

Communication and Language **Prime Area**

Listening to voice of familiar staff member, parent or topic sounds such as eg saucepan lids crashing, bubbling, electric whisks. Showing a response to a familiar scent or touch such as massage of hands or feet by an adult. (Fast / slow or gentle / firm pressure.) Responding through movement, facial expression or vocalisation to being wrapped gently in a blanket (RFL) Communicating “more” or “no more” of a food at snack or meal time game or through movement, facial expression or vocalisation (RFL) Listening to rhythmic patterns, stories and finger rhymes (see below Rhyme and Rhythm in Literacy section) Responding to simple words and instructions in context and linking to object eg (“Where is your head?”). Following a verbal sequence of two or three key instructions such as “Put the cup on the table and then sit down” Understanding basic concepts such as colour, size and positional vocabulary. Understand “Who / where or what” questions Using crying, sounds, facial expressions, eye pointing, words, simple phrases, objects or symbols to communicate meaning eg “I want a...” or “I see a...” Responding to / initiating an interaction with an adult for a favourite topic game such as “Jumping beans” (REACH). Maintaining several “Circles of Communication” Repairing the game if an adult moves away. Retell a story verbally in correct order or through pictures / symbols.

Literacy **Specific Area**

Sharing topic books such as The Runaway Chapatti”, “Goldilocks and the Three Bears”, “Oliver’s Vegetables”, “The Tiger who came to Tea” “The Gingerbread Man” “Jack and The Beanstalk” Reading some words independently. Discussing content / predicting what may happen next. Showing interest in rhymes, songs and jingles. Joining in with actions / sounds / words.

Phonics (Phase 1): Sound discrimination

Listening to sounds (such as footsteps), body sounds (stamping or clapping and instrumental sounds Rhyme and Rhythm Listening to rhymes such as “In the shop I bought a ... (Old Macdonald) Copying a beat tapped out on drum / body **Phase 2** – initial sounds and blending sounds. Recognise and name alphabet sounds. Begin to recognise, segment and blend sounds of simple words. Writing Making marks in a variety of media such as jelly, custard or rice. Writing own “recipes”

Personal Social and Emotional Development **Prime Area**

Being close to a favourite adult. Looking at faces, giving eye contact, copying facial expressions or looking at what an adult is looking at (REACH) Responding to, or initiating an interaction with an adult such as swinging in a blanket. (REACH) Showing awareness of the activities of other children or supported paired drama games such as “Alan is in the garden”. Initiating interaction with another child using a gesture, word or symbol (REACH) for example offering a cup for another child to “drink”. Making choices through eye gaze, words, facial expressions, vocalisations, objects or symbols such as choosing a favourite filling for a sandwich snack Calming when rocked or under weighted blanket with help from adult (REACH) Recognition of different emotions and using gesture, facial expression and verbalisations to express emotions (REACH) Responding to boundaries of behaviour such as “Only three bears allowed at the picnic” Using pretend play or enacting topic stories to explore themes dealing with emotions such as anger / curiosity / fear (REACH) for example “Someone has stolen my cakes-what shall I do?” Starting to show some awareness of the feelings or needs of others. Asking for help from an adult with symbols, vocalisations or words (sabotage a task so that help is a necessity!) REACH Awareness of danger and keeping safe. Why must we be careful when we use knives to cut food?

Physical Development **Prime Area**

Stilling, smiling, turning head or reaching out in response to topic sounds, sights or textures such as a rough potato or soft slippery noodles! (RFL) Looking intently at own hands and feet. Noticing if they have messy play media on them such as sticky golden syrup! Moving in different ways – jumping, crawling or climbing such as a “jumping bean”. Spinning in circles in Pacers and wheelchairs. Rebound Therapy-showing awareness of being on trampoline / responding to movement or independently bouncing “up to space”. High / low. Rolling, throwing and catching a ball. Dropping a ball into a tray of flour! Make fine motor movements in sugar, corn flour, angel delight, and jelly. Using tools to cook simple recipes. Communicating thirst or hunger. Practise self-help skills – dressing and undressing through putting on and taking off cooking aprons.

Understanding the World **Specific Area**

Responding to a favourite toy such as spinning light globe with movement, facial expressions or vocalisations. Following a moving stimulus with eyes. Showing response to familiar environment (the classroom) and visually scanning or responding to a new event or object such as space music starting / stopping (RFL) Responding / show curiosity to a familiar adult such as having a blob of jam on their nose! (RFL) Explore objects by combining movements such as reaching out and grasping a toy suspended from a hoop or rail or Be Active box (RFL) Looking at pictures of themselves taking part in a teddy bears picnic. Who could it be? Talking about similarities / differences Using familiar Outside Classroom to grow vegetables and fruit. Digging in the soil and looking after plants. Noticing detailed features of their environment such as a worm in the soil. Talking about growth of plants over time **Sensory Studio / ICT**- Focusing on / tracking moving lights in dark area and projector patterns in white area. Operating simple wind up toys or programs on the computer using touch screen or mouse such as “Ten Fat Sausages” or “Fast Food Raiders” (Priory Woods). Watching “I can cook” or “Mr Bloom’s Nursery” (CBeebies)

Food and Drink

Expressive Arts and Design **Specific Area**

Tipping food over different parts of the body such as cornflakes over feet, baked beans on arms or bread crumbs on backs Responding to topic songs and music with whole bodies such as “Ten fat sausages” or “Six Currant Buns” Using Resonance Board/ Drum to lie on. Responding to sound beam trolley. Joining in with songs and creating sounds using instruments or recycled materials such a rice or pasta shaker. Imitate voice sounds and actions with an adult in a back and forth interaction (REACH) such as “Mmmmm” or blowing a raspberry Printing with food such as potatoes and carrots Painting” by squeezing tomato ketchup, brown sauce and salad cream! Understanding and using descriptive vocabulary such as “bumpy” and “soft”. Use pretend play to act out different scenarios eg going to the bakery to buy bread/ making a cup of tea.

Mathematics **Specific Area**

Experience number rhymes such as “Five red apples” or “Five Little peas in a pea pod pressed “1 Potato, 2 Potato” Object Permanence- following a toy with eyes as it goes out of sight. Showing a brief memory through movement, facial expression or vocalisation when it is re-presented. (RFL) Number –Counting backwards/forwards to 10. Counting carrots or potatoes-how many? Counting wellie boots (in pairs). One to one correspondence – matching a spade for each child to dig in the garden. Noticing and naming shapes, colours and pattern – eg making a repeat pattern from different vegetables. Finding shapes in the Outside Classroom. Showing awareness of everyday routines through visual timetable, transition songs and Objects of Reference. Anticipating an action which might happen “now” through familiar songs Experience/use language of size “tall/taller/tallest”-measuring bean plants! Positional language such as through, on, off or next to

