

**EYFS TOPIC PLANNER**

**Spring 1**

**Personal, Social and Emotional Development:**

*Is more outgoing towards unfamiliar people. Can usually adapt behaviours to different social situations and changes in routine.* Nursery sessions, assemblies, fitness sessions, PE, visits and visitors. *Children are able to partake in school based activities eg assemblies, fitness sessions and sessions with GE.*

*Keeps play going by responding to what others are saying or doing.* Nursery Sessions, Indoor and Outdoor Learning, Continuous Provision. *Children are able to play in a small group, with others and are beginning to communicate with peers through gestures and talk.*

*Children begin to accept the needs of others and can take turns and share resources. Can select and use activities and resources. Shows confidence in asking adults for help.* Continuous provision activities both indoors and outdoors. *Children are able to partake in a small group game, taking turns. Children are able to share the nursery resources. Children can ask for help when needs.*

**Literacy:**

*Listens to and joins in with stories an poems, one to one and in small groups. Listens to stories with increasing attention and recall.*

*Joins in with repeated refrains and anticipates key events and phrases in stories.*

*Begins to be aware of the way stories are structured.*

*Describes main story settings, events and principle characters.*

Family Group sessions, story sessions, whole class sessions, continuous provision, reading area. *Children are aware of familiar stories. Children can talk about the story. Children are able to answer questions about the story. Children can join in with the story.*

*Sometimes gives meaning to marks as they draw and paint.* Continuous provision, daily handwriting, mark making area. *Children can hold a pencil and use it to mark make. Children can talk about what they have drawn or written.*

Children to experience the following texts and activities related to them:

Supertato

The Tiger who came to Tea

The Enormous Turnip

The Gingerbread Man

*Children to experience a wide array of text. Children to take books home to share with parents.*

**Expressive Arts & Design:**

*Engages in imaginative role play.*

*Builds stories around toys.*

*Capatures experiences and responses with a range of media.*

*Explores and learns how sounds and colours can be changed.*

*Beginning to be interested in and describe the texture of things.*

*Uses various construction materials.*

*Realises tools can be used for a purpose.*

Continuous provision activities, both indoor and outdoors using man-made and natural resources. *Children can use consrtruction materials to build models. Children are aware of different media and materials that the can use. Children can use playdough resources, scissors, paints etc independently.*

**Safeguarding and Wellbeing:**

Children learn about foods that are safe and unsafe.

Children learn about ways to eat and stay healthy.

Children learn about how to keep themselves safe in the kitchen.

**Maths:**

*Shows interest in shape by a sustained construction activity.*

*Uses shapes appropriate for task.*

*Beginning to talk about the shapes of everyday objects.*

*Recites numbers in order.*

*Knows that numbers idenigy how many objects are in a set.*

*Sometimes matches numeral to quantity correctly.*

CP activities, family group sessions, whole group learning sessions, singing sessions, indoor and outdoor learning.

*Children can build and balance with various construction materials. Children can identify shapes in the environment or with their play resources.*

*Children can join in with counting songs and rhymes. Children can explore and use a variety of concrete maths resources. Children can say number names in order. Children can count objects. Children can identify numerals to five.*

**Parental Links:**

Parents Cooking Workshop

Early Maths Workshop

Nursery

**Physical Development:**

*Observe the effects of activity on their bodies* Weekly PE sessions. Outdoor play sessions. Family group discussions. *Children can say what happens to their bodies when they do exercise.*

*Understands that equipment and tools have to be used safely* Daily sessions within Nursery. Discussions about correct and safe use of kitchen equipment. PE sessions. Garden sessions. *Children can safely put away PE equipment. Children are able to use a knife to cut fruit and vegetables.*

*Dresses with help eg puts on own coat and pulls up zipper*  - *Children are able to put on their own coats, wellies, gloves etc for outdoor sessions and home time.*

*Can stand momentarily on one foot when shown –* PE sessions, outdoor sessions.

*Can catch a large ball –* PE sessions, outdoor sessions.

*Uses one handed tools and equipment –* Continuous provision sessions using pen, pencils, scissors, tap and shape, pegs and fine motor activities. *Children can use pencils to write, scissors to cut and manipulate playdough as required.*

*Holds a pencil between thumb and two fingers –* Daily name writing, finger gym activities, continuous provision activities.

**Communication and Language:**

*Listens to others in small groups, when conversation interests them. Focus’ attention – still listed or do, but can shit own attention. Beginning to understand how and why questions. Can retell a simple past event in the correct sequence. Builds up vocabulary that reflects the breadth of their experiences.* Family group, story, song and whole group sessions. *Children are able to talk about and discuss texts/stories. Children can talk about their own experiences.* *Children are able to take turns in conversations.*

*Beginning to use more complex sentences.* Continuous provision, family group sessions, whole group sessions, wellcomm. *Children are able to connect words together to make a sentence. They are beginning to use words like and because to extend their sentences.*

*Are able to follow directions.* Continuous provision, family group sessions, whole group sessions, wellcomm. *Children are able to follow directions such as put your coat on, get the cup off the table etc.*

*Understands the use of objects. .* Continuous provision, family group sessions, whole group sessions, wellcomm. *Children know what everyday objects are and their purpose.*

*Responds to simple instructions.* Continuous provision, family group sessions, whole group sessions, wellcomm. *Children are able to follow directions such as put your coat on, get the cup off the table etc.* *Children learn about different foods and how to prepare and cook them using various tools and media. They can follow simple instructions to make foods.*

**Understand the World:**

*Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends.* Continuous provision, family group and whole class sessions. *Children talk about the foods they have had a various different family celebrations. Parents to be invited in to share traditional foods and traditions with the children.*

*Children can talk about some of the things they have observed. Developing an understanding of growth, decay and changes over time. They show care and concern for living things and the environment. Continuous provision, family group and whole class sessions.Children plant various vegetables and observe them growing. They continue work on the garden area with observing the seasonal changes. What is growing, what is changing etc.*

*Children know that information can be retrieved from computers.* Continuous Provision *Children can use IPads and Laptops to log on and complete programs.*

