

Vehicles for Learning	Maths table Creative area (paint, dough, craft table)	Sand	Small World Writing table	Home corner and Role play Reading area	Construction Phonics table	Water Technology/music	Outdoor
Communication and Language		Personal, Social and Emotional		Physical Development (fine motor)		Expressive Arts and Design	
<p>30-50</p> <p>Focusing attention - still listen or do, but can shift own attention. Responds to simple instructions, e.g. to get or put away an object. 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. <i>who, what, when, how.</i></p>		<p>30-50</p> <p>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. 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. Shows confidence in asking adults for help.</p>		<p>30-50</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control. Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies.</p>		<p>30-50</p> <p>Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play.</p>	
<p>40-60</p> <p>Two-channelled attention - can listen and do for short span. Able to follow a story without pictures or props. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>		<p>40-60</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others. Can describe self in positive terms and talk about abilities. Aware of the boundaries set, and of behavioural expectations in the setting.</p>		<p>40-60</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely.</p>		<p>40-60</p> <p>Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Plays cooperatively as part of a group to develop and act out a narrative. Chooses particular colours to use for a purpose.</p>	
<p>ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, Children follow instructions involving several ideas or actions. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>		<p>ELG: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. Children are confident to try new activities, and say why they like some activities more than others. They work as part of a group or class, and understand and follow the rules.</p>		<p>ELG: They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>		<p>ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. They safely use and explore a variety of materials, tools and techniques</p>	

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Literacy	Mathematics (see daily plans)			Understanding the World		Outdoors (Gross motor)	
<p>30-50</p> <p>Reading: Writing: Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p>	<p>30-50</p> <p>Number: 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. Shape, space and measure: Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>			<p>30-50</p> <p>Shows interest in different occupations and ways of life. 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. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>		<p>30-50</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown.</p>	
<p>40-60</p> <p>Reading: Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Writing: Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels,captions.</p>	<p>40-60</p> <p>Number: Estimates how many objects they can see and checks by counting them. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Finds one more or one less from a group of up to five objects, then ten objects. Finds the total number of items in two groups by counting all of them. Shape, space and measure: Measures short periods of time in simple ways. Beginning to use everyday language related to money.</p>			<p>40-60</p> <p>Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>		<p>40-60</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	
<p>ELG Reading: They use phonic knowledge to decode regular words and read them aloud accurately. ELG Writing: Children use their phonic knowledge to write words in ways, which match their spoken sounds.</p>	<p>ELG: Number: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Shape, space and measure: They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>			<p>ELG: Children talk about past and present events in their own lives and in the lives of family members They talk about the features of their own immediate environment and how environments might vary from one another. They select and use technology for particular purposes.</p>		<p>ELG: They move confidently in a range of ways, safely negotiating space.</p>	

I can objectives	Focus area of learning	Vehicle for learning	Activities	Resources	Learning Skill	Specific Vocabulary
I can investigate which materials are best to make a boat.	Expressive Arts and Design Understanding the world	Water Area	Children to be provided with a variety of materials to explore floating and sinking. Challenge is to explore the materials and create their own boat. Can they add additional design features? Books and vocabulary in the environment to encourage discussion and use of key words.	Materials - foil. Paper, cork bottle tops, elastic bands, rocks, sponge	Professor Thought	Float Sink Boat Sail Balance Force
I can name different ways of travelling. I can use money in my play.	Literacy Expressive Arts and design Physical Development Maths	Role Play area Travel agents	Children to be in role as a travel agent selling and creating tickets for different excursions. Including different ways of transport. Can the children design their own tickets? Can the children pay for their holiday using the play money? Do they recognise some of the coins? Can the children show an understanding of the world?	Role play resources - shop front - till - costumes - tables - chairs - vocab - images - globe	Communi- Kate	Excursion Holiday Transport Location Map
I can include a narrative and storyline in my play.	Understanding the world Expressive arts and design Communication and Language PSED Physical Development	Small world	Children to re-enact stories and experiences using the resources available. (Trains - Personal interest of the children.) Can the children design a track and add labels to their small world e.g. destinations, names of trains? Can the children record a map of their stations and tracks? Include some history elements within the area.	Small world resources - blocks - trains - people - large paper - mark making - books	Critical and Creative twins Resllio Professor Thought	Destination Locomotive Station Steam engine
I can recognise some tricky words independently.	Literacy - reading	Reading Corner	Naughty Bus theme Tuff tray used as a reading den. On top reading cvc words and tricky word challenge. The naughty bus is hidden under one of the cups. The children must read the words on top of the cups before looking. Which word was the bus hiding underneath?	Tuff tray Blankets Pillows Cups Words Naught Bus template Sand timer	Communi-Kate	Segment Blend Tricky words

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<p>I can segment words as I write.</p> <p>I can form a short sentence.</p>	<p>Literacy - Writing</p> <p>Understanding the world</p>	<p>Writing area</p>	<p>Children to record words or a short sentences about a picture of a vehicle.</p> <p>Different pictures used,</p> <p>Cars</p> <p>Boats</p> <p>Train</p> <p>Aeroplane etc</p>	<p>Mark making</p> <p>Photos</p> <p>Finger spacemen</p>	<p>Resillio</p> <p>Professor</p> <p>Thought</p>	<p>Train</p> <p>Car</p> <p>Boat</p> <p>Aeroplane</p> <p>(vehicle names)</p>
<p>I can hold scissors correctly and cut accurately.</p> <p>I can thread using different sized materials.</p>	<p>Literacy</p> <p>Physical Development</p>	<p>Funky Finger area</p>	<p>Scissor skills</p> <p>Weekly challenge to involve the use of scissors.</p> <p>1. Cutting the train track lines on large paper.</p> <p>2. cutting the lights for a traffic light.</p> <p>3. Cut and order a train puzzle - see template.</p> <p>Threading</p> <p>Weekly challenge to involve threading.</p> <p>1. Threading using a stencil (different vehicles.)</p> <p>2. Templates can the children punch holes and follow their own threading pattern?</p> <p>3. Threading beads on to a train and pipe cleaner.</p>	<p>Scissors</p> <p>Glue</p> <p>Paper</p> <p>Templates</p> <p>Threading materials</p> <p>Laces</p> <p>Beads</p> <p>Pipe cleaners</p>	<p>Critical and creative twins</p> <p>Captain teamwork</p>	<p>Cut</p> <p>Follow</p> <p>Guide</p> <p>Snip</p> <p>Thread</p>
<p>I can recognise numbers to ten.</p> <p>I can form numbers to ten independently.</p>	<p>Mathematics - Number</p>	<p>Maths area</p>	<p>Number recognition challenges</p> <p>1. Train number towers.</p> <p>2. Splat - Children to roll a dice and splat the correct number.</p> <p>3. Magnetic fish - sorting more and less than five.</p> <p>Number formation challenges</p> <p>4. Rainbow numbers. Can the children trace over a number in all the colours of the rainbow.</p> <p>5. Writing numbers with feathers.</p> <p>6. Roll and write. Children to roll a dice and record the correct digit.</p>	<p>Resources as needed each week.</p>	<p>Resillio</p> <p>Communi-Kate</p>	<p>Digit</p> <p>Number</p> <p>One, two, three, four, five, six, seven, eight, nine, ten</p>

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I can sort vehicles into different groups.	Mathematics - Shape, space and measure	Maths area	A variety of vehicles, children to sort them into different groups. How do the children choose to do this? Can the children label their groups?	Sorting hoops Vehicles - different sizes also.	Professor Thought Critical and Creative twins	Sort Group Organise Differences
I can talk about road safety. I can explain how to keep myself safe.	Expressive Arts and Design Understanding the world Communication and Language	Construction area	Children to build a safe road for cars to travel on, for people to cross. What will they need on their roads? E.g. traffic lights, pedestrian crossings, pavements, markings on the road. Can the children create their own road signs? What will these look like?	Blocks Small world people Large paper Mark making materials Scissors	Captain Teamwork Resillio Professor Thought Critical and Creative twins	Safety Signs Signals
I can design and create a new form of transport.	Expressive arts and design PSED Communication and language	Making area	Children to explore different forms of transport through books and photographs, can they discuss what new form of transport they want to design? Children to record the design on paper before making it. Will it have wheels? What colour will it be? Items to go on display with design.	Books Photographs Paper Mark making materials Junk modelling Glue	Critical and creative twims Captain Teamwork Professor Thought	Design Plan Measure Adapt Change Material
I can use my large and small muscles.	Outdoor Physical Development	Outdoor	Activities outside: 1. Number car wash. 2. Number finger painting. 3. Small world diggers. 4. Car wash	Resources as necessary	All	