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| Characteristics of Effective Learning | PLAYING AND EXPLORING | ACTIVE LEARNING | CREATING AND THINKING CRITICALLY |
| | <p>Finding out and exploring <i>Showing curiosity about objects, events and people</i> <i>Using senses to explore the world around them</i> <i>Engaging in open-ended activity</i> <i>Showing particular interests</i></p> <p>Playing with what they know <i>Pretending objects are things from their experience</i> <i>Representing their experiences in play</i> <i>Taking on a role in their play</i> <i>Acting out experiences with other people</i></p> <p>Being willing to 'have a go' <i>Initiating activities, seeking challenge</i> <i>Showing a 'can do' attitude</i> <i>Taking a risk, engaging in new experiences, and learning by trial and error</i></p> | <p>Being involved and concentrating <i>Maintaining focus on their activity for a period of time</i> <i>Showing high levels of energy, fascination</i> <i>Not easily distracted; Paying attention to details</i></p> <p>Keeping on trying <i>Persisting with activity when challenges occur</i> <i>Showing a belief that more effort or a different approach will pay off</i> <i>Bouncing back after difficulties</i></p> <p>Enjoying achieving what they set out to do <i>Showing satisfaction in meeting their own goals</i> <i>Being proud of how they accomplished something – not just the end result</i> <i>Enjoying meeting challenges for their own sake rather than external rewards or praise</i></p> | <p>Having their own ideas <i>Thinking of ideas</i> <i>Finding ways to solve problems</i> <i>Finding new ways to do things</i></p> <p>Making links <i>Making links and noticing patterns in their experience</i> <i>Making predictions; Testing their ideas</i> <i>Developing ideas of grouping, sequences, cause and effect</i></p> <p>Choosing ways to do things <i>Planning, making decisions about how to approach a task, solve a problem and reach a goal</i> <i>Checking how well their activities are going</i> <i>Changing strategy as needed</i> <i>Reviewing how well the approach worked</i></p> |

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| Prime Areas of Learning | Personal, Social and Emotional Development | Physical Development | Communication and Language |
| | <p>Questions: What is your name? What are your friend's names? What makes you happy? How do we behave in school? What are our school rules? Why do we have rules? Why are you special? <u>Can you go to the toilet by yourself, wash your hands and get your own drink?</u></p> <p>Guided Activities: Getting to know you games Learn each other's names Photograph rules, introduce behaviour chart, team points, star of the week. Read Elmer books David Mckee Talk about how we are the same but different. Make Elmer elephants Make Elmer elephant masks Introduce Zones of Regulation- talk about happy, sad, angry, calm, silly</p> | <p>Questions: What do you like playing with? How can we be safe? How should we move indoors and outdoors? How do we move with scissors? How do you hold a pencil? How do you carry large equipment? Where is everything kept? Can you draw a picture of you and your family?</p> <p>Guided Activities: Get to know the indoor and outdoor environment Use different equipment indoors and outdoors eg scooters, bikes, pirate ship, large construction, small construction, painting, beads scissors pens etc Make own choices where and what to play with Move in appropriate way Introduce snack- discuss 5 a day Knives and forks at lunchtime and in role play Draw ourselves and family portrait.</p> | <p>Questions: How do you feel? Which David Mckee book do you like best? Why? When do you go to the doctor's hospital?-link role play</p> <p>Guided Activities: Daily Phonics. Say how you feel each day- I am happy because Retell Elmer stories Sing rhymes and songs Use talk to explain how you made Elmer Role play- home corner, change to hospital to link with our body</p> |

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| <p>Make calm box Introduce regulation station and how to use the safe space Snack routine</p> | <p>Make Elmer- cut and stick. Cut Elmer masks. Paint large Elmer elephant</p> | |
| <p>3-4 years</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. <p>Reception</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Manage their own needs | <p>3-4 years</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. | <p>3-4 years</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” |

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| | | <ul style="list-style-type: none"> Make healthy choices about food, drink, activity and toothbrushing. | |
| Specific Areas of Learning | Literacy | Mathematics | Understanding the World |
| | <p>Questions:</p> <p>Are we the same or different? Is it ok to be different? Retell the Elmer story. How did Elmer feel?</p> | <p>Questions:</p> <p>How old are you? When is your birthday? Where do you live? What do you see/ hear on the way to school?</p> | <p>Questions:</p> <p>Where do you live and who is in your family? What is your body made of? What are the senses? What can you hear, see, taste, smell, touch? What jobs do people have in hospitals?</p> |
| | <p>Guided Activities:</p> <p>Daily Phonics Guided Reading Read Elmer books, Same, same but different, Only One You, It's ok to be different Talk about author David Mckee Learn to write my name and form letters correctly- s,a,t,p,i,n Read and write I and the</p> | <p>Guided Activities:</p> <p>White Rose Maths National Centre of Excellence in Maths (NCETM) Maths Numberblocks Route to school</p> | <p>Guided Activities:</p> <p>Talk about me now and when I was a baby, my hair colour, eye colour Make a picture of me Talk about our bodies -Read Funny Bones Information books- Our body Talk about senses, make touch game, play listening game, make observation game Role play- hospital, talk about doctors, nurses Talk about route to school, what do you see, hear, touch, smell, taste on the way.</p> <p>Harvest festival</p> |
| | <p>Baseline x3 weeks 3-4 years</p> <ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing. For example: writing a pretend | <p>Baseline x3 weeks 3-4 years</p> <ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for exaple, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. | <p>Baseline x3 weeks 3-4 years</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Show interest in different occupations. Begin to make sense of their own life-story and family's history Continue to develop positive attitudes about the differences between people. Talk about members of their immediate family and community. Name and describe people who are familiar to them Draw information from a simple map. Describe what they see, hear and feel whilst outside. |

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| <p>shopping list that starts at the top of the page; write 'm' for mummy.</p> <ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately. | <ul style="list-style-type: none"> • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Make comparisons between objects relating to size, length, weight and capacity • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | <ul style="list-style-type: none"> • |
| <p align="center">Expressive Arts and Design</p> | <p align="center">Festivals and Celebrations Books</p> | <p align="center">Parent/Community Links</p> |
| <p>Questions: Which songs can you sing? What is your favourite? Which colours make green? Can you use a range of techniques to make leaves for Elmer picture? Can you draw yourself/ your family?</p> | <p>What relevant festivals happen during the first half term? Harvest Halloween</p> <p>Fiction</p> | <p>Reading meeting</p> |
| <p>Guided Activities Get to know the indoor and outdoor environment Use different equipment indoors and outdoors Make Elmer elephant- collage cut and stick Colour mixing- focus green, encourage children to then experiment and make different colours Make forest leaves for Elmer painting Draw and paint my family Sing nursery rhymes Use instruments – use stage outdoors</p> | <p>Only One You Linda Kranz Elmer: David McKee Same, Same but Different Jenny Sue Kostecki Shaw It’s ok to be different Todd Parr Funny Bones Allan Ahlberg Room on a Broom Julia Donaldson Little Red Hen The Scarecrow’s Wedding Julia Donaldson Titch Pat Hutchins You Choose Pippa Goodhart Nick Sharratt</p> | <p>Vocabulary: PSHE Vocab- Feelings- Happy, Sad, Angry, Worried, Upset</p> <p>Communication & Language Vocab- Listen- sit still, look at listener, hands in lap, remember</p> |
| <p>3-4 years</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. | <p>Poetry Ready Steady Mo- Mo Farah- rhyming book</p> | <p>Starting school Vocab- Assembly Line up Rules be safe, be ready, be respectful Behaviour</p> <p>Phonics Vocab-</p> |

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| <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour and colour-mixing • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. | <p>Songs and Rhymes If You're Happy... If You're Wearing Red... Dingle Dangle scarecrow The farmer plants the seeds Heads, Shoulders, Knees.... Put your Finger on your Nose... Finger Play Rhymes... Alphabet Song... Incy wincy</p> | <p>Letter, word, name, sound, upper case, lower case, capital letter</p> <p>Book Vocab- Title Author Illustrator Blurb Front cover/back cover</p> <p>Number vocab- Positional language More than Less than Count Sort Odd one out</p> <p>History Vocab- Now and then- Myself ,Family Friend- Unique</p> <p>Geography Vocab- Route- direction, map</p> <p>Science Vocab- Senses- touch, seeing, hearing, tasting, smelling My body- Bones, heart, lungs, blood, brain Healthy- 5 a day</p> <p>RE Vocab- Church Christian Cross</p> |
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