

William Reynolds Primary School Curriculum Framework Overview - Nursery 2018/19

School Global theme	TELLING TALES (stories) 8 weeks/7 weeks		REACH FOR THE STARS (aspirations) 6 weeks/7 weeks		WONDERFUL WORLD (Caring for the environment) 4 weeks/7 weeks		
National & whole school events	International day of democracy 15 th Sept Black History Month (October)	Anti-bullying wk. 12 - 16 th Nov Children in Need - 16 th Nov National School Meals Week 12 - 16 th Nov Remembrance Sunday - 11 th Nov	National Handwriting day 23 rd Jan Preparing for 500 words	National & whole school events		International day of democracy 15 th Sept Black History Month (October)	Anti-bullying wk. 12 - 16 th Nov Children in Need - 16 th Nov National School Meals Week 12 - 16 th Nov Remembrance Sunday - 11 th Nov
Theme	Once upon a time - Stimulus The Jolly Postman		Percy and his Hero Friends (people who help us)		The Train Ride - (farm and seaside)		
	AUTUMN TERM 1 st Half	AUTUMN TERM 2 nd Half	SPRING TERM 1 st Half	SPRING TERM 2 nd Half	SUMMER TERM 1 st Half	SUMMER TERM 2 nd Half	
PSED	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> Interact with a mixed age range of peers in small world and role play Make choices in their learning and play Interact with adults other than their key person Receive rewards and stickers for positive behaviour SOS Try New Things and Imagination <p>Focus Teach : Stories linked to 'It's OK to be different' (UW-PC link) Keep healthy and safe Meet the postman Go on a visit - meet Father Christmas</p> <p>EY Outcomes : MR Can play in a group, extending and elaborating play ideas, SC Is more outgoing towards unfamiliar people and more confident in new social situations FB Can usually adapt behaviour to different events, social situations and changes in routine.</p>		<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> Engage in child-led play Use talk partners for news, plan-do-review, story time and learning groups Be challenged to use toys with gender expectations SOS Understand Others, Work Hard, Don't Give up <p>Focus Teach : Stories linked to Feelings Stories linked to challenging gender expectations. Adults to observe children looking at and challenging gender expectations using toys e.g. garage, dolls, woodwork, dressing up</p> <p>EY Outcomes : MR Initiates conversations, attends to and takes account of what others say. SC Confident to speak to others about my own needs, wants, interests and opinions FB Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting.</p>		<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> Use talk partners for news, plan-do-review, story time and learning groups Be guided how to interact and resolve conflicts with peers Talk about what they have done well, how they did it and how they could improve (plan-do-review) Co-operate and collaborate SOS Concentrate, Push Yourself and Improve <p>Focus Teach : Stories linked to relationships /friendship Stories linked to Changes (UW -W link)</p> <p>EY Outcomes : MR Explains own knowledge and understanding, and asks appropriate questions of others. SC Can describe self in positive terms and talk about abilities. FB Takes steps to resolve conflicts with other children, Beginning to be able to negotiate and solve problems without aggression,</p>		

<p>CLL</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Listen to, join in and talk about stories • Recap and tell stories in their own words • Be guided by adults using open questions • Engage in planned talk time - news, talking ted, plan-do-review, talk partners in learning • Be stimulated to explore (linked to UW) <p>EY Outcomes :</p> <p>LA Listens to stories with increasing attention and recall. U Beginning to understand 'why' and 'how' questions. S Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). <i>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</i> <i>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</i></p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Engage in focus teach groups • Follow two-part instructions first, next • Develop technical vocabulary linked to theme • Engage in storytelling through role play • Engage in two way conversations during planned talk time - news, talking ted, plan-do-review, talk partners in learning, in play • Present weather to peers <p>EY Outcomes :</p> <p>LA Maintains attention, concentrates and sits quietly during appropriate activity. Responds to instructions involving a two-part sequence. U Listens and responds to ideas expressed by others in Conversation or discussion. S Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. <i>Uses language to imagine and recreate roles and experiences in play situations.</i> Links statements and sticks to a main theme or intention.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Be observed interacting during child-led activities • Be told (not read) stories and show understanding • Hear rhymes and jokes linked to theme • Engage in two way conversations during planned talk time - news, talking ted, plan-do-review, talk partners in learning, in play • Develop storylines through thematic role play <p>EY Outcomes :</p> <p>LA Two-channelled attention - can listen and do for short span. U Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. S Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>
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LIT

- Daily opportunities for children to :**
- Talk about features of stories and use story language
 - Hear stories and predict endings
 - Engage in Phase 1 and Phase 2 phonics which includes musical activities linked to rhyme and alliteration, oral blending and segmenting and hearing and recognising phonemes
 - One-to-one reading with adults
 - Draw and write - news
 - See adults modelling writing

Focus Teach : Reading and Mark Making to Represent

The Jolly Postman - road signs, shop signs, house numbers and signs, street names, letters and envelopes, instructions to make envelopes, post box and house signs, size labels, maps (ongoing throughout theme),
Goldilocks and the Three Bears - porridge recipe, package labels, kitchen labels
Hansel and Gretel - rhyming spells
Little Red Riding Hood - cards - get well
Jack and the Beanstalk - instructions - planting beans
Cinderella - Story book
Goldilocks - cards, labels, list(link to Christmas)

EY Outcomes :

R -stories

Listen to stories with increasing attention and recall
 Describes main story settings, events and principal characters
 Beginning to be aware of the way stories are structured
 Suggests how the story might end
R - Letters and sounds Phase 1 (Aspects 4-7)
 Shows awareness of rhyme and alliteration
 Recognises rhythm in spoken words
 Hears and says the initial sound in words.
 Can segment the sounds in simple words and blend them together and knows which letters represent some of them

W - Print in the environment

Ascribes meanings to marks that they see in different places

Daily opportunities for children to :

- Engage in shared reading with a range of texts including non-fiction
- Write their name
- Write letters to represent words - Plan-do-Review
- See adults modelling writing

Focus Teach : Reading and Mark Making to Represent
 woodland signposts, messages, phone numbers, checklists, labelling equipment, information texts, posters, role play labels and writing contexts

One Snowy Night : soup recipe, shopping list

The Fireman : label a fire engine

The Policeman : notes (traffic) road signs and safety

The Paramedic : reports, forms,

After the Storm : plan to make a simple house

The Rescue Party : map

Owl takes Charge : instructions,

EY Outcomes :

R- Stories and non-fiction texts

Enjoys an increasing range of books.
 Knows that information can be retrieved from books and computers

R - Letters and sounds (Phase 2)

Continues a rhyming string.
 Links sounds to letters, sounding the letters of the alphabet.
 Begins to read words - decodable and high frequency irregular words I no go to the into

W - Use letters to represent writing, hear and write initial sounds, cvc words

Gives meaning to marks they make as they draw, write and paint
 Writes own name
 Begins to break the flow of speech into words
 Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence

Daily opportunities for children to :

- Apply phonic knowledge to reading and writing in a range of contexts for different purposes
- Read and write common words
- Shared and independent reading

Focus Teach : Guided Reading

Guided Write (as part of phonics teach)

The Train Ride (1 week) : caption using 'the + noun'
Rosie's Walk (1 week) : caption using prepositions on the ..., in the...

Little Red Hen (1 week) : caption instructions to plant seed

Farm Animals (2 weeks) : list animals, simple sentence it is a

Lucy and Tom at the Seaside (2 weeks) list of things to take to the seaside. Signs and labels for the environment

Simple sentences I will go to ..

Sea Creatures - fish (2weeks) simple sentence It has ..
 ??? simple sentence to retell

EY Outcomes :

R- Stories

Begin to read simple captions and sentences
R -Letters and sounds (Phase 3)
 Links sounds to letters, naming and sounding the letters of the alphabet.

Read words - decodable and high frequency irregular words he me we she be was my they all are you her

W- Captions and Sentences

Writes labels and captions.
 Attempts to write short sentences in meaningful contexts

<p>Quality texts</p>	<p>The Jolly Postman Goldilocks and the Three Bears Cinderella Hansel & Gretel Jack and the Beanstalk Little Red Riding Hood</p>	<p>One Snowy Night After the Storm The Rescue Party Owl takes Charge. Non- Fiction - People who help us Firefighter Doctor Police Officer Builder</p>	<p>The Train Ride. Rosie's Walk Farm Animals - nonfiction. Lucy and Tom at the seaside. Sea Creatures/Rock pools - nonfiction Sharing a Shell/The Rainbow Fish</p> <p>Check books in collection</p>
<p>Role play</p>	<p>Home Corner - The Three Bears Cottage/Grandma's Cottage Story sacks, masks Postman/ Post Office/Sorting Office/ Deliveries Trail in the woods Dressing up clothes in various sizes Shoe shop</p>	<p>Percy's Hut Woodyard and building site Fire, Police and Ambulance Health Centre Phone Box</p>	<p>Ticket Office Farmer/farmyard Dressing up Hen House Farm café Beach/holiday role play Ice Cream shop</p>

<p>PD</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Play outdoors, moving in a variety of ways • Access fine motor development activities • Use a range of tools in different contexts • Be guided to use equipment safely • See correct letter formation being modelled <p>Focus Teach : Top Start, Handwriting (trace over and copy name)</p> <p>EY Outcomes :</p> <p>Outdoor Play Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Observes the effects of activity on their bodies.</p> <p>Handwriting 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> <p>Using Tools Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <ul style="list-style-type: none"> - Scissors - Scoops, tweezers, droppers - Glue spreaders - Mark makers e.g pens, pencils, crayons, - Cutters <p>Health and Self Care Understands that tools and equipment need to be used safely</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Play outdoors, moving in a variety of ways and using climbing and balancing equipment • Access fine motor development activities • Use a range of tools in different contexts • Be guided to use equipment safely • See correct letter formation being modelled <p>Focus Teach : Top Start, Jarman Handwriting (as part of phonics lesson) How to be superhero? (stay fit and healthy)</p> <p>EY Outcomes :</p> <p>Outdoor Play Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Handwriting Begins to form recognisable letters. Begins to use anticlockwise movement and retrace vertical lines. Shows a preference for a dominant hand.</p> <p>Using Tools Uses simple tools to effect changes to materials.</p> <ul style="list-style-type: none"> - Scissors, - Hole punch - Stapler - Clay tools and cutters <p>Health and Self Care Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Play outdoors, moving in a variety of ways using climbing and balancing equipment • Access fine motor development activities • Use a range of tools and techniques in different contexts • Talk about and demonstrate safety • See correct letter formation being modelled <p>Focus Teach : Top Start Games, Top Start PE Jarman Handwriting (as part of phonics lesson) Teach simple techniques - cut, fold, join with tape, staples, treasury tags, glue. Water safety, Sun Safety.</p> <p>EY Outcomes :</p> <p>Outdoor Play Travels with confidence and skill around, under over and through balancing and climbing equipment. Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Handwriting Uses a pencil and holds it effectively to form recognisable letters</p> <p>Using Tools Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>Health and Self Care Show understanding of how to transport and store equipment safely Practice some appropriate safety measures without direct supervision.</p>
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MATHS	N	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Recite numbers • Count the number of children • Recognise and represent numbers • Match numbers to amounts • Use numbers in their play • Access books about numbers and counting <p>Focus Teach : Counting and matching numerals to objects Representing numbers Arrange 3 or 4 objects in different ways Number problems</p> <p>EY Outcomes :</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures. Shows an interest in representing numbers. Sometimes matches numeral and quantity correctly. Recognise groups with one, two or three objects Compares two groups of objects, saying when they have the same number (one to three) 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 number problems</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Work with numbers up to 5 • Ordering numbers • Recite numbers forwards and backwards • Count the number of children • Recognise and represent numbers • Match numbers to amounts • Use numbers in their play • Access books about numbers and counting <p>Focus Teach : with numbers to 5 Counting images and matching numerals Compare groups of objects Find totals Find one more Find one less Number problems</p> <p>EY Outcomes :</p> <p>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Selects the correct numeral to represent 1 to 5, Order numbers 1-5 Know that the last number in the count gives the total Counts up to five objects by saying one number name for each item. Counts actions or objects which cannot be moved. Count forwards and backwards within the number sequence 1 to 5 Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Finds one more or one less from a group of up to five objects Begins to identify own mathematical problems based on own interests and fascinations.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Work with numbers up to 10 • Ordering numbers • Recite numbers forwards and backwards • Count the number of children • Recognise and represent numbers • Match numbers to amounts • Use numbers in their play • Play dominoes and dice games • Access books about numbers and counting <p>Focus Teach : with numbers to 10 Counting out from a group Counting images and matching numerals Compare groups of objects Find totals Find one more Find one less Number problems</p> <p>EY Outcomes :</p> <p>Recognises numerals 1 to 10 Selects the correct numeral to represent 1 to 10 objects. Says the number that is one more than a given number up to 10 Says the number that is one less than a given number up to 10 Order numbers 1 -10 Count forwards and backwards within the number sequence to 10 Counts reliably up to ten objects including those that cannot be moved Counts out up to six objects from a larger group. Instantly recognise, without counting, familiar patterns of up to 6 objects Finds one more or one less from a group of up to ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Begins to identify own mathematical problems based on own interests and fascinations. Represent numbers up to 10, using fingers Records, using marks that they can interpret and explain.</p>
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	SSM	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Use shapes as part of their play - letters and parcels of different shapes and sizes • Access books about shape <p>Focus Teach : Matching similar shapes - Shape Money Shape hunts, What could it be</p> <p>EY Outcomes :</p> <p>Shows interest in shapes in the environment. Shows awareness of similarities of shapes in the environment.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Explore comparing measures as part of their play - length, height, weight, capacity, • Explore making patterns with objects and shapes • Use positional language • Access books about shapes and measures <p>Focus Teach : Name and describe 2d shapes Make patterns with natural objects. Make patterns with shape . Compare and order length of rope, height of ladders, weight of animals, capacity of buckets</p> <p>EY Outcomes :</p> <p>Orders two or three items by length or height. Orders two items by weight or capacity Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. Uses familiar objects and common shapes to create and recreate patterns.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Explore comparing measures as part of their play - length, height, weight, capacity, time • Make models • Use everyday language of time and money • Access books about shapes and measures <p>Focus Teach : Name and describe 3d shape, Sequence familiar events Build farm animals using 3d shape</p> <p>EY Outcomes :</p> <p>Beginning to use mathematical names for 'solid' 3D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to build models. Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways. Beginning to use everyday language related to money.</p>
UW	P & C	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Engage in talking partners with their peers - talking ted, plan-do-review, text related discussions • Respond to targeted questions about their family and friends <p>Focus Teach : Post a letter, Birthdays and Christmas</p> <p>EY Outcomes :</p> <p>Recognises and describes special times or events for family or friends.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Engage in talking partners with their peers - talking ted, plan-do-review, text related discussions • Respond to targeted questions about their family and friends <p>Focus Teach : Family visits e.g. park, pets, walks, shopping Pancake Day, Easter</p> <p>EY Outcomes :</p> <p>Enjoys joining in with family customs and routines.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Engage in talking partners with their peers - talking ted, plan-do-review, text related discussions • Respond to targeted questions about their family and friends <p>Focus Teach : Holidays</p> <p>EY Outcomes :</p> <p>Enjoys joining in with family customs and routines.</p>

	W	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Explore and investigate Autumn table • Read books about Autumn • Talk about what they see and find • Record the weather daily <p>Focus Teach : Autumn Walk. Autumn Trees Explore and plant bulbs.</p> <p>EY Outcomes : Talk about why things happen and how things work. Developing an understanding of growth, decay and changes over time</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Explore and investigate Winter and Spring table • Read books about Winter and Spring • Talk about what they see and find • Record and compare weather <p>Focus Teach : Change : ice, Similarities/differences - woodland animals, Signs of spring - walk Growing - in propagators, winter pansies, spring bulbs</p> <p>EY Outcomes : Looks closely at similarities, differences, patterns and change.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Explore and investigate Summer • Read books about Summer • Talk about what they see and find • Record and compare weather <p>Focus Teach : Change : plants - growth and change wheat, animals - lifecycle chicken Similarities/differences - farm animals, sea creatures Pattern - fish, shells</p> <p>EY Outcomes : Looks closely at similarities, differences, patterns and change.</p>
	T	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Explore and investigate technology equipment linked to theme ; doorbells, torch, knockers, handles, knobs, locks, keys, buzzers <p>Focus Teach : Using equipment ; Torch, CD Player, Remote control cars. 2simple build a house Find out about Autumn on the computer Find out about the Postman on the computer - Scholastic Resource Bank</p> <p>EY Outcomes : Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Knows that information can be retrieved from computers</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Explore and investigate technology equipment linked to theme ; ropes and pulleys, cogs/wheels, flashing lights, telephones, • Use ICT programs to support focus activities e.g. phonics play, art select colours, writing draw and label <p>Focus Teach : Using equipment ; telephones, walkie talkies, Find out about Winter and Spring on the computer Find out about the Emergency Services on the Computer</p> <p>EY Outcomes : Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Use technology equipment in their play • Use ICT programs to support focus activities e.g. phonics play, art select colours, writing draw and label <p>Focus Teach : Using equipment -videos, program a beebot</p> <p>EY Outcomes : Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>
EAD	EMM	<p>Daily opportunities for</p> <ul style="list-style-type: none"> • Singing and music making linked to Phase 1 phonics • Exploring instruments indoors during child led • Exploring outdoor sound board and sound making in the environment - tapping on different materials <p>Focus Teach : Shake Rattle and Roll - 6 songs per half term, instrumental work linking to pitch, speed and volume</p> <p>EY Outcomes : Sings to self and makes up simple songs Tap out rhythms</p>	<p>Daily opportunities for</p> <ul style="list-style-type: none"> • Singing and music making • Exploring instruments indoors during child led • Exploring outdoor sound board - tapping and scraping using wooden implements and sticks <p>Focus Teach : Shake Rattle and Roll - 6 songs per half term, introduce a range of wooden instruments for children to explore</p> <p>EY Outcomes : Explores the different sounds of instruments.</p>	<p>Daily opportunities for</p> <ul style="list-style-type: none"> • Singing and music making • Exploring instruments indoors during child led • Exploring outdoor sound board - tapping metal with metal to create bell sounds and turning objects with different fillings to be rainmakers <p>Focus Teach : Shake Rattle and Roll - 6 songs per half term, use shakers, and beaters to create rhythms</p> <p>EY Outcomes : Explores and learns how sounds can be changed</p>

	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Draw and paint • Access colour mixing with paint, • Explore the effects of colour on a light box • Explore colour viewers <p>Focus Teach : Printing. Using shapes, sponges, numbers, letters, objects, indoor and outdoor. Creating shades</p> <p>Focus Artist : Paul Horton - houses</p> <p>EY Outcomes : Explores colour and how colours can be changed.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Draw and paint • Access colour mixing with paint, • Explore mixing materials indoor with paint to create textures • Explore mixing materials indoor with mud and powder paint to create textures • Explore using different materials to apply paint • Explore mark making in playdough and clay (hedgehog) <p>Focus Teach : Artographics colour mixing. Making textures</p> <p>Focus Artist : Warhol super hero print</p> <p>EY Outcomes : Explores what happens when they mix colours. Experiments to create different textures.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Draw and paint • Use collage materials in a range of colours and textures • Access colour mixing with paint, • Animal sculptures – large scale linked to UW <p>Focus Teach : Collage animals on a painted background, collage sea creatures with cellophane</p> <p>Focus Artist : Monet seascape</p> <p>EY Outcomes : Chooses particular colours to use for a purpose. Understands that different media can be combined to create new effects.</p>
	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Access a range of construction materials indoor and out <p>Focus Teach : Build horizontally, vertically and make enclosures to make buildings</p> <p>EY Outcomes : Joins construction pieces together to build and balance</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Access a range of construction materials indoor and out <p>Focus Teach : Make vehicles</p> <p>EY Outcomes : Constructs with a purpose in mind, using a variety of resources.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Access a range of construction materials indoor and out <p>Focus Teach : Make pens for animals , make boats</p> <p>EY Outcomes : Constructs with a purpose in mind, using a variety of resources.</p>
	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Use simple tools scissors, glue spreaders, cutters <p>EY Outcomes : Realises tools can be used for a purpose.</p>	<p>Daily opportunities for children to : Practise using scissors, glue spreaders, cutters, Scissors, hole punch, stapler , clay tools</p> <p>Focus Teach : Make a toy emergency vehicle</p> <p>EY Outcomes : Uses simple tools and techniques competently and appropriately. Manipulates materials to achieve a planned effect.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Practise using scissors, glue spreaders, cutters, hole punch, stapler, clay tools <p>Focus Teach : Make a toy boat</p> <p>EY Outcomes : Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using</p>

	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Access music area • Take part in action songs and rhymes - brain gym and phase 1 phonics <p>EY Outcomes : Begin to build a repertoire of songs and dances</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Access music area • Take part in action songs and rhymes - brain gym and music sessions <p>EY Outcomes : Begin to build a repertoire of songs and dances</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Access music area • Take part in small world and role play linked to stories and own experiences • Role play stories <p>EY Outcomes : Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative.</p>
BI	<p>Daily opportunities for</p> <ul style="list-style-type: none"> • children to access creative areas independently indoor and out • adults to observe children's choices, experiences and responses in a range of imaginative play <p>EY Outcomes : Uses movement to express feelings. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Developing preferences for forms of expression Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>Daily opportunities for:</p> <ul style="list-style-type: none"> • children to access creative areas independently indoor and out • adults to observe children's choices, experiences and responses in a range of imaginative play <p>EY Outcomes : Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Create simple representations of events, people and objects. Plays alongside other children who are engaged in the same theme.</p>	<p>Daily opportunities for:</p> <ul style="list-style-type: none"> • children to access creative areas independently indoor and out • adults to observe children's choices, experiences and responses in a range of imaginative play <p>EY Outcomes : Create simple representations of events, people and objects. Plays alongside other children who are engaged in the same theme.</p>
Healthy lifestyles	Road Safety . Fire Drill. Exercise	E safety. Emergency Telephone. Fire Drill Healthy Eating.	Recycling. Exercise. Fire Drill Sports Day
Learning in the community	Local walk to postbox. Autumn Walk - Parent Partnership - Story/reading day. Let's Read Together mornings, Learning Journal comments	Local Visits. Emergency Services Parent Partnership - Story/reading day. Let's Read Together mornings, Learning Journal comments	Parent Partnership - Story/reading day. Let's Read Together mornings, Learning Journal comments Local visits. Forest School Farm