



# The Beckford Curriculum - A Guide for Parents in Nursery – Summer 2021

Over the past year, we have been working on developing and improving our 'Beckford Curriculum'. This document shows you what children in Nursery will be learning in the Summer term. If you have any questions about the curriculum, please contact: [admin@beckford.camden.sch.uk](mailto:admin@beckford.camden.sch.uk)

## Intent - The Beckford Curriculum is designed to:

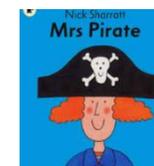
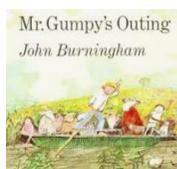
1. Teach our pupils to learn well
2. Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success
3. Ensure broad and balanced knowledge of the world
4. Teach our pupils to live well in a diverse world, as confident, responsible citizens

## The Beckford Curriculum - Nursery 2021

Our topic themes are carefully selected to expose all children to a wide range of ideas, language, learning opportunities and experiences. This enables them to make connections in their learning as well as providing a springboard to ignite their imagination, curiosity and creativity.

Every unique child will access these learning opportunities at their own level and make progress from their own starting points. Key thinking and learning skills linking to the prime areas of learning are developed through all topics.

### In the Summer term we will be reading:



### Our School Values

Last year, we worked with children, staff, parents and governors to develop our five core Beckford values, Aspiration, Responsibility, Resilience, Consideration and Community. These themes run through each of our topics.

### Aspiration



### Responsibility



### Resilience



### Consideration



### Community



### Entry Point

- Preparing the children for a smooth transition to Reception

### Explore and Experience

- Water,
- sea animals,
- going to the Aquarium.

### Exit Point

- Children are ready for Reception

### PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

Exploring and expressing our feelings and the feelings of others through social stories and weekly chat time

Care and concern for living things

Transition into new class / school

### LITERACY

Talking about the life cycle of caterpillars

Making own story books

Sequencing events of a story.

Forming letters of their names

Building up vocabulary and asking questions

Making maps to find our way

Making shopping lists

### MATHEMATICS

Developing an awareness of sequencing numbers

Recognising number to 10

Exploring shapes and patterns

Singing daily number and counting songs

Sorting and counting groups of objects (ex. shells and pebbles)

Counting forwards and backwards from a given number

Comparing sets of objects: which has more, which has less?

### COMUNICATION AND LANGUAGE

Explore Body Percussion, alliteration, rhythm and rhyme

Becoming familiar with different songs and rhymes, and starting to come up with their own

Pirate role-plays and games

Talking about life cycles and learning vocabulary associated with it

Gain confidence in talking about their

## Summer: Splash!



### EXPRESSIVE ARTS AND DESIGN

Learning Pirate songs and pirate dances

Movement sessions

Continue to do yoga weekly

Continue to construct with purpose in mind using blocks and other building material

Independent role-playing various parts of our key texts

Creating their own Under the Sea models, pictures and collages

### PHYSICAL DEVELOPMENT

Exploring balance

Gymnastics with Mr. Purcell

Continue to develop self-help skills

Continue to practise using different class equipment safely ex. Scissors

Carry on with Dough Gym

Support all children with any physical support they may need.

Act out physical changes in the life cycle

Nets and pincers to catch sea creatures

### UNDERSTANDING THE WORLD

Cooking from around the world.

Talking about the safe preparation of food.

Exploring the concept of floating and sinking

Investigating weight by asking the right questions

Using the internet to find out information

What makes you unique?

Special friends and times

**PRIME AREA: Communication and Language**

<p align="center"><b>Learning Intentions</b> <b>EYFS Development Matters 30-50 and 40+ months</b></p>	<p align="center"><b>Ongoing/Spontaneous Learning Opportunities</b></p>	<p align="center"><b>Planned Activities</b></p>
<p><b><u>Listening and Attention:</u></b> Listens to others one to one or in a small group, 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).</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity. •Two-channelled attention – can listen and do for short span.</p> <p><b><u>Understanding:</u></b> . Understands use of objects. Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’, by carrying out an action or selecting correct picture.</p> <p>Responds to simple instructions. Beginning to understand ‘why’ and ‘how’ questions.</p> <p><b><u>Speaking:</u></b> Beginning to use more complex sentences to link thoughts using ‘because’, ‘and’ etc. Can retell a simple past event in correct order. Uses talk to connect ideas, explain what is happening and anticipate what will happen next, recall and relive past experiences. Questions why things happen and gives explanations. Uses a range of tenses. 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 experience. Uses talk in pretending that objects stand for something else in play. Example: this box is my castle.</p>	<p>Continuing to create physical environments that support and develop communication skills.</p> <p>Modelling segmenting words while writing/mark-making.</p> <p>Emphasizing initial sounds in names and words.</p> <p>Appropriate adult-child interaction.</p> <p>Model good listening and extending vocabulary linked to the stories.</p> <p>Modelling and encouraging using full sentences.</p> <p>Role-playing following more complex instructions linked to classroom routines.</p> <p>Encourage good listening and praise.</p> <p>Develop language skills through structured and unstructured discussions linked to books and topics.</p> <p>Continue to sing, use telephones, puppets and props in the Role-Play Area.</p> <p>Using tape-recorders.</p> <p>Using our visual Time-table to say what comes next.</p> <p>Daily story-time.</p> <p>Model and encourage talking about personal experiences, having small group discussions and chats.</p>	<p>Phonics Phase 1: Aspect 5: Alliteration Aspect 6: Voice Sounds Aspect 7: Oral Blending and Segmenting</p> <p>Tongue Twisters</p> <p>Singing songs and rhymes that have alliteration. Digging for treasure: Collecting objects of the same sound. Bertha the Bus rhyme and game. I Spy! Silly Soup</p> <p>Activities that distinguish between the differences in vocal sounds (ex. Hiss like a snake, buzz like a bee)</p> <p>Toy Talk with one-syllable words.</p> <p>I Spy containing 2 or more phonemes (Ex. z-i-p)</p> <p>Continue to develop good listening behaviour/key skills during carpet time and circle time ‘eyes to see, ears to hear...’ Puppet to support.</p> <p>Talk Boost Groups</p> <p>Eklan activities with targeted children.</p> <p>NCLB and Recovery Curriculum</p> <p>Continue to embed the Golden Rule with stories and props: We Listen</p>

<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play</p>	<p>Children with English as an additional language get opportunities to share their home language around their nursery.</p> <p>Encouraging repeated refrain.</p> <p>Encourage pupil voice to contribute to learning journey Portfolios.</p> <p>Books in the book corner to expose children to new language and interesting new topics.</p> <p>Visual approach: use the illustrations to encourage children to predict what the story will be about, who the main characters are. Talk about tone and style of writing (font)</p> <p>Talk through instructions, emphasizing time conjunctions. Use Pie Corbitt actions to support.</p>	<p>Learning new songs about caterpillars, water, the environment, caring for animals</p> <p>Story language; making up their own version of the story.</p> <p>Acting out stories using props.</p> <p>Play listening games.</p> <p>Following recipes in weekly baking sessions.</p> <p>Continue with a visual timetable to help the children understand the structure of the day.</p> <p>Word Aware for key vocabulary from key texts.</p> <p>Using storymaps and Pie Corbitt actions to sequence a narrative.</p> <p>Regular Circle Time and Talk Time</p> <p>Listening to stories with a repetitive refrain read by adults.</p> <p>Quality questioning in all areas adding actions. Planned questions at differentiated level.</p> <p>Using magnetic story props of characters from the story to encourage sharing of experience.</p> <p>Getting adults (parents/teachers) to come and read stories for the children (including different languages)</p> <p>Mystery Reader!</p> <p>Rich key texts to expose children to new language and interesting new topics.</p>
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**PRIME AREA: Physical Development**

<p align="center"><b>Learning Intentions</b></p> <p align="center"><b>EYFS Development Matters 30-50 and 40+ months</b></p>	<p align="center"><b>Ongoing/Spontaneous Learning Opportunities</b></p>	<p align="center"><b>Planned Activities</b></p>
<p><b><u>Moving and Handling:</u></b>                      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.                      Mount stairs, steps or climbing equipment using alternate feet.                      Walk downstairs, two feet to each step while carrying a small object.                      Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.                      Can stand momentarily on one foot when shown.                      Can catch a large ball.                      Draws lines and circles using gross motor movements.                      Uses one-handed tools and equipment ex. Child scissors.                      Holds pencil between thumb and two finger, 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.</p> <p>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. Travels with confidence and skill around, under, over and through balancing and climbing equipment.                      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 hold</p> <p><b><u>Health and Safe Care:</u></b>                      Can tell adults when hungry or tired or when they want to rest or play.                      Observes the effects of activity on their bodies.                      Understands that equipment and tools have to be used safely.</p>	<p><b><u>Fine Motor Skills</u></b>                      Dough gym.                      Finger gym to support hand- finger development. Pen grip focus!                      Large-scale drawing and assessment opportunity.                      Continue to develop the skill to use one-handed tools ex. Scissors, holding a pencil using a comfortable grip.                      Copying letters from their name.                      Sand and Water Play                      Turning pages in a book in the book corner.</p> <p><b><u>Gross Motor Skills:</u></b>                      Continue using balance bikes and larger climbing equipment outside.                      Exploring climbing equipment during PE sessions, moving confidently, in a range of ways.                      Developing ball skills to play simple throwing and catching games and to develop control and work with others.                      Using our bodies to respond to instructions.                      Explore a range of balancing and sliding equipment, balance bikes, balls and hoops.                      Support children with physical difficulties and provide tools appropriate to their needs.</p> <p><b><u>Self-care</u></b>                      Continue to encourage independent toileting, eating and self-care.                      Rules in the classroom/PE Hall to stay safe                      Following healthy hygienic routines when going to the toilet and having lunch.                      Promote health awareness.                      Linking our topic Splash; keeping our teeth clean</p>	<p>Continue to assess pencil-grip and scissor grip.</p> <p>Finger gym.</p> <p>Dough gym.</p> <p>Using equipment with confidence when playing hall games.</p> <p>Continue PE with Mr. Purcell in small groups (gymnastics)</p> <p>Practise movement skills, through games, beanbags, cones, balls and hoops.</p> <p>Using hall equipment to set up obstacles related to topic books.</p> <p>Provide large portable equipment that children can move about safely and cooperatively to create their own structures.</p> <p>Link actions together to form a dance, using for example, ribbons.</p> <p>Weekly cooking and baking sessions promoting healthy foods.</p> <p>Promote health awareness and the benefits of exercise on our bodies.</p> <p>Promote mental wellbeing through mindfulness.</p> <p>Linking our topic Splash; keeping ourselves clean.</p>

<p>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.</p> <p>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.</p>		
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**PRIME AREA: Personal, Social and Emotional Development**

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<p><b><u>Making Relationships:</u></b> Can play in a group extending and elaborating play ideas. For example: 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. 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.</p> <p><b><u>Self-confidence and self-awareness:</u></b> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.</p>	<p>Establishing daily routines and the Golden Rules through games and circle time.</p> <p>Circle Time about taking care of our mental wellbeing, resolving conflicts, developing relationships with peers.</p> <p>Sharing achievements with the class.</p> <p>Model good carpet behaviour 'good looking, good listening...'</p> <p>Circle Time: developing the confidence to share their ideas, feelings in a group.</p> <p>Learning to take turns in the CP.</p> <p>Zones of Regulation: How are you feeling today?</p> <p>Photo cards with key vocabulary, feelings detective poster.</p>	<p>Welcoming children to a new term.</p> <p>Provide books/stories/puppets/persona dolls that can be used to model responding to others' feelings.</p> <p>Mindfulness activities: yoga, deep breathing etc.</p> <p>Continue to embed Class Rules and how to make the Nursery a happy and safe place.</p> <p>Continue to encourage listening during circle time using visuals and puppets to support.</p> <p>Home Corner to reflect the children's learning and to encourage role-play.</p> <p>Provide photos and pictures of emotions for children to look at and talk about.</p> <p>Support children in being able to seek help from each other.</p>

<p>Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities</p> <p><b>Managing feelings and behaviour:</b>          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.</p> <p>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. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>Creating a provision that is challenging yet achievable through the right differentiation.</p> <p>Time to pursue learning without interruption, and if not completed, the child can get back to it.</p>	<p>Transition into Reception</p>
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**Literacy**

<p style="text-align: center;"><b>Learning Intentions</b>  <b>EYFS Development Matters 30-50 and 40+ months</b></p>	<p style="text-align: center;"><b>Ongoing/Spontaneous Learning Opportunities</b></p>	<p style="text-align: center;"><b>Planned Activities</b></p>
<p><b>Reading:</b>            Enjoys rhyming and rhythmic activities.            Shows awareness of rhyme and alliterations.            Recognises rhythm in spoken words.            Listens to and joins in with stories and poems, one-to-one and also in small groups.            Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.            Beginning to be aware of how stories are structured.            Suggests how the story might end.            Listens to stories with increasing attention and recall.            Describes main story setting, events and characters.            Shows interest in illustrations and print in books and the environment.            Recognises familiar words and signs such as own name and advertising logos.            Looks at books independently.</p>	<p>Reading own name in self-registration and on coat pegs.</p> <p>Read class labels.</p> <p>Access to books and other printed material in the Book Corner.</p> <p>Reading buddies (toys or friends) to read to in the Book Corner.</p> <p>Taking books home everyday.</p> <p>Daily story time and discussion.</p> <p>Joining in with stories and rhymes.</p>	<p>Daily story time and discussion.</p> <p>Make labels for the Nursery to provide reading opportunity.</p> <p>Continue to encourage name writing.</p> <p>Inviting parents to come and read in their own language.</p> <p>Continue to talk about authors and illustrators; distinction between words and pictures.</p> <p>Daily rhymes. Learning to complete the rhyme of the story.</p>

<p>Handles books carefully.          Knows information can be relayed in the form of print.          Holds books the right way and turns pages.          Knows that print carries meaning and in English it is read from left to right and top to bottom.</p> <p>Continues a rhyming string.          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.          Enjoys an increasing range of books.          Knows that information can be retrieved from books and computers.</p> <p><b>Writing:</b>          Sometimes gives meaning to marks as they draw and paint.          Ascribes meanings to marks that they see in different places.</p> <p>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</p>	<p>Role-play area to recreate stories and retell them to their friends.</p> <p>Celebrating any mark-making throughout the Nursery.          Display work children are proud of. Children to take ownership of this display.</p> <p>Having various media such as sand, foam, paint and crayons for mark-making.</p> <p>Writing name at every opportunity.</p> <p>Making signs for the classroom.</p> <p>Having clipboards, sticky notes, pens etc. in every area of the classroom.</p> <p>Leave story map up so children can use it.</p> <p>3D props in Tuff Spot to support children retelling the story. Scribe and record what children say.</p> <p>Provide story sacks.</p> <p>Providing a range of writing opportunities: Write cards, lists, stories, invitations, recipes, labels, instructions etc.</p>	<p>Model thinking up own ideas, encouraging full sentences.</p> <p>Continue to encourage expression of ideas through effective and differentiated questioning.</p> <p>Making a story map on A2 paper and labelling it story map up so children can use it.</p> <p>Children making predictions about what will come next.</p> <p>3D props in Tuff Spot to support children retelling the story. Scribe and record what children say.</p> <p>Phonics: Developing oral blending and segmenting of sounds in words.</p> <p>Pie Corbitt actions when retelling the story.</p> <p>Make books with children about activities they've been doing using photographs of them to illustrate.</p>
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## Maths

Learning Intentions EYFS Development Matters 30-50 and 40+ months	Ongoing/Spontaneous Learning Opportunities	Planned Activities
<p><b>Numbers:</b>                      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 commenting 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 notice that the total is still the same.                      Shows an interest in numerals in the environment.                      Shows an interest in representing numbers.                      Realising that anything can be counted, including steps, claps and jumps.</p> <p>Recognise 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.</p>	<p>Daily calendar and timetable.</p> <p>Number songs with props.</p> <p>Model naming shapes during construction play using positional language.</p> <p>Encourage and model counting sets of small world objects during play.</p> <p>Practice counting to 5, forwards and backwards.</p> <p>Counting the number of children in a group, pieces of fruit, teachers.</p> <p>Comparing sets of numbers using mathematical language.</p> <p>Spot shapes in environment, everyday objects and in books.</p> <p>Water and sand play and measuring materials using mathematical language.</p> <p>Opportunities to weigh and halve ingredients during baking sessions.</p> <p>Sorting objects according to their shape.</p> <p>Encourage estimation.</p>	<p>Daily timetable to understand structure of the day.</p> <p>Continue modelling how to use Maths resources.</p> <p>Counting and sorting a variety of resources, encouraging independence through adult-led and child-initiated activities.</p> <p>Reciting numbers to 10 (or to 20 for higher group). Focusing on one-to-one correspondence and on cardinality.</p> <p>Number songs and rhymes linked to our key texts.</p> <p>Using mathematical language consistently.</p> <p>Number Detectives.</p> <p>Shape Hunts and shape songs.</p> <p>Take photos of the numbers we find for a 'numbers in our nursery' class book for the children to look through.</p> <p>Matching numerals and quantities.</p> <p>Recording and representing numbers.</p> <p>Provide collections of interesting things for children to sort, order, count and label in their play.</p>

<p><b>Shape, space and Measure:</b> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shape appropriately for tasks. Beginning to talk about the shapes of everyday objects, ex. Round or tall.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.</p>		
<b>Understanding the World</b>		
<b>Learning Intentions</b> <b>EYFS Development Matters 30-50 and 40+ months</b>	<b>Ongoing/Spontaneous Learning Opportunities</b>	<b>Planned Activities</b>
<p><b>People and communities:</b> 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 and 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 and family.</p> <p>Enjoys joining in with family customs and routines.</p> <p><b>The World:</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Show interest in the life of those around us.</p> <p>Share information about own life ex. weekend feedback etc. and encourage them to do the same.</p> <p>Use Role-play and small world to explore children's environment. Allow for toys that mimic real life ex. microwave and cooker.</p> <p>Introduce small world, learning how to use and share the imaginative play resources and provision appropriately.</p> <p>Explore a range of textures ex. sand, dough.</p>	<p>Keep encouraging children to get to know other adults in the school.</p> <p>Cooking dishes from around the world!</p> <p>Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives to learn about each other (Chat Time)</p> <p>Referring to maps, globes and technology to find out about other parts of the world.</p>

<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about how things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p><b>Technology:</b> Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, or real objects such as camera and 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 by computers.</p> <p>Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Discuss changes in patterns, for example changes in weather. Record when possible using iPads.</p> <p>Daily calendar and weather chart.</p> <p>Junk for making things in their environment in Art Corner.</p> <p>Range of battery-operated/non-electronic toys. Show care for living things in our environment.</p> <p>Quality questioning about why things happen and how things work.</p> <p>Use ICT hardware to interact with age-appropriate computer software.</p>	<p>Continue to talk about change in the world; seasons, hibernation, spring display.</p> <p>Singing hands.</p> <p>Use puppets, stories and books to encourage positive attitudes and to challenge stereotypes.</p> <p>Comparing habitats.</p> <p>Provide a range of materials and objects to play with that work in different ways.</p>
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**Expressive Art and Design**

<p style="text-align: center;"><b>Learning Intentions</b></p> <p style="text-align: center;"><b>EYFS Development Matters 30-50 and 40+ months</b></p>	<p style="text-align: center;"><b>Ongoing/Spontaneous Learning Opportunities</b></p>	<p style="text-align: center;"><b>Planned Activities</b></p>
<p><b>Exploring and using media and materials:</b> 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 colours and how they can be changed. Understand that they can use lines to enclose a space and then begin to use their shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p> <p>Begins to build a repertoire of songs and dances.</p>	<p>Access to a range of materials such as crayons, colouring pencils, felt-tips, chalks and different size/colour/texture of paper.</p> <p>Independently able to use all resources including joining material, scissors etc.</p> <p>Music games.</p> <p>Learning rhymes.</p> <p>Expressing ideas, feelings and experiences through music, dance, paint or other materials and words.</p> <p>Choose particular colour for a purpose.</p> <p>Opportunities for children to be able to play alongside each other when engaged in the same theme.</p>	<p>Continue to provide the children with a range of glue, paints, tape, pens, chalk and crayons.</p> <p>Using a range of puppets.</p> <p>Using song bags.</p> <p>Baseline using palette paints.</p> <p>Instrumental activities linked to phase 1 phonics: Exploring Pitch.</p> <p>Name and match musical instruments.</p> <p>Singing songs related to our key texts.</p> <p>Imagining and creating our own sea creatures.</p> <p>Invite theatre groups / dancers / musicians for the children to experience live performances.</p>

<p>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.</p> <p><b>Being imaginative:</b>      Developing preferences for forms of expression.      Uses movement to express feelings.      Creates movement in response to music.      Sings to self and makes up simple songs.      Makes up rhythms.      Notices what adults do, imitating what is observed and then doing it spontaneously when the adult isn't there.      Engages in imaginative role-play based on own first-hand experience.      Builds stories around toys ex. Farm animals needing rescue.      Uses available resources to create props to support role-play.      Captures experiences and responses with a range of media like music, dance and paint and other materials or words.</p> <p>Create simple representations of events, people and objects.      Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.      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.</p>		<p>Invite parents/performers from a variety of cultural backgrounds to read stories/sing songs/play instruments.</p> <p>Singing and making up your own songs and rhymes.</p>
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