

### Key Texts

- Whatever Next! By Jill Murphy
- Mr Gumpy's Outing by John Burningham
- The Train Ride by June Crebbin
- Naughty Bus by Jan and Jerry Oke

### Additional Experiences

- Shop visit to buy items for picnic and make own sandwiches for picnic (Whatever Next!)
- Train journey – East Lancs Railway

### **Personal, Social, Emotional Development**

#### **National Curriculum Links: PSHE and Citizenship**

Key skills (Range 5 – Birth to 5)

- Uses their experience of adult behaviours to guide their social relationships and interactions
- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and ask adults for help
- Understands that expectations vary based on different events, social situations and changes in routine, and becomes more able to adapt their behaviours in favourable conditions

### **Communication and Language**

#### **National Curriculum Links: English**

Key skills (Range 5 – Birth to 5)

- Listens to familiar stories with increasing recall and attention
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Responds to instructions with more elements
- Beginning to understand why and how questions
- Can retell a simple past event in the correct order
- Builds up vocabulary that reflects their breadth of experiences
- Talks more extensively about things that are of particular importance to them

### **Physical Development**

#### **National Curriculum Links: Physical Education**

Key skills (Range 5 – Birth to 5)

- Climbs stairs, steps and moves across climbing equipment using alternative feet. Maintains balance when using hands and body to stabilise
- Walks down steps or slopes whilst carrying a small object, maintaining balance and stability
- Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely
- Can wash and dry hands effectively and understands why it's important
- Willing to try a range of different textures and tastes and expresses a preference

### **Literacy**

#### **National Curriculum Links: English**

Key skills (Range 5 – Birth to 5)

- Listens to and joins in with stories and poems when reading one-to-one and in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Begins to be aware of how stories are structured and to tell own stories
- Talks about events and principal characters in stories and suggests how the story might end
- Begins to develop phonological and phonemic awareness
- Makes up stories, play scenarios and drawings in response to experiences, such as outings
- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
- Imitates adults writing by making continuous lines of shapes and symbols (early writing) from left to right

### **Maths**

#### **National Curriculum Links: Maths**

Key skills (Range 5 – Birth to 5)

- Daily opportunities for subitising to 3 during provision and snack
- Counts up to 5 objects realising the final number said represents the total (cardinal rule)
- Begins to recognise numerals 0 to 10
- Beginning to recognise that each counting number is one more than the number before
- Responds to and uses language of position and direction
- Chooses items based their shape which are appropriate for purpose
- Creates their own spatial patterns showing some organisation and regularity
- Joins in with simple patterns in sounds, objects, games, stories, dance and movement predicting what comes next
- Recalls a sequence of events in everyday life and stories

## Summer 1

## Journeys

Key skills listed are based on specific taught activities. Continuous provision offers a wider range of skills which are more targeted to children's individual next steps.

### **Expressive Arts and Design**

#### **National Curriculum Links: Design and Technology, Music, Art and Design**

Key skills (Range 5 – Birth to 5)

- Explores and learns how sounds and movements can be changed
- Taps out simple repeated rhythms
- Develops an understanding of how to create and use sounds intentionally
- Uses various construction materials
- Uses tools for a purpose
- Experiments and creates music in response to music, stories and ideas
- Uses available resources to create props or creates imaginary ones to support play
- Engages in imaginative play based on own ideas or first-hand or peer experiences

### **Understanding the world**

#### **National Curriculum: Geography, History, Science, RE, MFL, Computing**

Key skills (Range 5 – Birth to 5)

- Remembers and talks about significant events in their own experiences
- Shows interest in different occupations and ways of life indoors and outdoors
- Recognises and describes special times or events for family and friends
- Begin to understand the effect their behaviour can have on the environment
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world