

Tarbiyyah Primary School Nursery Curriculum Map 2023-2024

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Possible Themes/ Interests/ Lines of Enquiry</b></p>	<p><b>Me and My Community - Exploring Autumn</b>  <b>Topics</b> - Autumn, Family, all about me &amp; my community, People who help us  <b>Key text</b> - The lion and the mouse; The colour monster goes to school, lost and found, my mum, superhero dad, once there were giants families!  <b>Key vocab</b> - emergency, help, paramedic, extinguish, police, force, treatment, care, vet, radiologist, dentist, construction worker, plumber, pilot.            Owl babies key vocab: Owls, house, sad, worried, wished, twigs, excited, mummy, happy, swooped, feather, love, gone, bounced.            Colour monster key vocab: emotion, empathy, compassion, yelling, favourite.   <b>Memorable experience</b> - Look at pictures or little books containing pictures of the Nursery learning environment</p>	<p><b>Once upon a time - Sparkle and shine</b>  <b>Topics</b> - Traditional tales, stranger danger, police visit, health eating  <b>Key text</b> - Goldilocks and the three bears, little red riding hood, jack and the beanstalk, Handas surprise, the gingerbread man, the three billy goats gruff.   <b>Memorable experience</b> - Set up a fairy-tale themed reading den for the children to explore.</p>	<p><b>Starry night - Winter Wonderland</b>  <b>Topics</b> - Oral hygiene, alien phonics, nocturnal animals, light and dark  <b>Key text</b> - How to catch a star, peace at last, whatever next, owl babies, tell me something happy before I go to sleep, Handa's noisy night, were going on a bear hunt  <b>Key vocab</b> - We're going on a bear hunt key vocab: Stumble, splash, squelch, tiptoe, cave, through, terrified, duvet.   <b>Memorable experience</b> - Take photos of different locations around the school at night time. Display the photos and invite the children to suggest where they are.</p>	<p><b>Dangerous Dinosaurs - Puddles and rainbows</b>  <b>Topics</b> - Pancake Day, dino dig, dinosaur trail, frozen dinosaur  <b>Key text</b> - Cave baby, dear dinosaur, if I had a dinosaur, Harry and the bucketful of dinosaurs, dinosaur roar!   <b>Memorable experience</b> - Go on a prehistoric dinosaur hunt.</p>	<p><b>Sunshine and sunflowers - Shadows and reflections</b>  <b>Topics</b> - Life cycles – Frog/butterfly/plant/sunflowers            Local Area – Local Park visit            Growing up – babies - generations            Planting/Gardening/Spring, Safe in the sun, Raising butterflies  <b>Key text</b> - My first book of garden bugs, summer is here, shark in the park, the tiny seed, Errol's garden, the very hungry caterpillar, my butterfly bouquet, jump and shout, Harry and dinosaurs  <b>Key vocab</b> - Harry and the dinosaurs vocab: fossil, herbivore, carnivore, volcanos, lava, extinct, predators.   <b>Memorable experience</b> - Arrange a walk in your local environment or visit a local park.</p>	<p><b>Big wide world - Splash!</b>  <b>Topic</b> - Summer holidays (past and present) Hot places, Mermaids, Pirates, Road safety, mini-Olympics, fiction and non-fiction, buildings around the world  <b>Key text</b> - All are welcome  <b>Key vocab</b> - Journey, passengers, landed, all are welcome, don't spill the milk, Fatou, fetch the water, under the same sky, catch the goat, Handas hen, Mr Grumpy's outing.   <b>Memorable experience</b> - Go on a fantastic journey by travelling in different ways e.g. bikes, scooters or skateboards.</p>
<p><b>BRITISH VALUES SHARING CIRCLES</b></p>	<p><b>Mutual respect</b>            We are all unique.            We respect differences between different people and their beliefs in our community, in this country and all around the world.            All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b>            Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others.            Mutual tolerance of those with different faiths and beliefs and for those without faith.            Done through celebrations</p>	<p><b>Rule of law</b>            We all know that we have rules at school that we must follow.            We know who to talk to if we do not feel safe.            We know right from wrong.            We recognise that we are accountable for our actions.            We must work together as a team when it is necessary.            Class rules</p>	<p><b>Individual liberty</b>            We all have the right to have our own views.            We are all respected as individuals.            We feel safe to have a go at new activities.            We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b>            We all have the right to be listened to.            We respect everyone and we value their different ideas and opinions.            We have the opportunity to play with who we want to play with.            We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b>            Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.            Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>

<p><b>Communication and Language</b></p>	<p>*Understand and act on longer sentences like make teddy jump or find your coat.          *Understands and uses simple questions about 'who', 'what' and 'where' (but generally not 'why').          * Listen to simple stories and understand what is happening, with the help of the pictures.          *Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'.  <b>Listen to simple stories with the help of pictures</b>  <b>Uses simple sentences and phrases</b></p>	<p>*Enjoy listening to longer stories and can remember much of what happens.          *Can find it difficult to pay attention to more than one thing at a time.          *Use a wider range of vocabulary.  <b>Use longer sentences and phrases</b>  <b>Retells simple events from stories and own experiences</b></p>	<p>*Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".          *Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"          *Sing a large repertoire of songs.  <b>Listens to longer stories, recalls and anticipate key events in stories</b></p>	<p>*Know many rhymes, be able to talk about familiar books, and be able to tell a long story.          *Learns lots of new words and use them in play.  <b>Respond to two-part instructions</b>  <b>Uses sentences 4-6 words</b></p>	<p>*Starts a conversation with adults and friends          *Enjoys listening to longer stories and can remember what happens in them.          *Understand a question with two parts like "Can you get your coat and wait by the door please?"          *Uses talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"          *Focuses on a chosen activity for at least ten minutes.  <b>Use a range of tenses, may be errors with irregular forms</b></p>	<p>*Join in at group time by putting up hand and waiting their turn to talk          *Be able to talk about thoughts even when they disagree and can discuss this using words and actions          *Uses longer sentences of four to six words when talking          *Understands when asked questions like "Why do you want to wear your boots today?" and "How can we mop up the juice?"          *Sits quietly and listen for fifteen minutes          *Able to move away from distractions when concentrating.  <b>Conducts conversations listening to partners taking several responsive turns.</b></p>
<p><b>Personal, Social and Emotional Development</b>  <b>Self-regulation</b></p>	<p>*Can separate from my main carer with support          *Play with increasing confidence on their own and with other children- because they know their key person is nearby and available.          *Feels strong enough to express a range of emotions.          *Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.          *Is able to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front (starting to show effortful control – and be aware of rules/boundaries)          *Oral hygiene: teeth cleaning linked to the dental nurse/Handwashing  <b>Talk about how they are feeling</b>  <b>Develop desire to do things independently</b>  <b>PSHE: BEING ME IN MY WORLD</b></p> <ul style="list-style-type: none"> <li>- Knowing other actions affect other's feelings</li> <li>- Knowing own wants and needs</li> <li>- Knowing what's special about them</li> <li>- Talk about their abilities and what they feel proud of</li> <li>- Identify how they show and manage their emotions</li> </ul>	<p>*Be increasingly able to talk about and manage their emotions          *Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.          *Develop friendships with other children          *Safely explore emotions beyond their normal range through play and stories.  <b>Select resources needed to achieve goals, sometimes with help.</b>  <b>Follow rules and ways of sorting out conflict, sometimes with adult help</b>  <b>PSHE: CELEBRATING DIFFERENCE (INCLUDING BULLYING)</b></p> <ul style="list-style-type: none"> <li>- Know that people have differences and similarities</li> <li>- Know who to tell when someone is being unkind or feeling unhappy</li> <li>- Know that everyone's family is different</li> <li>- Can talk about special times from their own cultures</li> <li>- Acknowledging other children's likes and dislikes</li> <li>- Can talk about things that make them unique</li> </ul>	<p>*Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.          *Develop their sense of responsibility and membership of a community.          *Become more outgoing with unfamiliar people, in the safe context of their setting.          *Show more confidence in new social situations.          *Play with one or more other children, extending and elaborating play ideas.  <b>Take part in community activities - clearing up, giving out fruit or fetching resources.</b>  <b>Plays in groups beyond one or two children</b>  <b>PSHE: DREAMS AND GOALS</b></p> <ul style="list-style-type: none"> <li>- Celebrating their and other's achievements</li> <li>- Being able to welcome praise for things they've done</li> <li>- Working together to achieve a goal (teamwork)</li> <li>- Recognise things they've done well</li> </ul>	<p>*Increasingly begin to follow rules, understanding why they are important.          *Do not always need an adult to remind them of a rule.          *Develop appropriate ways of being assertive.          *Talk with others to solve conflicts.          *Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.          *Begin to understand how others might be feeling.  <b>Takes account of feelings of others, can take turns and share resources sometimes with support</b>  <b>PSHE: HEALTHY ME</b></p> <ul style="list-style-type: none"> <li>- Recognise the difference between healthy and unhealthy</li> <li>- Know how to make healthy choices</li> <li>- Know about people that keep them safe</li> <li>- Know how to keep them clean and tidy</li> <li>- Observe the effects that exercise has on their body</li> </ul>	<p>*To be able to play in a group with friends, and make up ideas of things to do and games to play          *To begin to manage feelings and talk about emotions          *To understand how others might be feeling  <b>Choose appropriate ways to be assertive, sometimes with adult help.</b>  <b>PSHE: RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>- Know that everyone's family is different</li> <li>- Initiate conversation and know how to make a friend</li> <li>- Know who to ask for help in school and the community</li> <li>- Know the different types of people in the school community and how they can help</li> <li>- Be able to demonstrate friendly behaviour</li> </ul>	<p>*To be responsible and be confident to be part of my community          *To be ready for new experiences like starting school          *To learn how to be assertive          *To be able to follow rules and know why they are important          *To begin to find solutions to quarrels and rivalries          *To be able to follow the rules without an adult reminding  <b>Typically manages hygiene, toileting and simple dressing independently</b>  <b>JIGSAW: CHANGING ME</b></p>

	<ul style="list-style-type: none"> <li>- Can take positive actions to help others</li> <li>- Helping others to make positive choices</li> <li>- Recognise own feelings and be able to know where and when to get help</li> <li>- Understand they are safe in class</li> </ul> <p>-Understand they have choices</p>					
<p><b>Religious Education</b></p>	<p style="text-align: center;"><i>Special Times – what times are special to them? Myself – looking at who they are, what religion are they? Special places – different places of worship. Refer to celebrations taking place throughout the year.</i></p> <p style="text-align: center;">*Develop their sense of responsibility and membership of a community.            *Enjoy pictures about themselves and others' families            *Imitate activities from home / cultural background            *Similarities between themselves and others            *Talk about special times and events for friends and family</p>					
<p><b>Physical Development</b></p>	<p>*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.            *Beginning to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.            *Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.            *Uses large muscle movements to wave flags and streamers, paint and make marks.</p> <p><b>Manoeuvres, scooters, trikes and bikes.</b></p>	<p>*Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.            *Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p><b>Uses simple one-handed tools - glue sticks, brushes</b></p>	<p>*With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.            *Uses one-handed tools and equipment, for example, making snips in paper with scissors.            *Use a comfortable grip with good control when holding pens and pencils.            *Start to eat independently and learning how to use a knife and fork.            *Show a preference for a dominant hand</p> <p><b>Shows preference for dominant hand</b></p>	<p>*Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.            *Begin to be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.            *Make healthy choices about food, drink, activity.            *Start taking part in some group activities which they make up for themselves, or in teams.</p> <p><b>Uses large arm/shoulder movement - throwing painting.</b></p>	<p>*Is independent in meeting my own care needs, such as brushing my teeth, using the toilet, and wiping my bottom washing and drying my own hands            *Goes up steps and stairs, or climb up apparatus, using alternate feet            *Uses large-muscle movements to wave flags and streamers, paint and make marks            *Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills            *Able to eat independently and use a knife and fork            *Uses a comfortable grip with good control when holding pens and pencils</p> <p><b>Chooses right tool and movement for task in hand - spade for digging, crawling under an obstacle</b></p>	<p>*Is independent and helps to get dressed and undressed            *Makes healthy choices about food, drink, activity and tooth brushing            *Developing 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.            *To have an awareness of safety and manage own risks            *Matches developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width.            *Works with others to manage large items, like moving a long plank safely and carrying large hollow blocks.            *Effectively uses one-handed tools and equipment, for example, uses screwdrivers and hammers cuts along a line            *Beginning to write letters or marks that can be recognised.</p> <p><b>Uses comfortable grip - pencil, paintbrushes</b></p>
<p><b>Literacy</b></p>	<p>*Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)            *Sing songs and say rhymes independently, for example, singing whilst playing.            *Repeat words and phrases from familiar stories.</p>	<p>*Engage in extended conversations about stories, learning new vocabulary            *Enjoy drawing freely.            *Add some marks to their drawings, which they give meaning to. For example: "That says mummy."            * Make marks on their picture to stand for their name.            * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	<p>* Begin to understand the five key concepts about print:            - print has meaning            - print can have different purposes            - we read English text from left to right and from top to bottom            - the names of the different parts of a book.</p>	<p>* Understand the five key concepts about print:            - print has meaning            -Page sequencing            - print can have different purposes            - we read English text from left to right and from top to bottom            - the names of the different parts of a book</p>	<p>*Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy            *Says what the marks, shapes, letters and pictures that they make mean            *Able to 'map' out a familiar story through drawing            *Knows that stories have beginnings and endings and sometimes guess how the story will end</p>	<p>*To write some or all of my name            *To write some letters accurately            *To talk about the places and people in stories and the important things that are happening            *To have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word            *To understand that different words and print have different purposes</p>

	<p>*Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. *Make marks on their picture to stand for their name (recognise important prints to me)</p> <p><b>Understands print has meaning</b></p> <p><b>Fills in missing words from rhymes/poems</b></p>	<p><b>Gives meaning to marks</b></p> <p><b>Repertoire of stories, joins in with some and recalls some</b></p>	<p><b>Uses different kinds of marks for writing and for drawing/painting.</b></p>	<p>* Develop their phonological awareness, so that they can: - spot and suggest rhymes *Add some marks to their drawings, which they give meaning to. For example: "That says mummy." *Clap out syllables in a word</p> <p><b>Follows text from left to right</b></p> <p><b>Uses letter strings for writing</b></p>	<p>*Has conversations about stories and learn new vocabulary *Hear and says the first sound in a word when you say the word and be able to sign the letter *Able to make up own stories, with characters, a beginning, middle and an end *Recognise words with the same initial sound orally *Writes some letter sounds accurately</p> <p><b>Reads own name label, logos, signs, choosing books/materials to read independently.</b></p> <p><b>Write some letters correctly, for example from own name</b></p>	<p>*Able to say lots of words that rhyme with a word like 'cat' *To be able to Orally segment and Blend CVC words *To use some of their letter sound knowledge in their early writing.</p> <p><b>Hears sounds that are the same such as the first sound of your own name.</b></p> <p><b>Reading name labels, reads familiar words, uses stories - characters and names, story in role play, settings from stories in role play.</b></p>
<p><b>Phase 1 phonics</b></p>	<p><b>Aspect 1 - Environmental sounds</b></p> <p>I can identify sounds on a listening walk or game. I can make sounds on different surfaces using drumsticks or make sounds with natural materials. I can talk about sounds I like and don't like. I join in with actions when singing. I join in singing Nursery rhymes. I confidently sing Nursery rhymes.</p>	<p><b>Aspect 2 - Instrumental sounds</b></p> <p>I can distinguish between two or three instruments. I can play an instrument louder or quieter. I can start and stop playing an instrument at a signal.</p>	<p><b>Aspect 3 - Body percussion</b></p> <p>I join in with action songs I can copy a body sound such as a clap. I can copy a pattern of sound</p>	<p><b>Aspect 4 - Rhythm and Rhyme</b></p> <p>I can move in time to the beat. I can clap the syllables in my name.  I can clap the syllables in other words.  I can join in with rhyming stories.  I can find a rhyming pair.  I can continue a rhyming string</p>	<p><b>Aspect 5 - Alliteration</b></p> <p>I can identify two objects with the same initial sound.  I can suggest people beginning with a given initial sound.  I can copy sounds such as ssss and use the correct mouth movements to make simple sounds.  I can hear and say the initial sounds in words.</p>	<p><b>Phase 6 - Voice sounds</b></p> <p>I can copy a range of voice sounds e.g. sshhh, chchch, wheee I can copy sound talk e.g. p-i-n</p> <p><b>Phase 7 - Oral blending and segmenting</b></p> <p>I can orally blend and identify the correct picture. I can orally blend without picture clues. I can speak in sound talk e.g. t-a-n.</p>
<p><b>Mathematics</b></p> 	<p><b>Number songs:</b> Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p><b>Colours:</b> Children should be taught to recognise and name colours in a variety of contexts e.g. toys within the classroom, colours in nature, colours in the environment, matching colours, colours on themselves such as hair, skin, clothes. Children should be able to say when objects are and are not the same colour. Link to expressive art and design through painting.</p> <p><b>Match:</b></p>	<p><b>Compare amounts:</b> Once children can confidently sort collections into sets they learn that these sets can be compared and ordered. They understand that when making comparisons a set can have more, the same or fewer than another set. NOTE – it is easier for children to notice the difference between sets when the difference is greater. Start by asking the children to compare 2 and 5 rather than 5 and 6</p> <p><b>Compare size, mass, capacity:</b> Children learn that objects can be compared and ordered according to their size. Encourage the use of language such as big and little, small and</p>	<p><b>1.</b> Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. They match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set.</p> <p>Number blocks episode 1 Counting to 1 Finding 1 object Representing 1 on a 5 frame A circle – 1 sides shape (including in the environment) 1 action e.g. 1 hop, 1 jump, 1 clap What is 1 made of 1 nose, 1 mouth, 1 body</p>	<p><b>3.</b> Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. They match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set.</p> <p>Number blocks episode 3 Counting to 3 Finding 3 objects Representing 3 on a 5 frame A triangle – 3 sides shape (including in the environment) 3 actions e.g. 3 hops, 3 jumps, 3 claps</p>	<p><b>5.</b> Children continue to subitise up to 5 items and to count forwards and backwards to 5 accurately using the counting principles. They represent up to 5 items on a five frame.</p> <p>Number blocks episode 5 Counting to 5 Finding 5 objects Representing 5 on a 5 frame Pentagons, 5 sided shapes including in the environment 5 actions e.g. 5 hops, 5 jumps, 5 claps Composition of 5 (3 is a part of me, 2 is a part of me and the whole of me is 5; 4 is a part of me, 1 is a part of me and the whole of me is 5)</p> <p><b>5 being the fifth number, its position on a number line, ordinal numbers</b></p>	<p><b>My day:</b> Children talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, bedtime.</p> <p>They use language to describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow. Encourage the vocabulary of first, next, then and possibly last.</p> <p>Children explore measuring time</p> <p><b>Capacity:</b> Encourage children to build on their understanding of full and empty Provide opportunities to explore capacity with different materials</p>

	<p>Provide opportunities for the children to explore and match objects which are the same. Can you find one exactly like mine? How do you know it's the same? Can you find one different to mine? Why is this one not like mine?</p> <p><b>Sort:</b> Children learn that collections can be sorted into sets based on attributes such as colour, size or shape. Sorting enables the children to consider what is the same about all the objects in one set and how they are different to the other sets. They begin to understand that the same collection of objects can be sorted in different ways</p> <p><b>Reciting numbers, uses random numbers in rhymes and games.</b></p> <p><b>Notice things are the same and those that are different.</b></p>	<p>large to describe a range of objects. More specific language such as tall, long, short can also be introduced.</p> <p><b>Simple patterns:</b> Children copy, continue and create their own patterns. It is important to provide patterns with at least three full units of repeat. Encourage the children to say the pattern out loud</p> <p><b>Notice numerals which are the same - as their age, house, number, phone number. Recognises similar shapes, puts away equipment - matches the shadow</b></p>	<p>Exploring different varieties of circles</p> <p><b>1 being the first number, its position on a number line, ordinal numbers</b> Numicon 1 Dice 1 Subitising 1 The numeral and formation of 1 Number 1 in the environment Representing 1 using marks, pictures and finger Matching numeral to quantity</p> <p><b>Weight:</b> Children may already have experience of weight through carrying heavy and light items. Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check. Prompt them to use the language heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items that have an obvious difference in weight. Avoid common misconception that bigger items are always heavier by providing some small heavier items and some large lighter ones</p> <p>heavy, heavier than, heaviest, light, lighter than, lightest</p> <p><b>2.</b> Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. They match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set.</p> <p>Number blocks episode 2 Counting to 2 Finding 2 objects Representing 2 on a 5 frame</p>	<p>What is 3 made of - 2 is a part of me, 1 is a part of me and the whole of me is 3. Exploring different varieties and orientations of triangles.</p> <p><b>3 being the third number, its position on a number line, ordinal numbers</b> Numicon 3 Dice 3 Subitising 3 The numeral and formation of 3 Number 3 in the environment Representing 3 using marks, pictures and finger Matching numeral to quantity</p> <p><b>Length and height:</b> Children begin by using language to describe length and height e.g. the tree is tall the pencil is short. When making direct comparisons they may initially say something is bigger than something else. Encourage them to use more specific mathematical vocabulary in relation to Length - longer, shorter height – taller, shorter Breadth – wider, narrower</p> <p>The children should then move on to finding objects that are longer/shorter than a given item. They should be encouraged to utilise strategies such as direct comparison (e.g. placing objects side by side to determine which is longer).</p> <p>Encourage them to use more specific mathematical vocabulary in relation to Length - longer, shorter height – taller, shorter Breadth – wider, narrower</p> <p><b>4.</b> Children count on and back to 4. They subitise sets of up to 4 objects to find out how many make their own collections of objects.</p>	<p><b>Numicon 5</b> <b>Dice 5</b> <b>Subitising 5</b> <b>The numeral and formation of 5</b> <b>Number 5 in the environment</b> <b>Representing 5 using marks, pictures and finger</b></p> <p><b>1 more, 1 less:</b> The children will use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create mathematical stories in meaningful contexts. Children continue to count, subitise and compare as they explore one more and one less. Prompt children to see the link between counting forwards and the one more pattern and back and the one less pattern.</p> <p><b>Shapes:</b> The primary focus in relation shapes should be on the properties of shapes. For example, children should be encouraged to notice and describe shapes in the environment and talk about the properties using words such as 'straight/flat/round/ curved'. When teaching the names of shapes, wherever possible, real-life shapes in the environment should be used. Note that only flat surfaces should be referred to as faces. Include sorting of natural shapes; the children may sort stones, for example, into sets that have straight edges, sets that have curved edges etc.</p> <p><b>Responds to positional and time language eg Bear hunt, shape language - round, big, small, days of the week, late, early, first, next, after.</b></p> <p><b>Recognises same number of objects/ more/fewer</b></p>	<p>such as water, sand, rice and loose parts Initially children should be exposed to the comparison of full, half full, empty using the same container. Provide different sized and shaped containers to investigate, When comparing capacities directly children can pour from one container to another to find which holds more or less water.</p> <p><b>Positional language:</b> Children need opportunities to be exposed to and to use the language of position and direction; <i>Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across'</i> Children also need opportunities to use terms which are relative: <i>'in front of', 'behind', 'on top of'</i>. Create as many opportunities as possible to explore this language such as hunting for hidden objects with some prompts (e.g. look behind the shed).</p> <p><b>Begins mathematical mark making.</b></p> <p><b>Makes comparisons of weight, capacity, height, length by eye and feel</b></p>
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		<p>A semi circle – 2 sides shape (including in the environment)                  2 actions e.g. 2 hops, 2 jumps, 2 claps                  What 2 is made of 1 is a part of me, 1 is a part of me and the whole of me is 2</p> <p>2 being the second number, its position on a number line, ordinal numbers                  Numicon 2                  Dice 2                  Subitising 2                  The numeral and formation of 2                  Number 2 in the environment                  Representing 2 using marks, pictures and finger                  Matching numeral to quantity</p> <p><b>Count accurately to five in practical contexts.</b></p>	<p>They match the number to numerals and quantities and are able to say which sets have more and fewer items.                  When counting they continue to learn that the final number they say names the set.</p> <p>Number blocks episode 4                  Counting to 4                  Finding 4 objects                  Representing 4 on a 5 frame                  Squares and rectangles, 4 sided shapes including in the environment                  4 actions e.g. 4 hops, 4 jumps, 4 claps                  Composition of 4 (2 is a part of me, 2 is a part of me and the whole of me is 4; 3 is a part of me, 1 is a part of me and the whole of me is 4)</p> <p>4 being the fourth number, its position on a number line, ordinal numbers                  Numicon 4                  Dice 4                  Subitising 4                  The numeral and formation of 4                  Number 4 in the environment                  Representing 4 using marks, pictures and finger                  Matching numeral to quantity</p> <p><b>Notices number patterns in stories and rhymes - the enormous turnip, the hungry caterpillar</b></p> <p><b>Construction, building, junk modelling - manipulates 2D and 3D shapes and uses some names and descriptive language - round, straight, corners and sides.</b></p>		
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<p><b>Understanding the World</b></p> 	<ul style="list-style-type: none"> <li>*Make connections between the features of their family and other families.</li> <li>*Notice differences between people.</li> <li>*Explore and respond to different natural phenomena in their setting and on trips.</li> </ul> <p><b>Shows interest in the lives of people who are familiar to them.</b></p> <p><b>Talks about special times or events for family.</b></p> <p><b>Explores natural objects, plants, creatures and materials in the environment.</b></p>	<ul style="list-style-type: none"> <li>*Begin to make sense of their own life-story and family's history</li> <li>*Explore how things work.</li> <li>*Plant seeds and care for growing plants.</li> </ul> <p><b>Is interested in the special times or events of friends.</b></p> <p><b>Shows interest in different occupations of ways of life through role play, visitors and stories.</b></p>	<ul style="list-style-type: none"> <li>*Begin to understand the key features of the life cycle of a plant and an animal.</li> <li>*Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul> <p><b>Talks about things they have seen and explored such as plants, animals, natural objects and materials</b></p>	<ul style="list-style-type: none"> <li>*Begin to talk about the differences between materials and changes they notice.</li> <li>*Continue to develop positive attitudes about the differences between people.</li> <li>*Shows an interest in different occupations</li> </ul> <p><b>Comments on photographs, pictures in books.</b></p> <p><b>Notices different between their family cultures and those of others</b></p> <p><b>Begin to make sense of their own life-story and family's history</b></p>	<ul style="list-style-type: none"> <li>*Uses all of their senses to explore natural materials.</li> <li>*Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently</li> <li>*Talks about plants and animals that interest them, like next door's dog that barks and the really tall tree in the park</li> <li>*Talks about people and times that are special to them and their family and friends, like "remember the party when we had fireworks and big bangs</li> <li>*Joins in with routines, like going shopping, and times that are special to them and their family like birthdays.</li> </ul> <p><b>Notices and comments on differences between now and then drawing on their own family experiences.</b></p> <p><b>Comments and asks questions about the natural world, seasons and talks about why things happen</b></p>	<ul style="list-style-type: none"> <li>*Understands the key features of the life cycle of a plant and an animal.</li> <li>*Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed</li> <li>*Begin to make sense of their own life-story and my family's history</li> <li>*Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>*Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year</li> </ul> <p><b>Knows about their own environment and other places/countries through visits, pictures and family experiences.</b></p> <p><b>Developing understanding of the cycle: growth, decay, and changes. Shows care and concern for living things and environment</b></p>
<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>*Use their imagination as they consider what they can do with different materials.</li> <li>*Make simple models which express their ideas</li> <li>*Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>*Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> </ul> <p><b>Explore colour, textures and construction using a range of materials.</b></p> <p><b>Participate in actions, rhymes, poems</b></p>	<ul style="list-style-type: none"> <li>*Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>*Listen with increased attention to sounds.</li> </ul> <p><b>Using materials, tools and techniques to express your own ideas.</b></p>	<ul style="list-style-type: none"> <li>*Join different materials and explore different textures.</li> <li>*Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul> <p><b>Begins to develop complex narrative in small world and role play</b></p>	<ul style="list-style-type: none"> <li>*Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>*Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> </ul> <p><b>Become involved in pretend play using pretend objects</b></p>	<ul style="list-style-type: none"> <li>*Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>*Plays instruments with increasing control to express feelings and ideas.</li> <li>*Remember and sing whole songs.</li> <li>*Mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark</li> </ul> <p><b>Creates movements, role plays and rhymes.</b></p> <p><b>Talks about what is created and how</b></p>	<ul style="list-style-type: none"> <li>*Safely uses and explores lots of different tools such as hammers, scissors and saws</li> <li>*Makes up stories when playing, like superheroes rescuing people from a building</li> <li>*Chooses the things they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something.</li> <li>*Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.</li> <li>*Draws for a purpose using detail such as a drawing a circle for a face and making marks for facial features</li> <li>*Beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear etc</li> </ul> <p><b>Plays, shares and performs songs, music and dance</b></p>

<b>Visitors</b>	Local Librarian, leisure centre, and Priest – Meeting our neighbours PC, Nurse - people who help us	Police officer, Visitor - exploring cultures	Owl show, exploring nocturnal animals	TBC	Mum and baby - visitor	Reception Team
<b>Trips</b>	Soft Play – group games to encourage partnership and friendship	Woodland Walk Winter walk Pyjama Party	Winter walk Pyjama Party		Urban Farm	End Of Year Trip
<b>Parent Involvement</b>	Children to create shared handprints in a clay tile with a parent or carer.		parents are welcome to join the children for a sleepover and read books with children over a cup of hot chocolate.	<b>Stay And Play</b> – in the woods Come and listen! Invite parents and carers to a simple sharing time where children can show all they have learned about woodlands	Invite a parent with a baby to come and talk to the children about their new family member  Create a cook book – each child to make a healthy meal at home, with support of adults, take pictures, write the recipe to be included in a Tarbiyyah Cook Book.	Create a cook book – each child to make a healthy meal at home, with support of adults, take pictures, write the recipe to be included in a Tarbiyyah Cook Book.