

Special people

PRIME Area of Learning for: Personal, Social and Emotional Development

General learning

The unit **Special people** focuses on the EYFS PRIME Area of Learning and Development for **Personal, social and emotional development**, although it also impacts on the other areas of learning.

This unit helps children to develop a positive sense of themselves, to form relationships and respect for others, as well as developing social skills and the ability to manage their feelings.

By taking part in the activities, children will have the opportunity to develop the following **aspects of learning**:

Making relationships:

- playing cooperatively and taking turns;
- taking into account the feelings and ideas of others;
- showing sensitivity to others and forming positive relationships with practitioners and fellow children.

Self-confidence and self-awareness:

- trying out new activities and explaining which activities they like and why;
- sharing their ideas with others in a group;
- choosing appropriate resources for their chosen activities;
- saying when they do and do not need help.

Managing feelings and behaviour:

- talking about how they and others show feelings;
- talking about their own and others' behaviour, and being aware that unacceptable behaviour has consequences;
- working as part of a group and adjusting behaviour to different situations.

Musical learning

General musical focus – **beat and tempo**

Hello

- Sing echo songs and perform greeting actions and movements to a steady beat.

Hands, feet and faces

- Perform body actions, movements and sounds to a beat which sometimes stays the same and sometimes gets faster.

My turn, your turn

- Create and perform actions and play instruments to a steady beat.

Happy New Year

- Select sounds and movements and use them expressively within a steady beat, following variable speeds.

Spider tricks

- Move, sing and play sounds at different speeds.

Magic dove

- Move, sing and perform actions at speeds which illustrate moods and emotions.

SPECIAL PEOPLE - opportunities for learning

PRIME Area of Learning: PSED

Aspect of learning		Babies	Toddlers	22-36 mths	30-50 mths	40-60 mths	ELGs
		For babies to:	For toddlers to:	For children to:	For children to:	For children to:	For children to:
Hello	Making relationships	Hello eyes <ul style="list-style-type: none"> respond to touch and sound by copying facial movements and moving arms and legs 	Hello! It's me <ul style="list-style-type: none"> seek to gain the attention of others while playing with mirrors and expressing emotions 	Say hello <ul style="list-style-type: none"> respond to the welcome song by showing affection seek out others to share experiences and friendships 	How do you do? <ul style="list-style-type: none"> play as part of a group, using actions to greet others 	How do you do signs <ul style="list-style-type: none"> initiate greetings with others confidently try different actions learn international greetings 	What else do you do? <ul style="list-style-type: none"> play cooperatively, taking turns to greet peers explore different languages
Hands, feet and faces	Making relationships	Father and mother <ul style="list-style-type: none"> respond to rhyme with different gestures and facial expressions 	We move Uncle Tom <ul style="list-style-type: none"> play alongside others with support of familiar adults play co-operatively 	Move in moving shoes <ul style="list-style-type: none"> show an interest in the activities of others respond by copying actions and movements 	Hands and feet patterns <ul style="list-style-type: none"> respond to activity by clapping and stamping on the prints alongside others 	Our hands and feet <ul style="list-style-type: none"> use knowledge to make sounds following hand/foot prints follow an adult's instructions 	Magic dove <ul style="list-style-type: none"> express different facial emotions and body movements using a mirror show feelings with others
My turn, your turn	Self-confidence and self-awareness	Teddy tickles <ul style="list-style-type: none"> show pleasure through laughs and gurgles when tickled with the teddy 	Peep bo <ul style="list-style-type: none"> respond to teddy's actions by engaging in pretend play 	Bounce teddy <ul style="list-style-type: none"> choose own teddy to join in the activity begin to move teddy to the beat and sing 	Toy parade <ul style="list-style-type: none"> be confident when talking to others about their chosen toy from home 	I've got a tambour <ul style="list-style-type: none"> independently explore/match instruments share what they are doing with others 	Kye kye kule <ul style="list-style-type: none"> confidently try new activities and express their views/ideas independently by performing for others to copy
Happy New year	Self-confidence and self-awareness	Two tigers <ul style="list-style-type: none"> use voice and facial expressions in response to the sight, sound and feel of Chinese artefacts 	Chinese treasures <ul style="list-style-type: none"> explore Chinese objects independently using their senses with support of an adult 	Chinese New Year <ul style="list-style-type: none"> begin to express preferences and interests as they share the celebration of Chinese New Year 	Dragon moves <ul style="list-style-type: none"> independently select and use resources to represent the dragon and share ideas/suggestions with others 	Gong xi, gong xi <ul style="list-style-type: none"> use instruments and soundmakers to share and express their moods and feelings with others 	Dragon swoops <ul style="list-style-type: none"> create their own music, sharing ideas with others share their likes and dislikes
Spider tricks	Managing feelings and behaviour	Incy Wincy Spider <ul style="list-style-type: none"> enjoy the comfort and touch of people's faces, hands and voices 	Incy Wincy returns <ul style="list-style-type: none"> begin to sing with an adult join in with actions, and share excitement 	Little Miss Muffet <ul style="list-style-type: none"> express feelings through the rhyme with hand actions and soundmakers 	Ananse, Puss and Ratta <ul style="list-style-type: none"> use symbolic play to express feelings and recognise feelings of others, eg happy, scared etc 	Spider tricks <ul style="list-style-type: none"> understand that the story can affect other people respond by offering comfort and reassurance 	Ananse's tricks <ul style="list-style-type: none"> talk about their feelings and the consequences of spider's behaviour use instruments to represent actions
Magic dove	Managing feelings and behaviour	Rock a bye baby <ul style="list-style-type: none"> express comfort in response to a warm blanket and to cuddles from an adult 	Sort treasures <ul style="list-style-type: none"> explore a variety of objects, whilst interacting with others respond to the objects and to the song 	Bye baby bunting <ul style="list-style-type: none"> begin to show and respond to feelings through movement give help and comfort to others 	Bird calls <ul style="list-style-type: none"> start to adapt behaviour to situations respond to sounds with movements and expressions 	The magic dove <ul style="list-style-type: none"> explore cultural differences including language show respect for moods/feelings of others 	Baak bakum paira <ul style="list-style-type: none"> retell the story in their own words and actions reflect/express changing moods and feelings

Growth and change

PRIME Area of Learning for: Physical development

General learning

The unit **Growth and Change** focuses on the EYFS PRIME area of learning and development for **Physical development**, although it also impacts on the other areas of learning.

This unit provides children with the opportunity to be active and interactive, and to develop their co-ordination, control and movement. Children also learn about the importance of physical activity and healthy eating.

By taking part in the activities, children will have the opportunity to develop the following **aspects of learning**:

Moving and handling:

- showing good control and co-ordination with both large and small movements;
- moving confidently and safely in a range of ways;
- handling equipment and resources effectively, including mark-makers and pencils for writing.

Health and self-care:

- learning about the importance for good health of physical exercise and healthy eating;
- talking about different ways to keep healthy and safe;
- managing basic hygiene and personal needs successfully.

Musical learning

General musical focus – **loud and quiet**

Winter

- Listen to music and respond with hand and whole body movements. Sing a song and join in with a chant that gradually gets louder. Explore loud and quiet instrumental sounds.

Storm

- Listen to a poem and explore hand percussion sounds, which grow louder and quieter. Compose a storm piece for a dance performance.

Boo!

- Explore quiet and loud instrumental and vocal sounds to create a mood. Sing a song with different sounds effects.

Caterpillar

- Sing an action song and create hand and whole body movements. Perform actions to accompany music.

Water, water everywhere

- Listen to water sounds and respond with quiet and loud vocal effects. Sing songs and respond to sounds through movement. Compose music using voices, body percussion, instruments and sound sources.

The special drum

- Respond in movement to loud and quiet drumming, and perform a song that grows louder and then fades away. Listen to a story about a drum which plays quiet and loud sounds.

GROWTH AND CHANGE - opportunities for learning

PRIME Area of Learning: physical development

Aspect of learning		Babies	Toddlers	22-36 mths	30-50 mths	40-60 mths	ELGs
		For babies to:	For toddlers to:	For children to:	For children to:	For children to:	For children to:
Winter	Moving and handling	Snuggle up bear <ul style="list-style-type: none"> respond to the song with face and body, with movements becoming more controlled 	Sleepy bear <ul style="list-style-type: none"> lean forward and co-ordinate hands to pick up bear begin to copy actions and movements 	Musical bear <ul style="list-style-type: none"> squat to pick up teddy and rise to feet again show control in handling and using soundmakers 	Snow is dancing <ul style="list-style-type: none"> move freely with pleasure and confidence in response to music 	Wakey, wakey bear <ul style="list-style-type: none"> experiment with different ways of moving and negotiating space use bodies to curl into a ball 	Brown bear's snoring <ul style="list-style-type: none"> show control and coordination with soundmakers create their own animal sounds to wake up bear
Storm	Moving and handling	Bang and crash <ul style="list-style-type: none"> turn head in response to sounds and sights move arms and legs, demonstrating growing control 	Rain clouds <ul style="list-style-type: none"> copy adults' actions to the song begin to make connections between their movements 	Thunder and lightning <ul style="list-style-type: none"> show control using hands and soundmakers in response to music 	Stormy sky dance <ul style="list-style-type: none"> use controlled gross motor movements with different body parts in response to music 	Storm <ul style="list-style-type: none"> experiment with body percussion to reflect the different sounds they hear show increasing control of body 	Weather song <ul style="list-style-type: none"> coordinate and play instruments in response to the different types of weather described in the song
Boo!	Moving and handling	Peekaboo <ul style="list-style-type: none"> become more aware of their body through touch/movement react to sudden appearance of a familiar face 	Hide and seek <ul style="list-style-type: none"> pick up a scarf and show increasing control of hands use scarves to hide faces 	Scary little skeleton <ul style="list-style-type: none"> begin to refine motor movement to operate puppet respond to the song with movements 	Dark, dark deeds <ul style="list-style-type: none"> respond to the mood/volume of the song with increasingly controlled movement and voice levels 	Hairy scary castle <ul style="list-style-type: none"> use movement and objects to express feelings match their actions to the song words 	Ghost dance <ul style="list-style-type: none"> use controlled and co-ordinated body movements to create a 'ghostly' dance
Caterpillar	Health and self-care	Tickle rhyme <ul style="list-style-type: none"> respond to (and thrive on) warm, sensitive physical contact and care 	Ooh that tickles! <ul style="list-style-type: none"> begin to hold objects attempt to respond and move to the rhyme 	Caterpillar <ul style="list-style-type: none"> use more control to copy and interpret hand movements to accompany the poem 	Dainty little butterfly <ul style="list-style-type: none"> use bodies and instruments to identify and express the experiences of the butterfly 	Caterpillar caper <ul style="list-style-type: none"> use their bodies to express an understanding of the life cycle of a butterfly 	Caterpillar <ul style="list-style-type: none"> understand what caterpillars eat, and learn of the importance of keeping healthy through diet and exercise
Water, water everywhere	Health and self-care	Splish splash <ul style="list-style-type: none"> share this activity, supporting and nurturing to promote a sense of wellbeing 	Water tray <ul style="list-style-type: none"> explore bath time items, showing understanding of their purpose learn about the importance of keeping clean 	Our tap drips <ul style="list-style-type: none"> understand from where tap water comes from learn the importance of water in our lives 	Whoosh! <ul style="list-style-type: none"> develop their pouring skills develop their skills of washing and drying hands 	Mrs Washalot <ul style="list-style-type: none"> understand why we wash clothes learn the importance of keeping ourselves and our clothes clean 	Cross the water <ul style="list-style-type: none"> join in with discussion about the importance of keeping safe when near water, and following safety procedures
The special drum	Health and self-care	Drum tum <ul style="list-style-type: none"> respond to the chant during nappy-changing respond to sensitive physical contact and care 	Rumbly tum <ul style="list-style-type: none"> understand the feeling of being hungry, recognising this feeling and communicating it to adults 	Drum box <ul style="list-style-type: none"> develop fine motor skills that transfer to eating when using forks and spoons 	Drummers on parade <ul style="list-style-type: none"> begin to understand the effects of movement on the body 	The king's birthday music <ul style="list-style-type: none"> understand the importance of eating a range of healthy foods 	I hear the band <ul style="list-style-type: none"> be involved in role-play eg by marching in a band, allowing them to be active in ways that interest them

Going places

PRIME Area of Learning for: Communication and language

General learning

The unit **Going places**, focuses on the EYFS PRIME Area of Learning and Development for **Communication and language**, although it also impacts on the other areas of learning.

This unit gives children the opportunities to experience a rich language environment through speaking and listening, and to develop their confidence and skills in expressing themselves

By taking part in the activities, children will have the opportunity to develop the following **aspects of learning**:

Listening and attention:

- listening attentively in a range of situations;
- accurately anticipating key events in stories and responding with relevant comments, questions or actions;
- giving their attention to others and responding appropriately.

Understanding:

- following instructions involving several ideas or actions;
- answering 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking:

- expressing themselves effectively and showing awareness of listeners' needs;
- using past, present and future forms accurately when talking about events;
- developing their own narratives and explanations by connecting ideas or events.

Musical learning

General musical focus – **high and low**

Noah

- Perform a rap using high and low vocal and instrumental sounds to represent different animal voices.

Jack-in-the-box

- Sing songs with high and low notes reinforced with matching hand or body positions.

The three bears

- Perform a rap with high, medium, and low vocal sounds.

Popcorn

- Sing a song with steps and leaps, accompanied by pitched instruments.

Rhyme time

- Sing high and low notes, and develop listening skills through matching movement to pitch.

Mousie Brown

- Sing stepping notes that move up and down accompanied by tuned percussion and hand actions.

GOING PLACES - opportunities for learning

PRIME Area of Learning: communication and language

Aspect of learning		Babies	Toddlers	22-36 mths	30-50 mths	40-60 mths	ELGs
		For babies to:	For toddlers to:	For children to:	For children to:	For children to:	For children to:
Noah	Listening and attention	Two by two <ul style="list-style-type: none"> listen to familiar sounds and voices respond by smiling, looking and moving 	Water tray ark <ul style="list-style-type: none"> move whole bodies to sounds they enjoy listen to rhythmic patterns in songs and/or music 	Noah's ark <ul style="list-style-type: none"> listen with interest to different sounds as they role-play entering an ark 	Please Mr Noah <ul style="list-style-type: none"> listen to stories with increasing attention recall and repeat refrains and main characters one to one or in groups 	Noah's nightmare <ul style="list-style-type: none"> listen and respond to what they hear by creating animal movements 	Build that ark <ul style="list-style-type: none"> listen carefully to the song, accurately anticipating when to 'copy sing' invent their own sounds
Jack-in-the-box	Listening and attention	Where is Jack? <ul style="list-style-type: none"> react to the sound of the 'Jack-in-the-box' by turning towards the sound and gesturing/smiling 	There is Jack <ul style="list-style-type: none"> explore the space inside a large cardboard box listen to the rhyme and respond as Jack springs out 	Jack-in-the-box <ul style="list-style-type: none"> listen with interest to the adults' voice and responding to words by popping up with Jack 	Jack dances <ul style="list-style-type: none"> listen to songs and stories with increasing recall respond by jumping up or wobbling heads 	Jack factory <ul style="list-style-type: none"> maintain attention and concentration as they listen chant and play instruments at appropriate time 	Jack rap <ul style="list-style-type: none"> listen attentively to the rap and respond making contrasting movements - high/low and up/down
The three bears	Understanding	Porridge in the pan <ul style="list-style-type: none"> begin to respond to song through gesture and sounds using spoons 	More porridge <ul style="list-style-type: none"> develop the ability to follow others by tapping spoons on pots and pans 	Porridge bowls <ul style="list-style-type: none"> begin to understand that the words of a song have meaning explore sounds as they sing 	Mama bear's chair <ul style="list-style-type: none"> understand the use of objects eg a rocking chair understand prepositions eg under, above etc 	Three bears' rap <ul style="list-style-type: none"> respond to adult instruction by repeating phrases and growling express their own ideas and listen to others 	What happened to Goldilocks? <ul style="list-style-type: none"> begin to interpret their own ideas about Goldilocks link Goldilocks' experiences to their own
Popcorn	Understanding	Pop, pop, stop <ul style="list-style-type: none"> take an interest in the song and popcorn respond to what they see and hear 	Popcorn pop <ul style="list-style-type: none"> begin to follow the actions and body language of others point and gesture to express themselves 	Shakers <ul style="list-style-type: none"> begin to understand action words explore shakers and play sounds to a beat 	Shake up <ul style="list-style-type: none"> understand popcorn makes different sounds when shaken follow simple instructions eg shaking to a beat 	Popcorn <ul style="list-style-type: none"> respond to instructions involving a two-part sequence and listening to contrasting pitch 	Popcorn dance <ul style="list-style-type: none"> bring together their ideas to create their own 'popcorn' dance be happy to perform to others
Rhyme time	Speaking	Cuckoo, cherry tree <ul style="list-style-type: none"> communicate their needs in a variety of ways make sounds in response to the activity 	Roll to me <ul style="list-style-type: none"> enjoy babbling and experimenting with sound respond to the activity by rolling the ball 	Miss Mary Mac <ul style="list-style-type: none"> use body percussion to match the words in the song join in with repeated words 	Have you ever? <ul style="list-style-type: none"> begin to use more complex words enjoy making up silly rhymes to the song 	Here's a flapping ghost <ul style="list-style-type: none"> use imagination and vocabulary to extend the activity into their own initiated play 	Mr and Mrs Smith <ul style="list-style-type: none"> interpret the nonsense sentences in the song link sentences to their experiences
Mousie Brown	Speaking	Little Mousie <ul style="list-style-type: none"> make their own sounds in response to the song practise speech sounds 	Mousie is exploring <ul style="list-style-type: none"> use sounds as they play begin to put words together use instruments to create sounds 	Hickory dickory <ul style="list-style-type: none"> use language to express how mouse is feeling use imagination to interpret and re-enact the story 	Little Mousie Brown <ul style="list-style-type: none"> use talk to connect ideas explain what is happening and anticipate what will happen next 	Mousie Brown goes to school <ul style="list-style-type: none"> extend vocabulary and use language to imagine and recreate experiences 	Mice are nice <ul style="list-style-type: none"> express themselves using a puppet theatre develop their own narratives and explanations by connecting ideas

Stories and sounds

SPECIFIC Area of Learning for: Literacy

General learning

The unit **Stories and sounds** focuses on the EYFS SPECIFIC Area of Learning and Development for **Literacy**, although it also impacts on the other areas of learning.

This unit encourages children to link sounds and letters together and to begin to read and write, by using a variety of reading materials such as books, poems, chants etc.

By taking part in the activities, children will have the opportunity to develop the following **aspects of learning**:

Reading:

- reading and understanding simple sentences;
- using phonic knowledge to read regular and common irregular words;
- demonstrating understanding when talking with others about what they have read.

Writing:

- using phonic knowledge to write words which match spoken sounds;
- writing simple sentences which can be read by themselves and others;
- spelling some words correctly and spelling other words in phonetically plausible way.

Musical learning

General musical focus – **structure**

Colourful creatures

- Use sound effects, instruments and puppets to retell stories from songs. Use sound cards to build words.

Jamaquack jive

- Make up nonsense words and silly sounds to accompany songs and chants.

Sing me a story

- Listen to stories within songs and use costumes and instruments to create performances.

Copycat sounds

- Perform nonsense songs and accompanying actions. Play soundmakers and instruments to accompany songs.

Rock candy

- Perform hand, arm and full body actions to accompany songs.

Tell me a tale

- Sing and act out cumulative stories within songs.

STORIES AND SOUNDS - opportunities for learning

SPECIFIC Area of Learning: literacy

Aspect of learning	22-36 mths	30-50 mths	40-60 mths	Early learning goals
	For children to:			
Colourful creatures	Reading One little pig <ul style="list-style-type: none"> enjoy favourite stories and sounds use props and puppets repeat familiar words 	Huff puff <ul style="list-style-type: none"> begin to recognise rhythm in spoken words listen and join in with repeated refrains anticipate key events and characters in the story 	The bat and cat <ul style="list-style-type: none"> be able to identify a rhyming string hear and say initial sounds in words begin to segment and blend sounds 	The green wide-mouthed tree frog <ul style="list-style-type: none"> read the story aloud and use phonic knowledge to decode the words demonstrate their understanding by talking to others about the story
Jamaquack	Reading Zippity dee <ul style="list-style-type: none"> repeat words in the chant segment and clap graphemes change initial sounds to make new words 	Pop, pop, pop <ul style="list-style-type: none"> show awareness of rhyme and alliteration listen with attention and recall join in with repeated words 	Jamaquack <ul style="list-style-type: none"> continue a rhythm string hear and say initial sounds in words change words to make new rhymes 	Old MacGregor <ul style="list-style-type: none"> use phonic knowledge to decode words make up new words and nonsense words by adding their own verses to the song
Sing me a story	Reading Sally go round the stars <ul style="list-style-type: none"> repeat words and phrases of the song replace some words with their own link actions to words 	Witch's song <ul style="list-style-type: none"> recognise rhyme in spoken word listen with increasing attention recall and describe principal characters and events in the song 	Three billy goats <ul style="list-style-type: none"> identify the main events, characters and sequences of a story use soundmakers to represent characters and events 	Me Tarzan, you Jane <ul style="list-style-type: none"> read the words of the song together and demonstrate their understanding by talking about it with others
Copycat sounds	Writing Allee galloo <ul style="list-style-type: none"> copy actions to accompany the song wiggle fingers to build up hand muscles 	Bling blang <ul style="list-style-type: none"> develop gross and fine motor skills by performing actions to the song write some of the initial sounds 	Spots, spots, spots <ul style="list-style-type: none"> talk about letters that represent the sounds they hear watch an adult writing the word 'spot' so they can see spelling in action 	Seaside song <ul style="list-style-type: none"> write in a sand tray after singing the song
Rock candy	Writing I can hear Daniel <ul style="list-style-type: none"> clap and move fingers to build up hand muscles 	Mashed potato <ul style="list-style-type: none"> move hands fingers to build up muscles sometimes give meaning to mark-making 	Clap your hands <ul style="list-style-type: none"> make up a new verse for the song, either independently mark-making or writing, or an adult scribing 	Rock candy <ul style="list-style-type: none"> write their own version of 'Rock Candy' with encouragement
Tell me a tale	Writing Here's a box <ul style="list-style-type: none"> clap and move fingers to build up hand muscles 	Kings and queens <ul style="list-style-type: none"> make up more verses for the song - adults could write down the words for the children to see 	The king is in the castle <ul style="list-style-type: none"> write a list of the characters that they have been chosen to perform (some children will need adults to scribe for them) 	Sleeping beauty <ul style="list-style-type: none"> copy sounds from the rap eg 'goo ga goo', 'flee fly flo' etc begin to write simple sentences

Moving patterns

SPECIFIC Area of Learning for: Numeracy

General learning

The unit ***Moving patterns*** focuses on the EYFS SPECIFIC Area of Learning and Development for ***Mathematics***, although it also impacts on the other areas of learning.

This unit provides children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple additions and subtraction problems. Children are also encouraged to describe shapes, spaces and measures.

By taking part in the activities, children will have the opportunity to develop the following **aspects of learning**:

Numbers:

- counting with numbers from 1 to 20 and placing numbers in order;
- saying which number is one more or one less than a given number;
- using quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer;
- solving problems including doubling, halving and sharing.

Shape, space and measure:

- using everyday language to talk about size, capacity, position, distance, time etc;
- using everyday language to compare quantities and objects, and to solve problems;
- recognising, creating and describing patterns;
- exploring characteristics of everyday objects and shapes;
- using mathematical language to describe objects and shapes.

Musical learning

General musical focus - **structure**

Minibeasts

- Perform cumulative circle game-songs and chants adding in sounds of different instruments.

All aboard!

- Chant and sing 'call and response' patterns and join in with an African passing game using a strong beat.

Dumplings

- Sing a Caribbean 'call and response' song and play a circle game to a chant.

Stamp and clap

- Sing a song and reverse the actions, arrange and rearrange musical sounds. Use vocal effects in an echo chant.

Shape up!

- Sing cumulative songs using dried food shakers to accompany the singing. Use body percussion sounds to create a new song with a similar structure.

Wheels

- Sing cumulative songs with actions and accompaniments on instruments and other sound sources.

MOVING PATTERNS - opportunities for learning

SPECIFIC Area of Learning: numeracy

	Aspect of learning	22-36 mths <small>For children to:</small>	30-50 mths <small>For children to:</small>	40-60 mths <small>For children to:</small>	Early learning goals <small>For children to:</small>
Minibeasts	Numbers	Playing in the garden <ul style="list-style-type: none"> recite some number names in sequence understand that groups change quantity when things are added 	Busy bees <ul style="list-style-type: none"> begin to represent numbers using fingers show an interest in numerals and recite numbers 1 to 10 	Cricket capers <ul style="list-style-type: none"> count down from 10 to 1 develop an understanding of abstraction by counting hops and jumps, with adult help 	Minibeast parade <ul style="list-style-type: none"> add and subtract two single-digit numbers count reliably and place numbers in order
All aboard!	Numbers	Chuff chuff <ul style="list-style-type: none"> recite some number names in sequence use some quantity language eg 'more' and 'a lot' 	Shaky old train <ul style="list-style-type: none"> use some number names and language spontaneously sometimes match numeral and quantity correctly 	On the train to London <ul style="list-style-type: none"> count up to ten and begin to count beyond begin to use vocabulary involved in adding and subtracting 	I'm a train <ul style="list-style-type: none"> estimate how many objects they see and check by counting solve simple maths problems eg counting, halving etc
Dumplings	Numbers	Roly-poly dumplings <ul style="list-style-type: none"> select correct objects when asked eg 'please give me two' understand that groups change quantity when things are added 	The missing dumplings <ul style="list-style-type: none"> use some number names and language spontaneously show curiosity about numbers and ask questions 	Dumplings <ul style="list-style-type: none"> estimate how many objects they see and check by counting begin to use language eg add, subtract, more, fewer 	Dumpling dance <ul style="list-style-type: none"> count reliably with numbers and place them in order add/subtract two single-digit numbers and solve problems
Stamp and clap	Shape, space and measure	Fingers on the floor <ul style="list-style-type: none"> begin to recognise and point to objects and shapes in the environment 	Stamp and clap <ul style="list-style-type: none"> show an interest in shape and space by playing with objects, or making arrangements of them use positional language 	Drummers on parade <ul style="list-style-type: none"> use familiar objects and shapes to create patterns and sound patterns order and sequence events 	Sound parade <ul style="list-style-type: none"> use everyday language to compare size, quantity and objects recognise and describe patterns with objects and sound
Shape up	Shape, space and measure	Round and flat <ul style="list-style-type: none"> begin to categorise objects according to properties begin to use the language of size 	Supermarket song <ul style="list-style-type: none"> show an interest in shape and space by playing with objects begin to use positional language show awareness of similarities of shapes in the environment 	Trolley travels <ul style="list-style-type: none"> begin to use mathematical names for 2D 'flat' and 3D 'solid' shapes describe relative position eg 'behind', 'next to' etc 	Music market <ul style="list-style-type: none"> recognise, create and describe patterns with actions and body percussion add their own actions to extend patterns
Wheels	Shape, space and measure	Sit and ride chant <ul style="list-style-type: none"> notice simple shapes and patterns begin to use language of size and space eg 'middle' and 'wide' 	One little scooter <ul style="list-style-type: none"> show an interest in shapes in the environment begin to use positional language draw shapes to scoot around in the outdoor area 	Five wonky bicycles <ul style="list-style-type: none"> begin to use mathematical language to describe shapes use everyday language to describe position eg following a pathway/making a journey 	Tricky tandems <ul style="list-style-type: none"> use everyday language to describe objects from the story

Working world

SPECIFIC Area of Learning for: Understanding the world

General learning

The unit **Working World** focuses on the EYFS SPECIFIC Area of Learning and Development for **Understanding the world**, although it also impacts on the other areas of learning.

This unit guides children to make sense of their physical world and their communities. The unit provides opportunities to explore, observe and find out about people, places, technology and the environment.

By taking part in the activities, children will have the opportunity to develop the following **aspects of learning**:

People and communities:

- talking about past and present events in their own lives and in the lives of family members;
- understanding that other children do not always enjoy the same things - and being sensitive to this;
- discovering similarities and differences between themselves and others, and among families, communities and traditions;

The world:

- knowing similarities and differences in relation to places, objects, materials and living things;
- talking about features of their own environment and how environments may vary from one to another;
- making observations of animals and plants and explain why some things occur, and talk about changes.

Technology:

- recognising that a range of technology is used in places such as homes and schools;
- selecting and using technology for particular purposes.

Musical learning

General musical focus – **texture**

Farm time

- Explore animal movements, matching them to sounds and performing them singly and in combination using a simple graphic score.

Our town

- Create and perform combinations of sounds used expressively to illustrate a town at night and day.

Recycling

- Explore and combine a variety of environmental sounds using litter.

Light

- Express feelings in music by responding to the moods suggested by the colours of the rainbow.

Working toys

- Create and perform a variety of sound sequences based on movements, first singly then in combination.

Robots

- Make sequences of sounds with combinations of metallic instruments and soundmakers in a song and a story. Use a simple graphic score.

WORKING WORLD - opportunities for learning

SPECIFIC Area of Learning: understanding the world

Aspect of learning		22-36 mths	30-50 mths	40-60 mths	Early learning goals
		For children to:	For children to:	For children to:	For children to:
Farm time	People and communities	The farmer's on his farm <ul style="list-style-type: none"> talk with adults and other children about local communities learn about the animals who live on the farm and what they produce 	When we're on the farm <ul style="list-style-type: none"> show an interest in different occupations and ways of life talk about their local communities, and if they have visited a farm 	Farmyard scene <ul style="list-style-type: none"> learn about farm routines share their feelings experiences about farms and farm animals 	Farm animals and beyond <ul style="list-style-type: none"> talk about past and present events and experiences linked to farms and animals understand that others do not always enjoy the same things and show sensitivity to this
Our town	People and communities	The world's at work <ul style="list-style-type: none"> imitate everyday events in pretend play learn about the similarities and differences between themselves and others 	Working night and day <ul style="list-style-type: none"> show an interest in the lives of others, particularly the people who help us recognise and describe special events of family and friends 	Foxy comes to town <ul style="list-style-type: none"> learn about routines of nighttime including sounds use vocal sounds and body percussion to express their feelings of the story 	Who else is in town? <ul style="list-style-type: none"> recall past/present events show awareness of others having different opinions tell the story to reflect their own ideas and experiences
Recycling	The world	Paper hunt <ul style="list-style-type: none"> explore objects and notice detailed features of objects in their environment identify differences in these features 	Can you copy me? <ul style="list-style-type: none"> comment and ask questions about the world around them show care and concern for environment and recycling and talk about their world 	Big litter monster <ul style="list-style-type: none"> look at and recognise similarities, differences and patterns in objects/sounds develop an understanding of what happens to litter when it is recycled 	Where does it end? <ul style="list-style-type: none"> recognise similarities and differences in objects, sorting into groups for recycling
Light	The world	How does your garden grow? <ul style="list-style-type: none"> explore objects and notice different features of objects in their environment 	Hello, Mr Sun <ul style="list-style-type: none"> comment and ask questions about their world talk about things they have observed such as the sun and how it helps plants to grow 	Rainbow dreams <ul style="list-style-type: none"> talk about rainbows and the different colours comment on when they would see a rainbow, eg what type of weather is needed to form a rainbow 	My rainbow <ul style="list-style-type: none"> use everyday language to compare size, quantity and objects recognise and describe patterns
Working toys	Technology	Watch that move <ul style="list-style-type: none"> show an interest in toys with simple mechanisms begin to operate mechanical toys 	My machine <ul style="list-style-type: none"> begin to comment on why and how things work operate simple equipment and machines show interest in toys with moving parts 	Moving toys <ul style="list-style-type: none"> talk about how machines work and the noises they make replicate the machine noises and sounds on instruments and soundmakers 	The little toymaker <ul style="list-style-type: none"> recognise a range of technology is found at home and in their setting talk about similarities and differences between machines and living things
Robots	Technology	I'm walking like a robot <ul style="list-style-type: none"> show an interest in the parts of the robot begin to operate the different parts, with the support of an adult 	Robot walk <ul style="list-style-type: none"> show interest in technological toys make comments and ask questions about how the toys work, and talk about what they have observed 	Robot builders <ul style="list-style-type: none"> know how to operate simple equipment eg CD player, remote control explore different sounds using metal objects and combine sounds to create a sequence 	Mending the Iron Man <ul style="list-style-type: none"> use everyday language to describe objects in the story talk about the parts of the Iron Man and what they do design and reconstruct their own Iron Man

Our Senses

SPECIFIC Area of Learning for: expressive arts and design

General learning

The unit **Our Senses** focuses on the EYFS SPECIFIC Area of Learning and Development for **Expressive arts and design**, although it also impacts on the other areas of learning.

This unit enables children to explore and play with a wide range of media and materials. It also provides them with opportunities for sharing their thoughts, ideas and feelings through art, music, movement, dance, role-play, and design and technology.

By taking part in the activities, children will have the opportunity to develop the following **aspects of learning**:

Exploring and using media and materials:

- singing songs, making music and dance, and experimenting with ways of changing them;
- safely using and exploring a variety of materials, tools and techniques;
- experimenting with colour, design, texture, form and function.

Being imaginative:

- using what they have learnt about media and materials in original ways, thinking about uses and purposes;
- representing their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Musical learning

General musical focus – **timbre**

Seaside

- Listen to sounds associated with the seaside, exploring them through play.

Clocks

- Match actions, vocal and instrumental sounds to experiences at certain times of day.

Soundwall

- Recognise and explore how sounds can be made and changed.

Papery sounds

- Recognise and control a variety of ways of making sounds with paper. Use the sounds expressively and descriptively.

Cake makers

- Recognise and control ways in which using different actions can make sounds change.

Teddy bear

- Match body actions to playing instruments. Create and perform expressive music to accompany narrative, responding to the graphics of a storyboard.

OUR SENSES - opportunities for learning

SPECIFIC Area of Learning: expressive arts and design

	Aspect of learning	22-36 mths <small>For children to:</small>	30-50 mths <small>For children to:</small>	40-60 mths <small>For children to:</small>	Early learning goals <small>For children to:</small>
Seaside	Exploring and using media and materials	Seaside soundmakers <ul style="list-style-type: none"> be happy to join in with their favourite songs create their own sounds by shaking and tapping objects 	What can you see? <ul style="list-style-type: none"> enjoy joining in with songs, and respond to music with their bodies play sound patterns with contrasting timbre and tone colours 	Uncle Chain Maker <ul style="list-style-type: none"> begin to build a repertoire of songs and dances use their bodies to make a chain suggest actions and movements to accompany the song 	Seaside symphony <ul style="list-style-type: none"> be confident to create their own music discuss and practise ideas, experiment and make changes to them
Clocks	Exploring and using media and materials	The clock goes tick tock <ul style="list-style-type: none"> create sounds by shaking, tapping or blowing begin to respond with their bodies to the tick tock in the song 	Our clocks tick <ul style="list-style-type: none"> explore and learn how sounds can be changed discuss how clocks help us to follow our routines of the day 	Our clocks move <ul style="list-style-type: none"> explore vocal and body sounds begin to build a repertoire of songs and dances use body movements to respond to the song 	Time passing by in a dream <ul style="list-style-type: none"> use their inspiration from the painting to create and invent their own sounds explore different soundmakers and tone colours
Soundwall	Exploring and using media and materials	Play a soundwall <ul style="list-style-type: none"> create sounds by shaking, tapping or blowing make different sounds with a variety of different materials 	What can you play? <ul style="list-style-type: none"> explore and learn how sounds can be changed respond with movement to what they hear and see 	Play it, change it <ul style="list-style-type: none"> explore different sounds of instruments manipulate materials to achieve a planned effect, and combine to create new effects 	Aiken Drum <ul style="list-style-type: none"> safely experiment with different sounds explore a variety of materials and experiment to create different effects
Papery sounds	Being imaginative	Can you do this? <ul style="list-style-type: none"> explore different types of paper to create their own sounds, with adult help if necessary 	Everybody do this <ul style="list-style-type: none"> develop imagination by making different sounds with paper 	Sound walk <ul style="list-style-type: none"> replicate the sounds they heard on their sound walk by selecting and using different/contrasting resources to create the sounds 	I shake my paper gently <ul style="list-style-type: none"> represent their own ideas using music create their own endings for the poem
Cake makers	Being imaginative	Sounds on the move <ul style="list-style-type: none"> begin to make-believe by pretending and to describe actions, with help create their own sounds to accompany the song, using a wide range of resources 	Cake for tea <ul style="list-style-type: none"> explore shapes, textures and materials in the activity 	I have sounds one and two <ul style="list-style-type: none"> play alongside other children who are engaged in the same activity be confident in creating and replicating sounds for other children to guess 	Shake, tappety scrape <ul style="list-style-type: none"> use materials in original ways represent their own ideas in music identify similar and different sounds
Teddy bear	Being imaginative	Teddy bear moves <ul style="list-style-type: none"> begin to make-believe by pretending use the teddy to stimulate imagination 	Teddy bear, teddy bear <ul style="list-style-type: none"> develop preferences for forms of expression use imagination to create sounds to translate teddy's actions 	Teddy's day out <ul style="list-style-type: none"> create simple representation of events, people and objects introduce a storyline or narrative into their play 	Teddy bear's picnic <ul style="list-style-type: none"> create music for the teddy bears' picnic listen to and talk about the illustrative sounds they have made