

Early Years INSPIRE Half Termly Overview – I am Special, I am ME!

C&L - Starts a conversation with a trusted adult or child - Is beginning to talk about ideas that have already happened - Talks with others – often preferring the adults and children most familiar to them - Engages in own favourite make-believe play, some of which may be repetitive - Is developing social phrases to help them in their play e.g. Can I play with you? - Listens to and begins to pay attention to the questions of others - Listens within interest to new vocabulary, some of it specific to the school/setting e.g. ‘group time’, ‘snack table’ - Listens to simple stories, understands what is happening, with the help of the pictures, and talks about it - Tries to join in with a range of songs and rhymes - Describes events in some detail - Continues to expand and use own vocabulary, including words and phrases they may not have heard at home - Is developing use of talk with others to help organise thinking, work out problems and explain - Enjoys talking with others - Can use talk to take on different roles in imaginative play - Uses talk to take part in a range of activities - Listens to and talks about stories to build familiarity and understanding - Engages in non-fiction books and Storytime	PSED - Can seek support from a trusted adult - Listens to others with interest, sometimes distracted by other things - Is confident in accessing a range of familiar resources independently - Is becoming aware of their own unique abilities - Shows some satisfaction in what they have achieved through body language or talk - Shows an interest in other children and adults and seeks out others to share experiences - Is starting to understand they may need to wait their turn, using props to support them - Can say what has made them feel that way - Is beginning to recognise when and how they need to respond to a friend, showing sensitivity when needed - Can explain what they are good at and what they need to get better at - Is confident in selecting from a wide range of activities and resources, usually independently - Is developing resilience, trying to do something difficult which they want to achieve - Is aware of, and follows, rules in the new setting, and knows why rules need to be followed - Understands they may need to wait their turn and can anticipate this, including in group time - Is beginning to show sensitivity to the needs of others and adjust their response	PD - Is active and enjoys moving body - Shows familiarity with different spaces across the learning environment - Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools - Uses smaller objects and implements in play with increasing accuracy and for the intended purpose	
Literacy - Engages in short conversations about stories, songs, rhymes, using the pictures to help them understand and talk about what is happening - Joins in with stories and poems - Begins to explore some simple vocabulary from books in their play - Enjoys listening to stories - Knows how to hold a book, turn pages and that reading is left to right - Distinguishes between the different marks they make - Uses scribbles and symbols that represent letters when exploring writing - Enjoys an increasing range of print and digital books, both fiction and non-fiction - Shares books, rhymes and songs with others, answering simple ‘why’ questions - Uses vocabulary they have met in books, in other some contexts such as role play	Theme: I am Special, I am ME! Crucial Curriculum Content (3Cs) - Begin to understand their own life story and family’s history - To begin to understand that some families are different to their own - To share information about themselves to others e.g. Identify their favourite thing to do, discuss members of their family etc. - To understand that we are all unique in our own way and identify ways we are similar but different too. - To know about my own family and where we live - To be able to talk about and compare houses within the local area - Begin to explore houses and homes around the world and compare where they are to where we live		Maths - Recites numbers to 5 usually in the correct order - Talks about familiar places - Begins to remember their way around familiar environments e.g. know where to find their favourite activity - Anticipates times of the day, such as mealtimes or home time - Recites numbers to 20 mostly in the right order ‘Tags’ (reliably points or touches each item), using the stable order to 10 - Can count things that can’t be seen such as sounds, actions, words - Can say how many there might be before counting, though not always accurately (sets up to 10) - Can say how many there are after counting, knowing that the last number in the count indicates the total number in a group - Link some numerals with their cardinal value beyond 5 - Is beginning to recognise up to 5 objects without having to count them individually with some accuracy - Compares quantities where the difference in amounts is less - ‘more than’ ‘less than’ ‘fewer’ ‘the same as’ to compare collections (up to 10 objects) - Can find ‘1 more’ from a given number within 10



Aspirational

Confident

Resilient

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Problem Solver

Honest

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• Writes own name • Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.		
<u>UTW</u> • Can say who they are and who they live with • Shows an interest in fictional characters in stories and rhymes • Knows where they live and talks about what they see at school or home • Knows about special events, festivals, places of worship relevant in their own life • Begins to draw on own experiences to compare what they can find out about the past with today, including from books e.g. toys, washing clothes, a family day out • Begins to compare and contrast settings, events or characters from the past, that they have met in books • Can understand differences between where they live and another area in the UK – using observation, discussion and books • Can explain how life may be different for other children living elsewhere • Knows some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends or family • Says what might happen on some special days e.g. Christmas, Eid • Can name some places of worship	<u>EAD</u> • Explores pre-made paint using large brushes, blocks, sponges held in the palm of the hand – working independently to develop basic skills - to create their own pieces of art • Makes marks and sometimes give meanings • Draws circles and lines • Copies basic actions • Explores malleable materials including clay • Can mix primary colours to make secondary colours and use in own work • Engages in large scale collaborative art using paint, sharing ideas with peers, and developing skills further • Shows some emotions in drawings of people e.g., happy, sad • Draws from the imagination, sometimes sharing ideas and developing skills with peers • Constructs a piece, using inspiration from other artists/designers, using their own choice of media • Makes use of a variety of resources – loose part play • Uses first hand experiences and learnt stories to develop storylines in role play • Enhances small world play with a range of props which can be used flexibly and which encourage imagination	



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Wow starter	Parental Engagement	Curriculum enrichment
'All about me' bags- children bring a bag with 5 special items in, from home. They each get a turn to share what is in their bag with the class/ group. 'Learning Leader'- follow children's interests as a result of items in the bag.	REAL Signs and Symbols walk Parents invited on the local environment walk with Reception	Local environment walk
Fantastic Finish	Celebration/Festivals/Events	Key vocabulary
Floor book created at the end of the half term which celebrates ' What makes....class special ' Use the 'all about me' bags to show children's interests and the learning that has come from them.	Diwali Harvest	Home, Family, Friends, Relatives, Hobbies, Features, Unique, Same, Different, Like, Dislike, House, Street, Address, Kitchen, Living Room, Bathroom, Bedroom, Garden, Terraced, Flat, Semi-Detached, Detached, Church, Mosque



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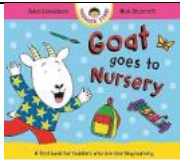
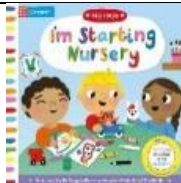
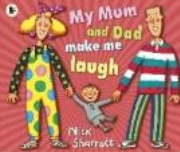
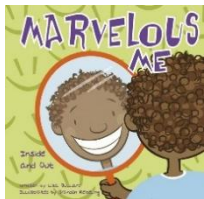
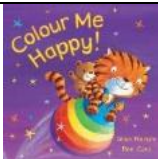
Motivational

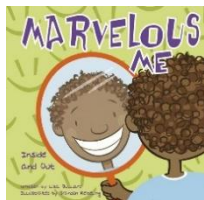
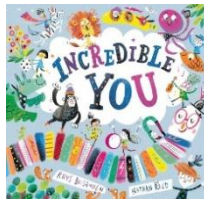
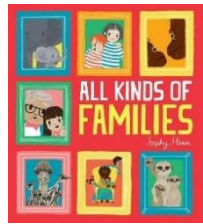
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Nursery				
Key Text	Pobble Picture	Inspire	Shared Reading/Storytime	Maths Focus
		All about me bags, following children's interests Self Portraits	 	Number songs
		REAL Signs and Symbols walk Exploring and making Stripy or spotty patterns Kandinsky circles		Finger rhymes to 5
		Exploring colour and painting a 'happy' picture Reading the colour monster and matching feelings to colours		Groups of 3
				Comparing amounts/ Comparing sizes

Reception				
Key Text	Pobble Picture	Inspire	Shared Reading/Storytime	Maths Focus
		All about me bags- finding out what makes us special Self Portraits	 	Number Songs
		Local Environment walk Junk model/ painting houses and homes		1:1 Counting and Matching Numerals
		In my heart map Reading the colour monster and matching feelings to colours	 	One Less Than
				One More Than
				Sequencing Number



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Enhanced Provision							
Books and puppets	Writing/ Mark making	Maths	Small world	Construction	Blocks	Malleable	Sand
Fiction and non-fiction books about families, houses and home etc People finger and hand puppets	Exploring mark making in a range of ways: sensory trays, large scale Write dance, squiggle while you wiggle, dough disco	Number of the week- developing number posters with the children	Little town construction set Houses of the world set/ pictures	Building houses and homes/ our school	Building our local environment/ local landmarks: town flats, golden mosque, Church etc	People cutters Loose parts – making faces etc Skin tone playdough	
Water	Creative Workshop	Painting	Investigation	Home Corner	Transient Art/ Loose Parts	Outdoors	
	Frames, mirrors and skin tone pastels, paints etc for creating self portraits Exploring how to join materials and how tools work	Skin tone paints- painting portraits of ourselves and our family Painting pictures of our house/ street/ local environment	Mirrors to explore our image Pictures of different people/ faces/ expressions etc	Role playing own experiences with their families. Cultural objects added to reflect the families in the setting (added as we find out about the children and their families)	Making faces and family pictures	-Using the large construction resources to build houses and homes -Exploring and using the den making resources to build houses and homes	

