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| Theme | Activities | Links to the Early Years Foundation Stage Curriculum |
| Traditional Stories  Gingerbread Man/Goldilocks | Themed Role play areas/ acting out stories  Listening to and retelling stories  Ordering the stories activities  Collage/ painting/drawing activities  Ordering by size  Making gingerbread men/ story characters (using play dough)  ICT opportunities: Purple Mash- Goldilocks/Gingerbread men- paint projects.  Related songs/action rhymes | **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.**  **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.** |
| Ourselves | Circle time-Who looks different? Why?  Emotions (What makes me happy/sad?)  Painting self portraits/ handprints |
| Family | Family Photographs  Circle time- Who is in my family?  Pizza/ Biscuit faces |
| Harvest | Little Red Hen  Handa’s surprise  Scarecrows. |
| Diwali | What is Diawli? Who celebrates Diwali?  Mendhi Patterns  Rangoli Patterns  Listening to the Diwali Story/acting out story  Diwali Song |
| Arts Week/Autumn | Autumn Walk  Activities using Autumn treasures collected  Autumn Animals (Hedgehogs) |
| Indoor P.E: Exploring ways to move/negotiating space  Visit the park/zoo/seaside | | **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 40-60mths**  **Expected**  **Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. ELG** |
| Write Dance  **Themes: Volcano/Walk in the country/Circles and eights/Robots/Train journey** | | **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 use anticlockwise movement and retrace vertical lines.** |
| Music:  Learn to sing  Harvest song (someone brought a loaf of bread)  Dingle Dangle scarecrow  Autumn leaves | | **Expressive Arts and Design**  **30-50months**    **Enjoys joining in with dancing and ring games.**  **Sings a few familiar songs.**  **Beginning to move rhythmically.**  **Imitates movement in response to music.**  **Taps out simple repeated rhythms.**  **Explores and learns how sounds can be changed.**  **Expressive Arts and Design**  **40-60months**  **Begins to build a repertoire of songs and dances.**  **Explores the different sounds of instruments.** |
| 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 sounds  Blending and segmenting | | **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**  **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** |
| 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  Recognising numbers  Finding one more and one less. | | **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.** |