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| Theme | Activities | Links to the Early Years Foundation Stage Curriculum |
| Message in a bottle from pirate Pete | Use the children’s ideas to help Pirate Pete:  Some examples of activities:  Making telescopes/eye patches  Make maps  Making boats  Floating and sinking experiments  Bee bots and maps  Make treasure chests and treasure  Design and make a treasure island  Pirate day- treasure hunt/ visiting pirate | **Exploring and using media and materials**  **30-50 months**  **Beginning to be interested in and describe the texture of things.**  **Enjoys joining in with dancing and ring games.**  **40-60+ months**  **Experiments with and understands that different media can be combined to create new effects.**  **Begins to build a repertoire of songs and dances.**  **ELG (expected) : They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form**  **Being Imaginative**  **30-50 months**  **Developing preferences for forms of expression**  **Sings a few songs.**  **Creates movement in response to music.**  **Sing songs, make music and experiment with ways of changing them.**  **Engages in imaginative role play**  **Builds stories around toys**  **Uses available resources to create props to support role play**  **40-60 months**  **Chooses particular colours to use for a purpose**  **Creates simple representations of events people and objects**  **Introduces a story line or narrative to 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**  **Shape space and measures**  **30-50 months**  **Uses shapes appropriately for a task.**  **40-60+ months**  **Uses familiar objects and common shapes to create and recreate patterns and build models.**  **Orders two or three items by length weight and capacity.**  **Reading**  **30-50 months**  **Listens to and joins in with stories.**  **Listens to stories with increasing attention and recall.**  **Speaking**  **30-50 months**  **Can retell a simple past event in the correct order.**  **40-60+ months**  **Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.**  **Listening and Attention**  **30-50 months**  **Listens to others one to one or in a small group when conversation interests them**  **Listen to stories with increasing attention and recall**  **Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.**  **Focusing attention- still listen or do. Can shift own attention.**  **40-60months**  **Is able to follow directions**  **Maintains attention, concentrates and sit quietly during appropriate activity.**  **Managing Feelings and behaviour**  **30-50 months**  **Aware of own feelings and knows that some actions can hurt others feelings**  **Beginning to accept the needs of others.**  **Can take turns and share resources.**  **40-60 months**  **Understands that own actions affect other people.**  **Aware of boundaries set and behavioural expectations**  **Beginning to be able to negotiate and solve problems without aggression**  **Can usually adapt behaviour to different events, social situations and changes in routine.**  **Making relationships**  **30-50 months**  **Can play in a group, extending and elaborating play ideas**  **Initiates play, offering cues to peers to join them**  **Responds to what others are saying or doing**  **Demonstrates friendly behaviour.**  **40-60 months**  **Initiates conversations, attends to and takes account of what others say**  **Explains own knowledge and understanding and asks appropriate questions of others.**  **Technology**  **40-60+ months**  **Completes a simple program on a computer.**  **Uses ICT hardware to interact with age-appropriate computer software.**  **ELG (expected): Children recognise that a range of technology is used in school. They select and use technology for a particular purposes.**  **The World**  **30-50 months**  **Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed. Talk about why things happen.**  **40-60+ months**  **Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment.**  **People and Communities**  **30-50 months**  **Show interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience.**  **40-60+ months**  **Knows some of the things that make them unique. And can talk about the similarities and differences in relation to friends or family.** |
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| Indoor P.E:  Multi Skills  Sliding, throwing, catching, target skills | | **Moving and handling**  **30-50 months**  **Moves freely with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping**  **Runs Skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles**  **40-60 months**  **Experiments with different ways of moving 40-60 mths**  **Negotiates space successfully when playing raving and chasing games with other children, adjusting speed or changing direction to avoid obstacles**  **Shows increasing control over an object- pushing, patting, throwing, catching or kicking**  **Expected**  **Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. ELG**  **Health and self-care**  **40-60 months**  **Shows understanding of how to transport and store equipment safely**  **Shows understanding of the need for safety when tackling new challenges** |
| Handwriting  Formation of  i l t n m h d o a c u v w e  s r | | **Physical development**  **30-50 months**  **Holds pencil/brush between thumb and two fingers, no longer using whole hand grasp.**  **40-60+ months**  **Shows increased control over an object in pushing, patting, rolling, pinching etc.**  **Shows a preference for a dominant hand.**  **Begins to form recognisable letters**  **Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed**  **Expected:**  **Children show good control in large and small movements**  **They handle equipment and tools effectively, including pencils for writing.** |
| Reading and Writing  Children are taught to read and write during daily phonics sessions. These sessions are taught discretely in order to build on the children’s next steps.  Phase 2/ 3 sounds and high frequency words  Hearing initial middle and final sounds  Blending and segmenting  Reading and writing captions  Matching captions to pictures  Sentence substitution  Sentence writing | | **Reading**  **40-60 months**  **Hears and says the initial sounds 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**  **Begins to read word**  **Expected- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.**  **Read some common irregular words**  **Demonstrate understanding when talking with others about what they have read**  **Writing**  **40-60 months**  **Gives meaning to marks and uses some clearly identifiable letters to communicate meaning to represent some sounds correctly and in sequence.**  **Links sounds to letters**  **Can segment the sounds in simple words and blend them together and knows which letters represent some of them**  **Expected- Children use their phonics knowledge to write words to match their spoken sounds**  **Write some irregular common words**  **Write simple sentences which can be read by themselves and others.** |
| Mathematics  Children are taught mathematics during daily sessions. These sessions are taught discretely in order to build on the children’s next steps  Accurate counting with larger numbers (up to 20)  Recognising numbers to 20  Finding one more and one less with numbers to 20  Order numbers 1-20.  Counting on and counting back to find the answer in addition and subtraction problems  Money | | **Mathematics**  **30-50 months**  **Uses some number names and number language spontaneously in play**  **Recites numbers in order to 10**  **Knows that numbers identify how many object are in a set.**  **Beginning to represent numbers using fingers, marks on paper or pictures**  **Sometimes matches numeral to quantity correctly**  **Shows curiosity about numbers by offering comments or asking questions**  **Compares two groups of objects saying when they have the same number**  **Shows an interest in numerals in the environment**  **Shows an interest in representing numbers.**  **40-60 months**  **Recognises some numerals of personal significance**  **Recognises numerals 1-5**  **Counts actions or objects which cannot be moved**  **Counts objects to 10 and beginning to count beyond 10.**  **Selects the correct numeral to represent 1-10**  **Finds one more and one less from a group of up to 5 objects then 10.**  **Beginning to use the vocabulary involved in adding and subtracting.**  **40-60 months**  **Beginning to use everyday language related to money** |
| Forest School  Forest School Rules  Exploring Forest School  Creating trails/looking for treasure | |  |