

Core Activities

Core activities create the building blocks for all learning, growth and development in EY. Through the planning cycle Core Activities are shaped by children's interests. Practitioners adapt and plan through these activities to support development in the Prime and Specific Areas with an appropriate level of challenge to simulate and engage all learners.

	Sand and Water Tray	Cooking	Forest School	Gardening	Block Play	Malleable Materials	Role Play	Small World	Painting & Colour mixing	Junk Modeling	Finger Gym
	Indoor and outdoor continuous provision	Weekly	Elements incorporated into outdoor provision.	Adult led planting in response to the seasons. Free play 'garden area'	Indoor and outdoor continuous provision. Planned challenges to link with texts.	Playdough, foam, jelly beads, cloud dough, clay.	Home corner throughout the year. Additional role play in children's interests.	Indoor and outdoor linked to themes and interest led.	Begins adult led as children develop skills work independently at painting stations.	Open ended opportunities promoting independence. Adults support planning and reviewing work.	Range of activities to build up finger strength and dexterity
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
Our Big Question themes	Who am I? <i>Settling in</i>	How do we celebrate? <i>Seasons</i>	What fairy tales do we love? <i>Building</i>	How do we get around? <i>Animals</i>	How do things grow? <i>Growing</i>	Summer Adventures <i>Transition</i>					
Special Events	<ul style="list-style-type: none"> o Stay and Play sessions o Birthdays o 	<ul style="list-style-type: none"> o Birthdays o Fireworks night o Halloween o Diwali o Eid-Ui-Fitr o Christmas o Hanukkah o Diversity Month 	<ul style="list-style-type: none"> o Birthdays o New Years o Valentine's Day o Chinese New Year o Children's Mental Health Week o Pancake Day o World Book Day 	<ul style="list-style-type: none"> o Birthdays o Mother's Day o St. Patrick's Day o Science Week o Easter 	<ul style="list-style-type: none"> o Birthdays o St. George's Day o Ramadan & Eid o Carnival School celebration 	<ul style="list-style-type: none"> o Birthdays o Father's Day o Sports Day o International Day 					
Possible Texts	Together we can <i>By Caryl Hart</i> Ruby Goes to Nursery I can do it! <i>By Patricia Hegarty</i> So much <i>By Trish Booke</i>	Diwali <i>By Hannah Elliot</i> Christmas Story Room on the Broom <i>By Julia Donaldson</i> Stick Man <i>by Julia Donaldson</i>	<i>Traditional tales:</i> The Three Little pigs Goldilocks Billy Goat's Gruff	The train ride <i>By June Crebbin</i>	The Odd Egg <i>By Emily Gravett</i> The Very hungry Caterpillar <i>By Eric Carle</i>	Sharing a sea shell <i>By Julia Donaldson</i> <i>The Rainbow Fish by Marcus Pfister</i>					

	<p>Lulu's First Day <i>By Anna McQuinn</i> Maisie Goes to Nursery <i>By Lucy Cousins</i> Owl Babies by Martin Waddle Dear Zoo by Rod Campbell We're going on a bear hunt <i>by Micheal Rosen</i></p>	<p>Kippers birthday <i>By Mick Inkpen</i> Where's Spot - Eric Hill Spots Birthday Party -Eric Hill Peace at last - Jill Murphy The Gruffalo - Julia Donaldson</p>	<p>The Gingerbread Man Jack and the Beanstalk The little Red Hen</p>	<p>You can't take an elephant on the bus <i>By Patricia Cleaveland Peck</i> The Journey home from Grandpa's <i>By Jumima Lumley</i> Up Up Up! <i>By Susan Reed</i> The Boy who sailed the sea <i>By Julia Greene</i></p>	<p>The Bad Tempered ladybird <i>By Eric Carle</i> Lali's Feather <i>By Farhana Zia</i> Monkey Puzzle <i>By Julia Donaldson</i> <i>Jaspers Beanstalk by Nick Butterworth and Mick Inkpen</i> <i>Plant the Tiny Seed by Christie Matheson</i> <i>Titch by Pat Hutchings</i></p>	<p>Shark in the Park <i>By Nick Sharrat</i> The Singing Mermaid <i>By Julia Donaldson</i> This is me! <i>By George Webster</i></p>
<p>Personal Social Emotional Development</p>	<p>Who am I? Being the Best I can Be. Settling into our new Nursery Get to know and develop a bond with key worker Play name games Learn areas of the classroom and school routines Learn to self-register and hang my things on my special peg Share pictures of the our families/important people Talking about our favorite things to do at Nursery Create a class Charter</p>	<p>What are feelings? Introduce Zones of Regulation and exploring different feelings Talking about our own feelings and understanding feelings of others Kind and unkind behaviour; being a good friend Learn to use 'conflict resolution' Create 'cool down' areas when we need time to calm down Introduce brain breaks and quiet/calm times</p>	<p>What is special about me? Learn about special customs and beliefs Similarities and differences and how we show respect Set our personal targets and goals Mindfulness activities linked to children's mental health week Small group turn taking games Fairy tales: -explore characters and their actions. Eg Goldilocks and the big bad wolf.</p>	<p>How can I help others? Who helps look after us? How to help one another and what to do if you need help. The importance of being kind and gentle. What makes a great friend: know that words have an impact on others Termly Review; my proudest moments from this term Introduce 'experts' for all areas</p>	<p>What am I proud of? Look at how we are growing and changing; What can I do now that I couldn't do before? Playing co-operatively in a group. Children work on projects in groups lead by their own interests. Children build confidence to share their proud moments Explore what makes us feel different ways. I feel proud when.. I feel happy when.. How have I changed since I was a baby? SHaring our baby photos, talking about what we can do now?</p>	<p>What is special about the world around me? Special places in my community Where are my friends and family from? Explore similarities and differences How to look after the environment. Termly Review; my proudest moments from this term Transition to Reception</p>

	Setting rules and routines; expectations and boundaries Discuss class promises and agree on them as a whole class.	Termly Review; my proudest moments from this term	-think of stories from others perspectives how might the Giant feel?			
Physical Development PE coach Gross Motor	Fundamental Movement Experiments with different ways of moving. Begin to negotiate space successfully when walking, running and hopping. Wheeled toys Bikes, scooters and other wheeled toys.	Climbing & Balance Develop core muscles and strength to pull bodies up on climbing equipment . Work on balance when climbing and traveling over, under and around obstacles. Wheeled toys Bikes, scooters and other wheeled toys.	Jumping Practice pushing feet down into the ground to jump with increased height and distance. Wheeled toys Bikes, scooters and other wheeled toys.	Throwing and Catching Develop hand-eye coordination to propel objects further with increased accuracy and catch fast moving objects. Wheeled toys Bikes, scooters and other wheeled toys.	Kicking and Batting Develop co-ordination and eye tracking to kick small and large balls and use a begin to use a bat. Wheeled toys Bikes, scooters and other wheeled toys.	Multi skills and Athletics Practice key skills for Sports Day Activities. Wheeled toys Bikes, scooters and other wheeled toys.

<p>Fine Motor & Mark making/ writing</p>	<p>Rolls, pounds, squeezes and pulls play dough</p> <p>Hold and use a range of small tools and objects such as tambourines, jugs, hammers and mark making tools</p> <p>Begin to turn pages in a book</p>	<p>Use paintbrushes to explore creating dots, lines, circular strokes; develop wrist action</p> <p>Snips with scissors; create Christmas snowflakes</p> <p>Manipulate clay to create diva lamps</p> <p>Use utensils for cooking in small groups</p>	<p>Copies circular, vertical, horizontal strokes and lines with mark making tools</p> <p>Construction with a variety of small materials and tools</p> <p>Use different sized and shaped cutters for making gingerbread biscuits</p> <p>Turn pages of books independently</p>	<p>Trace shapes and lines with mark making tools</p> <p>Begin to form some letters in learnt in phonics</p> <p>Use windup toys and buttons to make things move and go</p> <p>Represent ideas and ascribe meaning to pictures drawn</p>	<p>Planting seeds and using water cans and sprays</p> <p>Manipulate playdough to make snakes, and small balls</p> <p>Begin to hold mark making tools with tripod grasp</p> <p>Begin to write name</p>	<p>Write name and represent some other letters</p> <p>Use scissors to cut straight lines</p> <p>Paint and represent pictures with some details eg eyes nose mouth</p>
<p>Healthy and Self care</p>	<p>Learn daily routines and handwashing</p> <p>Use the toilet independently and/or ask for help if needed</p> <p>Eat and use utensils with greater independence</p>	<p>Eat independently</p> <p>Take on and off winter clothes independently</p> <p>Assess risk and use resources and equipment in school safely</p>	<p>Learn about oral hygiene and brushing teeth</p> <p>Try and taste different foods</p> <p>Develop breath control for brain breaks</p>	<p>Assess risk and be safe at home and in school; is it safe?</p> <p>Road Safety</p> <p>Talk about the body and name body parts.</p>	<p>Healthy eating and food</p> <p>Learn about growth and change in humans and animals</p>	<p>Learn how to look after our bodies in the hot weather</p> <p>Talk about ways to keep healthy</p>
<p>Communication and Language</p>	<p>Rhymes and songs that use the whole hand</p> <p>1:1 talking time with adult</p>	<p>Rhymes/song that use fingers</p> <p>Introduce Talking Tables</p> <p>Share and talk about Tapestry posts</p>	<p>Rhymes/songs that cross the midline</p> <p>Act out fairy tales</p>	<p>Rhyme Time: rhymes that use the whole body</p> <p>Comment, predict and explain Science experiments</p>	<p>Rhymes that: involve games and movement</p> <p>Introduce Story Maker</p> <p>Explain 'odd one out' scenes</p>	<p>'Rhyme Time' challenge</p> <p>Share and talk about their 'special place' (Tapestry)</p>

	<p>Introduce 'Word Time' for daily vocabulary input</p> <p>Introduce What's in the Box?</p> <p>Sorting and classifying toys and objects</p> <p>Labelling objects; what are they for?</p> <p>Dress up games & Puppet Play</p> <p>Phase 1 phonics: Tuning into sounds: sound discrimination of instrumental sounds and body percussion</p>	<p>Mystery Box and Touchy feely bags</p> <p>Action games and songs for verbs</p> <p>Prepositions: under, behind, in front of, on top of.</p> <p>Phase 1 phonics: Listening and Remembering Sounds: Rhythm and rhyme Voice sounds</p>	<p>Sequence and retell stories; first, then, now</p> <p>Use language related to measure for size; big, small, medium</p> <p>Introduce 'story telling tent'</p> <p>Phase 1 phonics: Talking about sounds (developing vocabulary and language comprehension) Playing with initials sounds, can you hear and say initial sounds</p>	<p>Introduce 'Big Picture' answer who, what and where questions</p> <p>Opposites: fast/slow quiet/loud big/small</p> <p>Phase 1 phonics: Oral blending and segmenting: reproduce audibly the phonemes they hear, in order, all through the word</p> <p>Read Write Inc Phonics Begin first set of sounds, link sound to phoneme</p>	<p>Listening games for identifying animal sounds</p> <p>Use language related to length and weight</p> <p>Read Write Inc Phonics Continue with children's next steps following RWI sound order Identifying and saying initial sounds in words</p>	<p>Begin to answer 'why' questions</p> <p>Listen and do 2-3 part instruction activities</p> <p>Use language related to time; today, tomorrow, yesterday</p> <p>Read Write Inc Phonics Continue with children's next steps following RWI sound order</p>
Literacy	<p>Share favourite stories/songs/rhymes</p> <p>Join in with actions to rhymes and stories</p> <p>Read stories 1:1</p> <p>Identify main characters in familiar stories</p> <p>Use Story Sacks</p>	<p>Children begin to take home books from school</p> <p>Share stories in small groups</p> <p>Listen and join in with repeated refrains</p> <p>Recognise familiar words in environment and own name</p> <p>Talk about illustrations in books</p> <p>Story Maps</p>	<p>World Book Day activities</p> <p>Talk about settings in stories</p> <p>Begin to tell Helicopter stories using key story words eg once upon a time</p> <p>Story Maps</p> <p>Sequencing stories using pictures</p>	<p>Begin reading sessions with parents</p> <p>Explore information books about animals</p> <p>Make up new endings for favourite stories</p> <p>Take greater notice of letters in books and print</p> <p>Children choose books to take home</p>	<p>Children create their own stories with 'story maker'</p> <p>Sequence stories; beginning, middle and end</p> <p>Begin to make and create our own story books</p> <p>Story sacks for 'Monkey Puzzle' & 'The very Hungry Caterpillar'</p>	<p>Complete 'book reviews' of favourite stories</p> <p>'Rhyme Time' related to seaside</p> <p>Make an "This is Me" book</p>

<p>Mathematics</p>	<p><u>Routines:</u> Introduce and develop morning routines incorporating daily number rhymes and songs. Counting at snack time. Daily exposure to orally rote counting.</p> <p><u>Maths area:</u> Introduce maths area where children can explore a range of counting materials and collections.</p> <p><u>Numicon:</u> Become familiar with the numicon shapes. Play sorting activities and matching games.</p> <p><u>Counting and Cardinality</u> Begin to say number words in sequence, may be at string level where words are continuous undifferentiated. Will use some counting</p>	<p><u>Routines:</u> Introduce the Birthday Box with numerals, cards, hats, candles etc. for celebrating birthdays. Children discuss how old they are and look for their numbers in the box. Story: Spot's Birthday</p> <p><u>Maths area:</u> Introduce 5 frames for counting songs to 5 with props for reciting and acting out the songs. (linked to children's interests)</p> <p><u>Numicon:</u> Recognise and name numicon pieces to five.</p> <p><u>Counting and Cardinality</u> Consistently use the number words in the same order (stable order principle) Christmas Performance songs</p>	<p><u>Routines:</u> Children help adult to count out a number of things from a larger group focusing on the 'stopping number' during snack time</p> <p><u>Maths area:</u> Investigate mathematical tools eg calculators, timers, measuring tapes.</p> <p><u>Numicon:</u> Match numerals to the numicon shapes and practise ordering them (1-3) Find numicon pieces that are equal/the same.</p> <p><u>Counting and Cardinality</u> Know that numbers identify how many objects are in a set. Count every item in a set only once, using only one number word (one-one principle) Can predict</p>	<p><u>Routines:</u> Introduce calendar and days of the week into daily routine. Counting down the days to an event. Children count and say how many (cardinal principle) for their snack.</p> <p><u>Maths area:</u> Incorporate mathematical problems into role play areas for transport eg. five-frames for trains and buses, tickets, train times, directions.</p> <p><u>Numicon:</u> Find a numicon shape that is less/more than mine. Count and match counters to numicon pieces.</p> <p><u>Counting</u></p>	<p><u>Maths area:</u> Free exploration of conservation of number using sorting trays set (such as ice cubes trays and egg boxes) Introduce Hungarian 5 frame and 10 frame.</p> <p><u>Numicon:</u> Order Numicon pieces to 5. Match Numicon pieces to groups of given objects. (minibeast game) Make repeating patterns using numicon shapes.</p> <p><u>Comparison</u> Match groups of objects with the same number Know that the quantity of objects stays the same when they are spread out or moved closer together.</p>	<p><u>Numicon:</u> Match numerals to the numicon shapes and practise ordering them (1-10) Use a magic feely bag to find matching numbers. Composition of 5: find two shapes that make up 5.</p> <p><u>Counting</u> Develop order irrelevance principle by counting irregular arrangements of objects. Children can say one more than a given number within 5. Can count backwards from 5 then 10. Begin to count on from a given number within 10 using a number line.</p> <p><u>Comparison</u> Compare sets of objects, saying if it is one more or one less</p>
---------------------------	---	--	--	--	--	--

	<p>words randomly. Develop one-to-one correspondence when setting up the home corner. Encourage children to set up each plate with a cup etc.</p> <p><u>Comparison</u> Describe the groups using mathematical language eg 'few' and 'lots'</p> <p><u>Subitising</u> Play 'grabbing games' where children develop a sense of 'two-ness' and 'one-ness' Explore groups of two eg. Two eyes, two hands, two feet ect. Children instantly recognise groups of two without the need to count.</p> <p><u>Number Recognition</u> Notice numbers in the environment. Recognise numbers of</p>	<p>based on counting songs</p> <p><u>Comparison</u> Children develop understanding of 'fair' and 'unfair' with numbers. Children can share fairly through practical activities such as putting food on plates or sharing toys equally; Teddy Bear's Picnic Children can check that groups are equal.</p> <p><u>Subitising</u> Makes a small collection of up to three objects to match another collection of objects.</p> <p><u>Number Recognition</u> Recognise numbers in recipes eg. When making Gruffalo food and Reindeer Food</p>	<p>what the outcome will be in stories, rhymes and songs if one is added to, or if one is taken away. Act out with props linked to the story.</p> <p><u>Comparison</u> Can indicate which set has more or which set has less. Uses number language, such as 'less' or 'fewer'</p> <p><u>Subitising</u> Fast recognition of up to three objects Quick recognition of 'three' 'not three'</p> <p><u>Number Recognition, Representation</u> Can represent numbers using fingers. Can pick out a matching numeral to a numeral that is shown to them up to</p>	<p>Count actions, such as claps or jumps. Count at different speeds as they jump quickly/slowly, or a mixture of the two? Listening games for counting. Playing track games and counting along the track.</p> <p><u>Comparison</u> Children can compare numbers that are far apart reasoning explaining unfair sharing - 'This one has more because it has 5 and that one only has 2'</p> <p><u>Conservation:</u> knowing that the number does not change if things are rearranged (as long as none have been added or taken away) linked to bus and train games</p>	<p><u>Subitising</u> Can show a number of fingers to five 'all at once', without counting. Recognise the significance and value of zero</p> <p><u>Number Recognition, Representation and Ordering</u> Can record using marks that they can interpret and explain. Can recognise numerals 0 to 5. Can read numbers beyond on a number line by dropping back to 0. Can represent numbers using marks on paper or pictures</p> <p><u>Patterns</u> Develop reasoning skills for finding 'odd</p>	<p>using duplo. Children being to reason using full sentences.</p> <p><u>Subitising</u> Automatically know numbers on a dice to 5. (Hungarian 5 frame games to support)</p> <p><u>Patterns</u> I can recognise follow ,copy and create patterns with sounds and actions. I can notice and correct an error in a simple repeating pattern</p>
--	--	--	---	--	---	--

	<p>personal significance eg. Their birthday</p> <p>Shape, Space, Colour</p> <p>Complete simple puzzles and shape sorters. Name a range of different colours Children can sort objects by size, colour and shape. Some objects can be identical.</p>	<p>Shape, Space, Pattern</p> <p>Capacity: making potions 'full' 'empty' 'nearly empty' Positional language linked to Bear Hunt Story. Patterns for wrapping paper at the Elves workshops: spotty/zig zag/</p>	<p>3. Can sort different representations up to three linked to fairy tale characters</p> <p>Measure, Pattern</p> <p>Beanstalk height order and describe. Size ordering Goldilocks and the three bears. Story: 'Simon Sock' matching pairs of socks by their pattern</p>	<p>Representation</p> <p>Count out objects to match numbers up to 3 then 5</p> <p>Patterns/Shape</p> <p>Create an ABAB pattern with colours and shapes. Use shapes to create pictures. Copy pictures and create my own pictures.</p>	<p>one out' in pictures. Create and extend and ABAB patterns</p>	
<p>Understanding of the World</p>	<p>Stem Learning: The Natural World, Explore and Observe</p> <ul style="list-style-type: none"> o Fantastic fruits o Natural scavenger hunt 	<p>Stem Learning: Physical Processes</p> <ul style="list-style-type: none"> o Floating and Sinking o Water and Ice o Cooking 	<p>Stem Learning: Materials</p> <ul style="list-style-type: none"> o Building a house for the Three Little Pigs 	<p>Stem Learning: All About me</p> <ul style="list-style-type: none"> o Brilliant Bodies o My senses <p>Science Week</p>	<p>Stem Learning: The Natural World, Explore and Observe</p> <ul style="list-style-type: none"> o Observe life cycle of caterpillar o Care for eggs and chickens 	<p>Stem Learning: Physical Processes</p> <ul style="list-style-type: none"> o Magic magnets o Shadows
<p>Art & Design</p>	<p>Painting and Colour</p> <p>Free exploration of mixing and different tools</p> <p>Printing</p> <p>Hand, finger, body printing</p> <p>Cutting and Sticking</p> <p>Begin to use scissors Use glue sticks to create</p>	<p>Colour</p> <p>Experiment with colour; sand, water, dough, paint mixing linked to Diwali</p> <p>Painting</p> <p>Experiment with different painting tools to create fireworks</p>	<p>Textiles and Texture</p> <p>Experiment with materials to make homes and buildings</p> <p>3D work</p> <p>Building and constructing homes and buildings</p>	<p>Printing</p> <p>Extend body printing</p> <p>Painting and Colour</p> <p>Colour mixing; produce shapes and pictures</p> <p>3Dwork</p> <p>Salt dough modeling eggs</p>	<p>Drawing</p> <p>Draw and record observations of minibeasts and animals</p> <p>Pattern</p> <p>Observe and create patterns seen on animals ie butterflies</p>	<p>Drawing</p> <p>Draw and represent pictures of me and others</p> <p>Pattern</p> <p>Represent colour and shape patterns</p> <p>Artist</p>

		3Dwork Salt dough modeling Cutting and Sticking Continue to develop use of scissors		Building habitats		Paul Klee inspired block printing
Music – music specialist	Watching listening & participating Find out singing voices. Explore vocal sounds. Engage and participate in the sessions.	Snowmen & Penguins Experience a range of songs. Explore rhythm through words. Learn how to explore pulse through movement. Explore pitch through singing and sounds	Puppets & Lycra Use puppets and stretchy lycra material during music sessions to bounce props to the beat of the music. Learn to respond to music physically. Learn to join in with and anticipate actions.	Playing the game Explore pulse in my body through movement and actions. Respond to music with greater control through movement. Handle and control small percussion instruments to start and stop ; play loud and soft; play fast and slow	What's in the bag? Have opportunities to listen to live music. Have opportunities to listen to recorded music. Learn to retell stories through music	Road to Rio Develop a steady pulse. Find the rhythm of words. Explore pulse in the body through listening, singing and responding to music