

**Main Focus & Theme: Superheroes**

**Mini Focus & Theme: First Aid/Harvest/Christmas**  
 Rosh Hashanah

**Personal, Social and Emotional Development**

Nursery	Reception
<p>I begin to accept the needs of others and can take turns and share. (30-50m)</p> <p>I can be confident to speak to others about my own needs, wants, interests and opinions. (40-60+m)</p> <p>I am aware of the boundaries set and of behavioural expectations. (40-60+m)</p> <p>I can follow the school's rules and begin to understand the school's core values.</p>	<p>I can work as part of a group or class. (ELG)</p> <p>I can be confident to speak in a familiar group and will talk about my ideas. (ELG)</p> <p>I can talk about how I show feelings. (ELG)</p> <p>I can follow the school's rules and understand the core values.</p>

**Physical Development**

Nursery	Reception
<p>I can copy some letters. (30-50m)</p> <p>I show a preference for a dominant hand. (40-60+m)</p> <p>I can experiment with different ways of moving and can negotiate space safely. (40-60+m)</p> <p>I practice some appropriate safety measures without direct supervision. (40-60+m)</p> <p>I begin to, or can, get changed independently for PE.</p> <p>I begin to, or can, enjoy different sports and activities.</p>	<p>I begin to form recognisable letters. (40-60+m)</p> <p>I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. (40-60+m)</p> <p>I can move confidently in a range of ways, safely negotiating space. (ELG)</p> <p>I can talk about ways to keep healthy and safe. (ELG)</p> <p>I can enjoy an increasing range of different sports and activities and get changed independently for PE.</p>

**Communication and Language**

Nursery	Reception
<p>I can use more complex sentences to link my thoughts. (30-50m)</p> <p>I can link my statements and stick to a main theme of intention. (40-60+m)</p> <p>I can listen and respond to ideas expressed by others. (40-60+m)</p> <p>I begin to, or can, maintain attention, concentrate, and sit quietly during appropriate activities. (40-60m)</p> <p>I can discuss some of the core values and explain and understand their importance in our school.</p>	<p>I can extend my vocabulary. (40-60+m)</p> <p>I can maintain attention, concentrate, and sit quietly during appropriate activities. (40-60+m)</p> <p>I can listen and respond to ideas expressed by others. (40-60+m)</p> <p>I can express myself effectively, showing awareness of my listeners' needs. (ELG)</p> <p>I can discuss all the core values and explain and understand and their importance in our school.</p>

<u>Literacy</u>	
Nursery	Reception
<p>I can look at books independently. (30-50m)</p> <p>I enjoy an increasing range of books. (40-60+m)</p> <p>I can hear and say the initial sound in words. (40-60+m)</p> <p>I can segment the sounds in simple words and begin to blend them together. (40-60+m)</p> <p>I give meaning to my marks as I draw, write and paint. (40-60+m)</p> <p>I begin to or can write my own name and begin to write other things such as label and captions. (40-60+m)</p> <p>I can identify some of my set 1 sounds in Read Write Inc.</p>	<p>I enjoy an increasing range of books. (40-60+m)</p> <p>I begin to read words and simple sentences. (40-60+m)</p> <p>I can read some common irregular words. (ELG)</p> <p>I begin to, or can, read and understand simple sentences. (ELG)</p> <p>I can write my own name and other things such as labels and captions. (40-60+m)</p> <p>I use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (40-60+m)</p> <p>I attempt to, or can, write short sentences in meaningful contexts. (40-60+m)</p> <p>I can identify all my set 1 and some of my set 2 sounds in Read Write Inc.</p>
<u>Mathematics</u>	
Nursery	Reception
<p>I can recognise numerals of personal significance. (40-60+m)</p> <p>I can count objects to 10, and begin to count beyond 10. (40-60+m)</p> <p>I begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. (40-60m)</p> <p>I can order two items or more by weight, size, or capacity. (40-60+m)</p>	<p>I can use the vocabulary involved in addition. (40-60+m)</p> <p>I can record, using marks, that I can interpret and explain. (40-60+m)</p> <p>I can recognise some or most of the numbers from 1-20. (ELG)</p> <p>I can count reliably with numbers from 1- 20. (ELG)</p> <p>I can explore characteristics of everyday objects and shapes and use mathematical language to describe them. (ELG)</p> <p>I can use everyday language to talk about size, capacity, and weight. (ELG)</p>
<u>Understanding the World</u>	
Nursery	Reception
<p>I know some of the things that make me unique, and can talk about some of the similarities and differences in relation to my friends or family. (30-50m)</p> <p>I begin to, or can, look closely at similarities, differences, patterns, and change. (40-60+m)</p>	<p>I enjoy joining in with family customs and routines. (40-60+m)</p> <p>I can look closely at similarities, differences, patterns, and change. (40-60+m)</p> <p>I recognise that a range of technology can be used in</p>

I enjoy joining in with family customs and routines. (40-60+m)	school or at home. (ELG)
I can complete a simple program on a computer. (40-60+m)	I know that other children don't always enjoy the same things, and are sensitive to this. (ELG)
I can join the rest of the school in collective worship to celebrate my own as well as my friends' achievements.	I can join the rest of the school in collective worship to celebrate my own as well as my friends' achievements.

### Expressive Arts and Design

Nursery	Reception
I use various construction materials. (30-50m)	I can manipulate materials to achieve a planned effect. (40-60+m)
I begin to or can construct with a purpose in mind, using a variety of resources. (40-60+m)	I can construct with a purpose in mind, using a variety of resources. (40-60+m)
I begin to build a repertoire of songs and dances. (40-60+m)	I begin to or can build an increasing repertoire of songs and dances. (40-60+m)
I can create simple representations of events, people, and objects. (40-60+m)	I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (ELG)

### Characteristics of Effective Learning

#### Playing and Exploring:

Finding out and exploring:

- Showing curiosity about different Superheroes and the things they do to help others.
- Finding challenges in the classroom and trying to complete them independently to consolidate learning.

Playing with what they know:

- Pretending objects are things from their own experiences.
- Taking on a role in their play; especially in the role-play area (Superhero rescue centre, home corner)

Being willing to 'have a go':

- Initiating activities and not being afraid of the consequences when taking on risks or new challenges.
- Seeking challenge and pushing themselves to achieve as much as possible.

#### Active Learning:

Being involved and concentrating:

- Concentrating during activities, as well as during Collective Worship and Key Group Time.
- Paying attention to details during stories or activities, noticing any changes and trying to explain why these have occurred using an increasing range of vocabulary.

Keeping on trying:

- Persisting with activity when challenges occur and trying to bounce back after more practise.
- Recognising how they can do better the next time and striving to do so.

Enjoying achieving what they set out to do:

- Showing satisfaction in meeting their own goals during an activity.
- Being proud of how they accomplished something. Celebrating their own achievements in Collective Worship for 'Star of the Week', 'Writer of the Week' and 'Sports Star of the Week' awards.

#### Creating and Thinking Critically:

Having their own ideas:

- Allowing children to lead their own learning.
- Thinking of ideas and exploring different ways to do things.
- Finding ways to solve problems, particularly in mathematics and beginning to record their findings.

Making links:

- Noticing patterns in their experience.
- Making predictions and estimating.

- Testing out their ideas. Reflecting on their own day during Key Group Time.

Choosing ways to do things:

- Planning and making decisions about how to approach a task; not simply copying the way a friend does it.
- Checking how well their activities are going, and if they need to do something differently.

Area of Provision	Enhancements (additional resources, visits, visitors, displays etc.)	Resource Implications
<b>Writing Area:</b>	Postcards, cards, writing frames, different coloured pens and pencils, post-it notes, blank paper, lined paper, labels, envelopes and magnetic letters.	Restock the area frequently with paper/envelopes etc.
<b>Maths Area:</b>	Resources to count (pine cones, sticks etc.), number lines/grids, dice, numeral/amount match up activities, tape measures and rulers (Aut 2).	Restock and add new things to count.
<b>Reading Area:</b>	Core children's book collection, books linked to the Superheroes. Children's bible. Books relating to core values - friendship.	Include new books to choose.
<b>Key Group Areas:</b>	Autumn display - linked to core value friendship (through key text: Don't hog the hedge) crafts and speech bubbles to capture children's ideas. Work we have completed together; Rosh Hashanah (what can we do this year) Birthday chart and a day/activities timetable.	Updated these displays with child quotations. Do the timetable daily.
<b>Computing Area:</b>	Beep and 2Simple program to explore. Set of headphones.	Remind children about e-Safety.
<b>Sand/Dough Areas:</b>	Letters for mark-making, brushes, pots and tubs etc. Multi-coloured sand and other sensory objects; rice etc.	Keep sand/rice in the trays.
<b>Construction/Small World Area:</b>	Farm (harvest link), LEGO bricks, tools, bricks/blocks, links and nuts and bolts.	Ensure area isn't overstocked, quality over quantity.
<b>Creative/Resources Area:</b>	Different coloured craft materials; card, paper, pens, pencils etc. Scissors, glue, sellotape and junk modelling materials.	Replenish area, ensure lids are put on to enable longevity.
<b>Role-Play Area:</b>	Equipment to support role play (area will change based on children's on interests).	Update area based on children's interests.
<b>Outdoor Area:</b>	Mud kitchen, bikes/cars, outdoor blue trays, outdoor music area.  <i>Challenge Tasks will be changed weekly around the room to ensure children consolidate their learning independently.</i>	Provide aprons to ensure children stay dry.
Area of Learning	Focused Activities	Resource Implications
<b>Personal, Social and Emotional Development</b>	Key Group Time - discussing core values, feelings, our own weekends/evenings and family events/celebrations etc.	Large paper and pens
<b>Communication and Language</b>	Key Group Time & 'Show & Tell'/'Expert of the Week'/'What I'm Good At'	Show & Tell objects

<p><b>Physical Development</b></p>	<p>PE with Mrs Mayer (Nursery) and swimming (Mon at Willowburn) and rugby/dance on a Tuesday afternoon. Morning Challenges (Fine/Gross Motor focus)</p> <p>Snack time, children have free access to snack when they are hungry. Children must wash hands etc. before doing so. They have a name tag to place on the board to show they have had their snack.</p>	<p>PE resources, PE kits Fine motor resources (tweezers etc.)</p> <p>Daily snack and milk/water bottles.</p>
<p><b>Literacy</b></p>	<p>Looking at a range of stories relating to Superheroes.</p> <p>Starting to design own Superhero and explore a Superhero story map, thinking of who/how the Superhero helps someone.</p>	<p>Superhero stories, writing equipment for mark-making.</p>
<p><b>Mathematics</b></p>	<p>Counting accurately. Comparing different amounts. Matching numerals to quantities.</p> <p>Addition activities using numbers children are familiar with.</p> <p>Size and capacity - water tray/sand area.</p> <p>Shape (2D and 3D)</p>	<p>Have natural objects to count, number lines, wooden number matching stands etc.</p> <p>Provide different size objects/jugs for the water/sand areas.</p>
<p><b>Understanding the World</b></p>	<p>Key Group Time - discussing core values, activities on core values, as well as religious celebrations around the world.</p> <p>Book- 'George Saves the Day by Lunchtime' - thinking about recycling and how to care for the environment. Links to Creation Story.</p> <p>Federation Day at Longhorsley (RE focus)</p> <p>Harvest at St Helen's Church in Longhorsley.</p>	<p>Have a Bible/children's Bible.</p> <p>Access to school 360 encyclopaedia.</p>
<p><b>Expressive Arts and Design</b></p>	<p>Printing with apples (Rosh Hashanah).</p> <p>Design own Superhero</p> <p>Making a Superhero cape out of recycled materials.</p> <p>Paper plate - world with hands. (We look after the world)</p> <p>Hedgehog craft</p> <p>Making pumpkin soup</p> <p>Class Poppy - Remembrance</p> <p>Christmas Crafts - calendar, card, bauble etc.</p>	<p>Apples, paint</p> <p>Different coloured paper &amp; pens from the resource area.</p> <p>Materials; curtains, bags, scarves etc.</p> <p>Leaves</p> <p>Ingredients</p> <p>Paint, pens etc. from the resource area.</p>