**EYFS Opportunities**

**Personal, Social and Emotional Development**

 Discuss what makes a good friend

 Methods to resolve conflict

 Methods of negotiation in order to solve problems

 Look at ways to share fairly

 Discuss how our actions make others feel (positively and negatively)

 Circle times to share news from home

 Discuss and share interests

 Speak to small and larger audiences at frequent intervals.

 Discuss rules and boundaries of the setting

 Identify feelings—happy, sad, worried, scared, excited

 Discuss times that we feel happy, sad, scared, worried, excited

 Team work and group activities to develop shared responsibility

**Communication and Language**

 Engage in meaningful discussions in all areas of the curriculum.

 Listen to and learn a wide range of subject specific vocabulary.

 Listen to and tell stories often so as to internalise the structure.

 Phase 1 activities—playing with sounds

 Learn variety of nursery rhymes

 Learn songs related to the topic

 Discussions about what good listening is and what it looks like

 Listen to a variety of stories and discuss/retell the story

 Sequence, role play and retell stories, experiences and events in their own lives

 Direction games (e.g. Simon says)

 Identifying who, what, where in books, games, pictures, films/media

 Build up vocabulary related to objects and their use

 Build up vocabulary related to topics using stories, media/film

 Discussions about *why* things happen in stories, pictures, film/media

 Discussion about *how* to complete a game, events in stories/film/media

 Answer and ask questions—what, where, who, when, how

 Playing with tenses during discussion (past, present, future)

 Role play games—making up stories

**Physical Development**

Gross motor control

 Running games

 Opportunities to climb different apparatus—inside and outside—pulling themselves up, travelling along the apparatus, over and under the apparatus

 Ball skills—kicking, catching, rolling

 Large chalks, paint brushes outside—creating different marks—lines (up/down; left/right), circles (clockwise/anti clockwise)

Fine motor control

 Writing opportunities—craft table, writing area, role play (inside and outside)

 Cutting skills—along a line, opportunities to use scissors on the craft table

 Opportunities to move and manipulate objects—fine motor and sensory activities (e.g. dough, pegs around a bowl, threading, tweezers, etc)

 Letter formation skills to be taught during letters and sounds

Self care

 Practice dressing themselves

 Opportunities to use laces, zips, buttons

 Washing and drying hands

 Discuss hygiene and why we wash our hands, oral hygiene

 Discussions about healthy foods

 Opportunities to try healthy foods

 Discussions about likes and dislikes of food and drink

**Literacy**

Reading

 Listen to traditional tales.

 Listen to a range of texts.

 Learn some rhymes by heart.

 Discuss books.

 Build up a repertoire of rhymes to recite.

 Discussions around favourite stories and rhymes

 Phase 1 activities—rhyming, alliteration, oral blending

 Phase 2 activities—sound work, blending games

Writing

 Letter formation—in sand, with chalks, in books

 Forming CVC words

 Forming CVCC words

 Writing words in a meaningful sentence or caption

**Narrative**

 Mark making opportunities—role play, craft table, writing area, investigation area (indoors and outdoors)

 Write stories set in places pupils have been.

 Write stories with imaginary settings.

  Write stories and plays that use the language of fairy tales and traditional tales.

**Non-fiction**

 Name writing

 Write labels.

• Write lists.

 Write captions.

 Write instructions.

 Write recounts.

 Present information.

 Write non-chronological reports.

 Use marks to record mathematical solutions

**Mathematics**

Numbers

 Count and calculate in a range of practical contexts.

 Recite numbers in order to 10—rhymes and games, counting objects and actions

 Use and apply mathematics in everyday activities and across the curriculum.

 Repeat key concepts in many different practical ways to secure retention.

 Explore numbers up to 3, 5, 10 and then 20

 Match amounts to the correct numeral up to 3, 5, 10 and then 20

 Find the correct numerals up to 3, 5, 10 and then 20

 Use the language of more/fewer when comparing amounts

 Add and subtract using objects in practical activities—find 1 more/1 less up to 5, 10 and 20

 Find the total of 2 amounts when adding by putting them together, using the language of adding (in practical activities)

 Finds the answer to subtraction problems by taking a given number away, using the language of subtraction/taking away (in practical activities)

 Doubles up to 10

 Can share objects during practical activities—halving, sharing

 Estimates amounts and then checks by counting in practical activities

Shape, Space and Measure

 Name 2d shapes and then 3d shapes.

 Explore the properties of 2d and 3d shapes

 Use language to describe position, direction and movement.

 Use and apply in practical contexts a range of measures, including time (e.g. events), weight, capacity, distance and money.

 Handle data in practical contexts.

 Order items by size, using the language biggest, medium, smallest

 Complete a 2 part pattern, then a 3 part pattern

 Create a 2 part pattern, the a 3 part pattern

**Understanding the World**

People and Communities

 Discussions and stories about own families

 Opportunities to role play home and family (e.g. role play areas)

 Discussions about significant events in their family

 Discussions about significant events in other lives

 Look at different occupations

 Find out about the different traditions in our community

 Stories from different cultures and traditions

 Community visitors from different occupations

The World

 Talk about the immediate environment (e.g. home, school)

 Find out about the natural world—plants, animals, other objects

 Compare different types of objects—natural and man made

 Look at how different objects might work (construction, cogs, gears)

 Find out about growth and decay in our immediate environment

 Find out about the animals in our immediate environment and how to look after these

 Visits to different environments, compare with our own

Technology

 Complete simple program on iPad, Mac book, computer

 Program some programmable toys to complete an action

 Explores different technology in the home and at school

**Expressive Arts and Design**

 Builds up a repertoire of songs

 Matches movement to music (action songs)

 Explores musical instruments

 Uses musical instruments to create a rhythm

 Uses lines and shapes to create a picture

 Explores what happens when they mix colours, use these colours for a planned purpose

 Explores textures and uses these for a planned purpose

 Uses construction materials and tools safely

 Uses construction materials and tools to create a planned effect (e.g. joining objects together)

 Uses story language to role play a character

 Uses story characters and events to role play a character

 Explore stories through role play and movement