

Rock Pool Room Curriculum 2017 / 2018

Autumn

PSED	C&L	Literacy	Physical	Mathematics	U+W	EAD
<p>Becomes familiar with daily rituals</p> <p>Beginning to understand 'yes' and 'no' and some boundaries.</p> <p>Responds to a few boundaries with encouragement.</p>	<p>Responds to my name.</p>	<p>Single words - whenever offered a choice</p> <p>Hello</p> <p>Milk, water, fruit...</p>	<p>Willing to try new food</p>	<p>Gets to know and enjoy daily routine.</p> <ul style="list-style-type: none"> -coming in - breakfast - Circle time - Snack time - Lunch time - Tea time - Hand washing - Nap time 	<p>Recognises familiar people</p> <ul style="list-style-type: none"> - family members - adults in room - children's names 	<p>Beginning to move to music</p> <ul style="list-style-type: none"> - Join in with hello song - Tidy up music - Grace before meals
<p>Uses a secure adult as a base from which to explore independently.</p> <p>Is aware of others feelings.</p>	<p>Uses different types of everyday words.</p>	<p>Interested in books and may have favourites.</p>			<p>Enjoys pictures and stories of themselves, families and other people.</p>	<p>Begins to move to music, listens to and joins in with actions and songs.</p>
<p>Plays with resources appropriately (musical instruments)</p>	<p>Listen to an adult (respond in to loud and quiet resources)</p>	<p>Listens to and joins in with rhymes and stores</p>	<p>Holds an object in each hand and brings them together in the middle.</p>	<p>Has some understanding that things exist even if out of sight (Making noises with toys out of sight)</p>	<p>Explores objects by bringing together liking together different approaches - shaking, hitting, looking, feeling, pulling, tasting, mouthing, pulling.</p>	<p>Creative - musical instruments</p> <p>Move to the musical beat</p>
<p>Gradually able to engage in pretend play.</p>	<p>Listens to and enjoys rhythmic patterns in rhymes and stories.</p> <p>Enjoys rhymes and demonstrates listening by trying to join in with actions and vocalisations.</p> <p>Shows interest in play with sounds, songs and rhymes.</p>	<p>Handles books and printed materials with interest.</p>		<p>Selects a small number of objects from a group when asked.</p> <p>Says some counting words randomly.</p>	<p>Closely observers what animals, people and vehicles do.</p>	<p>Expresses self through physical action and sound.</p>
<p>Responds to a few appropriate boundaries with encouragement and support.</p>	<p>Understands simple instructions.</p>	<p>Makes connections between their movement and the marks that they make.</p>	<p>Shows a desire to help with dressing and undressing.</p>		<p>Matches parts of objects that go together - lid on tea pot</p>	<p>Imitates and improvises actions they have observed</p>

	Uses different types of everyday nouns and objectives	Recognises familiar stories Interested in books and rhymes		Says some counting words randomly Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. Uses blocks to create simple structures (building houses)		Imitates and improvises actions they have observed
Expresses own interests and preferences	Listens to an adult Uses prepositions - on top of, under, on, in	Holds a pen or crayon using a hold hand palmar grasp and makes random marks.	Desire to help with dressing.	Attempts sometimes successfully to fit shapes into spaces on onset boards or puzzles.		Explores and experiments with a range of media through sensory exploration. Move to the musical beat