

**Numeracy.**

- **Geometry: properties of shape – 2D and 3D shapes**
- **Number: addition and subtraction - change within 5**
- **Number: addition and subtraction – number bonds within 5**
- **Geometry: properties of shape – spatial awareness**

**Personal, Social and Emotional Development.**

- Identify a range of different feelings.
- Keep on trying when they find something difficult.
- Start to sit and listen more consistently during adult focus time.
- Follow simple instructions first time when asked.
- Start to try new activities.
- Start to be aware of rules in the school and classroom and why we have them.
- Put on and take off their own socks and shoes.
- Start to know ways to stay healthy with what foods they choose to eat.
- Play with a small group of children, sharing ideas
- Start to form good relationships with the familiar adults in my class.
- Express and identify their feelings.
- Express their basic needs to familiar adults e.g. ask to go to the toilet, etc.
- *Daily check-in on our wellbeing board.*
- *Books such as Ravi's Roar, Ruby's Worry, and Bucket Fillers in book areas to recap*
- *Teachers using restorative practice.*

**Literacy.**

- Write some lower-case letters correctly in a simple CVC word.
- Use a tripod grip.
- Identify known letters to match initial sounds (Set 1).
- Match Set 1 letters and sounds correspondence.
- Write CVC words and labels e.g. c-a-t.
- Say a simple sentence for writing (oral and count words)
- Retell the key events in stories that have been read to me.
- Start to recall facts from non-fiction texts.
- Link what I have read or what has been read to me, by linking it to my own experiences.
- Begin to ask what words mean in the text which is read to me.
- Talk about stories I have heard and the sequence of the story.
- Predict what will happen in the story looking at the picture's clues on the front cover.
- Infer using picture clues.
- Listen carefully to stories, rhymes, non-fiction and songs and listen to how new words are being used in the story.
- After my key worker has explained what the new word is, I can give them an example of my own with the new word.
- Read all set 1 single letter sounds.
- Blend set 1 sound into words orally. *Daily phonics/ literacy teaching/ high quality texts within story time.*

**Expressive Arts and Design.**

- Use various tools for artwork and design including playdough tools and paint brushes.
- Mix primary colours together to see what colour it makes.
- Starting to recreate familiar stories (with adult support).
- Use their imagination when working with peers and working together to make a storyline in their play.
- Role-play imaginary scenarios linked to experiences that interest them and use the new and correct language that has been taught. **Artist focus: Vincent Van Gogh- Starry night to link to celebrations/ festivals.**
- **Weekly EAD focuses on following into the provision. Outdoor opportunity to revisit previously taught skills.**

**Celebrations Colour and Light**



**Expressive Arts and Design. – Music**

- Identify the pitch of a song and have a go at copying the pitch.
- Copy and sing short phases independently (In Christmas performance).
- Listen and respond to sounds.
- Sing with others and supported by an adult.

*Practise core nursery rhymes each day before dinner: Pat a cake, 1, 2, 3, 4, 5, I'm a little teapot, Grand Old Duke Of York, Hickory Dickory, Wind the Bobbin Up. Music session twice per week.*

**Communication and language.**

- Demonstrate good listening behaviours.
- Follow simple instructions (with two or more parts) reliably.
- Engage in story times
- Join in with familiar songs and rhymes
- Wait and take turns in conversation.
- Use talk to predict what might happen and work out problems.
- Starting to share their ideas with familiar adults.
- Listen to and talk about stories, rhymes and non-fiction that they really enjoy.
- Share their ideas using talk as a tool.
- Use new vocabulary. *Planned vocabulary/ ShREC approach/ WellComm.*

**Understanding the world.:**

- Talk about changes that have happened to me throughout my life from a baby to now.
- Talk about my family and who I live with.
- Make detailed observations of the world around me thinking about my senses- feel, hear, see, smell.
- Talk about how people from different countries celebrate Christmas and other festivals
- Starting to explore the natural world of where I live and the environment around school.
- Can start to use stories and pictures to talk about differences in life in other countries
- Can describe what I can see, hear and feel outside when exploring the natural world and environment around me including where I live and at school.
- Can talk about the area I live in, including the weather etc.
- Can talk about the weather changes the environment.
- Can talk about forces I feel e.g. push, pull etc.
- I can use magnets to show materials that are magnetic and not.
- Can talk about the differences in materials such as being waterproof.
- Completes a simple program on electronic devices.

*Home learning task photos from holidays to discuss. Home learning tasks photos of babies to discuss.*

*Diwali celebration day. Visit the Gurdwara.*

*Nativity celebrations.*

**Physical development.**

- Can use lots of different ways of moving and travelling appropriately
- Rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- Can climb over, under and through obstacles
- Show good pencil control when mark-making and drawing
- Use cutlery and other one-handed equipment.
- Use a range of tools e.g. scissors.
- Hold a pencil in a tripod grip
- Make healthy eating choices independently.
- Talk about why we need to be healthy.
- Line up sensibly to move around the school in the correct way
- Exploring outside daily.*
- Large-scale construction.*
- Write name when children enter the setting.*
- Daily PD activities in class and daily phonics.*

### Vocabulary linked to Understanding the world

Same  
Different  
Unique  
Siblings  
Special places  
The same  
Different  
Care  
Respectful  
Festival  
Special  
Different  
Same  
Culture

### Parental engagement:

Class Dojo weekly.  
RWI portal links.  
Parent workshop maths.  
Daily chats on the door.  
Home learning tasks.  
Reading diary

### Core texts

- Little Red Hen.
- Nativity Story
- Non-Fiction focuses upon Diwali and celebrations.



### Characteristics of effective learning:

We promote playing and exploring, active learning and creating and thinking critically through all areas of our provision. The children use the language of this through our dinosaurs on display.

### British values:

**Mutual respect and tolerance:** Children will discover different cultures and religions.

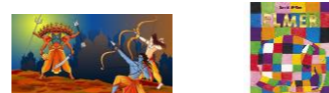
**Rule of law:** Children will be introduced to our class rules.

**Individual liberty:** We celebrate the fact we are all different and accept all children in my new class.

**Democracy:** Children have opportunity to input into the provision.

### Our high-quality text choices:

- Hats of Faith.
- See Inside World Religions.
- Diwali Story
- Elmer
- Vincent Van Gogh- Big Book.
- Katie and the sun flowers.



### Enrichment:

Children will have the opportunity to visit Forest School each week as well as being immersed in their learning. We will be visiting the Gurdwara, celebrating Diwali as well as performing our Nativity. We will also be visiting a local allotment.

### Pupil premium:

Staff focus on children under the term 'Pupil Premium' in their class with an additional focus within our high-quality teach.

### Outdoors:

Children to use the gross motor zone to practise moving in a variety of ways.

Use equipment from P.E lessons.

Junk modelling outside with a range of scissors to practise scissor control.

Health food within the home corner for children to explore.

Exploring magnets within the outdoor area.

Continue to allow children to explore mud, water and sand play. Enrich with herbs and menus.

Story time trays linked to core texts.

Weather watching.

Music station outside with boom box, instruments and Diwali clothing.

Primary colours on the easel.

Child interest tyres.

Writing and maths station focused upon Autumn 2 skills.

### Wider context:

- To support children with English as an additional language we will say hello within the register in different languages.
- We will use gestures, Makaton and dual coding within the provision to help children with EAL as well as special educational needs.
- Staff are aware of children that require targeted language support, and this is delivered via the provision as well as WellComm.
- Staff play nursery rhymes before lunch in different languages.
- We use sensory breaks and areas to support children who require sensory breaks.
- Cool kids programme to support.