

| Spring 2016/2017 Exciting Imaginations | | | | |
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| | | Nursery | Reception | Activities |
| Prime | PSED Physical, Social Emotional | <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children Aware of own feelings, and knows that some actions and words can hurt others' feelings. Understands that own actions affect other people | <ul style="list-style-type: none"> Child can 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 can show sensitivity to the needs and feelings of others and form positive relationships with adults and other children | <ul style="list-style-type: none"> Circle times: feelings Shared reads focus upon feelings Feedback learning "I used ____ ideas..." |
| | PD Physical Development | <ul style="list-style-type: none"> Uses one-handed tools Uses simple tools to effect changes to materials, safely and with increasing control. Understands that equipment and tools have to be used safely Jumps off an object and lands appropriately. | <ul style="list-style-type: none"> They can manage their own basic hygiene and personal needs successfully Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles They move confidently in a range of ways, safely negotiating space. | <ul style="list-style-type: none"> Junk modeling Cutting challenges Safety inspectors Nose wiping station, hair styling Reception games creation in P.E. Jumping skills |
| | Communication and language | <ul style="list-style-type: none"> Listens to stories with increasing attention and recall Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture Beginning to understand 'why' and 'how' questions Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses language to imagine and recreate roles and experiences in play situations | <ul style="list-style-type: none"> They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Introduces a storyline or narrative into their play. They develop their own narratives and explanations by connecting ideas or events. | <ul style="list-style-type: none"> Storytimes P.E. prepositions Why and how in show and tell/feedback Read nonsense poems Jokes time at end of day Nursery: questions during snack time Imagination leader? |
| | Maths | <ul style="list-style-type: none"> Sometimes matches numeral and quantity correctly. Recognises numerals 1 to 5. Uses the language of 'more' and 'fewer' to compare two sets of objects. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Uses positional language | <ul style="list-style-type: none"> Finds one more or one less from a group of up to five objects, then ten objects. say which number is one more or one less than a given number. Child counts aloud reliably with numbers from 1 to 20, place them in order. Child use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities, objects and to solve problems Can describe their relative position such as 'behind' or 'next to'. | <ul style="list-style-type: none"> Story character situations: taking away objects. Shape week Building challenges in groups Junk modeling challenges Measure items in all areas: home, construction. Beebots Map making for story characters |
| Specific | | | | |

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| Literacy | <ul style="list-style-type: none"> ▪ Listens to and joins in with stories and poems. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories ▪ Listens to stories with increasing attention and recall. Suggests how the story might end. ▪ Sometimes gives meaning to marks as they draw and paint ▪ Recognises familiar words and signs such as own name and advertising logos | <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. ▪ They can describe the main event and principal characters in the stories they have read. ▪ They demonstrate understanding when talking with others about what they have read, or what has been read to them ▪ Gives meaning to marks and uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. | <ul style="list-style-type: none"> ▪ Storytime/imaginati on time <ul style="list-style-type: none"> ▪ Bring more products/leaflets into home corner ▪ Writing opportunities in role play to engage <ul style="list-style-type: none"> ▪ Messages for classes/parents open sessions ▪ Super writer introduced ▪ Story maps |
| Creative | <ul style="list-style-type: none"> ▪ Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. ▪ Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. ▪ Constructs with a purpose in mind, using a variety of resources. ▪ Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme | <ul style="list-style-type: none"> ▪ Uses simple tools and techniques competently. Selects tools and techniques needed to shape, assemble and join materials they are using ▪ They use and explore a variety of materials, experimenting with colour, design, texture, shape and form ▪ Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme ▪ They represent their own ideas, thoughts and feelings through art and design, music, dance, role play and stories | <ul style="list-style-type: none"> • Map making • Drawing characters • Building imagination worlds (challenge) • Drama and role play • Story areas • Performances • Outdoor areas for role play |
| Knowledge and Understanding of the World | <ul style="list-style-type: none"> ▪ 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. ▪ Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. ▪ Knows how to operate simple equipment e.g. turns on CD player and uses remote control | <ul style="list-style-type: none"> ▪ Child knows about similarities and differences in relation to places, objects, materials and living things. ▪ They can make observations of animals and plants and explain why some things occur, and talk about changes including in simple experiments. ▪ Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family ▪ Child recognises that a range of technology is used in places such as home and schools | <ul style="list-style-type: none"> ▪ Imagination situations in classroom: crystal making, growing plants, colour changing. Link to stories. <ul style="list-style-type: none"> ▪ Map making for characters ▪ News time for Nursery ▪ Continue with sharing Tapestry ▪ Homework challenges ▪ Beebots ▪ App of the week ▪ Login to laptops ▪ Access PurpleMash ▪ ESafety Day |