






















	<p>select and use activities and resources</p> <p>show more confidence in new social situations</p> <p>increasingly follow rules, understanding why they are important</p> <p>play with one or more other children, extending and elaborating play ideas</p> <p>find solutions to conflict</p>	<p>Adult led: support to select resources in provision</p> <p>Child led: begin to talk about transition to Reception</p> <p>Adult led: model playing with and including others in play. Model language when interacting and extending play</p>	<p>Adult led: support to select resources in provision</p> <p>Child led: begin to talk about transition to Reception</p> <p>Adult led: model playing with and including others in play. Model language when interacting and extending play</p>	<p>Child led: select and use resources – ask an adult for help if needed</p> <p>Child led: begin to talk about transition to Reception</p> <p>Adult led: model playing with and including others in play. Model language when interacting and extending play</p>	<p>Child led: select and use resources – ask an adult for help if needed</p> <p>Child led: take part in weekly transition visits to Reception</p> <p>Child led: adult to support to extend play throughout provision areas</p>	<p>Child led: take part in weekly transition visits to Reception</p> <p>Child led: adult to support to extend play throughout provision areas</p> <p>Child led: adult to support to extend play throughout provision areas</p>	<p>Child led: take part in weekly transition visits to Reception</p> <p>Child led: adult to support to extend play throughout provision areas</p> <p>Child led: adult to support to extend play throughout provision areas</p>	
Physical Development	<p><b>Gross Motor:</b></p> <p>develop their balance, ball skills, riding, bikes</p> <p>use large muscle movements to wave flags streamers, paint and make marks</p>	<p>Adult led: use streamer to make waves, then use chalks</p> <p>Adult led: create obstacle courses using planks to develop balance</p>	<p>Adult led: use paint to make waves (vertical painting)</p> <p>Adult: create obstacle courses using planks to develop balance</p>	<p>Adult led: cross over body movements using streamers</p> <p>Adult led: throwing ball skills</p> <p>Child led: create obstacle courses using planks to develop balance</p>	<p>Adult led: cross over body movements using streamers</p> <p>Adult led: rolling ball skills</p> <p>Child led: create obstacle courses using planks to develop balance</p>	<p>Adult led: using streamers to make (loopies (large arm movements))</p> <p>Adult led: kicking ball skills</p>	<p>Adult led: using paint to make loopies (large arm movements)</p> <p>Adult led: riding bikes and scooters</p>	<p>Adult led: using chalk to make waves</p> <p>Adult led: riding bikes and scooters</p>
	<p><b>Free access to throughout provision:</b></p>	<p>Crates, planks, climbing equipment, large movement play, tyres (heavy lifting), bikes/cars, opportunities to lift – guttering, large play, tyres</p>						
	<p><b>Fine motor</b></p> <p>show a preference for a dominant hand</p> <p>use a comfortable grip with good control</p> <p>Begins to use anticlockwise and clockwise movement and retrace vertical lines</p> <p>use one handed tools and equipment</p>	<p>Handwriting focus: Jellies - drawing and making waves</p> <p>Child led: Can you unwrap and save the sea creatures?</p> 	<p>Handwriting focus: Jellies - drawing and making waves</p> <p>Child led: threading fruit</p> 	<p>Handwriting focus: drawing and making zig zags</p> <p>Child led: joining materials to make a bee. Adult – scissors skills and control</p> 	<p>Handwriting focus: drawing and making zig zags</p> <p>Child led: use tweezers to add buttons to the ladybird. Adult – how many?</p> 	<p>Handwriting focus: drawing and making loopies</p> <p>Child led: pinch and add the cereal to the sea creatures</p> 	<p>Handwriting focus: drawing and making loopies</p> <p>Child led: scoop and move the ice cream</p> 	<p>Handwriting focus: drawing and making waves</p> <p>Child led: painting using cotton buds</p> 
	<p><b>Free access to throughout provision:</b></p>	<p>Pencils, colouring pencils, felt tips, scissors, playdough</p>						
Reading	<p>understands the 5 key concepts of print (top to bottom and left to right, parts of a book, print has a meaning and purpose, page sequencing)</p> <p>Rocket Phonics</p> <p>spot and suggest rhyme</p> <p>clap syllables</p>	<p>GPCs: /r/ as in rabbit</p> <p>Child led: sound matching</p> 	<p>GPCs: /j/ as in jug</p> <p>Adult led: Water tray. Can you find....</p> 	<p>GPCs: /th/ as in thumb and feather</p> <p>Adult led: Alphabet lotto (adult to model game to then let children play independently)</p>	<p>GPCs: GPCs: /k+w/ as in queen</p> <p>Child led: match and spell game (match the letters to spell the word)</p>	<p>GPCs: /k+s/ as in fox</p> <p>Child led: Match and colour game</p>	<p>GPCs: consolidation</p> <p>Child led: consolidation</p> 	<p>GPCs: consolidation</p> <p>Child led: consolidation</p> 

	<p>recognise words with the same initial sound</p> <p>Engage in extended conversations about stories, learning new vocabulary</p>							
	<b>Free access to throughout provision:</b>	Phonics resources in provision, focus phonics tasks embedding sounds – initial sound sorting, rhyming, words in provision, name cards, logo spotting						
<b>Writing</b>	<p>Write some or all of their name</p> <p>use print/letter knowledge in early writing (shopping list starting at the top, m for mummy)</p> <p>Write some letters accurately</p>	<p>Daily drawing club</p> <p>Adult led: Stanley</p>	<p>Daily drawing club</p> <p>Adult led: The Butterfly</p>	<p>Daily drawing club</p> <p>Adult led: Bumble Bear</p>	<p>Daily drawing club</p> <p>Adult led: The ladybird makes a trap for any future thieves. What will it be?</p>	<p>Daily drawing club</p> <p>Adult led: You pack a bag for a trip to the seaside. What will you take?</p>	<p>Daily drawing club</p> <p>Adult led: What animal would you take on your holiday?</p>	<p>Daily drawing club</p> <p>Adult led: the mouse</p>
	<b>Free access to throughout provision:</b>	Pens, paper, colouring pencils, pencils., envelopes, sound mats, fine motor activities, name sequencing						
<b>Maths – White Rose Maths (small steps)</b>	<p>1:1 counting (up to 5) and matches numeral</p> <p>Links numerals with amounts up to 5 and maybe beyond</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>recite numbers past 5</p> <p>1:1 counting (up to 5) and matches numeral</p>	<p>Making patterns together</p> <p>Step 1 – sing their own songs independently</p> <p>Step 2 – clap in time to the beat</p> <p>Step 3 – make and talk about movement patterns</p> <p>Step 4 – talk about objects in patterns and arrangements</p> <p>Step 5 – copy AB patterns with support</p> <p>Step 6 - Continue AB patterns with support</p>	<p>Make games and actions</p> <p>Step 1 – Match dot patterns</p> <p>Step 2 – subitising games</p> <p>Step 3 – play subitising games</p> <p>Step 4 – copy sets of sounds</p> <p>Step 5 – Listen to and represent sounds with fingers</p> <p>Step 6 – listen to and represent sounds with resources</p>	<p>Show me 5</p> <p>Step 1 - Sing rhymes to 5 and join in with movements</p> <p>Step 2 - Move props to 5</p> <p>Step 3 – move props from 5</p> <p>Step 4 – show fingers to 5</p> <p>Step 5 -Begin to count 5 objects with one-to-one correspondence</p> <p>1. Step 6 – match numerals to quantities</p>	<p>My own pattern</p> <p>Step 1 - continue AB patterns</p> <p>Step 2 – create AB patterns</p> <p>Step 3 - Notice an error in a pattern</p> <p>Step 4 – build constructions with simple enclosures</p> <p>Step 5 – copy simple repeated instructions</p> <p>Step 6 – begin to sequence some events</p>	<p>Stop at 1,2,3,4,5</p> <p>Step 1 - Count out up to 5 objects from a larger group</p> <p>Step 2 – explore counting to 5</p> <p>Step 3 - Verbally count to a given number</p> <p>Step 4 – label objects with numerals</p> <p>Step 5 – show 5 fingers</p> <p>Step 6 -begin to make marks to represent quantities</p>	<p>Match, sort, compare</p> <p>Step 1 - Compare up to 5 different objects</p> <p>Step 2 – compare by matching</p> <p>Step 3 – make the same set by matching</p> <p>Step 4 – match by type</p> <p>Step 5 – recognise attributes of objects</p> <p>Step 6 – sort objects to a type</p>	
	<b>Free access to throughout provision:</b>	Counters, five frames, rulers, number fans, focus maths activities, jigsaws, puzzles, number cards, number stories						

<b>Understanding the World</b>	<p><b>The world</b> exploration of natural materials (range of properties), talk about what they see using wide vocabulary</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Adult led: rubbish – what is rubbish and what happens if we throw it in the ocean?</p> <p>Child led: Tidy up the ocean (rubbish added to water tray for children to clear and sort)</p> 	<p>Observations: How have the caterpillars changed? - What can you see (encourage to use vocabulary taught)</p> <p>Adult led: life cycle of a caterpillar (using vocabulary – egg, caterpillar, chrysalis, butterfly)</p> <p>Child led: Can you feed the caterpillar. Adult – <b>How many?</b></p> 	<p>Observations: How have the caterpillars changed? (referring back to life cycle) What can you see (encourage to use vocabulary taught)</p> <p>Adult led: identify the parts of a bee (wings, antennas etc) Use playdough to recreate a bee.</p> 	<p>Observations: How have the caterpillars changed? (referring back to life cycle) What can you see (encourage to use vocabulary taught)</p> <p>Adult led: Life cycle of a ladybird</p> 	<p>Observations: How have the caterpillars changed? (referring back to life cycle) What can you see (encourage to use vocabulary taught)</p> <p>Adult led: explore outside – what has changed. What season is it?</p>	<p>Observations: How have the caterpillars changed? (referring back to life cycle) What can you see (encourage to use vocabulary taught)</p>	
	<p><b>Past and Present</b></p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Adult focus: Share pictures from children's celebrations, adventures, achievements – shared on 2Evidence me</p>						
	<p><b>People, Culture and Communities</b> know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>					<p>Home link: Ask for parents for pictures of places they have visited.</p> <p>Adult led: Share pictures from home. Children to talk about where they went and what it was like/what they did.</p>	<p>Adult led: Share pictures of different countries/places (beach). Encourage children to talk about what they can see. How is it the same/different.</p>	<p>Adult led: Share pictures of different countries/places (Hot countries).. Encourage children to talk about what they can see. How is it the same/different.</p>
<b>Expressive Arts</b>	<p><b>Creating with Materials</b> explore different materials</p> <p>-join different materials and explore textures</p> <p>-draw with increasing complexity and detail</p> <p>-explore colour and colour mixing</p>	<p>Adult led: drawing club (adding detail to drawings)</p>	<p>Adult led: drawing club (adding detail to drawings)</p>  <p>Child led: using tissue paper create a butterfly/caterpillar</p> <p>Adult led: explore colour through butterfly printing.</p>	<p>Adult led: drawing club (adding detail to drawings)</p>  <p>Adult led: Using bubble wrap to print and create honeycombs</p>	<p>Adult led: drawing club (adding detail to drawings)</p> <p>Adult led: adult to model joining different materials using a range of resources – tape, masking tape, glue</p> <p>Child led: access to a range of resources to join and explore materials</p> <p>Child led: printing to create ladybirds</p> 	<p>Adult led: drawing club (adding detail to drawings)</p> <p>Child led: paint a picture of a trip you have been on. Adult – model colour mixing</p> <p>Adult led: colour mixing - making blue lighter (create wave pictures of the seaside)</p> 	<p>Adult led: drawing club (adding detail to drawings)</p> <p>Child led: access to a range of resources to join and explore materials (in provision)</p>	
	<p>take part in simple pretend play</p>	<p>Role play: add buckets, spades etc to the role play area</p> <p>Music – lesson 1</p>	<p>Adult: model language and interactions in role play area.</p> <p>Music – lesson 2 Sing: hello everyone</p>	<p>Adult: model language and interactions in role play area.</p> <p>Music – lesson 3</p>	<p>Adult: model language and interactions in role play area.</p> <p>Music – lesson 4</p>	<p>Adult: model language and interactions in role play area.</p> <p>Music – Lesson 5</p>	<p>Adult: model language and interactions in role play area.</p> <p>Music – lesson 6 Warm up: hello everyone</p>	<p>Adult: model language and interactions in role play area.</p>

	<p>-begin to develop complex stories using small world equipment</p> <p>-sing entire songs</p> <p>-play instruments with increasing control to express feelings and ideas</p> <p>Music Charanga: Beep Beep Toot</p>	<p>Sing: hello everyone Traffic lights: rhythm game Sing: Wheels on the bus</p>	<p>Traffic: rhythm game Sing and play: Wheels on the bus</p>	<p>Listen and respond: Rock a bye baby Sing: hello everyone Sing: Row Row Row your Boat Listen and respond: thunder</p>	<p>Play: children with instruments Sing: Rock a bye baby Sing and play: wheels on the bus Sing: Row Row Row your boat</p>	<p>Listen and Respond: The way we walk Sing an Play: Ship on the ocean Traffic lights: Thunder Sing: Rock a bye baby</p>	<p>Sing and perform</p>	
--	---	---	--	---	---	--	-------------------------	--