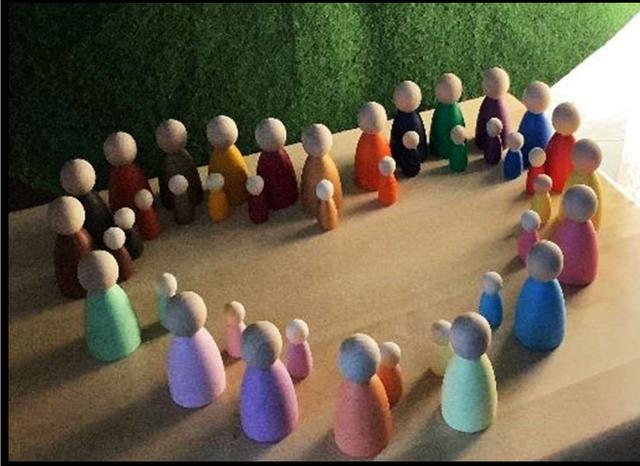




# Early Years



# Curriculum

# How we teach in the Early Years at Commonswood Primary and Nursery School



**Strong & positive relationships** underpin everything we do. These positive relationships with the children, parents, carer and each other are essential to achieving the best outcomes for the children we teach.

**High quality interactions** between the children and practitioners mean the adults listen to and help extend children's thinking, promoting self-esteem and developing curiosity.

**Environments** have been developed with a hyggelig approach, allowing children to feel safe, calm and emotional secure.

**Knowledge** and understanding of child development, characteristics of effective learning and providing exciting and challenging ways to learn.

**Adult-led and child-led learning**, ensuring an appropriate mix of both.

**Observational assessment** means practitioners know each child's strengths, needs and passions which forms the basis of our planning.

Observational assessment involves:

- Noticing the child- what they are saying/doing/curious about?
- Understanding the child – consider what this tell us about what they know/understand/are interested in.
- Teach – use this information to make an immediate impact on the child's learning.

Teaching can look like any of the following:

**ENABLING LEARNING THROUGH:**

Drawing attention to  
Developing reasoning and making connections  
Exploring ideas together

**PROVIDING OPPORTUNITIES FOR CHILDREN TO:**

Manipulate, experience, see  
Engage in talk (listen, analyse, and discuss)  
Be inquisitive and investigate

**PROMPTING CHILDREN'S THINKING THROUGH**

What do you notice?  
What is the same and what is different?  
Referring to own experiences

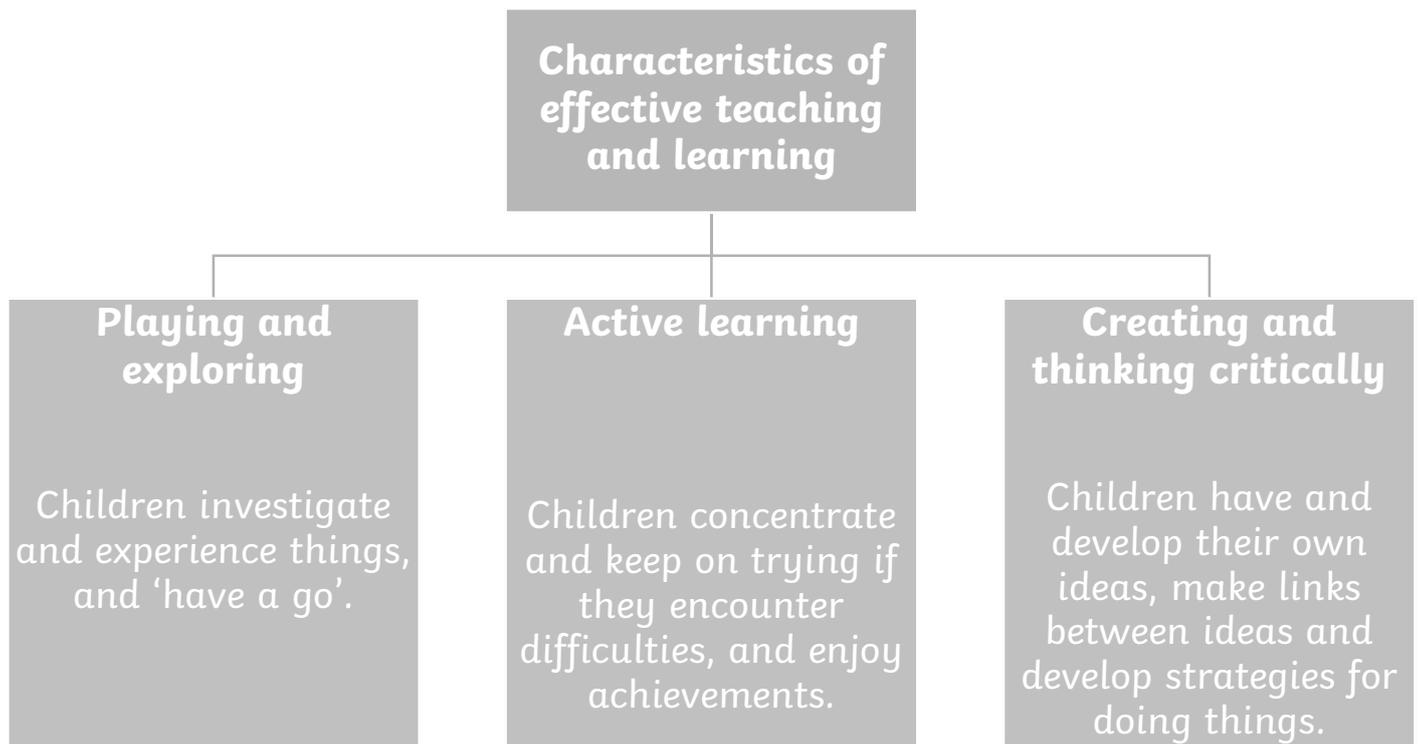
**DEVELOPING CHILDREN'S THINKING THROUGH:**

Scaffolding  
Investigation or challenge  
Providing a narrative for what they are

## Hygge

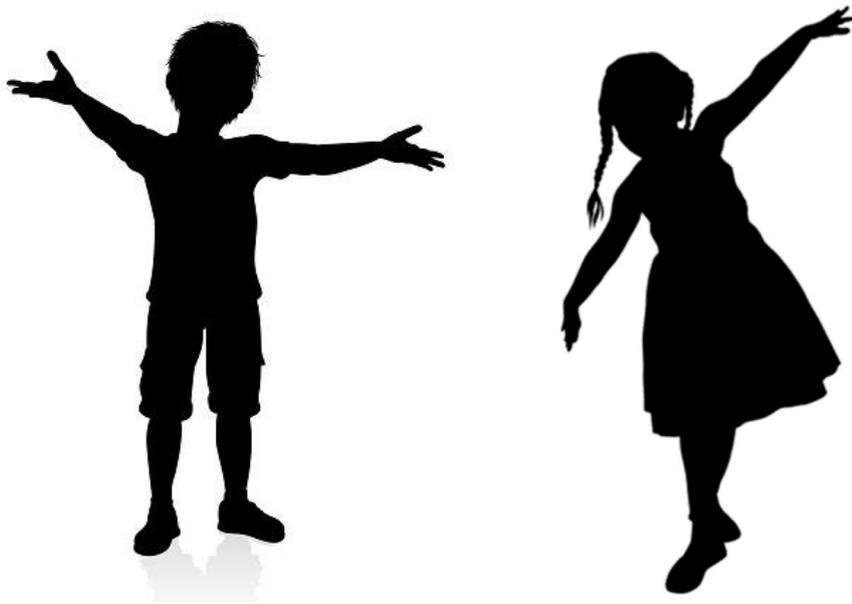
At Commonswood we understand that if a child's wellbeing is consistently low, this can have a significant impact on their involvement in learning. This is why we strive to develop strong and positive relationships with children and their families, to build trust and warm environments to help reduce stress, anxiety and fear.

# Characteristics of Effective Learning



The characteristics of effective teaching and learning underpin what happens in the Early Years Foundation Stage and are interconnected with the prime and specific areas. They are indicators of how a child engages with their learning, their motivation and thought processes behind learning and new achievements.

# The Unique Child



We meet children three times before they start at Commonswood Primary and Nursery school. We use these visits to really get to know the children to support their transition to Commonswood, helping this change to be as smooth as possible.

Home  
visits

Preschool  
visits

School  
visits

Parents and practitioners create an 'All about me' profile at the initial visit which is available for all members of the EYFS team to view on Tapestry. Information on their 'All about me' profile can be changed throughout the year.

Each child will have at least 2 focus weeks throughout the year which the parents are informed about and encouraged to share recent achievements, or extracurricular activities. This information drives our curriculum and allows us to plan for individual needs and activities.



# The role of the adult –

- To always safeguard all children.
- To encourage independence (dressing, self-care skills, using equipment, problem solving).
- Values culture of mistake making and using these as opportunities to learn.
- To form positive relationships with children and colleagues.
- To inspire, challenge and provide emotional support.
- Facilitate learning through high quality interactions and help move learning on.
- To embrace all children and their uniqueness.
- To provide a safe, secure and caring environment.
- To find and act on teachable moments.
- To be flexible and adapt to interests of the children.
- To nurture children's self-confidence and self-esteem.
- To teach children how to express and communicate their feelings in an appropriate manner.
- To understand the importance of play.
- To have a good understanding of child development.
- To make assessments which inform further planning based on children's individual needs.
- To record children's learning through observations.

Each teacher is the named key person for the children in their class.

Early Years Practitioners and Teaching Assistants are required to develop relationships, observe and assess all children within their class.

# What we are required to teach –

Below are the statutory and non-statutory documents that we use to inform and support our curriculum planning.

-  [Statutory framework for the early years foundation stage](#)
-  [Development Matters](#)

# Planned explorations and investigations

## Wanderlust study

Each week we visit the orchard with a set intention which is chosen based on the children's interest and is typically linked to the seasons. Our Wanderlust study inspires children and helps them to connect with nature. It enables them to notice things in their environment, comment on them and develop their curiosity and questioning, enhancing their knowledge of the world around them. It is child lead with some adult direction around specific skill acquisition. Through nursery and reception we progress through skills and gain knowledge about the environment, focusing on to new and interesting vocabulary. Our Wanderlust study is also linked to other curriculum areas including exploring stories, storytelling, and being imaginative.

The following topics tend to be explored during these seasons; however this is not an exhaustive list.

Autumn	
Apples	Autumn
Darkness	Fire
Hedgehogs	Leaves
Mushrooms	Owls

Spring	
Baby Animals	Beans
Beetles	Butterflies
Mindful Walk	Moon
Nests	Rain
Rainbows	Seeds
Spring Flowers	Tadpoles

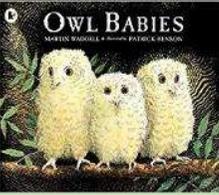
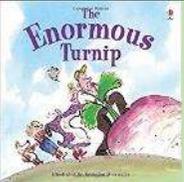
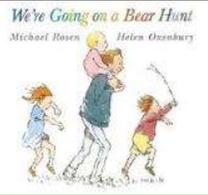
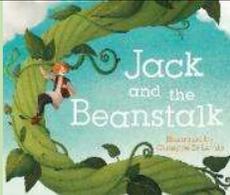
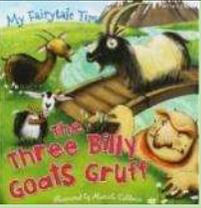
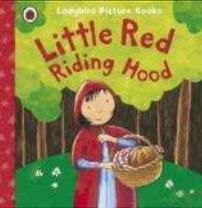
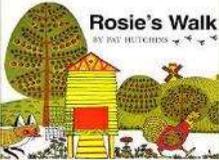
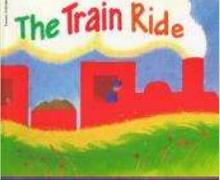
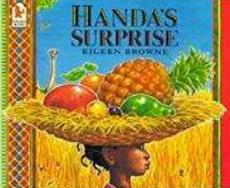
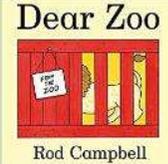
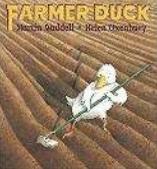
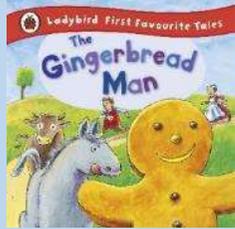
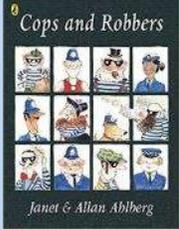
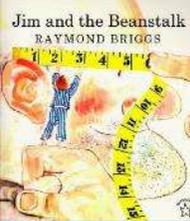
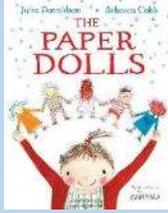
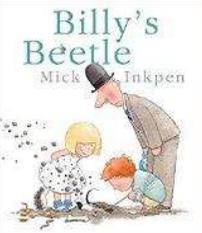
Winter	
Decoration	Hibernation
Ice	Moss
Mountains	Mud
Northern Lights	Robins

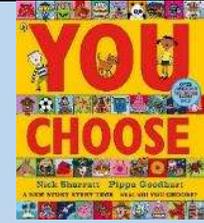
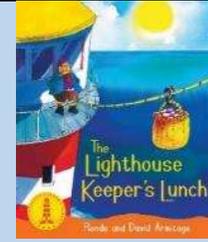
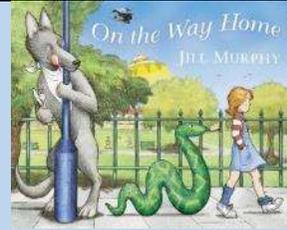
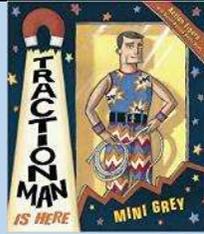
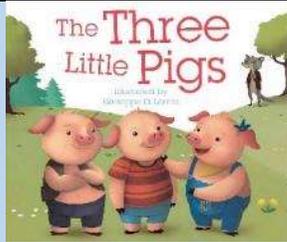
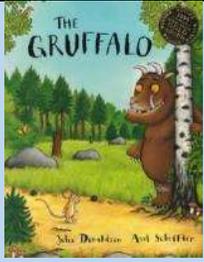
  

Summer	
Beach	Bees
Clouds	Fossils
Grasses	Herbs
Meadows	Joy
Storms	Streams
Summer Flowers	Sunshine
Shadows	Wind

# Talk 4 Writing

At Commonswood we use the talk for writing teaching framework. This impacts on children's reading, story telling, language acquisition, imagination and vocabulary. Each half term a story is chosen from the grid below and followed for four weeks using the structure underneath the grid.

Talk 4 Writing overview						
Nursery						
						
Reception						



## Week 1 – Imitation-

The children learn and explore a story, internalising the language patterns and ideas. Retelling story makes it memorable and meaningful and is repetitive. We retell the story with actions and a story map. Children memorise the story and role of the teacher changes. When the story is introduced, the speed, volume, expression and voice and sound effects change. The children listen and when comfortable are encouraged to join in. The children will join in thoroughly. By the end of the week, the teacher hands over the story to the children. The teacher may simply use the actions, whilst the children retell the story confidently.

## Week 2 – Innovation –

The teacher models how to create a new version. Children develop their own new version, making changes to the original. This version is a limited, simple version so everyone can succeed. Building upon the children's repertoire of stories and story language.

## Week 3 – Invention –

Children work more independently to create their own version of the story.

How children learn language –

- By hearing it, saying it and reading it
- Modelling, recasting and extending (modelling what we want the children to use – into sentences)
- Memorable, meaningful repetition
- Generative grammar (when child understands what words mean) Explicitly teaching language patterns we want children to achieve. Work with the story so they understand the words – hook.

Develops imagination and abstract thought – links to mathematical concepts as well as imagination

Opening	We meet the character and the scene is set.	In a distant land, Many years ago, Once upon a time, In a land far, far away, Once, when the world was young, there lived, Long, long ago, A long time ago, This is the story of, There once lived, Once, not twice, but once upon a time.
Build up	The story beings – something happens.	So, next, first, then, just the, then, after that, across the road was a house, under the table, he saw, on the ceiling was, on the other side of the valley, in the distance, far below, to one side.

Dilemma	Something terrible happens!	Suddenly, unfortunately, at that moment, unluckily.
Resolution	The problem is sorted out in some way.	Luckily, fortunately, so, but.
Ending	Everything is okay in the end.	Finally, eventually, in the end, at long last, and so it was that they lived happily ever after, and so they made their way home, and that is the end of my story, but that is a story for another day, the next day, they had a great feast/I wish you had been there!

#### Week 4 – Exploration –

Throughout the first three weeks we explore the text in great detail, immersing the children in a variety of experiences. However, in the fourth week we explore a specific part of the story even further linked to a specific writing genre. This may include cooking: following a recipe or planting something: following instructions. The children are taught about the specific differences and are encouraged to mark make in Nursery and write in Reception.

Both Nursery and Reception follow the same structure above, however, Reception focus more on story language and are encouraged to write parts of the stories that they generate, whereas the focus in Nursery is around language and mark making.

Each Talk4Writing text is carefully chosen and planned for the children each year. An overview of why the text has been chosen is considered, including all experiences and learning opportunities that we want the text to provide. Other key texts and stories are planned to ensure they are available in the provision for children to access at their leisure. These key texts are chosen to support development of language and vocabulary, exploration of the author and their interests and other books, and the topic or theme that the children are currently interested in. Songs and Nursery rhymes are planned to provide children with a bank of songs and rhymes to draw upon and adapt during their independent learning. See below for an example of an overview of a Talk4Writing text.

# Jim & the Beanstalk



## Jim and the Beanstalk

Reception

### Overview

Through our focus text, *Jim and the Beanstalk*, we are providing opportunities for the children to implement the systematic synthetic phonics that have been taught over the term and a half (phase 2+ phase 3). The exposure of different ways of story-mapping and book making will enhance the provision to promote a love of early reading and writing. Children will be supported by taught skills of using phonics mats, freezes and tricky words to write labels and short captions for more able children.

The text will be explored thoroughly with a variety of real-life opportunities such as nurturing their own seed and investigating what it needs to be able to grow. This half term we will be using the book as a stimulus as to what jobs people do to help others. We will provide opportunities to explore different occupations and invite a key professional to talk about their job (dependent on the children's interests). The children will be encouraged to pose and write questions to ask the key professional.

We will introduce the author Raymond Briggs and read some of his other books. We will display a picture of him for the children to see, make predictions about his age and life and then find out information about him. This will lead to the children choosing a new author monthly to focus our learning and their growing love of stories and rhymes.

### Provocations & Possibilities

- Giant resources in suitcase.
- Investigating growing seeds.
- Growing own seeds in outdoor area.
- Investigate how things grow; what is needed.
- How things grow; on trees/underground.
- Opportunities to taste ingredients that have not been tasted before.
- Opportunities to explore and record length, capacity, and weight in role play area (shoe shop/opticians/dentist/hairdresser<sup>s</sup>).
- Variety of measuring materials (blocks, rulers, tape measures).
- Retelling of the story verbally and using story maps/books.
- Acting out the story.
- Small world area in the suitcase to retell and act out the story.
- Looking at shapes and materials to create own glasses/teeth.

### Key Texts

*Snowman*  
*Father Christmas*  
*The Puddle Man*  
*The Bear*

*Jack and the beanstalk*  
*The Smartest Giant in Town*  
*The Giant of Jum*

### Key Songs and Rhymes

*Mary, Mary quite contrary*  
*Ring a ring a roses*  
*Oats and beans and barley grow*  
*Mulberry bush*

### Possible art links

*Creating a set of teeth/glasses*

*Gill Townsley – Large Scale Sculptures*

*Henry Fraser – People and animal mouth paintings*

### Author

*Raymond Briggs*

### Resources

- Rulers, tape measures,
- Seeds, pots, soil, trowels, watering cans,
- Plastic wallets, cotton wool, seeds
- Giant clothes, resources
- Glasses, teeth, wig
- Giant gold coins, coins
- Different sized paper, pens, phonics mats
- Water paints

### Vocabulary

- Gigantic/enormous/colossal
- Opticians
- Bald
- Misty
- Breath-taking
- Terrified
- Sympathy



# Phonics

As a whole school, we follow the systematic approach of *Little Wandle Letters and Sounds Revised*.

## Phase 1

### **Aspect 1 - General sound discrimination - environmental**

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

### **Aspect 2 - General sound discrimination - instrumental sounds**

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

### **Aspect 3 - General sound discrimination - body percussion**

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

### **Aspect 4 - Rhythm and rhyme**

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

### **Aspect 5 - Alliteration**

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

### **Aspect 6 - Voice sounds**

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of

objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

### **Aspect 7 - Oral blending and segmenting**

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

## Phase 2

In Phase 2, letters and their sounds are introduced one at a time. A set of graphemes is taught each week, in the following sequence:

**Autumn 1:** s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l

Tricky words – is, I the

**Autumn 2:** ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk

Tricky words –put, pull, full, as, and, has, his, her, go, no, to, itno, she, push, he, of, we, me, be

Additional focus – Words ending in 's' that make a 's' or 'z' sound (e.g. hats, sits, his, bags)

## Phase 3

**Spring 1:** ai, ee, igh, oa, oo/oo, ar, or, ur, ow, oi, ear, air, er

Tricky words –was, you, they, my, by, all, are, sure, pure

Additional focus – Words with double letters

– Longer words

**Spring 2:** Review taught graphemes and tricky words so far.

Additional focus – Longer words including those with double letters

– Words with ‘s’ (making a ‘s’ or ‘z’ sound) in the middle or at the end

– Words with ‘es’ (making a ‘z’ sound)

## Phase 4

**Summer 1:** Review taught graphemes so far.

Tricky words –said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today

Additional focus – Short vowels with adjacent consonants

– CVCC, CCVC, CCVCC, CCCVC,

CCCVCC (Consonant, Vowel) words

– Longer and compound words

– Words ending in suffixes: -ing, -ed, -est

**Summer 2:** Review taught graphemes and tricky words so far.

Additional focus – Long vowels with adjacent consonants

- CVCC, CCVC, CCCVC, CCV,  
CCVCC (Consonant, Vowel) words
- Longer and compound words
- Words ending in suffixes: -ing, -ed, -est

As soon as each letter is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

Recap, apply, reading + writing opportunities

# Communication and Language

Communication and language underpin everything we teach at Commonswood Primary and Nursery School.

Talk4Writing was specifically chosen to tap into children's interests, echo back what these interests are and introduce new vocabulary. Reading frequently engages them actively in stories and Talk4Writing provides ample opportunities to explore linked stories, rhymes, non-fiction books and poems.

New vocabulary is carefully thought of, planned and introduced in a variety of other ways, such as during our wanderlust study, when introducing and applying mathematical concepts and exploring children's interests from outside of school; to name a few examples. The children are provided with extensive opportunities to use and embed new vocabulary, enabling them to thrive.

## **Additional support:**

All children that attend Nursery and Reception

at Commonswood Primary and Nursery School are screened using a WellComm assessment. This is to identify a delay in language skills and understanding, and identifies specific areas to support the children through intervention. These interventions take place regularly and children make good progress throughout the year. WellComm focuses mainly on language acquisition and application.

Additionally, in Reception we use another language intervention (NELI: Nuffield Early Language Intervention) which looks at children's

- Listening comprehension
- Receptive vocabulary
- Sentence repetition
- Expressive vocabulary

Children that are identified with difficulties in these areas are taken for group interventions three times a week and an individual intervention

once a week. The NELI intervention been found to be effective in improving children’s oral language skills and promoting longer-term progress in reading comprehension.



# Physical Development

## Gross motor development

### Early Years environments -

In Nursery and Reception the children take part in a daily 'Wake and Shake' which involves the children moving their body in different ways. The environments are set up to support the children's gross motor development. Some examples of this include climbing apparatus in the outdoor areas, the use of painting easels, being encouraged to stand at the art table and using wooden blocks to build from the ground upwards.

### Physical Education lessons -

On a Friday, all children in the Early Years take part in a P.E lesson lead by the teacher. In Nursery this includes yoga and dinky dancing. In Reception it changes throughout the year but includes, yoga, games, balancing, throwing and catching and dinky dancing. The children are encouraged and have access to the same equipment and music during independent learning for them to create their own dances, games and stretches. This develops children's strength, coordination, positional awareness, stability, balance, spatial awareness, coordination and agility, and provides the foundation for developing healthy bodies and social and emotional wellbeing.



### Woodwork –

In both Nursery and Reception part of the outdoor area includes a woodwork bench. The children are taught how to use nails, saws, hammers and sand paper, and once they are able using the equipment safely, typically in the second half of Autumn term, it becomes part of

the continuous provision and children are able to access this whenever they choose.

# Fine motor development

## Busy fingers -

As the children come into school each morning, they take part in fine motor activities, we call this 'Busy Fingers'. All activities are planned carefully and facilitate progression throughout the year and support the development of muscles in the hand and fingers, and hand-eye coordination.

## Pre-handwriting skills -

All adults working in Nursery and Reception are aware of the natural progression of pre-handwriting skills and this knowledge is used to support children's individual development in mark making.

In Reception we have taught handwriting lessons which start with handwriting warm up exercises. These include: shoulder stability and strength; crossing the mid-line; wrist strength and flexibility; thumb and finger strength and dexterity and whole hand strength and dexterity. Teachers then model how to hold a pencil correctly, how to form each letter correctly, concentrating on one at a time, and the children are given the opportunity to have a go.

## Other opportunities –

Throughout independent learning there are plenty of opportunities to develop their fine motor skills including the exploration of small world activities, puzzles, arts, crafts, construction equipment (such as lego) and practising using small tools allowing to develop proficiency, control and confidence.



# Personal Social and Emotional Development

Throughout the school we follow a progressive curriculum. This ensures consistency and progression throughout the school and builds upon skills and topics each year. We explore the following throughout each term:

Autumn 1: Being in my World

Autumn 2: Celebrating Difference

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me

The curriculum focuses on personal, social and emotional development and encourages children to talk about such issues and ways of coping with our emotions that they might find difficult.

In addition to this we teach turn taking games, promote opportunities for sharing and inviting others into our play, as well as leading circle times which are responsive to specific needs and focuses on certain issues individual to each class. These circle times are a mixture of adult role-modelling, children's discussions and sharing feelings.



# Literacy

Talk4Writing is a large part of our literacy curriculum. In addition to this, we explore reading and writing in other ways.

## Reading

Throughout the Early Years at Commonswood we foster a love of reading. We understand that the more stories and book related talk children are exposed to, the wider their vocabulary and knowledge becomes. We promote a love of different texts; nature books, fiction, non-fiction, poems and decodable books. We read a variety of books throughout the day, as well as having them available in different areas of the classroom linked to particular interests, for example having non-fiction books on our wanderlust table, and our central library of books; our book areas.

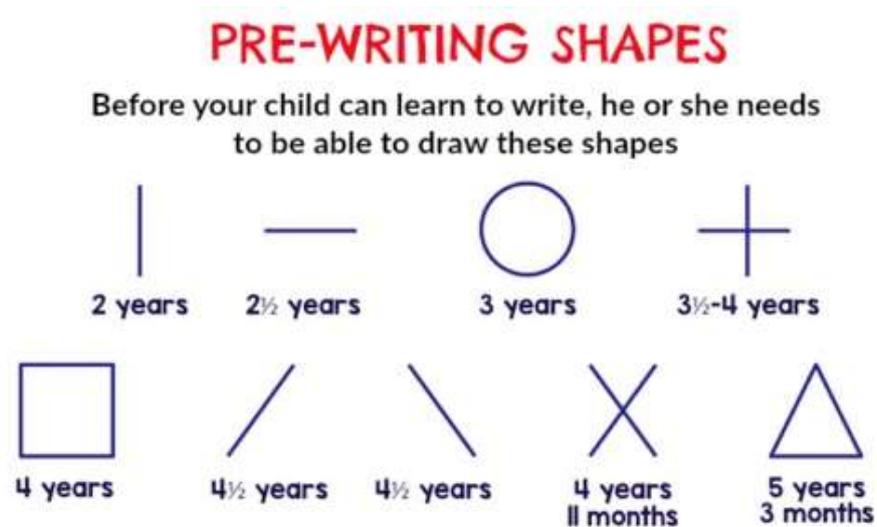
In Nursery we have a variety of story sacks that children are able to choose and take home to share with their family. These have a book and props in so they can create and share the experience of the story at home.

In Reception, children start off by selecting a library book. Once phase 2 phonics has started, and the children are beginning to identify the grapheme, say the phoneme and blend them together, they will start guided reading and bringing home an individual reading book to practise.



# Writing

At Commonswood we understand the importance of being developmentally ready for writing. This means that children have developed their gross motor skills which aid them in gaining greater control of their fine motor skills. In Nursery there is a large focus on gross motor development, as well as fine motor development, and being able to make the marks below before expecting a children to form letters.



We promote fine motor development through busy fingers each morning and promoting mark making in all areas of the classroom. Once children have established making marks and forming the pre-writing shapes, we support them in writing letters such as their name, other peoples names, labels or print that they may have seen.

In Reception we build upon these skills through the teaching of phonics and model word generation using the graphemes/phonemes that have been taught. We focus on segmenting, modelling how to do this and supporting the children to write simple words using 'robot arms'. We then encourage the children to write labels, moving on to captions and then short sentences throughout the year.



# Mathematics

## Nursery

### Number:

<p><u>Comparison</u> Comparing quantities</p>	<p>Children will have opportunities to play, explore and manipulate a variety of quantities during independent learning. They will begin to compare two small groups of object saying when there are the same. Through adult modelling they will begin to develop language such as “more” to describe sets of objects.</p>	<p>Opportunities to discuss difference in quantities – food in role play area, amounts on creative area, characters from stories etc. Introduce vocabulary – more, less, not more, the same.</p>
<p><u>Counting</u> Numbers to 10</p>	<p>This focus is about giving children the opportunity to begin to explore number. This will include counting verbally as far as they can go, and beginning to embed some of the key counting principles. This ensures that the children are developing and practising the following skills that contribute towards a deep understanding of number. <b>One to one correspondence</b>, when children touch or point to each object individually as they count and match a number to each object that is being counted. <b>The need for stable order</b>, the children will gradually find out that numbers need to be said in the same order. <b>Abstraction</b>: children may begin counting objects like cars ‘in the here and now’, in front of them, but they will also realise that many things can be counted, such as claps or jumps.</p>	<p>Focus on each number for one day. Develop by investigating the numbers 0-5, what each means, how to make it, what it looks like etc. Number rhymes counting up or down to 5. 15 episodes of <u>Number blocks</u> (up to “Series 1 Holes”) stimulus for provision. NRICH <u>Show me</u>, <u>Dice</u>, <u>Owl’s packing list</u>, <u>washing line</u> activities Numicon to support concept of one more; numicon + pegs to support concept of one less. Opportunities to subitise (up to 3). Begin to understand that numbers are made up of other numbers.</p>
<p><u>Cardinality</u> Number recognition</p>	<p>Building upon our counting focus, we are supporting children’s understanding of cardinality. <b>Cardinality</b>: understanding that the last number counted indicates how many things are in the set. Additionally, it is important for children to develop the understanding of <b>Order irrelevance</b>: when counting a group of objects in a random layout, it does not matter where you start (top, middle, bottom), the result is the same. We will also provide opportunities within the provision for children to begin to subitise (recognise without counting) numbers up to three. The use of numicon, dice and tens frames are incredibly useful when developing this skill.</p>	<p>Number posters – Show me how many ways to make 5 Explores mark making to represent numbers or amounts Opportunities to problem solve with amounts within provision NRICH: <u>Tidying up</u></p>

<p><u>Composition</u> Recording</p>	<p>Through high quality adult interactions, children’s attention will be drawn to the fact that numbers are made up of smaller numbers. Children will explore different representations of numbers within other numbers and will have the opportunity to manipulate numbers on a ten frame. As part of this unit, opportunities should be put in place for pupils to place numbers within 5 or 10 in order and begin to recognise that each number is “one more” than the number before. Children will begin to notice patterns and apply problem solving skills in practical scenarios when supported during high quality interactions.</p>	<p>Opportunities for recording – model a variety Numicon staircases *potential focus activity.</p>
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## Spatial awareness

<p><u>Space</u> Spatial reasoning</p>	<p>Children will be given experiences of playing with lots of different types of shapes. The block play and construction areas provide brilliant environments for children to explore balance and structure. It is essential that the adults model the correct language when describing the different shapes and positional language as the children are playing. There should be a big focus on the way 3D shapes stack, roll and pack, looking at how 2D shapes fit together and the spaces they leave when they don’t quite fit together. As well as the construction area, the exploration of water play is a great way for children to learn about space. Adults should model describing objects in relation to other objects. It is also a good opportunity for the children to explore how their whole body coordinates, the importance of balance and subsequently this helps to develop their gross motor skills. Building upon this, children should be provided with the opportunity to “use everyday language” when talking about position, direction, distance and time. Opportunities for talk about position and time should be planned in to play, teaching inputs, nursery rhymes and stories. The children should be immersed in language that not only indicates where they are but also their</p>	<p>Building Bridge/tower building in construction Large scale bridge building outside Animal enclosures in small world area Exploring with junk modelling Large scale junk modelling <u>Packing</u> <u>Tubes and tunnels</u> Capacity-  <ul style="list-style-type: none"> <li>• Exploration of capacity and space through water and sand play (funnels, different sized bottles, different sized jugs, floating objects, sinking objects)</li> </ul> Exercise time –Whole body coordination-  <ul style="list-style-type: none"> <li>• Riding bikes</li> <li>• Pushing dolly prams</li> <li>• Obstacle courses</li> <li>• Dinky dancing activities/sticky kids music and actions</li> </ul> Songs to support- Hokey cokey Sticky kids – Stand up, sit down Sticky kids – I jump out of bed Emphasising and acting out key vocab (and from the story) Play follow my leader (adult to narrate, encouraging children to narrate when activity has been modelled)</p>
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	<p>position in comparison to other objects. The language the children are exposed to should not be limited to positional words but should also include directional words that describes a route, journey or movement. It is the role of the adult to expose the children to the correct language “What did you see when you crawled underneath the climbing frame?” “I saw you ride your bike across the grass!”</p>	<p>Dancing leaves          Looking for a straight line          Following the trail  <u>Songs to support-</u>          Wind the bobbin up          Humpty dumpty sat on a wall          Jack and Jill          5 little monkeys jumping on the bed          Sticky kids – Let’s go walking  <u>Focussed vocabulary</u>          Under, over, through, forwards, backwards, up, down, in, on, on top of, next to.</p>
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## Shape

<p><u>2D Shape</u>          Children should all begin to recognise basic shapes, using informal language and common shape names. Adults should model descriptive language and introduce common shape names. The children should have plenty of opportunities to touch and manipulating the shapes, naming them and talking about the differences.          The role of the adult in this unit is to:</p> <ul style="list-style-type: none"> <li>• Encourage children to lay with shapes, fit them together, develop patterns and create pictures.</li> <li>• Provide children with occasions to use and explore regular and irregular 2D shapes.</li> <li>• Use natural objects for children to explore making patterns with and for adults to draw their attention to the different shapes.</li> <li>• Support children in exploring, developing, and clarifying their ideas about shape and space by talking about what they’ve been involved in and describing experiences using shapes “What shape could you use to make a mouth for your face?”</li> </ul>	<p><u>Provision ideas</u>          Shape hunt around school/outdoor area          Trying to draw large shapes on floor in outdoor area          Different shaped paper in mark making area          Different shaped hole punches          Hide and seek shapes          Loose part art          Pattern block patterns          Cutting shapes in the playdough, stretch it, talking about its properties “what has happened to the dough?”          “How did you make it change shape?”</p>
<p><u>3D Shape</u>          Children need lots of experiences of making models by putting together and taking apart pieces from construction sets to discover and understand the properties of 3D shape. They will benefit from a range of play experiences that involve stacking, balancing, and building materials. Encourage the children to build tall and large models, the same shape but different sizes and prompt them with ideas of what they can build – towers, walls, stairs, bridges.</p>	<p>Adult to lead learning using the following resources in the construction area (to be made available in different colours so they don’t associate a colour with a shape)- Kids k’nex, building blocks, mobilo, duplo, lego, junk modelling, 3D shapes from upper school (particularly a variety of prisms to provide experiences of working with vertexes/points).</p>

<p>It is vital that the adults talk to them as they are exploring 3D shape, encouraging them to try out different shapes to see which shape works best and if you changed one of the shapes, discuss what would happen. Most children use trial and error when they are building, but it is important that the adults support this with statements such as “I wonder what will happen if you turn that brick sideways”.</p>	<p>See below (adapt as necessary) – Housing Giants Build a bear</p>
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## Measures

<p><u>Size</u></p>	<p>Identifying and commenting on the size of things is an early form of measurement. Children learn about size when they are engaged in hands on activities. Stories are a great place to start when talking about size, particularly traditional tales. Children become even more engaged when there is an element of competition – who can create the biggest house. It is important for adults to ensure that children are exposed to a variety of language to describe the size of things, not just big, medium and small.</p>	<p>The role of the adult- Using a variety of language to describe the size of an object</p> <ul style="list-style-type: none"> <li>- Big(ger/gest) - Large(r/st) - Gigantic - Enormous - Huge</li> <li>- Small(er/est) - Tiny - Little</li> <li>- Medium - Similar - The same as</li> </ul> <p>Activities – Provide plenty of opportunities a variety of different sized resources in the provision (sand, water, home corner, writing, construction)</p> <p><u>Packing</u> <u>I have a box</u> <u>Water, water</u></p>
<p><u>Length</u></p>	<p>Length is often the first measurement that children become familiar with, and can work with and understand. This is because it is very visual and children find it easier to make direct comparisons when talking about the different lengths of objects. Children can compare the height of two teddies by standing them next to each other. Comparing horizontal lengths is more difficult for young children as children need to be aware that the objects they’re comparing should start at the same point – you will need to draw children’s attention to this. During this unit the adults should be exposing the children to lots of vocabulary from the column opposite, modelling the correct way to describe an object. Five steps in understanding length –</p>	<p>Provide children with opportunities to compare lengths/heights of dolls, teddies, themselves, sticks, pencils, characters from the story, etc. Measuring length on a larger scale should be encouraged to allow for children to measure the lengths that they’re comparing with informal units, including footsteps, handprints etc. Please model to the children how to represent their findings by drawing representations, e.g the black block is longer than the pink one -</p> <p>----- 5  --- 3 </p> <p>These activities from NRICH (hyperlink attached) are great for investigating length-</p>

	<ol style="list-style-type: none"> <li>1. Children describes all length or height measurements as big or small, and refers to places as being 'a long way away' regardless of the length of the journey.</li> <li>2. Child describes sizes and can compare when related to self, e.g. 'my brother is littler than me'; 'the boots are too small'.</li> <li>3. Child uses an increasing number of words to describe lengths and measures lengths during play.</li> <li>4. Child uses non-standard length measuring equipment and can compare one length with another.</li> <li>5. Child is beginning to relate distance and time taken to travel there.</li> </ol> <p>In our nursery provision, we should be aiming to facilitate the children's understanding from step 1/2 to step 3, or step 4 for those children who have clearly had rich experiences when exploring length at previous settings or in their home life.</p>	<p><u>Estimation station</u>  <u>Packing</u>  <u>Making caterpillars</u>  <u>Long creatures</u></p> <p>Experiences ad activities (see below)  Make a length, line them up, string, dough worms, outdoor trails, paint a length</p> <p>Essential vocabulary-  Long, longer than, longest, as long as, short, shorter than, shortest, high, higher than, low, the same as. Thick, thin, deep, shallow, measure, compare.</p>
<u>Weight</u>	<p>Children need a considerable experience of handling, weighing and comparing different objects to understand the key ideas relating to weight. An important concept, regarding weight, for children to establish is that the size of an object does not have an effect on its weight. Understanding that heavier does not always mean bigger and smaller is not necessarily lighter is a vital step in becoming weight knowledgeable. Weighing components should be available to children in role-play or pretend play situations. This is a great opportunity for adults to model the correct mathematical and comparative language regarding weight. Initially encourage the children to compare the weights of objects by directly holding them in their hands.</p>	<p>(P) Opportunities to estimating weight  <u>Estimation station, Packing</u>  <u>Balances, Spring Scales, Cooking, Presents</u>  Essential opportunities-  Make sure resources are available for quick measurement activities, putting things in buckets to make it easier to lift, bucket scales, hanging scales.  Weigh in, weight walk, balancing eggs and making cakes.  Essential vocabulary-  Lifting, carrying, weighing, balance, lights, lighter than, lightest, heavy, heavier than, heaviest, about the same, compare.</p>

## Pattern

<p>Children will be given the opportunity to "recognise, create and describe patterns" through the real life experiences related to homes and families. Patterns are different to designs. For it to be a pattern, you must be able to identify an element of repeat. Maths is essentially the study of</p>	<p>The role of the adult -  Display material and wrapping paper that have repeating patterns.  Identify patterns in the children's routines.</p> <p>Activities-</p>
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<p>patterns- it is vital that the children become aware that patterns exist all around them from an early age, so they can begin to spot them and understand them. Being able to describe patterns is important, as it develops the children's language and moves them towards being clear and precise with their words. Creating patterns draws on their essential understanding of patterns- that there is something that repeats or links back to what has come before. Most early pattern experiences that children are exposed to focus on shape, size or colour enabling the children to understand pattern and for the adults to identify and comment on the patterns/unit of repeat.</p>	<p>Create patterns using</p> <ul style="list-style-type: none"> <li>- Musical instruments</li> <li>- Colour</li> <li>- Sorting objects</li> <li>- Loose parts</li> </ul> <p>Outdoor art gallery with pattern prints, drawings and photographs</p> <p>Giant weaving Making sounds and music Pizza patterns</p> <p>Use the outdoor area to collect environmental patterns and take photographs of flowers, leaves, spiders webs, fir cones, etc.</p>
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Everyday maths –

- Counting and representing (graphically and with numeral) the day, date and month, how many children in class etc.
- Teaching new nursery rhymes
- Tally, scoring and recording modelled weekly

## Reception

### Number:

<p><u>Comparison</u> Comparing quantities</p>	<p>Children will explore different representations of numbers and will have the opportunity to manipulate numbers on a ten frame. Opportunities should be put in place for children to compare, saying which number is one more or one less than a given number. They will develop a depth of understanding about numbers and begin to develop their ability to estimate a number of objects, check by counting and develop their understanding of the concepts of the same and different.</p>	<p>15 episodes of <u>Number blocks</u> (up to “Series 1 Holes”) – Use each episode of numberblocks as stimulus for your provision. (P) NRICH <u>Show me</u>, <u>Dice</u>, <u>Owl’s packing list</u>, <u>washing line</u> activities Numicon to support concept of one more; numicon + pegs to support concept of one less. Number posters – Show me how many ways to make 5 How many unifix cubes do you think can fit in my shoe? <u>Tidying up</u> Two 10 frames with the same number on each but arranged differently. Are they the same? How do you know?</p>
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<p><u>Counting</u> Numbers to 20</p>	<p>Children will develop their ability to count using one to one correspondence and recognise the conservation of number. They should begin to use structured language, and different ways of representing the numbers in order for them to apply these skills within provision. This focus links to three of the counting principles that need to be embedded for children to have a good understanding of number, number patterns and application for problem solving :</p> <p><b>One to one correspondence</b> - when children touch or point to each object individually as they count and match a number to each object that is being counted.</p> <p><b>The need for stable order</b> - the children will gradually find out that numbers need to be said in the same order.</p> <p><b>Abstraction</b> - children may begin counting objects like cars 'in the here and now', in front of them, but they will also realise that many things can be counted, such as claps or jumps.</p>	<p>(TI) <u>I have a box</u> Develop understanding by investigating the numbers; what each means, how to make it, what it looks like etc. Number rhymes counting up or down to 5 Use class mascot/teddy to make mistakes when counting. (P) "Are they the same" and shoe estimation activity from TI. Estimation station- which pot has more? Can you guess how many are in the third pot? How many teddies do you think there are? Will there still be the same number if I spread them out? (O) <u>Playing incy wincy spider</u> Giant gingerbread man Frustration, snakes and ladders</p>
<p><u>Cardinality</u> Number recognition</p>	<p>Building upon our counting focus, we are supporting children's understanding of cardinality. <b>Cardinality:</b> understanding that the last number counted indicates how many things are in the set. Additionally, it is important for children to develop the understanding of <b>Order irrelevance:</b> when counting a group of objects in a random layout, it does not matter where you start (top, middle, bottom), the result is the same. We will also provide opportunities within the provision for children to begin to subitise (the ability to recognise a number based on the formation that it is laid out in – e.g. recognising numbers on a dice). This sets the foundations for pupils to enable them to achieve the Early Learning Goals in number. Children should begin to recognise when the number in 2 different groups are the same or different ( : : . / . . . . ) This focus is primarily to promote language and mathematical thinking and reasoning through problem solving and strategic thinking rather than rote learning without understanding. Children will explore different representations of numbers within other numbers and will have the opportunity to manipulate numbers on a ten frame</p>	<p>Number posters – Show me how many ways to make 5 Explores mark making to represent numbers or amounts Opportunities to problem solve with amounts within provision Two 10 frames with the same number on each but arranged differently. Are they the same? How do you know? NRICH: <u>Tidying up</u></p>
<p><u>Composition</u> Recording</p>	<p>Through high quality adult interactions, children's attention will be drawn to the fact that numbers are made up of smaller numbers. Children will explore different representations of numbers within other numbers and will have the opportunity to manipulate numbers on a</p>	<p>Opportunities for recording – model a variety Numicon staircases *potential focus activity.</p>

	<p>ten frame. As part of this unit, opportunities should be put in place for pupils to place numbers within 5 or 10 in order and begin to recognise that each number is “one more” than the number before.</p> <p>Children will begin to notice patterns and apply problem solving skills in practical scenarios when supported during high quality interactions.</p>	
<p><b>Addition and subtraction</b> Recording</p>	<p>Children should use a variety of manipulatives to “add and subtract two single-digit numbers and count on or back to find the answer.” Their experience in other units will have prepared them for this. When investigating components of numbers as well as addition and subtraction within 20, pupils will consolidate their understanding about numbers within 10 and explore different representations of numbers within 10.</p> <p><b>Doing calculations</b> - This unit should not explicitly teach addition and subtraction, but provide the children with opportunities to explore addition, subtraction and the comparison between numbers.</p> <p><b>Part, part, whole</b> - Thinking of part whole relationships is helpful in linking addition and subtraction. For example, where the whole is 6, and 4 and 2 are parts. This means that 4 and 2 together form the whole, which is 6 and 6 subtract 4 leaves 2 and 6 subtract 2 leaves 4; this unit provides a great opportunity to explore this in detail in focus groups. Additionally, relating numbers to 5 and 10 helps develop knowledge of number bonds within 20. For example, given <math>8+7</math>, thinking of 7 as <math>2+5</math> and adding 2 to 8 to make 10, then adding the 5 to get the total of 15.</p>	<p>Possible teaching inputs –</p> <p>Addition machine/station (to continue in provision)</p> <p>Part whole relationships (<i>The whole of me</i>, <i>Stampolines</i>)</p> <p>Puppet to help add and subtract</p> <p>(P) Games that naturally cause the children to use language ‘add’, ‘more than’, ‘double’, ‘altogether’, ‘how many are left?’</p> <p>Number line and track games.</p> <p>Sand hand addition and subtraction</p> <p>Dominoes for calculation (boxes with ‘These dominos add up to 7, etc.)</p> <p><u>Potential mathematical stories</u>, <u>Maths story time</u>, <u>Using books</u>, <u>Number rhymes</u>, <u>The box game</u></p> <p>Marble counting, Dockyard boats, Add-a-domino game, Farmyard game, Egg box addition, The three-throws game, And-one-more game, Hopping along game – all attached</p> <p><u>Key vocabulary</u> –</p> <p><i>Addition</i>- Add Plus Total Not enough Altogether One more Equal Count up Number line The same as <i>Subtraction</i> – Take away How many are left? Subtract Difference Too many Fewer than Count back Total</p>

## Spatial awareness

<p><b>Space</b> Spatial reasoning</p>	<p>Children will be given experiences of playing with lots of different types of shapes. The block play and construction areas provide brilliant environments for children to explore balance and structure. It is essential that the adults model the correct language when</p>	<p>Building</p> <p>Bridge/tower building in construction</p> <p>Large scale bridge building outside</p> <p>Animal enclosures in small world area</p> <p>Exploring with junk modelling</p>
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	<p>describing the different shapes and positional language as the children are playing. There should be a big focus on the way 3D shapes stack, roll and pack, looking at how 2D shapes fit together and the spaces they leave when they don't quite fit together.</p> <p>As well as the construction area, the exploration of water play is a great way for children to learn about space. Adults should model describing objects in relation to other objects.</p> <p>It is also a good opportunity for the children to explore how their whole body coordinates, the importance of balance and subsequently this helps to develop their gross motor skills.</p> <p>Building upon this, children should be provided with the opportunity to "use everyday language" when talking about position, direction, distance and time.</p> <p>Opportunities for talk about position and time should be planned in to play, teaching inputs, nursery rhymes and stories. The children should be immersed in language that not only indicates where they are but also their position in comparison to other objects. The language the children are exposed to should not be limited to positional words but should also include directional words that describes a route, journey or movement. It is the role of the adult to expose the children to the correct language "What did you see when you crawled underneath the climbing frame?" "I saw you ride your bike across the grass!"</p>	<p>Large scale junk modelling</p> <p><u>Packing</u></p> <p><u>Tubes and tunnels</u></p> <p>Capacity-</p> <ul style="list-style-type: none"> <li>• Exploration of capacity and space through water and sand play (funnels, different sized bottles, different sized jugs, floating objects, sinking objects)</li> </ul> <p>Exercise time –Whole body coordination-</p> <ul style="list-style-type: none"> <li>• Riding bikes</li> <li>• Pushing dolly prams</li> <li>• Obstacle courses</li> <li>• Dinky dancing activities/sticky kids music and actions</li> </ul> <p>Songs to support-</p> <p>Hokey cokey</p> <p>Sticky kids – Stand up, sit down</p> <p>Sticky kids – I jump out of bed</p> <p>Emphasising and acting out key vocab (and from the story) Play follow my leader (adult to narrate, encouraging children to narrate when activity has been modelled)</p> <p>Dancing leaves</p> <p>Looking for a straight line</p> <p>Following the trail</p> <p><u>Songs to support-</u></p> <p>Wind the bobbin up</p> <p>Humpty dumpty sat on a wall</p> <p>Jack and Jill</p> <p>5 little monkeys jumping on the bed</p> <p>Sticky kids – Let's go walking</p> <p><u>Focussed vocabulary</u></p> <p>Under, over, through, forwards, backwards, up, down, in, on, on top of, next to.</p>
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Shape

<u>2D Shape</u>	Possible teaching inputs –
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<p>Children in the early years need hands on experience of a wide range of different sized 2-D shapes, both regular and irregular shapes. This is especially relevant with triangles, many children believe that an equilateral triangle is the only real triangle, and that any other three sided shape is not a triangle but something else. The same misconception in younger children occurs if a triangle is any other orientation than sitting on its base, or similarly with a view of a square- that any square set at an angle is definitely not a square. When focusing on 2-D shapes children will benefit enormously from making patterns and pictures. Additionally, a running commentary from you as they are exploring 2-D shape designs, will focus their attention on what is happening in their design rather than randomly placing the shapes. Identify for them when they are using the same shape in different positions and orientations. The important thing is to draw children's attention to the shape instead of the intricacies of threading by making statements such as "I wonder how many sides we need to make a square"? Instead it would be more beneficial to allow the children to explore this by matching shapes that are placed at different angles, with an adult posing questions about what shape it is and to 'convince me' that a square on its side is still a square.</p>	<p>How to build with pattern blocks Guess the shape/is the triangle still a triangle?</p> <p><u>Provision</u> Pattern blocks to follow patterns (Ask me if you need some templates, I have lots!) Pattern block own designs (encourage children to make and take a picture for someone else to follow). <u>Shapes in the bag</u>, <u>Paths</u>, <u>Exploring 2D shape</u> Scandishapes, Impressions, What's inside? Threading shapes (below)</p> <p>Explore shapes that are placed at different angle - 'convince me'</p>
<p><u>3D Shape</u></p> <p>Children need lots of experiences of making models by putting together and taking apart pieces from construction sets to discover and understand the properties of 3D shape. They will benefit from a range of play experiences that involve stacking, balancing, and building materials. Encourage the children to build tall and large models, the same shape but different sizes and prompt them with ideas of what they can build – towers, walls, stairs, bridges. It is vital that the adults talk to them as they are exploring 3D shape, encouraging them to try out different shapes to see which shape works best and if you changed one of the shapes, discuss what would happen. Most children use trial and error when they are building, but it is important that the adults support this with statements such as "I wonder what will happen if you turn that brick sideways". Discuss the differences between 2D and 3D shapes, naming the 3D shapes and searching for them in the environment.</p>	<p>Adult to lead learning using the following resources in the construction area (to be made available in different colours so they don't associate a colour with a shape)- Kids k'nex, building blocks, mobilo, duplo, lego, junk modelling, real life 3D objects (or plastic 3D shapes from KS1 if certain shapes aren't available (particularly a variety of prisms to provide experiences of working with vertexes/points).</p> <p>See below (adapt as necessary) – Housing Giants Build a bear</p>

## Measures

Pupils will have the opportunity to “use everyday language to talk about size, weight, capacity”. During this unit pupils will begin to “estimate, measure, weigh and compare and order objects” which will continue to be reinforced as part of planned purposeful provision throughout all of the three weeks. Pupils will have had various opportunities to talk about size, weight and capacity and language that has been modelled by practitioners during the explicitly taught lessons. Throughout the topic of measure, there will be lots of opportunities to reinforce the learning and vocabulary that has been used in previous weeks. Although we are explicitly teaching three different concepts over the next three weeks, the essential fab vocab that the children will be using should be repeated and used daily throughout these three weeks.

<p><u>Size</u></p>	<p>Build upon skills and knowledge taught in Nursery. Identifying and commenting on the size of things is an early form of measurement. Children learn about size when they are engaged in hands on activities. Stories are a great place to start when talking about size, particularly traditional tales. Children become even more engaged when there is an element of competition – who can create the biggest house. It is important for adults to ensure that children are exposed to a variety of language to describe the size of things, not just big, medium and small.</p>	<p>The role of the adult- Using a variety of language to describe the size of an object</p> <ul style="list-style-type: none"> <li>- Big(ger/gest)    - Large(r/st)    - Gigantic    - Enormous    -Huge</li> <li>- Small(er/est)    - Tiny                - Little</li> <li>- Medium            - Similar            - The same as</li> </ul> <p>Activities – Provide plenty of opportunities a variety of different sized resources in the provision (sand, water, home corner, writing, construction)</p> <p><u>Packing</u> <u>I have a box</u> <u>Water, water</u></p>
<p><u>Length</u></p>	<p>Measuring and estimating length is easier than other measures as it is very visual and is often easier to make direct comparisons. Children can compare the height of two things when they are stood next to each other, comparing horizontal lengths is more difficult as children need to be aware that the objects should start at the same point (adults should draw attention to this). Can you share experiences that develop children's understanding of the language of comparison in length. Children's environment should be enriched with the opportunities for informal measurements. These could include body measurements such as footsteps, strides, hands bands or they may choose to use resources from the classroom such as felt tip pens, blocks, beans, pennies. A key concept of measurement is conversation-how long is a piece of string, is it the same length as if you arrange it in a wavy line?</p>	<p>Essential opportunities- Make sure resources are available for quick measurement activities in most areas- ribbons, paper strips, string, sticks. Children throughout this week should also be exposed to non-standard measuring tools such as linking elephants, cubes, numicon pieces, counters, tape measures, small rulers and numberlines. (P) Opportunities to estimating length (characters from the story, children in the class)</p> <p><u>Estimation station</u> <u>Packing</u> <u>Making caterpillars</u> <u>Long creatures</u></p> <p>How can you order these objects? How are we going to choose where to start? Which object comes next? Why? What is the difference between the beginning and the end? How have you found out?</p>

	Children at this age are not expected to understand this, but the exposure to challenges like this helps to initiate conversations of which you can assess the depth of their understanding.	Essential vocabulary- Long, longer than, longest, as long as, short, shorter than, shortest, high, higher than, low, the same as. Thick, thin, deep, shallow, measure, compare.
<u>Weight</u>	Children need a considerable experience of handling, weighing and comparing different objects to understand the key ideas relating to weight. An important concept, regarding weight, for children to establish is that the size of an object does not have an affect on its weight. Understanding that heavier does not always mean bigger and smaller is not necessarily lighter is a vital step in becoming weight knowledgeable. Weighing components should be available to children in role-play or pretend play situations. This is a great opportunity for adults to model the correct mathematical and comparative language regarding weight. Initially encourage the children to compare the weights of objects by directly holding them in their hands. A good starting point for the site discussion is do you think there is something in this room that you would find too heavy to lift?	(P) Opportunities to estimating weight (characters from the story) <u>Estimation station, Packing Balances, Spring Scales, Cooking, Presents</u> Essential opportunities- Make sure resources are available for quick measurement activities in relevant areas- bucket scales, digital scales, hanging scales.  How can you order these objects? How are we going to choose where to start? Which object comes next? Why? What is the difference between the beginning and the end? How have you found out? Essential vocabulary- Lifting, carrying, weighing, balance, lights, lighter than, lightest, heavy, heavier than, heaviest, as heavy as, about the same, compare.
<u>Capacity</u>	Capacity is the amount of space inside a hollow container. Capacity and weight are linked and this can be seen for instance in measuring jugs and scales. Volume is the amount of space taken up by a solid shape. Children experience volume every time they get in the bath when they slide pebbles into a bowl of water. Capacity is difficult for children to grasp a size and shape influence their decision as to which container will hold the most. Many young children think that if a container must hold more without considering other attributes. It is even more challenging for children to understand that two containers can be different shapes and sizes and still hold a similar amount of juice. Children's experience is linked to capacity come from role-play such as teapots and cups, using buckets in the sand, using the hose outdoors to fill watering cans. Adults need to model what the children are doing, describing their actions using the language of capacity for example it's overflowing/full/empty.	Collect a range of scoops, spoons, ladles to carry/measure liquids or dry ingredients such as water, sand or shingle. Allow children to experiment with nesting containers to introduce a discussion about capacity, drawing their attention to why the containers fit inside each other. Provide measuring jugs, bottles of different shapes, but that have the same capacity. Role play areas should include opportunities for experimenting with capacity and volume. <ul style="list-style-type: none"> <li>• Sand mousse- make sand mousse and encourage children to fill very small containers using teaspoons, children can record how many teaspoons each container can hold.</li> <li>• Inside the box- using a giant white goods box, discussed with the children how many children they think could sit inside the box. Test this out and record the result. Extend the discussion to whether they think you could get more or less to children in the box if they stood up.</li> </ul>

		<ul style="list-style-type: none"> <li>• Looking for nesting boxes-provide the children with a collection of different sized and shaped boxes. Ask the children to choose a box and then find another box that will fit inside. Ask “how can we find out which box holds the most?”</li> <li>• What was in the container?-Using a collection of recycled containers (small cereal packets, ketchup bottles, chocolate boxes), discuss what the children think was in each container and encourage them to explain how they knew what was originally inside. Provide children with extra large packets of rice, flannels, small scoops to experiment filling and emptying the containers. Can they find which container would hold the most rice?</li> </ul> <p>Key vocabulary – Empty, full, overflowing, not enough, a small amount, a large amount, pour, fill, funnel, container, holds more, holds less.</p>
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## Wider Opportunities

<p><b><u>Pattern</u></b> Children should be given the opportunity to “recognise, create and describe patterns” through the real life experiences related to homes and families. Maths is essentially the study of patterns- it is vital that the children become aware that patterns exist all around them from an early age, so they can begin to spot them and understand them. Being able to describe patterns is important, as it develops the children’s language and moves them towards being clear and precise with their words. Creating patterns draws on their essential understanding of patterns- that there is something that repeats or links back to what has come before. Open ended patterns allow the children to explore ideas that are not obvious and provides them an opportunity to reason and convince others they are correct.</p>	<p>Make a pattern using everyday objects (eg - room/ music/ nature/ art/ games/ stories) What is my pattern? How can you describe it? Can you copy it? Can you create your own? Where else can you see patterns in the room? Have patterned shapes (i.e. rainbow square and spotted circle) ask “what can you see?” Using items with several properties (colour, size, orientation) start a pattern. What could come next? Why? Draw your own pattern. Can you describe it to a partner so they can copy it? Is it the same as yours? How close did they get?</p>
<p><b><u>Money</u></b> Children will apply knowledge of numbers within 100 and use language to talk about money. Pupils will have the opportunities to explore concepts of more and fewer when solving problems as well as develop a depth of</p>	<p>How many pennies? – Hide a number of pennies in your pocket. Once on the carpet, ask the children if they can find out how many pennies are in your pocket by asking you questions. Nursery nurse to prompt children by asking ‘Which questions are useful to ask?’</p>

<p>understanding about grouping and sharing when applying learning in an unfamiliar context. The children should have the opportunity to play with different coins – 1p, 2p, 5p, 10p, 20p, 50p, £1.00 and £2.00. The focus of this unit is not for the children to memorise how much each coin represents, but to understand that different coloured/shaped coins represent a different quantity to others.</p>	<p>A hundred pennies – Put 100 pennies in a shallow tray for the children to play with. Encourage them to count the, group the, pile them. Can they find a quicker way of counting them than counting 1 at a time? (2/5/10) Coin box sorting activity. The mystery purse - Put some pennies in a purse. Pass it around the group and ask the children to feel it and guess how much money is inside. Open up the purse and count how many pennies are inside. Give the children coins and encourage them to fill the purse and write a label to say how much is inside. Use a mixture of 1p, 2p, and 5p coins for children who are exploring money in greater depth. Discuss why this would be different. What's the biggest number you could make using 5 coins?</p> <p>I need 10p, but I don't have a 10p coin, what other coins could I use instead.</p>
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#### Everyday maths –

- Counting and representing (graphically and with numeral) the day, date and month, how many children in class etc.
  - Teaching new nursery rhymes
  - Everyday language related to time
  - SUMMER TERM – counting in 2s, 5s, 10
- Tally, scoring and recording modelled weekly
  - Songs; shape, numbers to 100, days of the week, months, seasons

## Understanding the World

Our Wanderlust study and children's individual interests plays a huge role in how we teach and explore 'Understanding the World'. The children learn to explore the natural world around them and their immediate environment, as well as sharing their experiences from home and talking about things that have happened to them or that they are looking forward to.

Talk4Writing also encourages us to explore people in greater depth, looking at different occupations, cultures and history. Children are encouraged to explore these further through books, iPads and in

Reception, the computer when we access the school's ICT suite. Each child is taught how to use Google Earth whilst in Reception and how to use an art programme called 'Dazzle'.

# Expressive Arts and Design

Expressive arts and design encompass different topics including arts, crafts, drama, music and dance to name a few (see physical development, phonics and Talk4Writing for more information about drama, music and dance). Below are a range of skill sets that we teach the children throughout their time in Reception and Nursery.

Nursery	Reception
Sculpture	
<p>Malleable</p> <ul style="list-style-type: none"> <li>Exploring playdough, clay construction</li> <li>Skills used with malleable resources; rolling into balls/sausage, squeeze, squash, pinch</li> </ul> <p>Fixed construction</p> <ul style="list-style-type: none"> <li>How to join; whole punch, treasury tags, Sellotape</li> <li>Practise using tools</li> </ul>	<p>Malleable</p> <ul style="list-style-type: none"> <li>Exploring playdough, clay, construction, moon sand, jellibaff, salt dough, clay</li> <li>Skills used with malleable resources; rolling into balls/sausage, squeeze, squash, pinch</li> <li>Adding finer details</li> <li>Moulding with a purpose</li> <li><b>Beginning to link to artists (Frida Kahlo)</b></li> </ul> <p>Fixed construction</p> <ul style="list-style-type: none"> <li>How to join; whole punch, treasury tags, Sellotape, glue sticks, PVA, masking tape</li> <li>Preplanning their models – thinking of what to make, drawing a plan, discussing with a friend beforehand.</li> <li><b>Beginning to link to artists (Barbara Hepworth, Michelle Reader)</b></li> </ul>
Painting	
<ul style="list-style-type: none"> <li>Dip and wipe brush before putting to paper.</li> <li>Brush in each colour (not washing brushes)</li> <li>Mixing colours with hands</li> <li>Painting an outline first, then painting inside (continuing to focus on doing that independently and consistently)</li> <li>Encouraging to paint with a purpose but equally allowing children to paint whatever they want; developing gross motor skills</li> <li>Pallets to use powder paint</li> </ul>	<ul style="list-style-type: none"> <li>Clean each brush after use</li> <li>Encourage colour mixing when need a new colour/when experimenting with colours</li> <li>Developing ‘shades’ of colour through colour mixing</li> <li>Developing the nursery skill of painting an outline first, then painting inside (continuing to do that, adding finer detail)</li> <li>Children to learn independently how to access powder paints</li> <li><b>Beginning to link to artists (Henri Rousseau, Henry Fraser)</b></li> </ul>
Drawing	

<ul style="list-style-type: none"> <li>• Circles and lines</li> <li>• Simple people drawing</li> <li>• Linking to shapes when drawing</li> <li>• Using a variety of mark making resources to draw with</li> </ul>	<ul style="list-style-type: none"> <li>• Building upon nursery skills</li> <li>• Adding finer details</li> <li>• Demonstrating “how to draw a....”</li> <li>• Adult to model step by step drawing</li> <li>• Using a variety of mark making resources to draw with, teaching linked techniques such as chalk/pastels and smudging</li> <li>• <b>Beginning to link to artists (Wassily Kandinsky, Vincent Van Gogh)</b></li> </ul>
Collage/Printing	
<ul style="list-style-type: none"> <li>• Printing alongside mathematical links, predominantly shapes</li> <li>• Teaching to hold printing resource, press and lift to develop an accurate print</li> <li>• To use glue appropriately (using prit stick if it is paper, PVA for heavier objects)</li> <li>• Only taking what you need; use small amounts of resources, i.e. glitter</li> </ul>	<ul style="list-style-type: none"> <li>• To develop nursery skills</li> <li>• To explore rubbing as a form of print; holding the paper still with one hand, rubbing with the other</li> <li>• Create something purposeful – landscape/picture</li> <li>• Exploring textures when collaging/printing, using natural resources, material etc</li> <li>• <b>Beginning to link to artists (Andy Warhol, Wassily Kandinsky)</b></li> </ul>
Material	
<ul style="list-style-type: none"> <li>• To introduce junk modelling</li> <li>• Teaching and subsequently providing opportunities to explore with fabrics, wood and art resources.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop purposeful junk modelling</li> <li>• Providing opportunities to use a variety of fabrics, wood and art resources.</li> <li>• Teaching skills that are built from nursery.</li> <li>• <b>Beginning to link to artists (Jill Townsley)</b></li> </ul>
Woodwork	
<ul style="list-style-type: none"> <li>• To introduce what wood is, where to find it, similarities and differences between other materials.</li> <li>• To introduce following skills – <ul style="list-style-type: none"> <li>- How to use a saw</li> <li>- How to use a hammer</li> <li>- How to use sandpaper and why it is necessary.</li> <li>- Using a nail and balsa wood to practise the skill of hammering a nail.</li> <li>- Once confident with hammering, use a hammer, nail and hard wood</li> </ul> </li> <li>• To begin to create things using wood purposefully.</li> </ul>	<ul style="list-style-type: none"> <li>• To reintroduce skills taught in Nursery (particularly important for those children who did not attend Commonswood Nursery).</li> <li>• To consolidate Nursery skills.</li> <li>• Children to prepare wood before making.</li> <li>• Children to create things purposefully with wood. Resources available to support this: <ul style="list-style-type: none"> <li>- Corrugated plastic</li> <li>- Elastic bands</li> <li>- Pencils, pens + paint</li> <li>- Gems</li> <li>- Glue + paper</li> </ul> </li> </ul>



# Other explorations and celebrations

In line with our school ethos and values, we teach children about specific things throughout the year including harvest, religious festivals (specific to each cohort) and days that are celebrated by the majority of our children: Mother's Day, Father's Day etc.

## What we believe is right for children to learn

There are key things that we want to teach our children during their time at Commonswood. These link to our school values and ethos and are really important to our school.

- Learning manners and how to be polite and show respect.
- Care for each other and our environment.
- Learning how to interact with older children in school-year six buddies.
- To celebrate people's differences.
- To foster a sense of belonging to our community.
- For children to aim high and everything they do.
- To operate as independent learners and thinkers.
- Promoting healthy lifestyles.