

2020-2021	Term 3	Term 4
<b>Topic Title</b>	<p style="text-align: center;"><b>Trip Trap Traditional Tales</b></p> <p style="text-align: center;"><b>Listening to and re-enacting stories. A traditional tale per week with alternative tales to compare and contrast.</b></p> <p style="text-align: center;">Special interest sheets, completed by parents/carers, also inform planning and activities. This ensures the Unique Child is being recognised and encompassed within the setting.</p>	<p style="text-align: center;"><b>Out of this World/Mad about Dinosaurs</b> <b>Learning about space, followed by dinosaurs</b></p> <p style="text-align: center;">Special interest sheets, completed by parents/carers, also inform planning and activities. This ensures the Unique Child is being recognised and encompassed within the setting.</p>
<b>Supportive Literature</b>	<p>The Three Ninja Pigs by Corey Rosen Schwartz Ninja Red Riding Hood by Corey Rosen Schwartz The Healthy Wolf</p>	<p>Tyrannosaurus Drip Rumpus Pumpus Mad About Dinosaurs Non-fiction space books The Smeds and Smoos by Julia Donaldson Here We Are by Oliver Jeffers The Darkest Dark-Chris Hadfield</p>
<b>'Rhyme of the Week'</b>	<p>Weekly rhyme will have a direct link to the traditional tale read that week.</p>	<p>Rhymes which link to the celebrations we will be exploring</p>
<b>Communication and Language</b>	<p><b>Understanding stories from viewpoints</b> <b>Drama / Imaginative play</b> <b>Group work</b> <u>DM 40-60m Listening and Attention</u> Maintains attention, concentrates and sits quietly during appropriate activity <u>DM 40-60m Understanding</u> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. <u>DM 40-60m Speaking</u> Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention.</p>	<p><u>DM 40-60m Listening and Attention</u> Maintains attention, concentrates and sits quietly during appropriate activity <u>DM 40-60m Understanding</u> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. <u>DM 40-60m Speaking</u> Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. 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. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>
<b>Personal, Social, Emotional Development.</b>	<p><b>Dreams and Goals</b> <u>DM 40-60m Making Relationships</u> Initiates conversations, attends to and takes account of what others say. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <u>DM 40-60m Self-Confidence and Self-Awareness</u> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <u>DM 40-60m Managing feelings and behaviour</u> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p><b>Thrive</b> <u>DM 40-60m Making Relationships</u> Takes steps to resolve conflicts with other children, e.g. finding a compromise. Explains own knowledge and understanding, and asks appropriate questions of others. <u>DM 40-60m Self-Confidence and Self-Awareness</u> Can describe self in positive terms and talk about abilities. <u>DM 40-60m Managing feelings and behaviour</u> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>

<p><b>Physical Development</b></p>	<p><b>Motor skills</b>  <b>PE Dressing and Undressing: PE kit</b>  <u>DM 40-60m Moving and Handling</u>  Travels with confidence and skill around, under, over and through balancing and climbing equipment.  Uses simple tools to effect changes to materials.  Handles tools, objects, construction and malleable materials safely and with increasing control  Begins to form recognisable letters.  Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><u>DM 40-60m Health and Self Care</u>  Eats a healthy range of foodstuffs and understands need for variety in food.  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><b>Skills</b>  <u>DM 40-60m Moving and Handling</u>  Handles tools, objects, construction and malleable materials safely and with increasing control  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><u>DM 40-60m Health and Self Care</u>  Shows understanding of how to transport and store equipment safely.  Practices some appropriate safety measures without direct supervision.</p>
<p><b>Literacy</b></p>	<p><b>Phase Three phonics</b>  <u>DM 40-60m Reading</u>  Enjoys an increasing range of books.  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.</p> <p><u>DM 40-60m Writing</u>  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 and captions.</p>	<p><b>Phase Four/Five phonics</b>  <u>DM 40-60m Reading</u>  Enjoys an increasing range of books.  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.  Knows that information can be retrieved from books and computers.</p> <p><u>DM 40-60m Writing</u>  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 and captions.  Attempts to write short sentences in meaningful contexts.</p>
<p><b>Mathematics</b></p>	<p><b>Prepositions</b>  <b>Working with numbers to twenty</b>  <b>One more / less</b>  <u>DM 40-60m Mathematics</u>  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.  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.</p> <p><u>DM 40-60m Shape, Space and Measure</u>  Can describe their relative position such as 'behind' or 'next to'.</p>	<p><b>Time</b>  <b>Recording / Counting in twos etc / Doubling / Halving</b>  <u>DM 40-60m Mathematics</u>  Records, using marks that they can interpret and explain.  Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><u>DM 40-60m Shape, Space and Measure</u>  Uses everyday language related to time.  Beginning to use everyday language related to money.</p>
<p><b>Understanding the World</b></p>	<p><b>Season: Winter</b>  <b>Food / Culture / Differences</b>  <u>DM 40-60m People and Communities</u>  Enjoys joining in with family customs and routines.  <u>DM 40-60m The World</u>  Looks closely at similarities, differences, patterns and change.  <u>DM 40-60m Technology</u></p>	<p><b>Season: Spring/Easter</b>  <u>DM 40-60m People and Communities</u>  Enjoys joining in with family customs and routines.  <u>DM 40-60m The World</u>  Looks closely at similarities, differences, patterns and change.  <u>DM 40-60m Technology</u></p>

	<p>Completes a simple program on a computer.          Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Completes a simple program on a computer.          Uses ICT hardware to interact with age-appropriate computer software.</p>
<p><b>Expressive Arts and Design</b></p>	<p><u>DM 40-60m Exploring and Using Media</u>          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.</p> <p><u>DM 40-60m Being Imaginative</u>          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><u>DM 40-60m Exploring and Using Media</u>          Understands that different media can be combined to create new effects.          • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.          Constructs with a purpose in mind, using a variety of resources.          • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind.</p> <p><u>DM 40-60m Being Imaginative</u>          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>