

| Learning Intentions EYFS Development matters statements 30-50 months | Spontaneous learning opportunities and ongoing | Planned activities | Resources, events, outings and visitors |
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| <p style="text-align: center;">Prime Areas <i>Personal Social and Emotional Development</i> Making Relationships</p> <p>30-50 months: Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <ul style="list-style-type: none"> • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p style="text-align: center;">Self Confidence and Self-awareness</p> <p>30-50 months:</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. <p style="text-align: center;">Managing Feelings and Behaviour</p> <p>30-50 months:</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. | <ul style="list-style-type: none"> ◆ Key people - making parents and children aware of their teacher and other adults in the class. ◆ Family groups ◆ Circle time - talk, listen, ask questions, contribute own feelings and ideas ◆ Review of the day - share achievements with the group ◆ Show work to class ◆ Develop beginning and end of day routines using visual timetable ◆ Establish simple routines of the day ◆ Develop tidy up time routines ◆ Take turns to use limited equipment e.g. bikes, computer etc. ◆ Work in pairs and small groups at classroom activities ◆ Talk to adults and peers in pairs and small groups ◆ Put on coats, aprons, dressing up clothes with decreasing support ◆ Dress and undress for PE ◆ Communicate needs ◆ Use self help systems - register ◆ Join in discussions about stories and books that emphasise moral issues ◆ Introduce different customs through stories and books etc. ◆ Create positive relationships with parents -encourage to visit/share skills ◆ Ensure children with SEN are supported | <ul style="list-style-type: none"> ◆ Discuss positive class rules together ◆ Discuss consequences of breaking rules ◆ Teach children to use and care for materials and encourage them to do this independently ◆ Circle time -contribute to discussion keeping safe and healthy ◆ Play "inside-out" - where each member of the class says something nice about a chosen child. ◆ Play name games to familiarise each other with new class members in unit ◆ Play game "hide and seek" with classroom objects to familiarise themselves with the new classroom areas ◆ Role play rules and manners to establish class protocols ◆ Explore stories about caring for each other through role-play, small world and puppetry. ◆ Play circle games and matching games to emphasise turn-taking. ◆ Explore caring for other living things such as pets. ◆ Sharing news about our homes and cultures ◆ Discussions about others cultures and the differences in our lives ◆ Role play area which reflects on children's own homes. | <p>Settling in new classroom Model what is expected in the classroom/outdoors/ assembly and when walking around school.</p> <p>Name cards & post box</p> <p>Visit KS2</p> <p>Reward system - golden box tickets - merits - behaviour chart - give me five - looking at rules and re-enforcing these through praise and encouragement.</p> <p>Note down interests and strengths of children through observations and record to inform future topics.</p> |

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| <p style="text-align: center;"><u><i>Communication and Language</i></u> Listening and attention</p> <p>30-50 months:</p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens 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, but can shift own attention. <p>Is able to follow directions (if not intently focused on own choice of activity).</p> <p style="text-align: center;">Understanding</p> <p>30-50 months:</p> <ul style="list-style-type: none"> • Understands use of objects (e.g. "What do we use to cut things?') • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. <p style="text-align: center;">Speaking</p> <p>30-50 months:</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). | <ul style="list-style-type: none"> ◆ Talk about personal experiences in class and group circle times, review times, class discussions ◆ Use imaginative talk in doctors role play, small world play, puppet play, ◆ Listen attentively in group times, play and to audio tapes ◆ Converse with others in all classroom areas ◆ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc. ◆ Choose to look at books alone and with others ◆ Bring books and take books home ◆ Read class labels, names, signs ◆ Talk about pictures in books ◆ Retell familiar stories in role play and small world etc. ◆ Join in stories, rhymes and songs ◆ Talk about own experiences related to content of book ◆ Make up own stories inspired by books, poems, pictures, music etc ◆ Make marks to signify writing | <p>Texts: Fiction - Children's personal selection in reading area,</p> <p>Non-fiction books about our bodies, healthy eating, families Nursery Rhymes and poems in the environment</p> <ul style="list-style-type: none"> ◆ Continuous daily phonics fun mini games ◆ Guided reading sessions in small groups ◆ role play area - home corner ◆ Talk about personal visits to the library ◆ Listen to texts/rhymes on the tape-recorder ◆ Retell above texts with magnetic story props/small world toys/puppets ◆ Form letters in name using pens, paints, sand, by labelling models ◆ Set up listening area where children can enjoy rhymes and stories ◆ Encourage children to explain their experiences and introduce new vocabulary with responses. ◆ Provide EAL children with opportunities to use home language.. ◆ Adults supporting child led activities and encouraging speaking and listening. ◆ Adult led activities modelling language and use of reading and | <p>Weekly finger gym challenges</p> |

- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'

Specific Areas
Literacy/Reading

30-50 months:

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Writing

30-50 months:

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.
- 40-60months

- ♦ Write cards, invitations, lists, books, labels, signs, messages, instructions, letters, guessing cards, zig-zag books, flap books
- ♦ Write name at every opportunity
- ♦ Practice forming letters using pens, pencils, crayons, chalks, paints, sand, dough,

writing. E.g. following a recipe to make playdough

- ♦ Opportunities for writing in all areas of the classroom - clipboards, dry wipe boards etc
- ♦ Activities which include gross motor skills swirling ribbons, painting, climbing
- ♦ Activities to develop fine motor - popping bubbles, threading activities, small construction, finger gym activities
- ♦ Discuss authors and begin to look at books by the same author - Eric Carle, Eric Hill Julie Donaldson, David Mckee
- ♦ Talk about ourselves and our experiences in news time
- ♦ Bring in our favourite toys and talk about them
- ♦

• Begin to recognise and write their own name, labels lists and captions

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| <p style="text-align: center;">Numbers</p> <p><i>30-50 months:</i></p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and 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 number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. <p style="text-align: center;">Shape Space and Measure</p> <p><i>30-50 months:</i></p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. | <ul style="list-style-type: none"> ◆ Sing number songs and rhymes e.g. ◆ Count 1-5, 1-10, 1-20 ◆ Errors in counting backwards and forwards using puppet (missing number, repeated number, wrong order) ◆ Recite number names in order, continuing the count forwards or backwards from a given number ◆ Count a set of objects (5, 10, 20) giving just one number name to each object ◆ Estimate small numbers without counting e.g. 1-6 dice/dominoes or fingers ◆ Recognise none and zero in stories, rhymes and when counting ◆ Play error games with puppet e.g. count same object twice, miss out an object, make an error in counting sequence, touch but don't name, summarise incorrectly) ◆ Count sounds, movements, moving things, objects in a circle, blank number track ◆ Count quietly on fingers and in head ◆ Estimate a number and check by counting ◆ Recognise numerals 1-9, then 0 and 10, then 10 and beyond ◆ Compare two numbers and say which is more or less | <ul style="list-style-type: none"> ◆ Measure heights using large plastic bricks and count ◆ Compare heights and weights of children. Order heights of groups of children ◆ Sort/count sets of animals, compare bears, play people, shapes and other classroom objects by size and compare and order ◆ Play counting games using fingers (and toes) ◆ Use paper/magnetic shapes to make 2D pictures ◆ Enjoy and join in with number songs 1-5 initially then 1-10 x3 weekly. ◆ Provide number labels in the environment - e.g bikes, snack tables ◆ Encourage mathematical vocabulary during snack time - discuss sharing amounts of objects talk about 1 more, less, full, empty etc ◆ Sort cups, plates, knives and forks in home corner ◆ Set up colour display and encourage children to sort objects by colour ◆ Use pictures and props to illustrate counting rhymes ◆ Show children patterns and symmetry and point this out in the environment. | <p>Shape walk</p> <p>Finding shapes in our environment</p> |

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| <ul style="list-style-type: none"> • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall' | <ul style="list-style-type: none"> ◆ Solve simple practical problems and respond to "what could we try next?" ◆ Register - count number in class ◆ Use language circle, bigger to describe ◆ Use shapes in pictures. | <ul style="list-style-type: none"> ◆ Play games involving positional language e.g. hiding teddy and talking about where he is. ◆ Walk around school and look for shapes in our environment | |
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| <p style="text-align: center;"><i>Understanding the World</i></p> <p style="text-align: center;">People and Communities 30-50 months:</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • 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. <p style="text-align: center;">The World 30-50 months:</p> <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 such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. <p style="text-align: center;">Technology 30-50 months:</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. | <ul style="list-style-type: none"> ◆ Explore textures such as wet/dry sand, dough, sand ◆ Make DT models with junk materials ◆ Build construction houses for play people families/pets ◆ Get to know where things are kept in the new classroom ◆ Become familiar with regular journeys within the school premises e.g. class to hall, class to toilets etc. ◆ Observe things closely, record through drawing and modelling ◆ Discuss changes, patterns, similarities and differences e.g. Observe and record the weather daily ◆ Use computers, tape recorders, cameras confidently ◆ Weekly use of notebooks - develop use of laptop skills ◆ Explore modelling through clay, junk, fabric, construction kits, cookery, ◆ Use small world and role play to explore other lives and environments ◆ Find out about the world through looking at books, pictures, artefacts, talking to visitors | <ul style="list-style-type: none"> ◆ Touch different fabrics and materials in class feely book/alphabet/names and describe ◆ Play feely bag games, describing objects hidden within ◆ Draw round a child and name/label body parts ◆ Learn about finding books in the library. ◆ Walk around the local environment and look at different homes which we live in ◆ Make our homes using construction materials ◆ Talk about our homes. families and places that we go to, compare to other children and discuss ◆ Making our own playdough and making familiar objects with these, increasing use of tools ◆ Develop construction area and model use of different materials ◆ Use photographs and labels around the classroom ◆ Discuss weather and changes through the term ◆ Provide different tools around the classroom and encourage children to use them correctly and safely, naming them and knowing where they are kept ◆ Show the children how to use ICT such as laptops, bee bots and talking tins ◆ Ask parents to share objects and photographs from home for children to discuss. ◆ Provide play maps and small world equipment for children to create their own environments ◆ Make an 'ourselves' book showing photographs of the different activities we have been doing to tell people about us | <p>Settling in</p> <p>Walk around local environment</p> <p>Encourage and respond to children's signs of interest, and extend these through questions, discussions and further investigation.</p> |

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| <ul style="list-style-type: none"> • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers | <ul style="list-style-type: none"> ♦ Develop language of time through sequencing events and daily routines | | |
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| <p style="text-align: center;"><u>Physical Development</u></p> <p style="text-align: center;">Moving and Handling 30-50 months:</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. <p style="text-align: center;">Health and Self-care 30-50 months:</p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. | <p>Gross motor</p> <ul style="list-style-type: none"> ♦ Explore range of climbing, balancing and sliding apparatus, wheeled toys, bats and balls, hoops etc. in the outside area ♦ Join in PE lessons that focus on exploring space and movement. <p>Fine motor</p> <ul style="list-style-type: none"> ♦ Make range of jigsaws ♦ Sewing - cards, holes punched in paper ♦ Threading beads, ♦ Dressing up ♦ Make collages/models using scissors, glue, tape, paper, ♦ Use paintbrushes and mark-makers ♦ Play with sand and water toys, ♦ Use computer keys and mouse ♦ Model with dough, clay, plasticine rolling pins, junk and cutters, etc. ♦ Catching bubbles <p>Health</p> | <ul style="list-style-type: none"> ♦ Play starting and stopping on a signal games ♦ Acclimatisation to the hall, importance of PE rules and safety and use of space ♦ Explore ways of travelling using different body parts (feet only, hands/feet, tummies, etc.) ♦ Discuss posters concerning personal hygiene routines- brush your teeth ♦ Talk about effects of exercise after PE or outside play - perspiration, racing heart beat, heavy breathing, tiredness. ♦ Follow chalk lines outside, practice balancing and working up to obstacle course of balancing equipment ♦ Take photographs and put in a book all about 'me and the things I can do' ♦ Look at babies and how they need taking care of - compare to what we can do now we are 4 years old ♦ Move along to favourite songs and action rhymes during daily phonics ♦ Provide opportunities for children to explore cornflour, sand, wet paint, dry foods, cooked foods etc | <p>Visit to the local library</p> <p>Walk around the local community</p> <p>Visit the local shop</p> |

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| <ul style="list-style-type: none"> • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • 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. | <ul style="list-style-type: none"> ◆ Adopt healthy and hygienic routines throughout the school day ◆ Daily/frequent wake and shake and brain gym ◆ Discuss what contributes to our health | <ul style="list-style-type: none"> ◆ Opportunities that give children manipulative skills e.g. cooking, painting, playing instruments. | |
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| <p style="text-align: center;"><i>Expressive Arts and Design</i></p> <p>Exploring and Using Media and Materials 30-50 months:</p> <ul style="list-style-type: none"> • 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. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. <p style="text-align: center;">Being Imaginative 30-50 months:</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. | <ul style="list-style-type: none"> ◆ Collage with different fabrics, papers, foods and materials ◆ Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper. ◆ Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper. ◆ Modelling with junk, clay, dough, construction, ◆ Look at paintings and other forms of art and discuss content and style ◆ Recreate and make up new characters and stories through imaginative and small world play ◆ Make music through singing, body sounds, classroom objects and musical instruments ◆ Listen to a wide range of music from around the world and from different times | <ul style="list-style-type: none"> ◆ Sing songs relating to body parts e.g. "heads, shoulders, knees and toes", "1 finger, 1 thumb", "Tommy Thumb", "Clap your hands and wiggle your fingers", "If you're happy and you know it clap your hands" ◆ Explore using body parts, including voices, to make sounds ◆ Clap syllables in children's names and make into patterns over a steady beat ◆ Explore different ways of making sounds with musical instruments ◆ Explore tools for painting: brushes, sponges, rags and fingers, use these tools to print patterns ◆ Names colours and experiment with them ◆ Finger paint name for display ◆ Painting self-portraits, looking in a mirror at our facial features ◆ Make an area of the classroom specific for displaying models safely and explain that this needs to be respected ◆ Provide different objects and materials in discovery trays that the children can explore. Adults to encourage vocabulary which will enable children to talk about their experiences. | <p>Settling in</p> <p>Invite a school nurse in</p> <p>Visit to the local library</p> <p>Bring in pets.</p> |

