active Learning - motivation</u></p> <ul style="list-style-type: none"> • Maintaining focus on their activities for a period of time • Not easily distracted • Paying attention to details • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties
<p><u>Water and Oil</u> A messy one best done in a smaller tray rather than the whole water tray! Add a layer of oil followed by coloured water. Provide stirrers for mixing.</p>	<p>Encourage the children to talk about what happens, and what shapes and colours they can see. Why do they think the oil does not mix with the water?</p>	<p>Communication and Language: 40 to 60 months:</p> <ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and 		<p><u>Creating and Thinking</u> <u>Critically - thinking</u></p> <ul style="list-style-type: none"> • Finding new ways to do things • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked
<p><u>Water Temperature</u> Provide ice and warm and cold water in separate jugs or smaller containers for free experimentation.</p>	<p>Encourage the children to explore what happens to the ice. How quickly does it melt in warm/cold water? Why do they think this is?</p>			
<p><u>Water Mixing</u> Provide materials such as sugar, flour, corn flour, oil, sand, soil, etc. in shallow</p>	<p>Encourage the children to experiment with mixing and quantity. How does the amount of water</p>			

<p>trays, along with a jug of water and items for mixing.</p> <p><u>Water Treasure</u> Provide sand at the bottom of the water tray, plus 'treasure' to find in the sand.</p> <p><u>Everyday Water</u> Provide everyday objects that would be used with water e.g. a clear plastic cup, a toothbrush, soap, a pan, hose, a teapot, teabags etc.</p> <p><u>Wet and Dry Sand</u> Use a shallow tray to create a beach, along with stiff pieces of plastic to create waves with.</p> <p>Water to Mould With Provide shredded paper and a jug of water.</p>	<p>added affect the consistency of the mixture? Is it easier or harder to stir as more water is added?</p> <p>The children can role play being pirates searching for treasure. Can they name what they have found? What sound does it begin with?</p> <p>Encourage the children to talk about, and investigate, how these items are used. They may want to role play making tea and also explore how the colour of the water changes.</p> <p>Encourage the children to experiment with the wet and dry sand; what happens to the sand bank as the waves of water move across it?</p> <p>Encourage the children to mould, and make things with, the wet shredded paper. How is the paper different to when it was</p>	<p>events.</p> <p>Mathematics: 40 to 60 months: • Counts actions or objects which cannot be moved. • Orders two or three items by length or height. • Orders two items by weight or capacity.</p> <p>Understanding the World: 40 to 60 months: • Looks closely at similarities, differences, patterns and change.</p> <p>Expressive Arts and Design: 40 to 60 months: • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme.</p>	<p>• Why do you think it flows that way?</p>	
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	dry? Could they mould something like that if the paper was dry?			
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Outdoor Area: Construction				
Resources	Learning Outcomes	Links to areas of Learning	Key Vocabulary	Characteristics of Effective Learning
Wooden bricks and blocks Bricks Pipes Lego Box modelling	Playing collaboratively with peers and adults Using the construction area appropriately Making choices and presenting ideas to others Growing opportunities for talking through shared activities. Following instructions Develop mathematical language e.g position,	<u>PSED:</u> 40-60 months: * Takes steps to resolve conflicts with other children, e.g. finding a compromise. Initiates conversations, attends to and takes account of what others say. <u>Expressive Arts and Design:</u> 40-60 months: Constructs with a purpose	<ul style="list-style-type: none"> • Colour names. • 2D shape names, e.g. square, circle, triangle, rectangle. • 3D shape names, e.g. cube, cuboid, sphere, pyramid. • Language of position, e.g. before, after, on top of, behind, in front of. • Language of size. • Cardinal number, e.g. 1, 	<u>Playing and Exploring - engagement</u> Showing particular interest Pretending objects are things from own experience Initiating activities Seeking challenge <u>Active Learning - motivation</u>

	<p>size, shape, comparisons</p> <p>Opportunities to problem solve their own designs or situations presented to them</p> <p>Creating and recreating patterns and models</p> <p>Matching and sorting shapes</p> <p>Exploring a range of construction materials that fix together in a variety of ways e.g by twisting, slotting, pushing, dipping</p> <p>Balancing construction pieces and manipulating a range of equipment and tools</p> <p>Making plans and developing their own ideas over a period of time</p> <p>Representing own experiences through imaginative play</p>	<p>in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p><u>Communication and Language:</u></p> <p>40-60 months:</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Introduces a storyline or</p>	<p>2, 3, 4....</p> <ul style="list-style-type: none"> • What are you going to make? • What will you need for ...? • How does this work? • Which construction kit are you going to use? • What did you use to make your model? • Why did you use ... to make your model? • How did you ...? • What do you think about your ...? • How could we ... add the plane's wings? Put windows in the house? Etc. 	<p>Not easily distracted</p> <p>Persisting with activity when challenges occur</p> <p>Being proud of how they accomplished something - not just the end result</p> <p><u>Creating and Thinking Critically - thinking</u></p> <p>Thinking of ideas, including how to improve the outdoor area</p> <p>Finding new ways to do things</p> <p>Making predictions</p> <p>Planning, making decisions about how to approach a task, solve a problem and reach a goal</p>
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