



Wow Starter: Transform the classroom into a story world (inspired by Eric Carle)

Final Event: Storytelling in classes and a Mad Hatter's tea party.

UNDERSTANDING THE WORLD

- People and communities 0-5**
- 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.
- Technology 0-5**
- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
 - 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.
- People and communities 0-5**
- Enjoys joining in with family customs and routines.
- People and communities 0-5**
- They know that other children don't always enjoy the same things, and are sensitive to this.
 - They know about similarities and differences between themselves and others, and among families, communities and traditions.
- The world 0-5**
- 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.

PSED & RELIGIOUS EDUCATION

- Making relationships 0-5**
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
 - 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.
- Making relationships 0-5**
- Initiates conversations, attends to and takes account of what others say.
 - Explains own knowledge and understanding, and asks appropriate questions of others.
 - Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Making relationships 0-5**
- They show sensitivity to others needs and feelings.
 - They form positive relationships with adults and other children.
- Self-confidence and self-awareness 0-5**
- 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.
- Self-confidence and self-awareness 0-5**
- Confident to speak to others about own needs, wants, interests and opinions.
 - Can describe self in positive terms and talk about abilities.
- Self-confidence and self-awareness 0-5**
- They say why they like some activities more than others.
 - They are confident to speak in a familiar group, will talk about their ideas.
- Managing feelings and behaviour 0-5**
- 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.
- Managing feelings and behaviour 0-5**
- Understands that their 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.
 - Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- Managing feelings and behaviour 0-5**
- Children talk about how they and others show feelings.
 - They talk about their own and others behaviour, and its consequences.



SCIENCE WEEK

INVESTIGATIONS

- Classification and description of materials
- Investigation
- Changing states
- experiment (food)

OUTDOOR LEARNING

- Seasonal changes
- Outdoor Art (collages)
- Colour charts/ comparing colours
- Gardening/ planting
- Outdoor maths investigation
- Insects investigations
- Weather
- Science investigation
- Spring changes
- Easter outdoor art



Alice in Wonderland workshop

Morning workshop with storytelling and arts and crafts.

EXPRESSIVE ARTS AND DESIGN

- Exploring and using media and materials 0-5**
- 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.
 - Realises tools can be used for a purpose.
- Exploring and using media and materials 0-5**
- Begins to build a repertoire of songs and dances.
 - Explores the different sounds of instruments.
 - Explores what happens when they mix colours.
 - Experiments to create different textures.
 - Understands that different media can be combined to create new effects.
 - Manipulates materials to achieve a planned effect.
 - Constructs with a purpose in mind, using a variety of resources.
 - Uses simple tools and techniques competently and appropriately.
 - Selects appropriate resources and adapts work where necessary.
 - Selects tools and techniques needed to shape, assemble and join materials they are using.
- Exploring and using media and materials 0-5**
- Children sing songs, make music and dance, and experiment with ways of changing them.
- Being imaginative 0-5**
- Developing preferences for forms of expression.
 - Sings to self and makes up simple songs.
 - Notifies 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 responds with a range of media, such as music, dance and paint and other materials or words.
- Being imaginative 0-5**
- Create simple representations of events, people and objects.
 - Chooses particular colours to use for a purpose.
 - Introduces a storyline or narrative into their play
 - Plays alongside other children who are engaged in the same theme.
 - Plays cooperatively as part of a group to develop and act out a narrative.
- Being imaginative 0-5**
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

PHYSICAL EDUCATION

- Moving and Handling 0-5**
- 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.
 - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
 - 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.
- Moving and Handling 0-5**
- 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.
 - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
 - Uses simple tools to effect changes to materials
 - Handles tools, objects, construction and malleable materials safely and with increasing control.
 - Shows a preference for a dominant hand.
 - Begins to use anticlockwise movement and retrace vertical lines.
 - Begins to form recognisable letters.
 - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Moving and Handling 0-5**
- Children show good control and co-ordination in large and small movements.
- Health and self-care 0-5**
- They move confidently in a range of ways, safely negotiating space.
 - They handle equipment and tools effectively, including pencils for writing.
- Health and self-care 0-5**
- Observes the effects of activity on their bodies.
 - 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.
- Health and self-care 0-5**
- Eats a healthy range of foodstuffs and understands need for variety in food.
 - Usually dry and clean during the day.
 - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
 - 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.
 - Practices some appropriate safety measures without direct supervision.
- Health and self-care 0-5**
- Children know the importance for good health of physical exercise, and a healthy diet.
 - They talk about ways to keep healthy and safe.
 - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Look in a Book - Maple (English & Maths)

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The Creative Learning Journey



MATHEMATICS AND COMPUTING

- Numbers 0-5**
- 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.
- Numbers 0-5**
- Recognises some numerals of personal significance.
 - Recognises numerals 1 to 5.
 - Counts up to three or four objects by saying one number name for each item.
 - Counts actions or objects which cannot be moved.
 - Counts objects to 10, and beginning to count beyond 10.
 - Counts out up to six objects from a larger group.
 - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
 - Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.**
- 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.
 - Says the number that is one more than a given number.
 - Finds one more or one less from a group of up to five objects, then ten objects.
 - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
 - Records, using marks that they can interpret and explain.
 - Begins to identify own mathematical problems based on own interests and fascinations.
- Numbers 0-5**
- Children count reliably with numbers from one to 20, place them in order.
 - They can say which number is one more or one less than a given number.
 - Using quantities and objects, they add and subtract two single-digit numbers.
- Shape, space and measure 0-5**
- Uses positional language.
- Shape, space and measure 0-5**
- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

COMMUNICATION AND LANGUAGE

- Listening and attention 0-5**
- 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.
 - Is able to follow directions (if not intently focused on own choice of activity).
- Listening and attention 0-5**
- Maintains attention, concentrates and sits quietly during appropriate activity.
 - Two-channelled attention - can listen and do for short span.
- Listening and attention 0-5**
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Understanding 0-5**
- 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.
- Understanding 0-5**
- Responds to instructions involving a two-part sequence.
 - Understands humour, e.g. nonsense rhymes, jokes.
 - Able to follow a story without pictures or props.
 - Listens and responds to ideas expressed by others in conversation or discussion.
- Understanding 0-5**
- Children follow instructions involving several ideas or actions.
 - They answer how and why questions about their experiences and in response to stories or events.
- Speaking 0-5**
- 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).
 - 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.
- Speaking 0-5**
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
 - Uses language to imagine and recreate roles and experiences in play situations.
 - Links statements and sticks to a main theme or intention.
 - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
 - Introduces a storyline or narrative into their play.
- Speaking 0-5**
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.



LITERACY

- Reading 0-5**
- 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.
- Reading 0-5**
- 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.
 - Links sounds to letters, naming and sounding the letters of the alphabet.
 - Begins to read words and simple sentences.
 - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Writing 0-5**
- Enjoys an increasing range of books.
 - Knows that information can be retrieved from books and computers.
- Reading 0-5**
- They use phonic knowledge to decode regular words and read them aloud accurately.
 - They also read some common irregular words.
- Writing 0-5**
- Sometimes gives meaning to marks as they draw and paint.
 - Ascribes meanings to marks that they see in different places.
- Writing 0-5**
- Gives meaning to marks they make as they draw, write and paint.
 - Begins to break the flow of speech into words.
 - Continues a rhyming string.
 - Hears and says the initial sound in words.
 - Can segment the sounds in simple words and blend them together.
 - 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.
 - Attempts to write short sentences in meaningful contexts.
- Writing 0-5**
- Children use their phonic knowledge to write words in ways which match their spoken sounds.
 - They also write some irregular common words.

