

Playgroup 2018-2019 overview

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Literacy | <p><u>Three Billy Goats Gruff</u></p> <p><u>Reading</u> Shares some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>Writing</u> Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning. Therefore providing opportunities to explore tools and resources</p> | <p><u>Peace at Last</u></p> <p><u>Reading</u> Shares some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>Writing</u> Adults to draw attention to marks, signs and symbols in the environment and talk about what they represent. Provide materials which reflect a cultural spread, so that children see symbols and marks with which they are familiar, e.g. Chinese script on a shopping bag.</p> | <p><u>The Three little pigs</u></p> <p><u>Reading</u> Shares some favourite stories, rhymes, songs, poems or jingles.</p> <p>Shares some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>Writing</u> Adults to draw attention to marks, signs and symbols in the environment and talk about what they represent. Provide materials which reflect a cultural spread, so that children see symbols and marks with which they are familiar, e.g. Chinese script on a shopping bag.</p> | <p><u>The Gruffalo</u></p> <p><u>Reading</u> Repeats words or phrases from familiar stories.</p> <p>Shares some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>Writing</u> Distinguishes between the different marks they make.</p> | <p><u>Jack and the Beanstalk</u></p> <p><u>Reading</u> Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'</p> <p>Exce. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. (30-50m)</p> <p><u>Writing</u> Distinguishes between the different marks they make.</p> | <p><u>The Tiger who came to tea</u></p> <p><u>Reading</u> Repeats words or phrases from familiar stories.</p> <p>Exce. Listens to and joins in with stories and poems, one-to-one and also in small groups. (30-50m)</p> <p>Enjoys rhyming and rhythmic activities.</p> <p><u>Writing</u> Distinguishes between the different marks they make.</p> <p>Exce. Gives meaning to marks they make as they draw, write and paint.</p> |
| Number and shape | <p><u>Number</u> Knows that things exist, even when out of sight. Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and</p> | <p><u>Number</u> Knows that things exist, even when out of sight. Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies</p> | <p><u>Number</u> Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> | <p><u>Number</u> Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Recites some number</p> | <p><u>Number</u> Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of</p> | <p><u>Number</u> Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when</p> |

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| | cars in separate piles. Says some counting words randomly. <u>Shape space and measures</u> Enjoys filling and emptying containers. Associates a sequence of actions with daily routines. Beginning to understand that things might happen 'now'. | and cars in separate piles. Says some counting words randomly <u>Shape space and measures</u> Enjoys filling and emptying containers. Associates a sequence of actions with daily routines. Beginning to understand that things might happen 'now'. | Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. <u>Shape space and measures</u> Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. | names in sequence. Creates and experiments with symbols and marks representing ideas of number. <u>Shape space and measures</u> Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. | number. Begins to make comparisons between quantities. <u>Shape space and measures</u> Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time. | something is added or taken away. Exce. Uses some number names and number language spontaneously. Uses some number names accurately in play. <u>Shape space and measures</u> Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time. Exce - Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. |
| Theme | All about me | | Family and friends | | Our School and the wider Community | |
| Prime PSED | <u>Making Relationships</u> Plays alongside others. Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or | <u>Making Relationships</u> Plays alongside others. Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or | <u>Making Relationships</u> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. | <u>Making Relationships</u> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. | <u>Making Relationships</u> Interested in others' play and starting to join in. Seeks out others to share experiences. May form a special friendship with another child. | <u>Making Relationships</u> Interested in others' play and starting to join in. Seeks out others to share experiences. Exce - Can play in a group, extending and |

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| <p>reassurance if becomes anxious. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</p> <p><u>Self-confidence and self-awareness</u> Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).</p> <p><u>Managing feelings and behaviour</u> Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. Responds to a few appropriate boundaries, with encouragement and support. Begins to learn that some things are theirs, some things are shared, and</p> | <p>reassurance if becomes anxious. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</p> <p><u>Self-confidence and self-awareness</u> Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult. <u>Managing feelings and behaviour</u> Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. Responds to a few appropriate boundaries, with encouragement and</p> | <p><u>Self-confidence and self-awareness</u> Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).</p> <p><u>Managing feelings and behaviour</u> Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed.</p> | <p><u>Self-confidence and self-awareness</u> Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.</p> <p><u>Managing feelings and behaviour</u> Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed.</p> | <p><u>Self-confidence and self-awareness</u> Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.</p> <p><u>Managing feelings and behaviour</u> Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> | <p>elaborating play ideas, e.g. building up a role-play activity with other children. <u>Self-confidence and self-awareness</u> Can select and use activities and resources with help. Exce. Welcomes and values praise for what they have done. <u>Managing feelings and behaviour</u> Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p>Exce - Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> |
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| | some things belong to other people. | support. Begins to learn that some things are theirs, some things are shared, and some things belong to other people. | | | | |
| CL | <p><u>Listening and attention</u> Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear.</p> <p><u>Understanding</u> Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Understands simple sentences (e.g. <i>'Throw the ball.'</i>)</p> <p><u>Speaking</u> Copies familiar expressions, e.g. 'Oh dear', 'All gone'. Beginning to put two words together (e.g. <i>'want ball'</i>, <i>'more juice'</i>).</p> | <p><u>Listening and attention</u> Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear.</p> <p><u>Understanding</u> Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Understands simple sentences (e.g. <i>'Throw the ball.'</i>)</p> <p><u>Speaking</u> Beginning to put two words together (e.g. <i>'want ball'</i>, <i>'more juice'</i>). Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>).</p> | <p><u>Listening and attention</u> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</p> <p><u>Understanding</u> Identifies action words by pointing to the right picture, e.g., <i>"Who's jumping?"</i> Understands more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i></p> <p><u>Speaking</u> Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>'I have it'</i>. Uses a variety of</p> | <p><u>Listening and attention</u> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes.</p> <p><u>Understanding</u> Identifies action words by pointing to the right picture, e.g., <i>"Who's jumping?"</i> Understands more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i></p> <p><u>Speaking</u> Uses language as a powerful means of widening contacts, sharing feelings,</p> | <p><u>Listening and attention</u> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes.</p> <p><u>Understanding</u> Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>). Developing understanding of simple concepts (e.g. <i>big/little</i>).</p> <p><u>Speaking</u> Uses gestures, sometimes with limited talk, e.g. reaches toward</p> | <p><u>Listening and attention</u> Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus Exce - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <u>Understanding</u> Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>). Developing understanding of simple concepts (e.g. <i>big/little</i>). Exce. Responds to</p> |

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| | <p>Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>). Beginning to ask simple questions.</p> | <p>Beginning to ask simple questions. Beginning to talk about people and things that are not present.</p> | <p>questions (e.g. <i>what, where, who</i>). Uses simple sentences (e.g. ' <i>Mummy gonna work.</i> ') Beginning to use word endings (e.g. <i>going, cats</i>).</p> | <p>experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating.</p> | <p>toy, saying ' <i>I have it</i> '. Uses a variety of questions (e.g. <i>what, where, who</i>). Uses simple sentences Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating.</p> | <p>simple instructions, e.g. to get or put away an object. <u>Speaking</u> Uses a variety of questions (e.g. <i>what, where, who</i>). Uses simple sentences Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Exce. Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> |
| PD | <p>Explore movements big and small using our bodies <u>Moving and handling</u> <u>Gross</u> Walks upstairs holding hand of adult. Comes downstairs backwards on knees (crawling). Beginning to balance blocks to build a small tower. Makes connections</p> | <p>Explore movements big and small using our bodies <u>Moving and handling</u> <u>Gross</u> Walks upstairs holding hand of adult. Comes downstairs backwards on knees (crawling). Beginning to balance blocks to build a small tower. Makes connections</p> | <p>Push and pull with our bodies/Manipulating tools <u>Moving and handling</u> <u>Gross</u> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. <u>Fine</u></p> | <p>Push and pull with our bodies/Manipulating tools <u>Moving and handling</u> <u>Gross</u> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. <u>Fine</u> Turns pages in a book, sometimes several at</p> | <p>Move safely using our bodies/ explores one-handed tools <u>Moving and handling</u> <u>Gross</u> Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Walks upstairs or downstairs holding onto a rail two feet to a step.</p> | <p>Move safely using our bodies/ explores one-handed tools <u>Moving and handling</u> <u>Gross</u> Experiments with different ways of moving. Exce - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling,</p> |

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| | <p>between their movement and the marks they make. <u>Fine</u> Makes connections between their movement and the marks they make. <u>Health and self-care</u> Clearly communicates wet or soiled nappy or pants. Shows some awareness of bladder and bowel urges. Shows awareness of what a potty or toilet is used for. Shows a desire to help with dressing/undressing and hygiene routines.</p> | <p>between their movement and the marks they make. <u>Fine</u> Makes connections between their movement and the marks they make. <u>Health and self-care</u> Clearly communicates wet or soiled nappy or pants. Shows some awareness of bladder and bowel urges. Shows awareness of what a potty or toilet is used for. Shows a desire to help with dressing/undressing and hygiene routines.</p> | <p>Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. <u>Health and self-care</u> Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.</p> | <p>once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. <u>Health and self-care</u> Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.</p> | <p><u>Fine</u> Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines. May be beginning to show preference for dominant hand. <u>Health and self-care</u> Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> | <p>walking, running, jumping, skipping, sliding and hopping. <u>Fine</u> Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines. May be beginning to show preference for dominant hand. <u>Health and self-care</u> Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. Manages washing and drying hands.</p> |
| U of W Science | <p>Explore with our senses using natural materials Beginning to learn about what happens now and next</p> | | <p>Explore difference and similarities Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> | | <p>Things we see and hear Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> | |
| P & C (History) | <p>Changes within living memory – daily/weekly routines Beginning to have their own friends. Is curious about people and shows interest in stories</p> | | <p>Lives of significant people – My family Enjoys pictures and stories about themselves, their families and other people. Has a sense of own immediate family and relations.</p> | | <p>Events beyond living memory/significant people in own locality – family events In pretend play, imitates everyday actions and events from own family and cultural background.</p> | |

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| | about themselves and their family. | In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. | |
| Geography | Study of the immediate environment within EYFS Notices detailed features of objects in their environment. | Explore features of the environment e.g. path, wall, routes Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | Explore the school and local area such as Lawrence Meadow and the shops Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. |
| Technology | Explore toys that move and makes sounds Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. | Explore technology with others Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. | Develop an interest in technology Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. |
| EAD Music | Exploring and learning simple rhymes by heart Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Sings to self and makes up simple songs. Makes up rhythms. Begins to move to music, listen to or join in rhymes or songs. Uses movement to express feelings. | Explore making sounds – shaking, tapping and banging Imitates and improvises actions they have observed, e.g. clapping or waving. Begins to move to music, listen to or join in rhymes or songs. Shows an interest in the way musical instruments sound. | Making movements along to rhymes, songs and familiar music Move their whole bodies to sounds they enjoy, such as music or a regular beat. Imitates and improvises actions they have observed, e.g. clapping or waving. Creates movement in response to music. |
| Art | Explore paint using sense Explores and experiments with a range of media through sensory exploration, and using whole body. | Explore different media using senses Notices and is interested in the effects of making movements which leave marks. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' | Famous artist – Claude Monet is well known for his beautiful water scenes fun and messy finger painting craft Explores colour and how colours can be changed Looks for similarities |
| DT | Explore with our senses including different textures Explores objects by linking together different approaches, shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Remembers where objects belong. | Make joins with different materials and resources including construction toys Experiments with blocks, colours and marks. Matches parts of objects that fit together, e.g. puts lid on teapot. | Builds and creates with a purpose Enjoys playing with small-world models such as a farm, a garage, or a train track. Explores using various materials such as clay, construction, junk |

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| Being imaginative | Develops simple pretend play Pretends that one object represents another, especially when objects have characteristics in common. | Begins to develop preferences for forms of expression Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Beginning to make-believe by pretending. | Develops preferences for forms of expression. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Beginning to make-believe by pretending. |
| Events | | | |
| Trips/visitors | | | |
| Inspire | | | |

Useful maths rhymes and texts

Nursery rhymes/songs and Stories

Counting - one elephant went out to play, two little Dicky Birds, Three Blind Mice, Five little Ducks, Five Little Monkeys, One Two Three Four Five Once I caught a Fish Alive, One in the Bed and the Little One Said.

Number stories- Adding - Where are my chicks?/ The shopping basket

Stories to support ordinal numbers- the three little pigs/Dear Zoo/ Mr Grumpy's outing

Sharing- Percy the park keeper, Handas surprise,

Positional language – We're going on a Bear Hunt, Hickory Dickory Dock, Jack and Jill

List of Songs to be learnt by Heart throughout the Year

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| Autumn Term | Spring Term | Summer Term |
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| Baa baa black sheep Round and round the garden | Wind the bobbin up Twinkle twinkle little star | Head, shoulders, knees and toes |
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