

Year Group: Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real Projects	 <p>Why do you love me so much?</p> <p>Autumn</p>	 <p>What special events do you celebrate, Bonfire Night, Eid, Diwali, Harvest Festival, Christmas</p> <p>Winter</p>	 <p>Can we make up our own Nursery Rhymes and Stories?</p> <p>Winter</p>	 <p>Are eggs alive?</p> <p>Spring</p>	 <p>Can I explore it? This will be about journeys to go on, getting to school, going on holiday or going into space...</p> <p>Spring</p>	 <p>Did dragons exist? We will start with castles, knights, princesses and dragons.</p> <p>Summer</p>

Communication and Language, Physical Development and Personal, Social and Emotional Development (known as the Prime Areas) underpin every aspect of the Early Years Foundation Stage curriculum at Carfield School. Please find a link to this curriculum known as Development Matters at the end of this document.

<b>Communication and Language</b>	To use all the planned learning opportunities and children's own interests to build vocabulary, correct grammar, develop listening and understanding skills.					
<b>Listening and Attention</b>	<p>To listen to others when they talk about their family.</p> <p>Talk about families at group time. Share learning logs with information about everyone's family. Add pictures to the 'talk book'.</p>	<p>To listen to stories about celebrations with increased attention and recall.</p> <p>Listening to stories and information about different celebrations.</p>	<p>To begin to join in with repeated refrains in traditional stories and rhymes.</p> <p>Listening to traditional stories and nursery rhymes.</p>	<p>To maintain attention and gain information from non-fiction books.</p> <p>Listening to non-fiction books about lifecycles.</p>	<p>To be able to listen to others about their ideas and experiences of different journeys they have had with two channelled attention so they can listen while playing, making, doing...</p> <p>Listen to others as they retell stories of their journeys and holidays.</p>	<p>To be able to listen to others about their ideas and experiences of different story ideas they have with two channelled attention so they can listen while playing, making, doing...</p> <p>Listen to fiction and non-fiction stories about dragons and castles.</p>

<p><b>Understanding</b></p>	<p>To be able to respond to simple questions about their own families.</p> <p>Thinking and talking about how to keep healthy.</p>	<p>To understand 'how and why' questions.</p> <p>Use how and why questions at group and story time about different celebrations.</p>	<p>To be aware of the meaning of nursery rhymes and put into context.</p> <p>Exploring and extending nursery rhymes, why was Humpty Dumpty sitting on the wall? Using and understanding positional language on, in, under...</p>	<p>To be able to listen to factual information about the life cycle of chicks and talk to others about it.</p> <p>Understanding and sequencing different lifecycles about the chicks.</p>	<p>To be able to follow a story line about a journey without props or pictures.</p> <p>Using prepositions when planning and talking about journeys.</p>	<p>To be able to listen and understand others to incorporate their ideas into the story or play.</p> <p>Predict what will happen next in the story. Think about what it would have been like to live in a castle. account of what others say.</p>
<p><b>Speaking</b></p>	<p>To use more complex sentences when talking about their own family.</p> <p>Talk about own family.</p>	<p>To use talk to connect ideas about their own celebrations and those of other families.</p> <p>Recall and tell past events and celebrations they have been a part of.</p>	<p>To use and understand a range of tenses in speech by exploring nursery rhymes and stories.</p> <p>Remember and retells stories and rhymes.</p>	<p>To question why the eggs hatch, how does the chick grow?</p> <p>Adding new vocabulary linked to growth and change. Narrating their own news reports</p>	<p>To use talk to imagine and recreate roles and experiences of past journeys and role play new and exciting ones.</p> <p>Developing a storyline about going on holiday or a journey, what do we need, how we will get there.</p>	<p>To talk, to organise, sequence and clarify thinking when working on a new story or extending a well-known story with others.</p> <p>Develop a story line with friends taking</p>
<p><b>Stories for Talking</b></p>	<p>To use nouns and verbs in 'Goldilocks and the 3 Bears' to retell stories in communications and play.</p>	<p>To use nouns and verbs in 'The Enormous Turnip' to retell stories in communications and play.</p>	<p>To use nouns and verbs in 'Gingerbread Man' to retell stories in communications and play.</p>	<p>To use nouns and verbs in 'Dora's Eggs' to retell stories in communications and play.</p>	<p>To use nouns and verbs in 'Going on a Bear Hunt' to retell stories in communications and play.</p>	<p>To use nouns and verbs in 'Washing Line' to retell stories in communications and play.</p>
<p><b>Physical Development</b></p>	<p>To use all the planned learning opportunities and children's interest to develop large movements &amp; control and small manipulative control. Enabling use of different types of tools and developing awareness of self-help skills.</p>					

<p><b><u>Moving and handling</u></b></p>	<p>To be able to move freely and confidently around nursery and try out new skills like painting and cutting, finding out what their bodies can do.</p> <p>My body Dough Disco Using tools to mark-make in many mediums such as coloured sand, cornflour, paint... Using bikes, steps slide, pole.</p>	<p>To be more aware of what they can do and run skilfully negotiating space outside. To develop control of smaller manipulative skills to use tools for a planned effect.</p> <p>Dough Disco Using tools to mark make in many mediums such as coloured sand, cornflour, paint... Using bikes, steps slide, pole.</p>	<p>To begin to draw circles and lines to represent people in stories and rhymes.</p> <p>As last term plus drawing circles, lines, using up, down and left to right marks with large and smaller mark making equipment, chalk, water and large paint brushes and pencil... Introducing 'Pinchy Parrot Hold' Using bikes, steps slide, pole.</p>	<p>To use mark making in different way to record the changes observed as the chicks change and grow.</p> <p>As last term plus Having a go at writing name. Developing ball skills, using stilts, having opportunity to ride 2 wheel bike.</p>	<p>To be able to negotiate space outside to travel in different ways over, under obstacle when planning their journeys. To use mark making tools with increasing control to make props such as maps for a journey.</p> <p>As last term plus drawing maps, writing name, starting to read Right Inc (for children who are ready) Moving over, under, in and out of obstacle course.</p>	<p>To experiment with different ways of moving while outside, to make dens and props for their own stories. To be able to use a pencil successfully to write some words in their own stories.</p> <p>As last term plus Writing stories and drawing and making props for stories using different media and tools.</p>
<p><b><u>Health and self-care</u></b></p>	<p>To begin to understand their own needs and tell others when they are hungry or thirsty.</p> <p>Going to the toilet independently. Caring for our body and thinking how we stay healthy.</p>	<p>To be able to find and put on their own coat, or jumper, and take them off again when they are not needed.</p> <p>Going to the toilet independently. Noticing changes in body in PE</p>	<p>To understand how we keep ourselves safe in winter.</p> <p>Going to the toilet independently. Thinking about keeping safe in winter, keeping warm, being seen in the dark when out...</p>	<p>When thinking about what the chicks need to grow and be safe and healthy. What do we need to do to keep our bodies safe and healthy?</p> <p>Going to the toilet independently. Thinking about safety measures when caring for farm animals and pets.</p>	<p>To be able to move den building equipment safely when making different environments to travel in or to, e.g. making a bus, plane...</p> <p>Going to the toilet independently, Staying safe when finding new ways to move around the garden.</p>	<p>To be able to move den building equipment safely when making different environment to retell or act out stories of knights, princesses and dragons.</p> <p>Going to the toilet independently. Transporting props costumes and tools</p>

						safely around nursery.
<b>PE</b>	<b>PE</b> Getting used to the hall / routine using Busy Feet program.	<b>PE</b> Getting used to the hall / routine using Busy Feet program.	<b>PE</b> Routines and warm ups Moving and traveling	<b>PE</b> Routines and warm ups Balancing	<b>PE</b> Routines and warm ups Bean bags skills	<b>PE</b> Routines and warm ups Using simple apparatus
<b>P.S.E.D</b>	To use all the planned learning opportunities and children's interest to develop understanding of the routines and boundaries in nursery, to learn how to play co-operatively with others resolving conflicts using words and to be aware how their actions can affect others.					
<b><u>Making Relationships</u></b>	<p>To talk to others about their own experiences of families to initiate play with others.</p> <p><b>Who's in your family</b> Expresses own preference and interest, separate from main carers, beginning to select own activities, happy to play alongside others, begin to play co-operatively with others. Brown Brown Bear to start friend friend books for each group.</p>	<p>To demonstrate friendly behaviour when finding out how other families celebrate key events and times.</p> <p><b>Same and different</b> Understanding people are the same and also different to us by finding out how different families celebrate different things. Begin to seeking out others to share experience.</p>	<p>To develop skills to keep play going by responding to and adding own ideas to retelling stories together.</p> <p><b>Emotional literacy</b> Welcoming new children to the group / nursery. Add new children to friend friend book. Making new friends, helping new children. Exploring friendships in stories and rhymes.</p>	<p>To be able to play in a small group to extend ideas of how to care for the chick, other animals and the environment.</p> <p><b>Caring for</b> Encouraging children to use conflict resolution themselves supported by adults.</p>	<p>To be able to take account of other children's experiences and ideas of journeys and incorporate them in simple co-operative play.</p> <p><b>Develop relationships</b> Developing storylines with friends, incorporating others ideas, be able to play co-operatively.</p>	<p>To be able to find ways to resolve conflict with others to extend co-operative play.</p> <p><b>Coping with change</b> Meeting new teacher and TA, visiting new classroom. Working with others to write a story / play.</p>
<b><u>Self-confidence &amp; Self-awareness</u></b>	To find out and be aware of what nursery can offer and be confident to select activities and resources they need to play.	To become more confident to share their own experience of celebrations through	To become confident to talk to others about their own ideas for stories and rhymes.	To enjoy some small responsibilities for looking after the chicks	To be confident to talk about their own needs and wants in	To talk to others in a positive way about what the can do and enjoy.



	Introducing Dragon Jewels	Promoting Dragon Jewels	Introducing Dragon Jewels again for new children	Promoting Dragon Jewels	Promoting Dragon Jewels	Promoting Dragon Jewels. Children to propose other children for Dragon Jewels and explain why
<p><b>Literacy</b></p> <p><b>Reading</b></p>	To use all the planned learning opportunities and children’s interest to develop the skills children need to be good writers. These include listening to and telling stories, realising print carries meaning, understanding the structure of a story and introduce different reasons for reading and writing.					
<p>To listen to stories about families in a group and talk about what is the same and different in their own family.</p> <p>Children to bring in their favourite bed time story read by someone who loves them.</p> <p>How to make porridge</p> <p>Enjoying a range of fiction and non-fiction books inside and outside.</p>	<p>To listen to stories about the traditions of different celebrations and retell the stories using small world props.</p> <p>Fill in the missing word or phrase in a known rhyme, story or game. Retelling past events, introducing adjectives, telling the traditional stories of the celebrations. retelling the traditional faith / cultural stories themselves</p> <p>Enjoying a range of fiction and non-fiction books inside and outside.</p>	<p>To use traditional stories to begin to understand the structure of a story and to predict what might happen next.</p> <p>Learning new nursery rhymes and stories and retelling them to friends, using them as narrative in play. Story book writing, sequencing the rhymes in different ways, changing story endings, explore characters and setting in stories.</p> <p>Enjoying a range of fiction and non-fiction books inside and outside.</p>	<p>To look at books independently to gain information from them, developing an understand that print carries meaning.</p> <p>Looking newspaper reports about the chicks escaping into nursery. Recognises familiar words and signs linked to life cycles.</p> <p>Enjoying a range of fiction and non-fiction books inside and outside.</p>	<p>To begin to continue a rhyming string in stories about journeys and notice some alliterations in stories.</p> <p>Maps, instructions on how to make different types of transport with DT and construction equipment. Reading own name and others on travel documents. Enjoying a range of fiction and non-fiction books inside and outside.</p>	<p>To be aware of a range of stories and use some vocabulary that is increasingly influenced by traditional and fairy stories.</p> <p>Reading fairy tales, books about castles and knights. Reading simple scripts, plays, dialog in fairy tales. Recognising own name and others in their group. Enjoying a range of fiction and non-fiction books inside and outside.</p>	

<p><b>Writing</b></p>	<p>To begin to give their marks meaning as they draw and write about themselves and their family.</p> <p><b>Instructions</b>  Mark making, drawing lines and circles, drawing people in the family, writing their name and family names mummy, daddy...  How to make porridge / instructions  Writing own story using mark pictures.</p>	<p>To give meanings to marks as they draw and write about different celebrations.</p> <p><b>Narrative</b>  Mark making, drawing lines and circles, drawing people / characters in the stories, drawing patterns, introducing writing patterns zig zags...</p>	<p>To give meanings to marks as they retell stories and rhymes.</p> <p><b>Recount</b>  Start writing names, shopping list recipes, how to make gingerbread, designing a gingerbread man.</p>	<p>To give meaning to marks as they write out instructions about how to look after chicks and or write a newspaper report about them.</p> <p><b>Non-chronological report</b>  Newspaper reports, writing names, introducing some word cards, retelling a story with simple illustrations, making a non-fiction book, label life cycles.</p>	<p>Begin to use some recognisable letters when writing their own name and other familiar words when writing their own stories.</p> <p><b>Instructions</b>  Maps, instructions on how to make different types of transport with DT and construction.  Writing own name for displaying models, making pass ports and other travel documents.</p>	<p>Use some recognisable letters when writing their own name and other familiar words when writing their own stories.</p> <p><b>Narrative</b>  Writing own name and friends names when making lists of people in the story.  Writing scripts and plays.</p>
	<p><b>Phonics</b>  Sound discrimination</p>	<p><b>Phonics</b>  Sound discrimination</p>	<p><b>Phonics</b>  Rhyming and alliteration</p>	<p><b>Phonics</b>  Rhyming and alliteration</p>	<p><b>Phonics</b>  Oral blending and segmenting</p>	<p><b>Phonics</b>  Oral blending and segmenting</p>
<p><b>Reading Key Text</b></p>	<p>Non-fiction books about families looking after self  Fiction stories with families' e.g So Much...</p>	<p>Non-fiction books about faith and religion/ autumn  Fiction stories</p>	<p>Lots of traditional stories  Some favourite stories children bring in from home.</p>	<p>Stories about growth and change  Non-fiction books about grow and change</p>	<p>The very Hungry Caterpillar  fiction and non-fiction about journeys and transport</p>	<p>fiction and non-fiction stories about dragons, castles, kings and queens...  Lots of fairy tales  Dragon stories</p>
<p><b>Maths</b>  <b>Ensure application/investigation</b>  <b>/</b>  <b>REASONING</b></p>	<p>To use all the planned learning opportunities and children's interests to develop an understanding of number, the value of the number, where it fits in counting and matching an amount to a numeral.  To be aware of the 'ness' of a number e.g. the three'ness' of 3.</p>					

<p><b><u>Numbers</u></b></p>	<p>To use numbers to count family members and comparing that with how many family members their peers have. To talk about significant numbers to them.</p> <p>Linking to the story and children's play Use some language of quantities, such as 'more' and 'a lot'. People in your family, porridge in the bowl.</p> <p>Recite some number names in sequence. Sorting different types of people counters and counting them, finding the correct numeral for the set. What will happen if you add 1 more?</p> <p>counting bowls, bears.. Family members, children in groups...Selects a small number of objects from a group setting up role play matching number of items to people, sand and water play pebbles...Sorting people, sorting different types of objects for different categories.</p>	<p>To notice numbers in the nursery environment. To use and understand number language to describe quantities like a few, lots or hundreds in relation to when celebrations happen.</p> <p>Linking to the story and children's play. Using number, names and number language spontaneously in play. Do we need more or less... Add numbers accurately in play. Recites numbers in order to 10. Counting every day at group time children, name cards, claps... Counting how many in the line Counting autumn objects. Counting fireworks. Number songs</p>	<p>To use different ways to represent numbers in number rhymes.</p> <p>Numbers songs Counting gingerbread men. Recite numbers in order to 10 every day at group time. Introducing numerals to 5. Know that numbers identify how many objects are in a set counting sets in play, at group time adding 1 more. Begin to represent numbers using fingers, marks on paper or pictures. Using Numicon in all areas to match to sets of objects.</p>	<p>To use 1:1 counting skills to count the eggs, chicks and other sets of items. To begin to use estimation skills, starting with how many tadpoles do we think there are in the tank?</p> <p>Counting eggs and chicks. Numbers songs Recite numbers in order to 10. Every day at group time, counting objects people. Know that numbers identify how many objects are in a set. Introducing numerals. Matches numeral and quantity correctly. More / less / fewer / lots Adding 1 more to a set of objects.</p>	<p>To use numbers in play. Using numerals to represent them, how many people are boarding the plane?... How many wheels do you need on your train...?</p> <p>Counting objects on maps. Numbers songs. Recite numbers in order to 10. Every, know that numbers identify how many objects are in a set. Recognises numerals 1 to 10 and use them in play. Count up to three or four objects by saying one number name for each item. One more / one less Adding / taking away. All in children centred play.</p>	<p>To use numbers in play using numerals to represent them, how many dragon eggs?... How much treasure have you got...?</p> <p>Counting objects on maps. Numbers songs. How many knights / dragons...do you need? Recite numbers in order to 10. Know that numbers identify how many objects are in a set. Recognises numerals 1 to 10. Count up to three or four objects by saying one number name for each item. Sharing. Objects with each other introducing language for sharing, you have half I have half...</p>
<p><b><u>Shape, Space &amp; Measure</u></b></p>	<p>To show an interest in shapes and make arrangements when representation things that are familiar to them, drawing people in their house...?</p>	<p>To use shapes when recreating art works from different celebrations like recreating Rangoli patterns.</p>	<p>To use and understand positional language when retelling nursery rhymes like Humpty Dumpty, is he on top of the wall, next to it...?</p>	<p>To begin to talk about the properties of everyday items and new equipment in nursery like the</p>	<p>To select and name 2D and 3D shapes in play when den building, drawing maps...?</p>	<p>To begin to order items by lengths, height and weight when building castle, dens...?</p>

	<p>Notice simple shapes and patterns in pictures. Talking about straight, curves, sides, corners beginning to use shape names. Categorise objects according to shape or size, bowls, bears, chairs...Begins to use the language of size. as above but also tallest, shortest family members.. What is as big as a bus? What's as big as a house? What's as small as a leaf...</p>	<p>Use positional language in play. Show interest in shape by sustained construction / DT activity or by talking about shapes or arrangements. Shows interest in shapes in the environment shape walks around school. Rangoli patterns. Positions in the line behind, in front 1<sup>st</sup>, 2<sup>nd</sup>...Sizing turnips</p>	<p>Use positional language in play. Use shapes appropriately for tasks adding names of 2D and 3D shapes. Begin to talk about the shapes of everyday objects. Use some properties of shape describe Ordering size of gingerbread men.</p>	<p>incubator for the chicks.</p> <p>Use positional language in play. Use shapes appropriately for tasks in all areas inside and outside, naming shapes. Begin to talk about the shapes of everyday objects. Introducing and using the name of 3D shapes.</p>	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Orders and sequences familiar events. Introducing time into play, how long will it take to get to the beach? What time will the train leave the station? Introducing distance, how far to walk home...</p>	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Measure short periods of time in simple ways. Introducing language of length, height, widths.</p>
<p><b>Understanding the world</b> links Science to D and T/Geography/History etc</p>	<p>To understand that weather and seasons change throughout the year by exploring our garden and going on walks to the park.</p>					
<p><b>People &amp; Communities</b> Links to RE, history</p>	<p>To understand where I belong and have a senses of my own family by sharing photos in the talking book and in learning logs.</p> <p>Caring for each other.</p> <p>Old and young Talking about past events in their life.</p>	<p>To recognises different celebrations and talk about what is the same and different about them.</p> <p>Festivals and me. Which festival do you celebrate? How?</p>	<p>To explore stories and rhymes and recognize any similarities to themselves, their family or friends and school.</p> <p>More Festivals Pancake day Welcoming new children</p>	<p>To understand new life and growth of the chicks as well as their own growth and change Are all the chicks the same? Are we all the same? What is different about us?</p> <p>New life and growth</p>	<p>To talk about past holidays and journeys. Where did they go? How did they get there?</p> <p>Taking account of other people's views and / or opinions.</p>	<p>To know that other children and communities have different ideas about dragons and stories?</p> <p>Thinking about stories are they real, fact, fiction or opinions.</p>

		Thinking about a long time ago what was the world like when the stories were told.	Belonging. I belong to my family/class/school/mosque/church/club Caring for each other.  Looking at old words, what do the rhymes mean, how are things different now	How did the chicks / butterflies start, what happened yesterday, last week...	Talking about past journeys	Looking at real castles, kings and queens... Talking about real stories from the past and fiction, how do we know?
<b><u>The World</u></b>	To notice details in the environment by making maps of the walk to the park.  Map of the woods. Walk in the park	To talk about their observations of the changing world.  Looking at similarities and differences looking at change over time Notice and talk about environmental change. Recognise seasons, weather changes, changes to day light.  Looking at the countries and where they are in the world.	To develop an awareness of how materials change by making and melting ice.  Changing materials Exploring senses Ice and melting Looking at the environment. Looking and understanding weather  Where did stories take place, city, countryside, seaside, farm...	To understand and talk about the changes and growth of the chicks and how we care for them.  Growth and change, what is needed for growth and change. Looking at the environment. Looking and understanding weather  Looking at landscapes where would be the best place for chicks to live? Weather and water cycles.	To talk about the similarities and differences in relation to places. What is it like at the seaside? What is it like in the countryside?  Float and sink Power that makes things move. Looking at the environment. Looking and understanding weather  Map making Looking at the globe where have we been? What's sea/land How to get there	To develop an awareness of their own environment and what it would have been like a long time ago?  Testing properties of different materials, what would be best to make a shield, blanket, cloths... Exploring metal, cotton, wool... Looking at the environment. Looking and understanding weather

						Hills and mountains , rivers, streams and moats Landscapes What would be the best landscape for your story?
<b><u>Technology and Computing</u></b>	To develop awareness of simple ICT equipment by using the CD player and talk book.  Text and images Electronic books Developing mouse skills Teddy bear picnic Turing on CD Talking book My family	To use simple programs on the computer.  Text and mages Paint program Developing mouse skills Turing on CD	To use simple programs on the computer.  Text and Images Build confidence with keyboard and mouse Nursery Rhyme program Using CD player	To use simple programs on the computer.  Data Handling Counting objects on screen	To understand how to program Blue Bots.  Programming Blue Bots	To understand how to program Blue Bots.  Google search
<b><u>Expressive art and design</u></b>	To develop an awareness of different art materials and techniques offering a range of experiences linked to each topic and or children's own interests. To build a repertoire of songs linked to each topic.					
<b><u>Exploring and using media and materials</u></b>	To use different skin tones and colours to paint self-portraits and pictures of my family.  Printing, ready mixed paint, inducing new techniques e.g cotton bud paining, mixing colours in tuff spot. Self-portraits and pictures of family members using mixed media Using materials to make props Building skills. Learning how to use joining materials  Naming and exploring instruments. Introducing 'house' cards. 'Ready, steady	To explore different art works from different cultures and use that as inspiration in their own artwork.  Different art work from different cultures Rangoli patterns Different media joint and independent art work Colour mixing autumn colours Using Autumn colours	To develop colour mixing skills by using pictures from stories as stimulus.  Building Skills Colour mixing cold colours Using cold colours in art work  Building walls Designing gingerbread men.	To use a range of media to make observational artwork of the chicks.  Observational painting  Making enclosures  Introducing body sounds Spring songs	To develop an awareness of different art techniques to represent their ideas or past experiences of different environments, for example painting the sea.  Introducing and teaching use of art Independent use of all art / paint materials and equipment /	To experiment with colour and texture to represent their own ideas of what a dragon would look like.  Independent use of all art / paint materials and equipment / independent colour mixing

	<p>go' Goldilocks went to the house of the bears. Family songs and rhymes. Songs and rhymes from home.</p>	<p>Using materials to make props. Building skills Learning how to use joining materials</p> <p>Naming and exploring instruments. Introducing 'house' cards. 'ready steady go'</p> <p>Introducing loud and quiet</p> <p>5 little leaves, number songs</p>	<p>Nursery rhymes</p> <p>Introducing fast and slow</p>		<p>independent colour mixing</p> <p>Looking at the techniques of artists</p> <p>Making vehicles</p> <p>Making vehicles</p> <p>African instruments</p> <p>Music from around the world.</p>	<p>Building castles, different setting for stories.</p> <p>Boom whackers</p> <p>Exploring different types of music what do they get us to think about, which would fit best in a 'your story'...</p>
<p><b>Being imaginative</b></p>	<p>To begin to make believe and pretend by taking part in family role play.</p> <p>Developing domestic role play with new friends.</p>	<p>To act out and retell the stories of different celebrations.</p>	<p>To use the traditional stories we read to introduce narrative into their play.</p> <p>Role play traditional stories and nursery rhymes</p>	<p>To use small world to begin to build narrative and play co-operatively using farm animals.</p> <p>Building stories with small world equipment</p> <p>Farms, dinosaurs...</p>	<p>To work co-operatively to role play different journeys.</p> <p>Role play travel agents and pass port office.</p>	<p>To introduce their own storylines and narratives into co-operative play with others.</p> <p>Narrating own stories developing story lines with others, thinking about story structure and character development.</p> <p>Making props and costumes to enhance play scenarios.</p>
<p>Visit/Speaker</p> <p>What is the hook – what month and estimate of the cost Please</p>	<p>Autumn walk to the park</p>	<p>STEM week watching eggs hatch and grow</p>	<p>Spring walk to the park</p>	<p>Spring walk to the park</p> <p>Chicken Eggs</p>	<p>Caterpillars</p>	<p>Signpost parents to castle visits in Yorkshire</p>

Parental Engagement Opportunity 1 x a term Assembly/workshop/	To understand that maths is all around us by giving information about how children develop maths concepts.  <a href="#">Walk to the park</a> Wednesday 23 <sup>rd</sup> October	To develop awareness of how children develop the physical skills to become writers.  <a href="#">Christmas workshop</a> <a href="#">Writing development</a> <a href="#">physical skills</a> Wednesday 4 <sup>th</sup> December	To develop awareness of how rhyming and alliteration are important skills when learning how to read and write.  <a href="#">Reading workshop</a> <a href="#">Nursery rhyme challenge</a> Wednesday 12 <sup>th</sup> February	To develop awareness of oral blending and segmenting as important skills for reading and writing.  <a href="#">Phonics workshop</a> <a href="#">Spring walk</a> <a href="#">Eggs and Chicks</a> <a href="#">Frog spawn</a> Wednesday 25 <sup>th</sup> March	To develop an awareness of the importance of children's concepts of number and for example the '3-ness' of 3.  <a href="#">Maths workshop</a> <a href="#">Caterpillar to butterfly</a> Wednesday 6 <sup>th</sup> May	Parents visit new classes transition
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To view the Early Years Foundation Stage Curriculum (Development Matters) please click the following link -

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf> We are using this document because we value 'The Characteristics of Effective Learning' which underpins all of our practice.

To review the statements and goals we are working towards in Reception please click the following link – (development records needs attaching from s drive)

To find more information about Read Write Inc please click on the following link - <https://ruthmiskin.com/en/find-out-more/parents/>