

CAL	Development Matters Coverage	<ul style="list-style-type: none"> Listen to longer stories. Develop communication Use a wider range of vocabulary. Develop letter sound pronunciation. Start a conversation with an adult or friend. Use talk to organise themselves and their play. Use longer sentences. Understand a question or instruction that has 2 parts. Know some songs / rhymes. Talk about familiar books. Begin to express a point of view. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. – Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: – regular physical activity – healthy eating – toothbrushing
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> Introduce new vocabulary linked to key themes. Family group activities talking about children's likes/dislikes/interests/similarities/differences. Learn a variety songs/poems/stories and perform using props. Introduce Talk Partners and how to be a successful speakers and listeners. Establish clear expectations of what good speaking and listening looks like (knees to knees, eyes to eyes, looking at the speaker, taking it in turns). Teach, model and practise active listening skills in teaching sessions and within day to day provision Daily story time sessions sharing and discussing a range of texts. Build familiarity of Jackanory stories for end of day story time. Looking at non-fiction books linked to celebrations/individual differences and discussing features. Model and encourage children to use daily social phrases — e.g. "Good morning, how are you?", answering the register, please, thank you. Listening games e.g. sound bingo, environmental sound walks, instrumental sound games. Singing a variety of nursery rhymes using books from the Jackanory list 	
PD	Development Matters Coverage	<ul style="list-style-type: none"> Continue to develop their gross motor movement — balancing / riding / ball skills. Climb on apparatus using alternate feet Skip / hop / stand on one leg Use large muscle movements to wave, paint and make marks. Choose the right resources to carry out their plan. Use one handed tools and equipment. Use a comfortable grip with good control Develop preference for a dominant hand Eat independently Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: – rolling – crawling – walking – jumping – running – hopping – skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop the skills they need to manage the school day successfully: – lining up and queuing – mealtimes
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> Sharing the rules and expectations for our weekly PE sessions in the hall with the Sports Coach. Dough Disco sessions — Hand and finger muscle development ready for writing. Fine motor activities — e.g. using tweezers to pick up and move small objects, threading buttons and beads, small peg boards, pipe cleaners and colander. Name writing activities – tracing over name, copying name card. Name cards to be sent home to support name writing at home. Showing the children how to hold mark making tools correctly (Three friends hold) Brain breaks — Moving in different ways. Focus on gross motor skill development in the outdoor area (use of climbing frames, hills and bridge, group games) and during indoor PE sessions – spatial awareness. Regular reminders about how to use the bathroom so we all stay clean (e.g. flushing the toilet and washing hands with soap) Talk about the school dinner menu each day in Reception- making choices and trying new types of food Healthy eating – encourage children to have a snack, try new fruit/vegetables. Activities around oral health including linked stories and showing the children how to brush their teeth correctly e.g. oral health curiosity cube. Scissor control activities — correct positioning in hand and cutting straight and curved lines. Using tools to explore pumpkins/make potions. Using flags/ribbons/streamers to create firework movements Developing core muscle strength and good posture when sitting at a table/on the floor — animal positions in Kinetic Letters Dressing/underdressing independently e.g. costumes/cardigans/jumpers Sorting food and talking about a healthy diet linked to Harvest 	

Literacy	Development Matters Coverage	<ul style="list-style-type: none"> Understand that print has meaning. Know the names of the different parts of a book. Know that print can has different purposes. Understand page sequencing Know that we read English text from left to right and from top to bottom. Engage in extended conversations about stories, learning new vocabulary. Write some letters accurately Write some or all of their name. 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> Displaying familiar logos and images in the environment for children to recognise. Modelling how to read a book by going from left to right and top to bottom, turning the pages one at a time during story time sessions. Introducing key vocabulary linked to the different parts of a book e.g. front cover, title, author, illustrator, blurb, index, contents page. Discussing key characters and events in the stories we share together. Rhyming activities e.g. rhyming books, bingo, odd one out. Syllable activities – clapping the syllables we can hear in different words. Daily RWI phonics lessons in differentiated groups. Phonics games – Matching initial sounds to pictures, initial sound bingo. Letters and Sounds Phase One games. Blending games on the IWB – Phonics Play Trash or Treasure/Obb and Bob. Writing linked to role play e.g. shopping lists in home corner, telephone messages, doctor’s notes. Name writing activities - tracing over name, copying name card. Labelling pictures with initial sounds in Reception – Labelling their family pictures. Invitations for a birthday party. Labelling fireworks using initial sounds or words e.g. bang, pop, crash. Singing nursery rhymes/songs linked to the topic. Writing initial sounds for items they would like for Christmas. Labelling animals linked to Noah’s Ark Labelling pictures from key stories using initial sounds/words 	
Maths	Development Matters Coverage	<ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set tells you how many there are in total Show finger numbers up to 5 Link numerals and amounts up to 5 Experiment with their own symbols and marks as well as numerals. Compare quantities using language: ‘more than’, ‘fewer than’. Talk about and explore 2D (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.Combine shapes to make new ones Describe a familiar route Discuss routes and locations Understand position through words alone Make comparisons between objects relating to size and length. Talk about patterns Extend and create patterns Describe a sequence of events, real or fiction 	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. Compare length, weight and capacity.

U1W	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Subitising games – Flashcards, bingo, interactive whiteboard games, dice games, using objects. • Counting different amounts into tens frames. • Identifying and recognising shapes and numerals in the environment e.g. number/shape hunts. • Practising counting as part of daily routines e.g. how many children are here today? • Carefully counting different objects e.g. people into houses, animals, linking elephants. • Comparing groups of objects and using 'more' and 'fewer'. Looking at a number line to identify the relationship between consecutive numbers. • Number formation rhymes to practise writing the numbers correctly. • Numberblocks videos to support recognition and understanding of numbers. • Introduce 2d shapes and talk about their properties. • Using 2d shapes to create pictures • Introducing positional language such as 'in front' or 'behind' and using objects to demonstrate understanding. • Comparing height/shoe size/hair length and begin to order. • Sorting objects by size/shape/colour. • Counting firework sounds using the drum. • Making a potion using different amounts of objects. • Describing a route linked to school - The Jolly Postman. • Creating 2d shapes using magnetic shapes. • Ordinal numbers linked to daily routines/Noah's Ark • Repeating colour/action/picture/shape/object patterns. 	
	Development Matters Coverage	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work • Talk about different forces they feel • Talk about the differences between materials and changes they notice. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Sharing family photographs – talking about themselves and their immediate family members (how families can be different to each other). Discuss any family member who live in different areas/countries. • Learn about the season of Autumn, looking closely at changes in our environment. • Nature walk within school grounds – collecting and taking photos of natural objects/seasonal changes. • Talking about the weather daily and how it changes. • Exploring the outdoor area - describing what they can see and do. • Harvest time – naming vegetables, how they grow, vegetable tasting. • Making sandwich in a small group (linked to Harvest – following a recipe, talking about changes to ingredients when they are mixed together.. • Birthday party/Christmas role play. • Diwali – Dressing up and dancing. • Talking about different celebrations/religions and how the children celebrate. • Exploring ICT equipment such as the iPads, Beebots, Digiblu cameras. • Looking at ice and exploring how this changes. • Talk about individual differences and what makes us special e.g. hair colour, eye colour, likes/dislikes. • Decorating a Christmas tree together. • Sharing experiences of bonfire night/Christmas. • Snap Science activities linked to the seasons. • Exploring how different toys work – push/pull/twist linked to toys at Christmas. • Finding out about different countries linked to Diwali/Noah's Ark (Where animals come from). 	

EAD	Development Matters Coverage	<ul style="list-style-type: none"> ● Use all their senses in hands-on exploration of natural materials. ● Explore collections of materials with similar and/or different properties. ● Talk about what they see, using a wide vocabulary. ● Begin to make sense of their own life-story and family's history. ● Show interest in different occupations. ● Explore how things work ● Talk about different forces they feel ● Talk about the differences between materials and changes they notice. ● Continue to develop positive attitudes about the differences between people. ● Know that there are different countries in the world. 	<ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody. <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Watch and talk about dance and performance art, expressing their feelings and responses. • Develop storylines in their pretend play. • Explore and engagae in music making and dance, performing solo or in groups.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> ● Daily access to creative areas to use a range of materials and media to create pictures and models. ● Draw or paint a family portrait (selecting own media and materials) ● Printing and observational drawings of fruit/vegetables linked to harvest- using pencil crayons (focus on choosing the correct matching colours/size of different vegetables/adding details e.g. a stalk, spots) ● Daily nursery rhymes and songs. ● Use collected leaves, conkers, pine cones to create artwork. ● Dolls house/home corner role play — acting out every day experiences. ● Representing different emotions using playdough, painting, drawings. ● Create a representation of the class minibeast to display in family group areas. ● Listening activities — Discussing different sounds and music. ● Using instruments to make a song for Gerald to dance to/Diwali. ● Junk modelling a house and decorating using a variety of materials. ● Firework pictures using different media and materials — e.g. marble painting, toilet roll tube stamps, chalk. ● Moving in different ways like fireworks to music using ribbons. ● KAPOW music lessons. — Discussing different pieces of music and learning songs with actions. ● Making a salt dough Christmas decoration. ● Looking at Kandinsky's art work and creating our own shape pictures. 	