

Reception Domestic Role Play

Progression Across the Year

Quality provision providing purposeful learning across the Prime Areas of Learning, Literacy and Mathematics.



Setting the Vision for High Quality Domestic Role Play – EYFS Pedagogy

Inclusive for all children
(including children with EAL & SEND)

Supports a broad and **balanced curriculum**, where children can apply and consolidate their learning within a familiar, real life context.

Needs to be developed through a **balance of: adult-led; and child-initiated learning**, which is well supported by a knowledgeable adult *(with a good understanding of child development)*.

Domestic Role Play in Reception...



Helps children to **build on what they already know**, from their home environment.

Supports the development of children's **executive function** and **self-regulation**.

Needs to be well organised, carefully planned and **progressive** to address **next steps in learning**

Facilitates the **Effective Characteristics of Teaching & Learning**, enabling children to: play & explore; be active learners; and create & think critically.

Supports children's Embodiment, Projection & Role (**EPR**) development



KEY LEARNING OPPORTUNITIES / OUTCOMES: Early Years Foundation Stage

Educational Programme Links: Communication & Language - Spoken language underpins all seven areas of learning and development. Interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations children have with adults and peers throughout the day in a language-rich environment is crucial. Personal, Social & Emotional Development - Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Expressive Arts & Design - The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

A UNIQUE CHILD

Constantly learning, can be resilient, capable, confident & self-assured

POSITIVE RELATIONSHIPS

Children learn to be strong & independent through positive relationships

ENABLING ENVIRONMENTS

With teaching & support from adults, who respond to individual interests & needs & help to build learning over time

LEARNING & DEVELOPMENT

Children learn and develop at different rates – inclusive for all

Learning Outcomes ... what we want children to learn

Three & Four Year Olds	Reception
<p>Prime Areas of Learning: □ Understand a question or instruction that has two parts □ Understand 'why' questions □ Use a wider vocabulary □ Use longer sentences – 4 / 6 words □ Start a conversation with a friend / adult □ Talk with others to solve conflicts □ Play with one or more other children, extending and elaborating ideas □ Use a comfortable pencil grip</p> <p>Specific Areas of Learning: □ Understand the five concepts of print □ Use some print and letter knowledge in writing □ Write some or all of name □ Write some letters accurately □ Solve real mathematical problems with numbers up to 5 □ Understand position through words alone □ Begin to make sense of own life story and family history □ Show interest in different occupations □ Take part in simple pretend play</p>	<p>Prime Areas of Learning: □ Listen carefully to others and engage in conversations with back-and-forth exchanges □ Learn and use new vocabulary in a range of contexts □ Ask / answer a range of questions □ Articulate ideas, thoughts and feelings using full sentences with a range of connectives and correct use of tenses □ Develop narrative of pretend play □ Show an understanding of own feelings and those of others □ Think about the perspectives of others □ Set and work towards simple goals □ Follow instructions involving several ideas / actions □ Show independence, resilience and perseverance □ Play cooperatively and take turns with others □ Build constructive and respectful relationships □ Develop small motors skills □ Hold a pencil effectively for fluent writing</p> <p>Specific Areas of Learning: □ Read simple sentences consistent with phonic knowledge, including some common exception words □ Re-read books to develop confidence, fluency and understanding □ Write correctly formed letters □ Write simple sentences, using phonic knowledge, that can be read by others □ Have a deep understanding of numbers to 10 – compare quantities / explore patterns □ Use comparative language of measure, capacity, distance and time □ Use mathematical knowledge to problem-solve □ Make sense of own life story, family history and local community □ Begin to develop an understanding of life in this country and others □ Draw information from simple maps □ Understand some important processes and changes, including the seasons □ Sing and respond to a range of music □ Make use of props and materials when role playing □ Develop storylines in pretend play – recount, invent and adapt</p>

CHARACTERISTICS OF EFFECTIVE TEACHING & LEARNING

- Playing & Exploring**
For children to:
- ✓ Plan and think ahead about how they will explore or play with objects
 - ✓ Respond to new experiences
 - ✓ Do things independently that they have previously been taught
- Active Learning**
For children to:
- ✓ Begin to predict sequences
 - ✓ Show goal-directed behaviour
 - ✓ Begin to correct mistakes
- Creating & Thinking Critically**
For children to:
- ✓ Use pretend play to think beyond the 'here and now'
 - ✓ Begin to solve real problems
 - ✓ Make links between ideas
 - ✓ Increase control attention

ROLE OF THE PRACTITIONER

ORGANISATION / PERMANENT RESOURCES

- Defined Domestic Role Play Area appropriate in size to promote collaborative pretend play
- Kitchen units, height appropriate – sink, cooker, cupboard, washing machine, fridge
- Table and chairs to sit 4
- Shelving unit for dressing up baskets - hats / bags / pieces of material
- Chair / sofa
- Four pots and pans
- Kettle and toaster
- Crockery set for 4 - plate, bowl, cup
- Cutlery set for 4 – knife, fork and spoon
- Pot of cooking utensils
- Tea, coffee and sugar caddies
- Range of food / packets
- Soft furnishings – tablecloth, plant, framed art work
- Cleaning equipment and product bottles
- Basket of familiar books
- Ironing board and iron
- Clothes maiden / line
- Telephone with pencil / pen pot and message pad
- Shopping list
- Jobs list
- Clock

PRACTITIONER COMMUNICATION AND INTERACTIONS:

- Support children to access, explore and use provision purposefully
- Comment on what children are interested in or doing, and echo back what they say with new vocabulary added. Engage in back-and-forth interactions (CL Educational Programme). Encourage children to speak in full sentences; developing vocabulary linked to resources, actions and feelings
- Develop strong, warm and supportive relationships with children to support them to: □ manage emotions □ develop a positive sense of self □ set selves simple goals □ have confidence in own abilities □ understand their own feelings and those of others (PSE Educational Programme)
- Be a co-payer, supporting children to engage in pretend play, imitating what they know, develop narrative (recount / invent / adapt) and be a part of collaborative play
- Model / scaffold and support children to engage in purposeful reading and writing, linked to phonics and literacy teaching and learning, with a focus on audience, purpose and form
- Support children to solve real mathematical problems, applying high value learning objectives
- Support children to make links between □ their own family and others □ own country and others

ASSESSMENT: LOOK, LISTEN AND NOTE

Practitioners to: Observe children's learning to inform planning / next steps in learning: ♦ Interests / fascinations ♦ Relationships with others ♦ Characteristics of Effective Teaching and Learning ♦ Learning and Development, seven areas of learning ...holistic links ♦ Possible schema(s)

Role of the Adult

Adult-led:
Adult leads the learning

Child-initiated:
Child leads the learning

- Prior
- Current
- Future

Context of learning

Be a co-player to model:

- Simple pretend play
- Key vocabulary and language structures
- Collaborative play
- How to use equipment and resources
- Key skills within purposeful reading, writing and maths opportunities

- Identify
 - Links to learning, including Characteristics of Effective Learning
 - Next steps in learning

Observe / assess

Model

- Make links to prior learning / home life
- Comment on what children are interested in doing and echo back what they say, adding new vocabulary
- Engage in back-and-forth interactions and take on the role of co-player
- Use sensitive questioning to encourage children to elaborate on what they are doing / thinking
- Encourage children to listen to one another's ideas
- Support children to:
 - Consolidate and apply key skills through purposeful reading, writing and maths opportunities
 - Solve mathematical problems
 - Negotiate roles and development of narrative
 - Use recently learnt vocabulary / language structures
 - Understand and express their own feelings; think about the feelings and perspectives of others
 - Understand and talk about the sequencing of routines / events
 - Develop a narrative within their play
 - Talk about their lives and communities


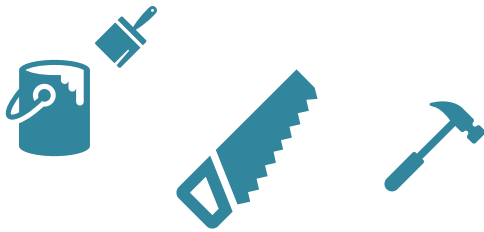




Praise / Celebrate

Scaffold

- Summarise Learning
- Give specific praise
- Support children to share and celebrate their learning with others

Frequently engaging as a co-player, enables practitioners to model: role play, use of recently learnt vocabulary and help children to practise and consolidate high value next steps in learning.

Progressive Themes Across the Year

	Autumn	Spring	Summer
Overarching Theme:	Me and My Family	Looking After Family	Growing / Journeys
First half-term:	<ul style="list-style-type: none"> New Baby 	<ul style="list-style-type: none"> Fix It Time 	<ul style="list-style-type: none"> New Puppy 
Second half-term:	<ul style="list-style-type: none"> Celebrations 	<ul style="list-style-type: none"> Healthy Living 	<ul style="list-style-type: none"> Holiday Time 

AUTUMN TERM - Learning Outcomes

Prime Areas of Learning			
Communication & Language	Personal, Social & Emotional Development	Physical Development	
<p>Children learn to:</p> <ul style="list-style-type: none"> Understand how to listen carefully to others and why it is important Listen to and enjoy a variety of stories / poems / rhymes / non-fiction texts Follow a two-part instruction Learn and use new vocabulary linked to home life / domestic role play Develop conversation with others; continue for many turns; including some social phrases Understand simple questions – <i>who, what, where, why, how, when</i> Answer questions with relevant comments and begin to ask questions to find out more Begin to articulate ideas and thoughts in well-formed sentences with correct use of tenses; and begin to, use talk to solve problems and organise thinking Use longer sentences of 4 – 6 words, connecting one idea or action to another using a range of connectives e.g. <i>and, or, because</i> Begin to re-enact and retell narratives, using some recently learned vocabulary and language structures 	<p>Children learn to:</p> <ul style="list-style-type: none"> Begin to see self as a valuable individual Begin to build constructive and respectful relationships Begin to express a range of feelings and understand how others might be feeling Begin to think about the perspectives of others Begin to identify and moderate own feelings socially and emotionally Begin to resolve conflicts with others by negotiating and compromising Begin to set own goals and show resilience and perseverance in the face of challenge Engage in sustained learning Develop confidence to try new activities and show independence when using a range of resources Know and begin to talk about the different factors that support overall health and wellbeing: <input type="checkbox"/> healthy eating <input type="checkbox"/> toothbrushing <input type="checkbox"/> having good sleep routines 	<p>Children learn to:</p> <ul style="list-style-type: none"> Begin to develop overall body-strength, balance, co-ordination and agility Begin to use core muscle strength to achieve a good posture when sitting at a table or on the floor Begin to confidently and safely use a range of large and small resources Develop the skills of independence – dressing / undressing self; babies (dolls) Continue to develop fine motor skills to use a range of equipment / tools – domestic role play resources, including cutlery / cooking utensils Develop effective pencil grip and begin to develop correct letter formation 	
Specific Areas of Learning			
Literacy ... including Phase 1 Phonics	Mathematics	Understanding the World	Expressive Arts & Design
<p>Children learn to:</p> <ul style="list-style-type: none"> Understand concepts about print <input type="checkbox"/> direction of print (L – R / top-bottom/ left pg before right) <input type="checkbox"/> name parts of the book (front / back / page) <input type="checkbox"/> know difference between word / letter <input type="checkbox"/> follow text using 1:1 correspondence Begin to be aware that sentences start with a capital letter and end with a full stop Continue to develop phonological awareness, with a strong focus on rhythm & rhyme; alliteration; oral blending and segmenting Read individual letters by saying the sounds for them – in line with phonics programme Blend sounds into words to read short words made up of known letter– sound correspondences, applying phonics to read VC and simple CVC words Begin to read a few common exception words – in line with phonics programme Begin to read simple phrases / sentences, applying phonics knowledge Begin to re-read books to build up confidence in word reading, fluency & understanding <i>Use some of their print and letter knowledge in their early writing</i> <i>Write own name correctly, using correct letter formation</i> Begin to compose and orally rehearse a label / caption / short sentence before writing it Begin to spell words by identifying the sounds and then writing the sound with letter/s, VC and simple CVC words - in line with phonics programme Begin to write labels / captions / simple sentences Begin to re-read what they have written to check that it makes sense Begin to form some lower-case letters correctly 	<p>Children learn to:</p> <ul style="list-style-type: none"> Sort and match objects with confidence and talk about observations e.g. <i>size / shape / colour / purpose</i> Compare quantities using language e.g. <i>more than / fewer than</i> Recite numbers to 10 ... forwards and begin backwards Count objects, actions and sounds up to 5, using 1-1 correspondence Begin to subitise 3 / 4 objects Link the number symbol (numeral) with its cardinal number value to 5 Begin to understand 'one more/less than' to 5 Explore composition of numbers to 5 through addition, subtraction and part-part whole model Continue to problem-solve up to 5 Talk about some shapes in the environment – including 2D and 3D Continue, copy and create repeating patterns Begin to compare length, weight and capacity using appropriate vocabulary Use the vocabulary of time – <i>before, after, then, first, later, next, days of the week, begin to learn some months of the year</i> 	<p>Children learn to:</p> <ul style="list-style-type: none"> Make sense of and talk about own life story and family history Begin to understand the sequence of celebrations throughout the year Comment on images of familiar situations in the past Talk about members of their immediate family and community e.g. <i>health visitor</i> Name and describe people who are familiar to them Begin to understand that some places are special to members of their community Begin to recognise that people have different beliefs and celebrate special times in different ways Name body parts and talk about functions Describe what they see, hear and feel Understand the effect of changing seasons on the natural world around them Begin to understand the life cycle of animals, including humans e.g. <i>babies / toddlers / children / adults</i> 	<p>Children learn to:</p> <ul style="list-style-type: none"> <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details</i> <i>Take part in simple pretend play</i> Begin to develop storylines in pretend domestic play Make use of props and materials when role playing characters in narratives and stories Begin to listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own Begin to explore and engage in music making and dance
Characteristics of Effective Teaching & Learning			
Play & Exploring	Active Learning	Creating & Thinking Critically	
<ul style="list-style-type: none"> ✓ Make independent choices ✓ Plan and think ahead about how they will explore or play with objects ✓ Share own interests and experiences ✓ Guide their own thinking and actions by talking to themselves whilst playing ✓ Respond to new experiences that are brought to their attention ✓ Do things independently that they have previously been taught 	<ul style="list-style-type: none"> ✓ Participate in routines ✓ Know routines and begin to predict sequences ✓ Show goal-directed behaviour ✓ Keep on trying when things are difficult ✓ Begin to correct mistakes themselves 	<ul style="list-style-type: none"> ✓ Use pretend play to think beyond the 'here and now' ✓ Sort materials ✓ Begin to solve real problems ✓ Know more, so feel confident about coming up with own ideas. Make more links between ideas. ✓ Concentrate on achieving something that is important / increasing able to control attention and ignore distractions 	

Autumn: Me and My Family / Celebrations

New Baby

Enhanced Provision

Feeding: babies / dolls – varied ethnicity and gender bottles bowl and spoon baby food packaging bib with velcro cloths highchair cot blankets lullaby toy teddy **Washing and dressing:** soap cloths / sponge baby bath towel nappies changing mat range of clothes – cardy with buttons, baby grow with poppers, **Sleeping / bedtime:** cot blankets lullaby toy teddy **Baby Clinic:** Nappy bag Doctors bag / outfit weighing scales Visual time table for baby routines / day height chart / tape measure **Reading & writing opportunities:** Baby books New baby cards Baby equipment / clothes catalogues Jobs list Daily routine Baby recipe Calendar with baby clinic appointment Baby clinic check list **Linked text:** Peepo – Alan & Janet Ahlberg; Big Sister Learns All About Babies 1 -Polly Zielonka; Who- A Celebration of Babies – Rob Harris; The Every Baby Book – Fran Preston Gannon **Linked rhyme / song / poem:** 5 (or 10) Babies in the Bed; Baby in a High Chair – Jack Prelutsky

Linked vocabulary ■ correct names of objects / body parts ■ actions – past / present / future ■ settle ■ burp / wind ■ emotions – happy / sad / hungry / thirsty / tired ■ baby clinic ■ weigh - heavy / heavier / light / lighter ■ measure – long / longer / short / shorter ■ change ■ dirty / clean / wipe / wet / dry ■ full / empty **Linked questions** ■ What does the baby want to eat? ■ Where is the ...? ■ Who is coming to visit the baby? ■ How do we ...? ■ Why is the baby ...? ■ When will the baby ... ?

Birthdays and Festivals

Enhanced Provision

Invitations: pens, paper, envelopes stamps commercial cards **Shopping:** catalogues lists purse / money food / packaging – reflecting celebration shopping bags **Decorating:** decorations – linked to celebration e.g. Diva lamp / menorah **Party:** themed plates / cups linked to festival games photographs of festival celebrations Linked cultural music Celebration clothing e.g. hats / kippah **Reading & writing opportunities:** calendar / diary jobs lists invitation list writing / sending invitations catalogues shopping lists games list – image and titles of games Greeting / thank you cards **Linked text:** Birthday's Around the World – Mary Meinking; You Must Bring a Hat – Simon Philip and Kate Hindley; Hinduism – Info Buzz; Judaism – Info Buzz; Christianity – Info Buzz **Linked rhyme / song / poem:** Happy ... to you – in different languages; Party Time – Michael Rosen

Linked vocabulary ■ correct names of objects ■ actions – past / present / future ■ celebration – birthday / festival e.g. *harvest, Diwali, Hannukah, Christmas* ■ candle / diva lamp / menorah ■ decorate ■ prepare ■ invite **Linked questions** ■ When is the party? ■ What time is the party going to start? ■ What do we need to buy for the party? ■ Who are we going to invite of the party? ■ How do set the table? ■ Where are the presents? ■ Why are we celebrating?

Role of the Adult – being a co-player, modelling and scaffolding key skills

ACROSS THE TERM **What are we learning? Prime Areas of Learning:** Use resources purposefully Share resources Engage in collaborative play Negotiate roles Answer questions with relevant comments Imitate real life to develop narrative Join in with linked rhymes / songs – using actions Use fine motor skills to dress / undress **Specific Areas of Learning:** Consolidate book handling skills Engage in purposeful reading & writing opportunities – writing name & CVC words Match, sort and count objects to 5 Use language – one more / less Talk about own life story Begin to develop an understanding of chronology Develop story lines with friends

Activities to Support Learning

AUTUMN 1	<ul style="list-style-type: none"> <input type="checkbox"/> Talk about how to look after the baby, using prior knowledge and jobs list <input type="checkbox"/> Set the table for supper with the high chair <input type="checkbox"/> Hold and feed the baby with the bottle <input type="checkbox"/> Change the baby's nappy <input type="checkbox"/> Bath the baby and dress in baby grow <input type="checkbox"/> Get baby ready for bed and read a bedtime story <input type="checkbox"/> Make baby food using the recipe – make own recipes <input type="checkbox"/> Write a new baby card <input type="checkbox"/> Make a name label for the baby's cot <input type="checkbox"/> Use baby catalogue to write a shopping list <input type="checkbox"/> Write own job list <input type="checkbox"/> Make a baby book <input type="checkbox"/> Sort and tidy away baby clothes <input type="checkbox"/> Weigh the baby <input type="checkbox"/> Compare babies' weights and lengths <input type="checkbox"/> Sequence a visual time table for the baby's day <input type="checkbox"/> Draw a family portrait and label to go by the baby's cot 	AUTUMN 2	<ul style="list-style-type: none"> <input type="checkbox"/> Talk about celebrations – using prior knowledge, linked books and photos <input type="checkbox"/> Listen to linked cultural music and dance <input type="checkbox"/> Decorate the home – linked to chosen festival <input type="checkbox"/> Wrap a present and label with tag <input type="checkbox"/> Get dressed for the party <input type="checkbox"/> Make an invitation list <input type="checkbox"/> Read / write - invitations <input type="checkbox"/> Use catalogues to make a shopping list <input type="checkbox"/> Read / design & write cards <input type="checkbox"/> Write name cards for the guests <input type="checkbox"/> Write a wish list for presents <input type="checkbox"/> Write a message to Santa <input type="checkbox"/> Set the table – how many guests <input type="checkbox"/> Use advent calendar to count down the number of sleeps <input type="checkbox"/> Talk about shapes of parcels; and patterns on wrapping paper <input type="checkbox"/> Talk about and read books about the special places people go to during the festival/s <input type="checkbox"/> Sing - Happy ... to you – in different languages
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SPRING TERM - Learning Outcomes

Prime Areas of Learning			
Communication & Language Children learn to: <ul style="list-style-type: none"> Listen to and enjoy a variety of stories / poems / rhymes / non-fiction texts Listen carefully and follow an instruction with two or more parts Continue to learn and use new vocabulary linked to home life / domestic role play Hold conversation with others, including back-and-forth exchanges Understand and begin to use simple questions – <i>who, what, where, why, how, when</i> Answer questions with relevant comments and begin to use full sentences Begin to ask questions to find out more and to check they understand what has been said to them Articulate ideas and thoughts in well-formed sentences with correct use of tenses; and begin to use talk to solve problems and organise thinking Use a range of longer sentences of 4 – 6 words, connecting one idea or action to another using a range of connectives e.g. <i>and, or, because</i> Begin to describe events in some detail Re-enact and retell narratives, using some recently learned vocabulary and language structures 	PSE <i>(Personal, Social & Emotional Development)</i> Children learn to: <ul style="list-style-type: none"> See self as a valuable individual Build constructive and respectful relationships Express a range of feelings and understand how others might be feeling Think about the perspectives of others Identify and moderate own feelings socially and emotionally Resolve conflicts with others by negotiating and compromising Set own goals and show resilience and perseverance in the face of challenge Engage in sustained learning Try new activities and show independence when using a range of resources Know and talk about the different factors that support overall health and wellbeing: <input type="checkbox"/> healthy eating <input type="checkbox"/> toothbrushing <input type="checkbox"/> regular physical activity <input type="checkbox"/> having good sleep routines Begin to explain the reasons for rules, know right from wrong and try to behave accordingly 	Physical Development Children learn to: <ul style="list-style-type: none"> Develop overall body-strength, balance, co-ordination and agility Refine the fundamental movement skills they have already acquired: - <i>jumping - running - hopping - skipping (linked to theme of keeping healthy and exercise)</i> Use core muscle strength to achieve a good posture when sitting at a table or on the floor Confidently and safely use a range of large and small resources Develop fine motor skills to use a range of equipment / tools – domestic role play resources, including toy home improvement tools / cooking utensils Begin to develop the foundations of a handwriting style which is fast, accurate and efficient, consolidating effective pencil grip and letter formation 	
Specific Areas of Learning			
Literacy ... including Phase 1 Phonics Children learn to: <ul style="list-style-type: none"> Know that sentences start with a capital letter and end with a full stop Continue to develop phonological awareness, with a strong focus on rhythm & rhyme; alliteration; oral blending and segmenting Read individual letters and digraphs, by saying the sounds for them – in line with phonics programme Blend sounds into words to read short words made up of known letter– sound correspondences, applying phonics to read CVC words, including those with learnt digraphs Read a few common exception words – in line with phonics programme Re-read books, in line with phonic knowledge, to build up their confidence in word reading, their fluency and their understanding and enjoyment Read simple phrases / sentences applying phonic knowledge Form most lower-case and capital letter correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words Write captions/phrases and begin to write simple sentences using known GPCs <i>...sentence, full stop, capital letter</i> <input type="checkbox"/> Include word spacing <input type="checkbox"/> Orally rehearse caption or sentence before writing Re-read what they have written to make sure it makes sense <p><i>* See CL for comprehension skills</i></p>	Mathematics Children learn to: <ul style="list-style-type: none"> Recite numbers to 20: <input type="checkbox"/> Backward from 10 and begin to recite backwards from 15 <input type="checkbox"/> Break counting chain (not always starting from 1 forwards or 10 backwards) Count objects, actions and sounds up to 10 Begin to subitise 5 objects Begin to recall number bonds to 5 Link the number symbol (numeral) with its cardinal number value to 10 Begin to understand 'one more/less than' to 10 Explore composition of numbers to 10 through addition, subtraction and part-part whole model Continue to problem-solve up to 10 Begin to select, rotate and manipulate shapes in order to develop spatial reasoning skills Continue, copy and create repeating patterns Begin to compare length, weight and capacity using appropriate vocabulary Use the vocabulary of time – <i>before, after, then, first, later, next, days of the week</i> and learn some months of the year 	Understanding the World Children learn to: <ul style="list-style-type: none"> Make sense of and talk about own life story and family history Comment on images of familiar situations in the past Talk about members of their immediate family and community e.g. <i>plumber, electrician, decorator</i> Name and describe people who are familiar to them Describe what they see, hear and feel Understand the effect of changing seasons on the natural world around them Begin to use simple plans e.g. <i>house / room and local maps</i> 	Expressive Arts & Design Children learn to: <ul style="list-style-type: none"> <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details</i> <i>Take part in simple pretend play</i> Begin to invent, adapt and recount narratives with peers and teacher Make use of props and materials when role playing characters in narratives and stories Begin to listen attentively, move to and talk about music, expressing their feelings and responses Sing in a range of well-known nursery rhymes and songs Explore and engage in music making and dance
Characteristics of Effective Teaching & Learning			
Play & Exploring <ul style="list-style-type: none"> ✓ Make independent choices ✓ Plan and think ahead about how they will explore or play with objects ✓ Share own interests and experiences ✓ Guide their own thinking and actions by talking to themselves whilst playing ✓ Respond to new experiences that are brought to their attention ✓ Do things independently that they have previously been taught 	Active Learning <ul style="list-style-type: none"> ✓ Participate in routines ✓ Know routines and begin to predict sequences ✓ Show goal-directed behaviour ✓ Keep on trying when things are difficult ✓ Begin to correct mistakes themselves 	Creating & Thinking Critically <ul style="list-style-type: none"> ✓ Use pretend play to think beyond the 'here and now' ✓ Sort materials ✓ Begin to solve real problems ✓ Know more, so feel confident about coming up with own ideas. Make more links between ideas ✓ Concentrate on achieving something that is important / increasingly able to control attention and ignore distractions 	

Spring: Looking After the Family

Fix It Time

Healthy Living

Enhanced Provision

General equipment: □ Positive gender images □ Tool belt / box □ Torch □ Gloves / goggles □ Tape measure □ Calculator □ Dustpan and brush / hoover □ Rucksack / packed lunch box & flask □ Mobile phone
Plumber: □ Mini plunger □ Bucket □ Pipes / tubing
Electrician: □ Toy screw driver / drill
Builder: □ Trowel spreader □ Large blocks □ Spade □ Boot covers □ Builders hat
Decorator: □ Brushes / rollers □ Paint tray □ Wall paper □ Paint tins □ Paint swatches
Joiner: □ Wood □ Spirit level
Reading & writing opportunities: □ Pencil & paper / notebook - Fix the ... □ Lanyards & pictures – with name / occupation / *I can fix*... □ Contact numbers for Fix It people □ Diary for jobs □ Invoice sheet □ Parts catalogue □ Job description – e.g. *I can* ... □ Local map with labels □ Message pad / post-it
Linked text: Builder Boy – Ross Montgomery and David Litchfield; Bob the Builder Books; My Mummy is a Plumber – Kerrine & Jason Bryan: It's Time to ..Fix It! – Carly Gledhill
Linked Rhyme / Song / Poem: Bob the Builder Song; Cobbler, Cobbler

Enhanced Provision

Healthy Eating : □ Healthy food (boxes / tins / cartons) representing a variety of cultures and countries □ Fruit & veg □ Water bottles □ Shopping bags / baskets □ Range of purses □ Money □ Mobile phone □ Coats □ Hats □ Keys □ Food seeds, soil, pots & mini watering can
Keeping Fit: □ Exercise mat □ Stop watch / timer □ Yoga cards □ Sweat band □ Exercise music □ Exercise clothes / outfits □ Towel
Reading & writing opportunities: □ Recipe books □ Food catalogues □ Daily meal / exercise planner □ Menu board for the week □ Shopping list proforma □ Recipe sequence cards □ Plant – instructions & labels □ Exercise diary □ Exercise instructions □ Tally chart □ Gym membership card □ Labelled body / skeleton □ Exercise log – e.g. *I did 5 hops*
Linked text: Eating the Alphabet – Lois Elhert; What do you like? – Anna Owen; I will not ever eat a tomato – Lauren Child; My Exercise Diary – Alison Hawes; Ready Steady Mo – Mo Farah; **Linked Rhyme Song / Poem :** This is the way we exercise ...; Heads, Shoulders, Knees & Toes (in English & Urdu)

Linked vocabulary ■ correct names of occupations / objects ■ action words – past / present / future ■ tools ■ job ■ fix ■ occupation ■ measure ■ emergency ■ broken repair ■ time ■ invoice / payment ■ part ■ order ■ lunch / break ■ immediately ■ problem
Linked questions ■ What needs fixing? ■ Who can fix it? ■ How can they fix it ... ? Where is the emergency / problem? ■ When can you come? ■ Why did it break? ■ How did it break?

Linked vocabulary ■ correct names of objects / food / exercises ■ action words – past / present / future ■ healthy / unhealthy ■ cook ■ fresh ■ vitamin ■ planner ■ fast / faster, slow / slower ■ fit ■ physical ■ rest / sleep ■ heart, beat, breath, pulse ■ bones / joints / muscles ■ gym / membership
Linked questions ■ What vegetables can we eat? ■ Who is exercising today? ■ How can we exercise? ■ Where can we shop? ■ When can we stop? ■ Why do we need to ...?

Role of the Adult – being a co-player, modelling and scaffolding key skills

ACROSS THE TERM

What are we learning? Prime Areas of Learning: □ Use resources and talk about their purpose □ Take on a wider range of roles □ Have a conversation in role, including asking / answering questions □ Engage in collaborative play within a bigger group □ Listen to visitor/s or video and ask questions to find out more information □ Imitate real life to develop narrative □ Join in with linked rhymes / songs – using actions □ Use fine motor skills to use a range of new tools / equipment □ Join in with movements in role
Specific Areas of Learning: □ Engage in purposeful reading & writing opportunities – writing lists, captions & short sentences □ Counting and problem solving to 10 □ Use language – one more / less □ Use comparative language □ Use language of time □ Talk about different occupations □ Begin to develop a narrative – with beginning / middle / end or problem / solution

Activities to Support Learning

SPRING 1

□ Talk about things that need fixing and use prior knowledge and books to make suggestions for a solution □ Dress / undress for different occupations □ Work together as a team to fix the house □ Negotiate / compromise – roles and events □ Phone to get help; explain the problem □ Read lanyards to decide role □ Write list of jobs / tools □ Leave a message for the ... □ Write invoice □ Use calculator □ Measure / weigh □ Use vocabulary to; compare lengths of tools and materials; compare / measure time □ Use blocks and other shapes to build e.g. wall □ Use map to give directions □ Design and make patterned wall paper

SPRING 2

□ Talk about what we need to do to keep healthy using prior knowledge and books □ Unpack and sort shopping □ Try a range of exercises □ Talk about how the exercises make them feel □ Lead an exercise class □ Pack gym bag □ Read and follow healthy recipes □ Write meals and exercises planner □ Write recipes (ingredients and instructions) □ Write shopping list for healthy food – including numbers needed or cost □ Take a register for an exercise class □ Sort fruit and veg / healthy & unhealthy □ Count actions □ Match actions to numerals □ Tally exercise on a chart □ Uses timers □ Do exercises to music □ Invent and record own exercise routine □ Plant food seeds – read / write instructions for planting and care for plant & label plant pot

SUMMER TERM - Learning Outcomes

Map			
Communication & Language Children learn to: <ul style="list-style-type: none"> Listen to and enjoy a variety of stories / poems / rhymes / non-fiction texts Listen carefully and follow an instruction with two or more parts Continue to learn and use new vocabulary linked to home life / domestic role play Hold conversations with others, including back-and-forth exchanges Understand and use simple questions – <i>who, what, where, why, how, when</i> Answer questions with relevant comments and use full sentences Ask questions to find out more and to check they understand what has been said to them Articulate ideas and thoughts in well-formed sentences with correct use of tenses; use talk to solve problems, organise thinking and activities; explain how things work and why they might happen Use a range of longer sentences of 4 – 6 words, connecting one idea or action to another using a range of connectives e.g. <i>and, or, because</i> Describe events in some detail Re-enact and retell narratives, using some recently learned vocabulary and language structures 		Personal, Social & Emotional Development Children learn to: <ul style="list-style-type: none"> See self as a valuable individual with different interests and experiences Build constructive and respectful relationships; work and play cooperatively and take turns with others Express a range of feelings and understand how others might be feeling Think about the perspectives of others and show sensitivity to others' needs Identify and moderate own feelings socially and emotionally; being able to wait for what they want and control immediate impulses when appropriate Resolve conflicts with others by negotiating and compromising Set own goals and show resilience and perseverance in the face of challenge Engage in sustained learning and give focused attention to the ideas of others; show an ability to follow instructions involving several ideas / actions Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> healthy eating toothbrushing having good sleep routines Explain the reasons for rules, know right from wrong and try to behave accordingly 	
Physical Development Children learn to: <ul style="list-style-type: none"> Continue to develop overall body-strength, balance, co-ordination and agility Use core muscle strength to achieve a good posture when sitting at a table or on the floor Confidently and safely use a range of large and small resources Develop fine motor skills to use a range of equipment / tools – domestic role play resources, including toy home improvement tools / cooking utensils Develop the foundations of a handwriting style which is fast, accurate and efficient, consolidating effective pencil grip and letter formation Begin to show accuracy and care when drawing 			
Specific Areas of Learning			
Literacy... including Phase 1 Phonics Children learn to: <ul style="list-style-type: none"> Continue to develop phonological awareness, with a strong focus on rhythm & rhyme; alliteration; oral blending and segmenting Read taught graphemes, by saying the sounds for them – in line with phonics programme Blend sounds into words to read words made up of known letter– sound correspondences, applying phonics to read CVC words, including those with learnt digraphs and trigraphs Read aloud simple sentences in books that are consistent with phonic knowledge, including some common exception words Re-read familiar books with confidence to build fluency, understanding and enjoyment Write recognisable letters most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter / letters Write simple phrases and sentences that can be read by others - <ul style="list-style-type: none"> Orally rehearse caption or sentence before writing Include word spacing Include capital letter and full stop Re-read what they have written to make sure it makes sense * See CL for comprehension skills	Mathematics Children learn to: <ul style="list-style-type: none"> Recite numbers beyond 20: <ul style="list-style-type: none"> Backward from 20 Break counting chain (not always starting from 1 forwards or 20 backwards) Compare quantities up to 10 in different contexts; recognising when one quantity is greater than, less than or the same as the other quantity Count objects, actions and sounds: <ul style="list-style-type: none"> Up to 10, in a range of contexts Subitise 5 objects Automatically recall number bonds to 5 and some to 10; including double facts Link the number symbol (numeral) with its cardinal number value to 10 with confidence Understand 'one more/less than' to 10 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Problem-solve up to 10 Select, rotate and manipulate shapes in order to develop spatial reasoning skills Continue, copy and create repeating patterns Compare length, weight, capacity and distance using appropriate vocabulary Use the vocabulary of time – <i>before, after, then, first, later, next, days of the week and learn some months of the year</i> 	Understanding the World Children learn to: <ul style="list-style-type: none"> Make sense of and talk about own life story and family history Comment on images of familiar situations in the past Talk about members of their immediate family and community e.g. <i>plumber, electrician, decorator</i> Name and describe people who are familiar to them Draw information from a simple map Recognise and talk about some similarities between life in this country and other countries Begin to identify some different countries on a map / globe Recognise and talk about how some environments are different to the one in which they live Describe what they see, hear and feel Understand the effect of changing seasons on the natural world around them Begin to understand the life cycle of animals e.g. <i>pets</i> 	Expressive Arts & Design Children learn to: <ul style="list-style-type: none"> <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details</i> <i>Take part in simple pretend play</i> Begin to invent, adapt and recount narratives with peers and teacher Make use of props and materials when role playing characters in narratives and stories Begin to listen attentively, move to and talk about music, expressing their feelings and responses Sing a range of well-known nursery rhymes and songs Explore and engage in music making and dance Move in time to music
Characteristics of Effective Learning			
Play & Exploring <ul style="list-style-type: none"> ✓ Make independent choices ✓ Plan and think ahead about how they will explore or play with objects ✓ Share own interests and experiences ✓ Guide their own thinking and actions by talking to themselves whilst playing ✓ Respond to new experiences that are brought to their attention ✓ Do things independently that they have previously been taught 	Active Learning <ul style="list-style-type: none"> ✓ Participate in routines ✓ Know routines and begin to predict sequences ✓ Show goal-directed behaviour ✓ Keep on trying when things are difficult ✓ Begin to correct mistakes themselves 	Creating & Thinking Critically <ul style="list-style-type: none"> ✓ Use pretend play to think beyond the 'here and now' ✓ Sort materials ✓ Begin to solve real problems ✓ Know more, so feel confident about coming up with own ideas. Make more links between ideas ✓ Concentrate on achieving something that is important / increasingly able to control attention and ignore distractions 	

Summer: Growing / Journeys

New Puppy

Enhanced Provision

New puppies: □ One soft toy puppy □ Basket / bed / blanket □ Food and water bowls □ Food / 10 dog biscuits □ Bones □ Dog chews / toys / balls □ Lead, collar □ Towels □ Hot water bottle □ Talking tin with dog sounds □ Classic FM calming dog music □ Dog shampoo □ Dog Bath □ Jug □ Brush / tooth brush
Going to the vets: □ Dog box □ Vet kit
Reading & writing opportunities: □ New puppy card □ How to look after a puppy book □ Vet record card □ Visual time table of daily routine □ Map for the local dog walk □ Pets catalogue □ Pet shop list – using numbers □ Training instructions □ Pet sitter instructions □ Emergency numbers – including vets, dog walker

Linked text: Smelly Louie – Catherine Rayner; The Detective Dog – Julia Donaldson; Welcome home puppy – Rachel Cook; 100 dogs – Michael Whaite
Linked Rhyme: How much is that doggy in the window? Ten Little Doggies

Linked vocabulary ■ correct names of objects ■ action words – past / present / future ■ dog / puppy ■ vet ■ veterinary nurse ■ appointment ■ injection ■ treatment ■ medication ■ breed e.g. *springer, spaniel, poodle, dalmatian* ■ rescue ■ train ■ command ■ trick ■ reward / treat
Linked questions ■ What does the dog look like? ■ Where should we walk the dog? ■ Who will look after the dog? ■ How many biscuits are in the bowl? ■ Why do we need to train the dog? ■ When should we feed it?

Holiday Time

Enhanced Provision

Choosing where to go □ Map □ Globe
Packing & preparing: □ Suitcase □ Scale □ Hats / sunglasses □ Empty bottle of sunscreen □ Money / purse □ Toiletry bag □ Mobile phone □ Clothes □ Travel games □ Snack □ Water bottles □ First aid kit □ Map of local area □ Travel pillow □ Bucket / spade / swimming costume □ Kite □ Music from different countries
Reading & writing opportunities: □ Travel brochure / fact card □ Holiday reviews □ Postcards □ Booking form □ Packing list □ House and pet sitter instructions □ Passport □ Ticket □ Travel schedule □ Book for holiday □ Fact cards for places of interest □ Local leaflets □ Address label for suitcase
Linked text: Emma Jane's Aeroplane – Katie Haworth; A range of simple non-fiction texts about countries e.g. *Info Buzz series such as, 'Info Buzz India'*; Look What I Found at the Seaside – Moira Butterfield (National Trust); Martha Maps it Out – Leigh Hodgkinson
Linked Rhyme: Adaptations of The Wheels on the Bus e.g. *The wings on the aeroplane*

Linked vocabulary ■ correct names of objects ■ action words – past / present / future ■ holiday ■ travel ■ journey ■ sunscreen ■ country ■ city / town / village ■ countryside / beach / coast / mountains / lakes / river / land / ocean ■ near / far ■ airport ■ station ■ taxi ■ museum ■ art gallery ■ money / wallet / credit card
Linked questions ■ Where should we go? ■ How should we travel? ■ What should we pack? ■ What time do we leave? ■ Who will go on holiday? ■ How can we travel? ■ Why do we need to go on a boat / aeroplane? What will we do there?

Role of the Adult – being a co-player, modelling and scaffolding key skills

ACROSS THE TERM

What are we learning? Prime Areas of Learning: □ Engage collaboratively in a more complex narrative □ Hold conversations with others including back-forth-interactions □ Give instructions □ Ask questions to find out more □ Describe events in some detail □ Consolidate correct letter formation
Specific Areas of Learning: □ Engage in purposeful reading & writing opportunities – writing lists / captions / short sentences; reading back own writing to check it makes sense □ Counting and problem solving to 10 □ Use language – one more / less □ Use comparative language – time / distance

Activities to Support Learning

SUMMER 1

□ Talk about how to look after the puppy using prior knowledge and books □ Name the puppy □ Take care of the puppy – feed / bath / take to vets / take for a walk / put to bed / train □ Read and write puppy instruction cards e.g. *sit, wait, beg, stand, stay, sleep* □ New puppy card or dog birthday card □ Write shopping list for pet shop □ Write instructions for dog walker / pet sitter □ Read / write fact card for puppy □ Fill in vet card □ Draw and label dog walk map □ Composition of number using different coloured dog biscuits e.g. *today the dog can have 7 biscuits* □ Dog play date – share and double toys and biscuits □ Weigh biscuits to check the same amount □ Talk about life cycle of animals & predict how the puppy will change

SUMMER 2

□ Talk about places the children have been on holiday to, or places they would like to go. □ Pack the suitcase □ Listen to and dance to music from destination country □ Read / write packing list □ Write a list of places we would like to go – using maps; brochures and fact cards □ Write instructions for the house / pet sitter □ Read / write a postcard □ Make a passport □ Talk about what will be the same / different about the places they are going – including weather, food, places to visit, music, language □ Look at maps to decide how they should travel and how far away it is e.g. *near / far* □ Talk about and pack clothes suitable for the weather □ Make aeroplane / bus / boat / train – with seat number (including odd and even numbers on tickets)

