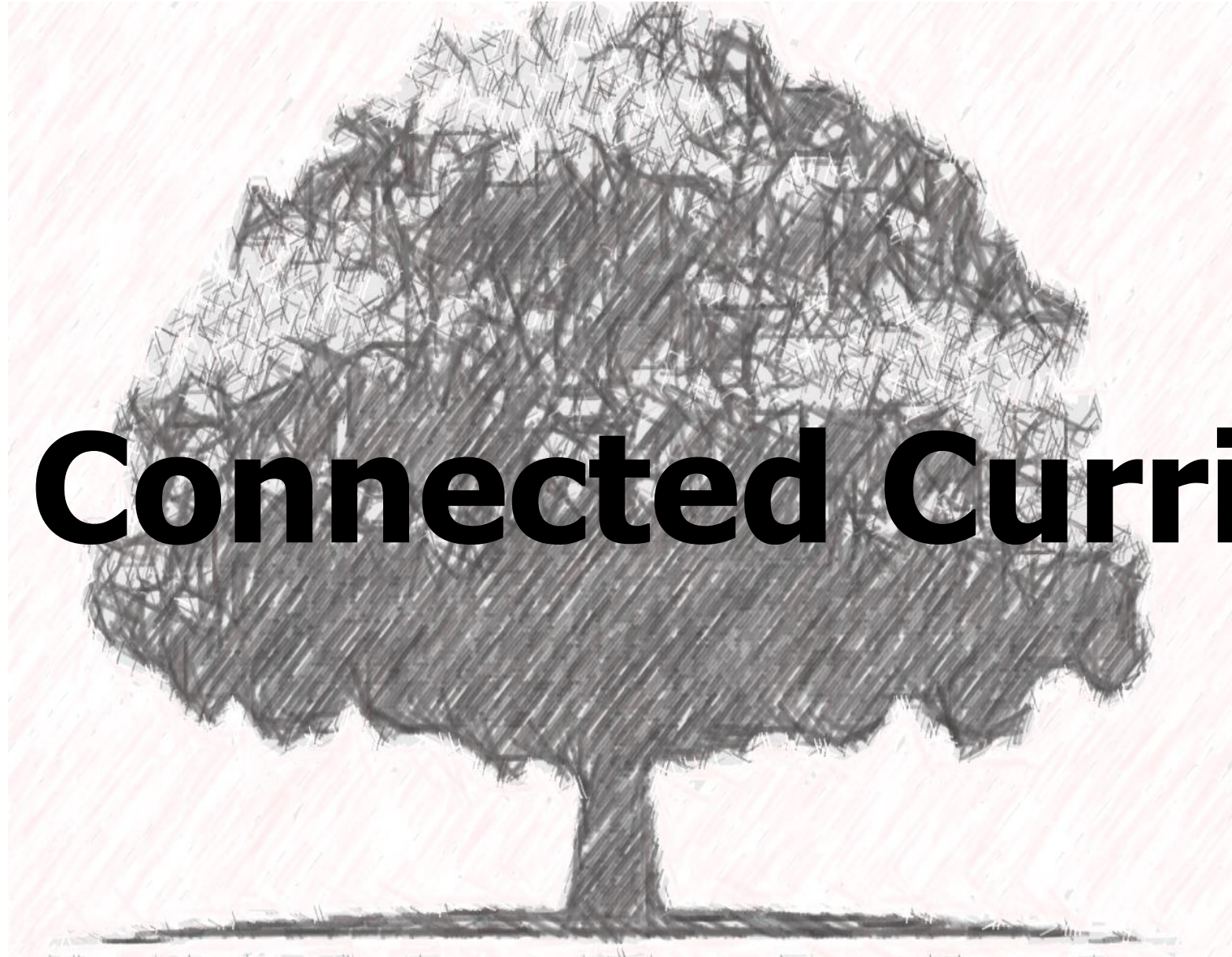


Kelsall Connected Curriculum



'A Love for Learning'

Kelsall Primary & Nursery School

Connected Overview – Acorns



Cheshire Academies Trust
Inspiring hearts and minds



Kelsall Connected Curriculum

The curriculum at Kelsall Primary and Nursery School developed over a number of years is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – ‘A Love for Learning’

Our Mission – ‘To inspire the highest quality learning in a creative, collaborative environment’

Our Core Values – Creativity, Excellence, Curiosity, Aspiration & Respect

Intent

We want children to develop ‘A Love for Learning’ and a motivating desire to develop as a learner, finding out more about the World they live in and the boundless opportunities that are all around them.

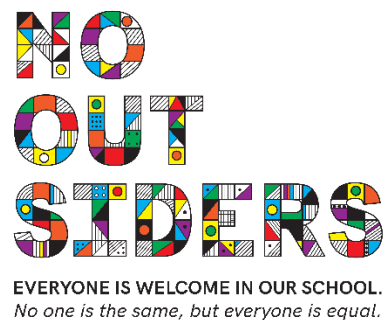
Implementation

At Kelsall, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. Our teachers have the freedom to develop innovative and effective approaches to teaching in order to create a curriculum that is tailored to their class and the children's very specific needs. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum. Core knowledge and skills are at the heart of the learning process with the children exploring a wide range of topics, to prepare them for life. There is a strong focus on English, Maths and IT. This includes emphasis on encouraging children to develop their spoken English well and to apply their skills to everyday life.

As a school we encourage personal development – to help children grow up happy and healthy. This develops children’s confidence, enhancing their ability to learn, and helping them to grow up to become responsible adults.

Impact

The impact of our connected curriculum is evident through the monitoring and evaluation cycle, where leaders, in particular subject leads take a holistic view. They reflect on current practice and seek to develop innovative and creative approaches to further enhance the curriculum offer for all children.



Our Early Years Curriculum



Our Early years curriculum at Kelsall is designed to provide educational programmes that sit under the 7 areas of learning outlined in the statutory framework. We aim to provide a rich curriculum to support and promote the holistic development of each and every child at Kelsall Primary and Nursery School. We adopt the Pathways to Write methodology to support and promote emerging language and literary skills and this can sometimes further impact other areas of our provision as the children become engaged in exciting opportunities. Our curriculum is flexible to enable us to appropriately meet the needs of the children in our setting. The curriculum map gives examples of this but in reality, the possibilities are endless, it all depends on the children!


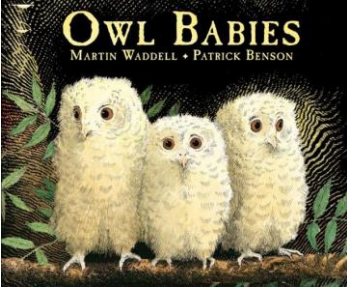

Our curriculum is creative, adaptable and responsive to the needs, interests and wants of each child in our care to ensure they develop a 'love of learning' at an early age, building firm foundations for future success.

We identify that for children to learn effectively, the provision must be tailor-made to the interests, needs and motivations of the children who attend it. We recognise that the uniqueness of children should be celebrated and valued therefore we work closely with families to personalise their nursery experience to make it meaningful, exciting and motivating.


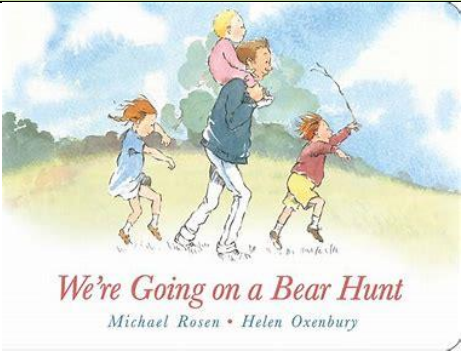
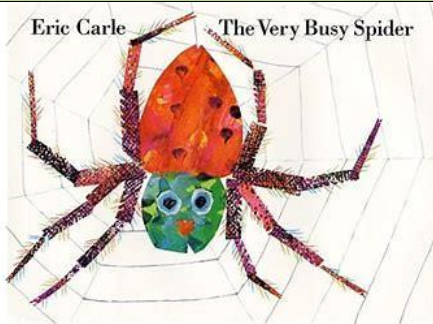
Intrinsic motivation is key in enabling children to engage in deep and meaningful learning experiences. When children are displaying high levels of wellbeing and involvement, this is when the magic happens!! We use the Leuven scales to measure levels of wellbeing and involvement to maximise young children's potential and reflect on practice.

To be effective in learning, focus is placed on children being ready, willing and able to learn. At the end of children's time in the Early Years at Kelsall, we aim for them to be independent, creative, resilient and autonomous little learners. We place focus on the processes of learning as opposed to heavily placing emphasis on the outcomes and the EYFS considers these qualities through the characteristics of effective learning.


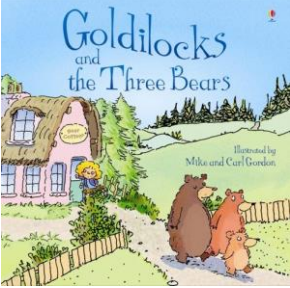
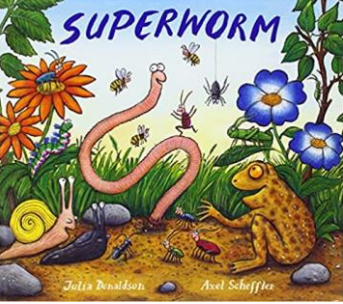
The characteristics of effective learning enable practitioners to empower children to have the confidence and self-belief to try new things and master skills during play that develop life-long learning. Concentrating on how children learn by supporting their wellbeing and learning strategies enables them to be more self-reliant, active learners who can exercise control over their own lives. Focussing on how children learn, supports them to develop their emotional and cognitive ability that will give them sufficient knowledge and understanding, that will enable them to have 'control over their lives'. Recognising these characteristics in daily observations ensures that practitioners can plan purposeful play experiences in relation to children's needs and interests to support children to construct positive attitudes to learning that will last a lifetime.

Subject	Autumn Term (6 TH January-27 th October 2023)	Autumn Term (7 th November-15 th December 2023)
	<div>  </div> <div> <p>"Owl Babies" By Martin Waddell Additional Texts: "I love my Mummy" by Giles Andreae "My Dad" by Anthony Browne "All are welcome here" By Alexandra Penfold</p> <p>Songs: 'Ten little Owl's sitting on a branch' (You Tube)</p> </div>	<div>  </div> <div> <p>Stick Man" By Julia Donaldson Additional Texts: "One snowy night" By Nick Butterworth "Leaf Man" By Lois Ehlert Poems:</p> <p>Songs: "Stick Man" by Julia Donaldson Christmas songs</p> </div>
Communication and Language	<p>Learning Intentions: 24-36 months:</p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories. Shows interest in play with sounds, songs and rhymes. Identifies action words by following simple instructions, e.g. Show me jumping. Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet. Uses language to share feelings, experiences and thoughts. Uses longer sentences (e.g. Mummy gonna work) <p>Links to text: Share the story 'Owl Babies' in a range of different areas (woods, cosy area, calm club) in large groups and 1:1. Use different voices, facial expressions, puppets and props to bring the story to life. Encourage children to join in with repeated refrains 'I want my mummy'. Encourage children to join in singing songs and rhymes.</p>	<p>Learning Intentions: 24-36 Months:</p> <ul style="list-style-type: none"> Can shift attention to a different task. Uses a variety of questions. Holds a conversation <p>Links to text: Model using 'What' and 'Where' questions in relation to the story. What does the dog do? Where is stick man going? Discuss with children their experiences of Christmas. Encourage parents to share photographs to boost conversation sharing. Encourage children to join in with repeated refrains 'I'm stick man, I'm stick man, I'm stick man, that's me' and fill in the missing words once they have become familiar with the story.</p>
Key Language and Vocab to introduce:	House, big branch, small branch, brave, soft, silent, swooped, flapped, danced, bounced,	Family tree, jog, fetch, floating, twig, mast, pen, bat, choir, fire
Personal, Social and Emotional Development	<p>Learning Intentions: 24-36 Months:</p> <ul style="list-style-type: none"> Becomes more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult. Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest. Knows their own name, their preferences and interests and is becoming aware of their unique abilities Is developing an understanding of and interest in differences of gender, ethnicity and ability Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows. Is becoming able to think about their feelings. <p>Links to text: Use a range of materials to create a face talking about the shapes colours of skin, eyes and hair. Talk about how we are different and similar. Create a visual timetable to support children to understand routines. Create a visual reminder of rules/boundaries to support children's behaviour within the setting. Discuss how the owls felt when their mother wasn't there. What makes you feel sad, upset, lonely? What makes you feel happy, excited? Create our own nest for the owls, talk about what our houses look like and where other animals live. Discuss similarities/differences.</p>	<p>Learning Intentions: 24-36 Months:</p> <ul style="list-style-type: none"> Builds relationships with special people. Shows some understanding that other people have perspectives, ideas and needs that are different from theirs. Shows a sense of autonomy through asserting their ideas and preferences, making choices and decisions. Responds to the feelings of others. <p>Links to text: Begin to encourage the children to vote for what they want within the routine Eg: shall we read 'Stick Man' or 'One Snowy Night'. Continue discussions around our own family tree and family pictures. Encourage children to share these with their friends. Draw children's attention to different families within the story: The Swan with signets, Stick man's wife and children, Dad and boy on beach. Who do we have special relationships within n nursery? How does the Stick Man's family feel when he is gone and when he returns?</p>
Physical Development	<p>Learning Intentions: 24-36 months:</p> <ul style="list-style-type: none"> Begins to walk, run and climb on different levels and surfaces Begins to understand and choose different ways of moving Turns pages in a book, sometimes several at once Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. Develops some independence in self-care showing some awareness in routine such as handwashing or teeth cleaning. <p>Links to text: Re-enact the story-move in the way that the owls do-swooping, flapping, dancing, bouncing. Use a range of tools and equipment to create their own owl. Cotton wool, pine cones, scissors, pegs, paint etc. Go on an Owl hunt in the woods. Make a den/bird hide. Make binoculars/torches.</p>	<p>Learning Intentions: 24-36 Months:</p> <ul style="list-style-type: none"> Sits from lying, stands from sitting and squats with steadiness and rises without using hands. Runs safely on whole foot Kicks and throws a ball with increasing accuracy and begins to catch a large ball. Can increasingly express their thoughts and emotions through words as well as facial expressions. <p>Links to text: Encourage children to move in the different ways that stick man does: Jog, Hop, Twirl, Tosses, Turns Can the children use large sticks to move a ball across the floor?</p>

Home Learning Ideas	<p>Send in pictures of family and loved ones to share at nursery. We will use these to create a “family tree” and to support your child in the transition to nursery.</p> <p>Share a picture of your child in front of your house. We will share these and talk about where different people and animals live.</p>	Encourage children to share photographs of their children enjoying Christmas events.
Literacy	<p>24-36 months:</p> <ul style="list-style-type: none"> Fills in the missing word or phrase in a known story. Distinguish between the different marks they make. <p>Links to text: When reading the story miss out the word ‘mummy’ from the repeated refrain and encourage the children to fill it in. Provide a variety of books about different people and faces as well as mirrors to look at our own face and encourage children to notice features of a face and draw their own.</p>	<p>24-36 months:</p> <ul style="list-style-type: none"> Enjoys drawing and writing on different textures such as sand. <p>36-48 months:</p> <ul style="list-style-type: none"> Includes mark making and early writing in their play. <p>Links to text: Use sticks to make marks in dry and wet sand as well as in the mud during outings and walks.</p>
Mathematics	<p>24-36 months:</p> <ul style="list-style-type: none"> Begins to remember their way around familiar environments. Beginning to anticipate times of day such as mealtimes and home time. Is interested in what happens next using the pattern of everyday routines. Responds to some spatial and positional language. <p>Links to Text:</p> <ul style="list-style-type: none"> Talk about the Owls home and what our home and nursery look like. Use a visual timetable to help children understand the structure of the day. Use a variety of sizes and shapes of blocks to build a home for the small world people or animals. Talk about the sizes and shapes of the blocks and structure. 	<p>24-36 months:</p> <ul style="list-style-type: none"> Beginning to understand some talk about immediate past and future. Explores differences in size and length. Beginning to compare and recognise changes in number of things. ‘more’, ‘lots’, ‘same’. <p>Links to text: Discuss how the seasons change through the story and draw children's attention to how the illustrations show us this. Sort sticks into size order, introducing language of size. Sort sticks into piles introducing language of number. Who has got ‘more’, ‘less’, ‘the same’?</p>
Understanding of the world	<p>24-36 months:</p> <ul style="list-style-type: none"> Has a sense of own family, relations and pets. Learns that they have similarities and differences that connect them to and distinguish them from others. Beginning to have their own friends. <p>Links to text: Using the family of Owl Babies as an example, talk about our own families and siblings. Encourage children to look at their family photos on the family tree. Use a range of materials to create a face talking about the shapes colours of skin, eyes and hair. Talk about how we are different and similar.</p>	<p>24-36 months:</p> <ul style="list-style-type: none"> Plays with water to investigate ‘low technology’. Uses pipes/tunnels and other tools to carry/transport water. <p>36-48 months:</p> <ul style="list-style-type: none"> Talks about why things happen and how things work. <p>Links to text: Use a range of resources such a drain pipes and trays to create our own flowing river. See if the water runs down it? Can we also run sticks and leaves down our river? Explore what other natural objects float or sink? Pine cones, acorns, pebbles etc. Can the children use large wooden blocks and planks or wood to make a bridge over the river?</p>
Expressive Arts and Design	<p>24-36 months:</p> <ul style="list-style-type: none"> Experiments with ways to enclose a space and create shapes. Use 3D and 2D structures to explore materials and express ideas. <p>Links to text: Use a variety of sizes and shapes of blocks to build a home for the small world people or animals. Talk about the sizes and shapes of the blocks and structure.</p>	<p>24-36 months:</p> <ul style="list-style-type: none"> Uses everyday materials to explore, understand and represent their world. Creates sounds by shaking. Beginning to describe sounds and music imaginatively. <p>36-48 months:</p> <ul style="list-style-type: none"> Continue to explore moving in a range of ways. <p>Links to text: Use natural resources to create their own stick man. Provide pieces of fabric ad sticks in the sandpit encouraging children to make flags for their sandcastles. Provide materials such as cotton wool, paper, glue and twigs for children to create their own snowman picture. Encourage children to move in the different ways that stick man does: Jog, Hop, Twirl, Tosses, Turns Introduce bells during song and rhyme time as well as Christmas choir music. Explore how the children respond to this through movement and expression.</p>

Subject		Spring Term 1 (3 rd Januray-16 th February 2024)		Spring Term 2 (26 th February-28 th March 2024)	
<div> Pathways to Write</div>			<p>“We’re going on a Bear Hunt” by Michael Rosen</p> <p>Additional Texts: Brown Bear, Brown Bear, What do you see? By Bill Martin Jn & Eric Carle Can’t you sleep little Bear? By Martin Waddell My Bare Feet by H J Ray</p>		<p>“The Very Busy Spider” By Eric Carle Additional Texts: Spider Sandwiches by Claire Freedman and Sue Hendra Monster Max’s Shark Spaghetti by Claire Freedman and Sue Hendra Lifesize Creepy Crawlies by Sophy Henn Poems: Getting Undressed by Jennifer Tweedie Spring Song by Jean Kenward Songs: We went to visit the farm one day Old McDonald had a farm.</p>
Communication and Language		<p>24-36 months:</p> <ul style="list-style-type: none">• Listens with interest to the noises adults make when they read stories.• Shows interest in play with sounds, songs and rhymes.• Understands who, what, where in simple questions.• Uses language to share feelings, experiences and thoughts.• Recognise and reponds to familiar sounds. <p>36-48 months</p> <ul style="list-style-type: none">• Listens to familiar stories with increasing attention and recall.• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.• Shows understanding of prepositions such as under, on top and behind.• Beginning to understand why and how questions.• Uses talk to explain what is happening and explain what might happen next• Questions why things happen and gives explanations.• Beginning to use word endings. <p>Links to text; Use a drum when reading the repeated refrains to draw attention to rhythm. Encourage children to join in tapping their knees or with the words. Use other instruments for other parts of the story. (glockenspiel-stumble trip, rain maker-swishy swashy) Ask questions about the story and illustrations. (Who do you think the lady is? What is the little girl carrying? Where could they hide from the bear? Where does the bear live? Why did they run away from the bear? Why have they taken their shoes off? Why is the man carrying the baby on his back?) Discuss how the book made us feel. Did they like the story? Talk about going over, under and through things. Set up games, activities using toys of interest, (railway bridge, balancing beams in the garden, sandcastles) can we go over, under, through. Introduce other prepositions.</p>		<p>24-36 Months: Continue to:</p> <ul style="list-style-type: none">• Listens with interest to the noises adults make when they read stories.• Shows interest in play with sounds, songs and rhymes.• Understands who, what, where in simple questions. <p>Also:</p> <ul style="list-style-type: none">• Identify action words by following simple instructions• Begin to use longer sentences and word endings <p>36-48 Months: Continue to:</p> <ul style="list-style-type: none">• Listen to familiar stories with increasing attention and recall.• Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. <p>Also:</p> <ul style="list-style-type: none">• Able to use language in recalling past experiences.• Use talk to explain what is happening and anticipate what might happen next.• Begin to use a range of tenses.• Beginning to understand why and how questions.• Listens to others one to one or in small groups when conversations interests them. <p>Links to text: Introduce the story using model animals to enhance-children to experience the story in a number of ways (one to one, during group time, through play, being read to face to face and through an online video) and in different environments. Once children are familiar encourage them to join in with repeated refrains and animal noises. Singing-Using Makaton signs to enhance singing-Old McDonald had a farm, we went to visit a far Ask questions related to the story-Do you think the spider would want to chase a cat or roll in the mud? Why do the other animals want to do that? Why is the spider so busy? How did the animals feel when the spider didn’t answer them? Ask children about their experiences of going to visit a farm. Encourage parents to send photographs of this to share with the group. Adults to model using past tense and word endings.</p>	
Key Language and Vocab to introduce:		Over, Under, Through, Swishy Swashy, Stumble, Squelch Squirch, Splash Splosh, Goggly, Wet, Furry,		Spinning, silky, bleated, grunted, barked, cried, crowed	
Personal, Social and Emotional Development		<p>24-36 months:</p> <ul style="list-style-type: none">• Begin to understand more complex feelings such as empathy and concern for people who are close to them.• Experiments with views of who they are through their play.• Responds to the feelings of others showing concern and offering comfort.• Able to stop themselves from doing something they shouldn’t do. <p>36-48 months:</p> <ul style="list-style-type: none">• Practice skills of assertion, negotiation and compromise and seeks adult support to resolve conflicts with peers.• Become aware of similarities and differences between themselves and others.• Talks about how others may be feeling and responds according to their understanding of the other persons needs and wants. <p>Links to text: Using the final illustration in the book discuss how the bear feels at the end when the family have closed the door on him. Is he lonely? Who does he live with? How can we make him feel better? Why do the family shut the door? Are all bears scary? Re-enact the story-which character are you going to be and why? Provide lolly stick puppets/characters for the children to re-enact the story. Adults to use to show how the family could be nice to the bear.</p>		<p>24-36 months:</p> <ul style="list-style-type: none">• Seeks out others to share experiences with and may choose to play with a familiar friend or child who has a similar interest to them.• Is beginning to cooperate in favourable situations.• Able to express the self-aware emotions of pride and embarrassment. <p>For new starters</p> <ul style="list-style-type: none">• Knows their own name, their preferences and interests and is becoming aware of their unique abilities• Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows• Is gradually learning that actions have consequences but not always the consequences the child hopes for <p>36-48 months: nContinue to:</p> <ul style="list-style-type: none">• Practice skills of assertion, negotiation and compromise and seeks adult support to resolve conflicts with peers.• Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants. <p>Also:</p> <ul style="list-style-type: none">• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play <p>Links to text; Work together/take turns using magnifying glasses to go on a spider web/bug hunt. Adults to model and assist in turn taking and use sand timers to support this. Work together to build a bug house/farm using resources and materials of their choice.</p>	
Physical Development		<p>24-36 months:</p> <ul style="list-style-type: none">• Moves in response to music or rhythms played on instruments.• Begins to understand and choose different ways of moving.• Holds mark-making tools with thumb and two fingers and begin to show preference for a dominant hand.• Begins to recognise danger and seeks the support and comfort of a familiar adult.•• Climbs steps and moves across climbing equipment maintaining balance and stability using hands and body.• Creates lines and circles to create pictures. <p>Links to text: Use instruments to represent noises within the story. March to the beat of the drum during repeated refrains. Draw a picture of the bear using the description in the book. Use action and movement to represent parts of the story. Encourage children to retell it using these actions and movements. Create structures in the garden/woods for children to balance across discussing prepositions used within the story.</p>		<p>24-36 months Continue to:</p> <ul style="list-style-type: none">• Begins to understand and choose different ways of moving. <p>Also:</p> <ul style="list-style-type: none">• May be beginning to show preference for dominant hand and/or leg/foot.• Turns pages in a book, sometimes several at once.• Jumps up into the air with both feet leaving the floor and can jump forward a small distance.• Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet.• Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots. <p>For new starters:</p> <ul style="list-style-type: none">• Feeds self competently.• Can hold a cup with two hands and drink well without spilling. <p>36-48 months Continue to:</p> <ul style="list-style-type: none">• Climbs steps and moves across climbing equipment maintaining balance and stability using hands and body.• Creates lines and circles to create pictures. <p>Also:</p> <ul style="list-style-type: none">• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons	

		<ul style="list-style-type: none">• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.• Can mirror the playful actions or movements of another adult or child.• Observes and can describe in words or actions the effects of physical activity on their bodies.	
		<ul style="list-style-type: none">• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.• Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom <p>Links to text: Use a range of materials to make a bug hotel Fine motor skills: using pegs for legs, clip onto spiders' body-counting the legs. Use tweezers to rescue the flies from the giant spider's web. Threading own spider's web. Make own spiders web using a range of mark making tools and other craft resources. Look at patterns and shapes. Making spiders using playdough-practice pinching, rolling, pushing, squeezing. Gross motor skills: Make a giant spiders web in the garden and encourage children to climb, crawl and shuffle through it without touching the rope. Now Press Play-Minibeast experience and Farm experience.</p> <p>Take a visit to the farm and share photos through Tapestry for the children to show and discuss with adults and peers. On a dewy morning go on a spider web hunt. Count how many you can find.</p>	
Home Learning Ideas			
Literacy	<p>24-36 months:</p> <ul style="list-style-type: none">• Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words.• Fills in the missing word or phrase in a known rhyme, story or game.• Enjoys drawing and writing on paper, on screen and on/in different textures. <p>36-48 months:</p> <ul style="list-style-type: none">• Joins in with repeated refrains.• Imitates adults writing by making continuous lines of shapes and symbols from left to right. <p>Links to text: Use instruments to represent noises within the story. March to the beat of the drum during repeated refrains. Provide children with tablets downloaded with appropriate apps to enable children to create and mark make. When sharing the story, adults to pause when they reach a repeated refrain and encourage children to say it.</p>	<p>24-36 months:</p> <ul style="list-style-type: none">• Has some favourite stories, songs, rhymes, poems or jingles.• Distinguishes between the different marks they make. <p>36-48 months:</p> <ul style="list-style-type: none">• Makes up stories, play scenarios and drawings in response to experiences such as outings.• Handles books and touch screen technology carefully. <p>Links to text: Focus on songs and rhymes involving farm animals. Ask children to choose one to sing during group time. Provide children with resources such as farm animals, boxes and images from the story and model using these to recreate or make up stories. Provide children with tablets downloaded with appropriate apps to enable children to create and mark make.</p>	
Mathematics	<p>24-36 months:</p> <ul style="list-style-type: none">• Joins in and anticipates repeated sound and action patterns.• Moves their bodies and toys around objects and explores fitting into spaces. <p>36-48 months:</p> <p>Links to text: When sharing the story, adults to pause when they reach a repeated refrain and encourage children to say it. Talk about going over, under and through things. Set up games, activities using toys of interest, (railway bridge, balancing beams in the garden, sandcastles) can we go over, under, through. Introduce other prepositions.</p>	<p>24-36 months:</p> <ul style="list-style-type: none">• Explores how things look from different viewpoints including things that are near or far away.• Choose puzzle pieces and tries to fit them in. <p>36-48 months:</p> <p>Links to text: Work together/take turns using magnifying glasses to go on a spider web/bug hunt. Introduce use of binoculars to search for birds in the trees and talk about how the binoculars make things closer. Use the farm inset boards and puzzles to encourage awareness of shape and problem solving.</p>	
Understanding of the World	<p>24-36 months:</p>	<p>24-36 months:</p> <ul style="list-style-type: none">• Notices detailed features of objects in their environment.• Enjoys playing with small world reconstructions.• Seeks to acquire basic skills in turning on and operating some digital equipment.• Operates mechanical toys. <p>Links to text: Go on a walk around the school grounds in search of spider webs. Use magnifying glasses to look at these closely. Use available resources to create a farm with animals from the story. Provide children with tablets downloaded with appropriate apps to enable children to create and mark make.</p>	
Expressive Arts and Design	<p>24-36 months:</p> <ul style="list-style-type: none">• Begins to make-believe by pretending using sounds movements and words.• Creates sounds by rubbing, shaking, striking, tapping or blowing.• Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them. <p>Links to text: Use instruments to support reenactment of story. Talk about how the instruments make you feel. Extend this by listening to a variety of music and talking about how it makes us feel. Use a drum when reading the repeated refrains to draw attention to rhythm. Encourage children to join in tapping their knees or with the words. Introduce other instruments for other parts of the story. (glockenspiel-stumble trip, rain maker-swishy swashy). Encourage children to explore different ways of playing them (fast/slow, loud/quiet).</p>	<p>24-36 months:</p> <ul style="list-style-type: none">• Joins in singing songs. <p>Links to text: Encourage children to join in singing songs about the farm.</p>	

Subject	Summer Term 1 (15 th April-24 th May 2024)		Summer Term 2 (3 rd June-19 th July 2024)	
		<p>‘Goldilocks and the Three Bears’ Additional Texts: Mr Wolf’s Pancakes The Very Hungry Caterpillar Monkey Puzzle Poems: Songs: When Goldilocks went to the house of the bears. There’s a tiny caterpillar on a leaf.</p>		<p>‘Superworm’ by Julia Donaldson.</p> <p>Additional Texts: Jack and the beanstalk</p> <p>Poems: Songs: There’s a worm at the bottom of the garden.</p>
Personal, Social and Emotional Development	<p>24-36 months:</p> <ul style="list-style-type: none">Seeks out others to share experiences with and may choose to play with a familiar friend or child who has a similar interest to them.Is beginning to cooperate in favourable situations. <p>For new starters</p> <ul style="list-style-type: none">Knows their own name, their preferences and interests and is becoming aware of their unique abilitiesParticipates more in collective cooperation as their experience of routines and understanding of some boundaries growsIs gradually learning that actions have consequences but not always the consequences the child hopes for <p>36-48 months:</p> <p>Continue to:</p> <ul style="list-style-type: none">Practice skills of assertion, negotiation and compromise and seeks adult support to resolve conflicts with peers.Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants.Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelingsEnjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play <p>Links to text:</p> <p>-Porridge tasting-discuss who does and doesn’t like porridge and what we like to have on top of our porridge. How are we different/similar. Are there more or less children that like it than don’t?</p> <p>-Retell the story by acting it out.</p>		<p>24-36 months:</p> <ul style="list-style-type: none">-Shows empathy and concern for people who are special to them by partially matching others’ feelings with their own.-Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows <p>36-48 months:</p> <ul style="list-style-type: none">-Enjoys playing alone, alongside and with other, inviting others to play and attempting to join others’ play.-Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies himself in relation to social groups and to their peers.-Talks about how others might be feeling and responds according to their understanding of the others persons needs and wants. <p>Links to text:</p> <p>-Explore the language of words within the story. Why is everyone scared of the crow? Why is Superworm cross?</p> <p>-Can we help Superworm find treasure in the soil. Use a range of tools and equipment to explore what might be hiding in the soil.</p> <p>-Explore how the bee’s make the honey to capture Wizard Lizard. Who likes honey and who doesn’t? Create a tally. Do you have honey on your toast or on your porridge?</p>	
Communication and Language	<p>24-36 Months:</p> <p>Continue to:</p> <ul style="list-style-type: none">Shows interest in play with sounds, songs and rhymes.Understands who, what, where in simple questions.Identify action words by following simple instructionsBegin to use longer sentences and word endings <p>Also:</p> <ul style="list-style-type: none">Developing understanding of simple concepts (good/bad, hot/cold)Uses language to share feelings, experiences and thoughts.Learns new words very rapidly and is able to use them in communicating. <p>36-48 Months:</p> <p>Continue to:</p> <ul style="list-style-type: none">Listen to familiar stories with increasing attention and recall.Anticipates key events and phrases in rhymes and stories.Use talk to explain what is happening and anticipate what might happen next.Begin to use a range of tenses.Beginning to understand why and how questions.Listens to others one to one or in small groups when conversations interests them. <p>Also:</p> <ul style="list-style-type: none">Can retell a simple past event in correct order.Questions why things happen and gives explanations.Uses talk in pretending that objects stand for something else in their play. <p>Links to text:</p> <p>-Use poem to identify rhyming words-can you think of any other words that rhyme?</p> <p>-Who went into the three bears’ house? Where did the three bears go? What did goldilocks do in the house? Why didn’t goldilocks listen to her mummy?</p> <p>-Retell the story using pictures from the story for support.</p> <p>-Use a variety of objects and resources to recreate the three bears’ house, including 3 bowls of porridge, 3 chairs and 3 beds.</p>		<p>24-36 Months:</p> <ul style="list-style-type: none">Shows interest in play with sounds, songs and rhymes.Begin to use longer sentences and word endingsDeveloping understanding of simple concepts (good/bad, hot/cold)Learns new words very rapidly and is able to use them in communicating <p>36-48 months:</p> <ul style="list-style-type: none">Listen to familiar stories with increasing attention and recall.Anticipates key events and phrases in rhymes and stories.Use talk to explain what is happening and anticipate what might happen next.Begin to use a range of tenses.Builds up vocabulary to reflect breadth of experiences.Uses intonation rhythm and phrasing to make meaning clear to others. <p>Links to text:</p> <p>-Using the Superworm chant, clap or tap out the syllables.</p> <p>-Identify rhyming words within the story-can you think of any other words that rhyme?</p> <p>-Whilst measuring worms introduce word endings-longer, shorter, fatter, thinner.</p> <p>-Make playdough worms and compare sizes (fat/thin) length (long/short) strength (strong/weak).</p>	
Key Language and Vocab to introduce:	Great big, medium-sized, tiny, delicious		Slither, Squirm, Hopped, Angry, Scared, Cheer, Cross	
Physical Development	<p>24-36 months</p> <p>Continue to:</p> <ul style="list-style-type: none">May be beginning to show preference for dominant hand and/or leg/foot.Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet. <p>Also:</p> <ul style="list-style-type: none">Sits comfortably on a chair with both feet on the ground.Moves in response to music or rhythms played on instruments such as drum or shakers.Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, hammers, jugs and mark making tools.Holds mark making tools with thumb and all fingers.Climbs up and down stairs with confidence. <p>For new starters:</p> <ul style="list-style-type: none">Feeds self competently.Can hold a cup with two hands and drink well without spilling. <p>36-48 months</p> <p>Continue to:</p> <ul style="list-style-type: none">Climbs steps and moves across climbing equipment maintaining balance and stability using hands and body.Creates lines and circles to create pictures.Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.Can mirror the playful actions or movements of another adult or child.Observes and can describe in words or actions the effects of physical activity on their bodies.Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. <p>Also:</p> <ul style="list-style-type: none">Can name and identify different parts of the body.Willing to try a range of different textures and tastes and express a preference.Observes and controls the breath. Able to take a deep breath, scrunching and releasing the breath. <p>Links to text:</p>		<p>24-36 months:</p> <ul style="list-style-type: none">Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet.Holds mark making tools with thumb and all fingers.Feeds self competently.Can hold a cup with two hands and drink well without spilling.Begins to understand and choose different ways of moving.Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, hammers, jugs and mark making tools.Uses wheeled toys with increasing skill in peddling and balancing. <p>36-48 months:</p> <ul style="list-style-type: none">Willing to try a range of different textures and tastes and express a preference.Observes and controls the breath. Able to take a deep breath, scrunching and releasing the breath. <p>Links to text:</p> <p>-Use playdough to make own worms. Develop fine motor skills through rolling and pinching.</p> <p>-Explore the different ways in which superworm and the other insects move. Can you do the same? Slither, squirm, hopped.</p> <p>-Can you use a skipping rope, hula hoop?</p> <p>-Develop hand-eye co-ordination by providing materials to create a fishing line and catch some fish.</p>	

	<div>-Use tweezers to sort compare bears into different sized bowls.</div> <div>-Porridge oats in the tuff tray-scooping/filling/pouring/emptying with a variety of sized spoons.</div> <div>-Use musical instruments with the songs to encourage movement and co-ordination. Use different instruments for the different stages of the caterpillar</div>	
	<div>song.</div> <div>-Name, identify and colour in different parts of the bears body.</div> <div>-Tasting porridge with a range of different toppings.</div>	
Literacy	<div>24-36 months:</div> <div><div>-Has some favourite stories, rhymes, songs, poems or jingles.</div><div>-Repeats and uses actions, words or phrases from familiar stories.</div><div>-Distinguishes between the different marks they make.</div><div>-Enjoys drawing and writing on paper as well as in sand or playdough and using touch screen technology.</div></div> <div>36-48 months:</div> <div><div>-Begins to be aware of the way stories are structured, and to tell own stories.</div><div>-Talks about events and principal characters and in stories and suggest how the story might end.</div><div>-Sometimes gives meaning to their drawings and paintings.</div><div>-Includes mark making and early writing in their play.</div></div> <div>Links to text:</div> <div>-Learn the song ‘Tiny Caterpillar on a leaf’ with the actions to support.</div> <div>-Use actions to support ‘too hot’, ‘too cold’, ‘too hard’, ‘too soft’.</div> <div>-Use text as a model for building our own stories using the ‘Helicopter stories’ approach. Talk about a beginning, middle and end.</div> <div>-Provide materials to create their own bears face. Can they identify different parts of the face.</div>	<div>24-36 months:</div> <div><div>-Fills is the missing word or phrase in a known rhyme, story or game.</div><div>-Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</div><div>-Enjoys drawing and writing on paper, on screen and on different textures such as in sand or playdough and through using touch screen technology.</div></div> <div>36-48 months:</div> <div><div>-Begins to develop phonological and phonetic awareness-Shows awareness of rhyme and alliteration, claps or taps the syllables in words during sound play.</div><div>-Recognises familiar words and signs such as own name, advertising logos and screen icons.</div><div>-Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</div><div>-Attempts to write their own name, or other names and words using a combination of lines, circles and curves, or letter-type shapes.</div></div> <div>Links to Text:</div> <div>-Encourage children to join in with Superworm ‘Chant’ and fill in missing words.</div> <div>-Use musical instruments or claps to tap out the syllables and clap along with the beat of the chant.</div> <div>-Use a range of materials to create a wizards hat for Wizard Lizard. Can they write their name on their work?</div>
Mathematics	<div>24-36 months:</div> <div><div>-Beginning to notice numerals.</div><div>-Make simple constructions.</div><div>-Explores differences in size, length, weight and capacity.</div><div>-Explores differences in size, weight, length and capacity.</div><div>-Begins to compare and recognise changes in number of things.</div><div>-Takes or gives two or three objects from a group.</div></div> <div>36-48 months:</div> <div><div>-Links numerals with amounts up to 5 and maybe beyond.</div><div>-Compares two small groups of up to five objects, saying when there are the same number in each group.</div></div> <div>Links to text:</div> <div>-Can you place the compare bear into the matching size bowl using the tweezers? Can you give me two/three compare bears? Do I have more or less than you?</div> <div>-Measuring height of the bears-How many cubes/blocks high is each bear? How tall are you? Who is the tallest/smallest?</div>	<div>24-36 months:</div> <div><div>-Begins to say numbers, some of which are in order.</div><div>-Beginning to count on their fingers.</div><div>-Joins in and anticipates repeated sound and action patterns.</div><div>-Recognises that two objects have the same shape.</div></div> <div>36-48 months:</div> <div><div>-Points or touches each item, saying one number for each item using the stable order of 1, 2, 3, 4, 5.</div><div>-Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</div></div> <div>Links to text:</div> <div>-Make playdough worms and compare sizes (fat/thin) length (long/short) strength (strong/weak). Count the worms, who has more. Separate group in different ways.</div> <div>-Explore the hexagonal shape of a honeycomb and use this shape to create patterns. What others shapes can we find in the room? Which are the same/different?</div>
Understanding of the World	<div>24-36 months:</div> <div><div>-Learns that they have similarities and differences that connect them to, and distinguish them from others.</div><div>-In pretend play, imitates everyday actions and events from own family and cultural background.</div></div> <div>36-48 months:</div> <div><div>-Enjoys joining in with family customs and routines.</div><div>-Knows some of things that make them unique and can talk about some of similarities and differences in relation to family or friends.</div><div>-Enjoys playing with small world reconstructions building on first hand experiences.</div></div> <div>Links to text:</div> <div>-Make porridge together and discuss what our favourite toppings are. Talk about where we sit to eat breakfast at home? Do we sit at the table? Provide play props and equipment to encourage children to re-enact this.</div> <div>-Provide a range of houses and sizes of bears to encourage children to retell the story.</div>	<div>24-36 months:</div> <div><div>-Beginning to have their own friends.</div><div>-Can talk about some of the things they have observed such as plants, animals, natural and found objects.</div><div>-Plays with water to investigate ‘low technology’ such as washing and cleaning. Uses pipes, funnels and other tools to transport water from one place to another.</div></div> <div>36-48 months:</div> <div><div>-Shows an interest in different occupations and ways of life.</div><div>-Shows care and concern for living things and the environment.</div><div>-Talks about why things happen and how things work.</div><div>-Knows that information can be retrieved from digital devices and the internet.</div></div> <div>Links to text:</div> <div>-Provide equipment to make a water slide for superworm to slide down.</div> <div>-Talk about what seeds and plants need to grow. Practice this by encouraging children to help look after plants, flowers, herbs and vegetables grown in the garden.</div> <div>-Use the internet to explore the life cycle of a broad bean or sunflower seed.</div>
Expressive Arts and Design.	<div>24-36 months:</div> <div><div>-Joins in singing songs.</div><div>-Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects.</div></div> <div>36-48 months:</div> <div><div>-Developing an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation and experience.</div><div>-Engages in imaginative play based on own ideas or first-hand or peer experiences.</div><div>-Uses available resources to create props or creates imaginary ones to support play.</div></div> <div>Links to text:</div> <div>-Provide materials for children to create their own house for the three bears.</div>	<div>24-36 months:</div> <div><div>-Creates sounds by rubbing, shaking, striking, tapping or blowing.</div><div>-Explores and responds to playing with colour in a variety of ways, Eg, by combining colours.</div><div>-Creates rhythmic sounds and movements.</div></div> <div>36-48 months:</div> <div><div>-Continue to explore moving in a range of ways.</div><div>-Uses various construction materials e.g, joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</div><div>-Taps out simple repeated rhythms.</div></div> <div>Links to text:</div> <div>-Explore the different ways in which superworm and the other insects move. Can you do the same? Slither, squirm, hopped.</div> <div>-Can you use a skipping rope, hula hoop?</div> <div>-Use a variety of materials to create a trap to capture Wizard Lizard.</div>
Home Learning Ideas:	<div>Send a picture of you making and eating porridge at home with your favourite topping. What do other people in your house like to put on top of their porridge?</div>	

