

Numeracy.

- Counting in an order
- Tagging objects by counting words
- Knowing the last number counting gives the total
- Numbers 1 and 2
- Explore shapes and patterns.

Expressive Arts and Design.

- I use my imagination as I consider what I can do with different materials.
- I understand and chose to extend my work by adding different pieces to it. I can see how my work has changed.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- I start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. *EAD focus per week/ setting up small world scenarios linked to the topic.*

Understanding the world.:

- Make connections between the features of their family and other families including differences.
- I begin to listen to stories that my parents told me about when I was younger and enjoy telling the recounts to my friends and key workers.
- I show interest in different occupations that I see through books and experiences.
- I can talk about how different people and cultures celebrate Christmas and the New Year.
- I talk about the differences I notice between people, whilst also drawing their attention to similarities between different ways that Diwali is celebrated.
- I can explore and respond to different natural phenomena in my setting and on trips.
- I can use all my senses in hands-on exploration of natural materials. I can explore and identify what happens when I add a liquid to them. I can use the correct vocabulary when talking and explaining it to my key worker.
- Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.
- *Forest school weekly.*
- *Discussing families and their differences through core texts and photos.*
- *Diwali Day.*
- *Nativity celebration*
- *Exploring outdoors daily/ sensory trays.*

Personal, Social and Emotional Development.

- I can increasingly talk about and manage my emotions
- I safely explore emotions beyond my normal range through play and stories.
- I am able to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what I want or push my way to the front (starting to show effortful control – and be aware of rules/boundaries)
- I feel confident when taken out around the local neighbourhood such as the church and enjoy exploring new places with my key person.
- I feel confident asking adults for help.
- I enjoy a sense of belonging through being involved in daily tasks.
- I am developing friendships with other children.
- I will play with increasing confidence on my own and with other child - because I know my key person is nearby and available.
- I am beginning to notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and notice these features in my friends.
- *Wellbeing area/ sensory space.*
- *PSED focus books.*

Let's Celebrate!

Literacy.

Decoding
I can recognise my own name on my name badge.
I show an interest in illustrations and words in print and digital books and words in the environment such as that information can be relayed through signs & symbols in various forms e.g. pictures, symbols, logos, internet, and words in the environment in a guided group.
Familiarity with text
I enjoy repeating words and phrases from familiar stories that I share at home with my family and friends in the class.
I am beginning to spot & suggest rhymes when hearing stories or poems when they are read to me.
I start to ask questions about the story that is being read to me so I have a better understanding.
I like to join in with repeated refrains and anticipate key events and phrases in rhymes and stories
I have favourite books and seek them out, to share with my key worker, with another child, or to look at alone.
Start to make marks on their picture to stand for their name (recognise important prints to me)
I can give meaning to what the marks, shapes, letters and pictures that I make mean

I like to investigate making marks in different ways such as in paint, sand, and using different writing materials.

Literacy focus once per week.
Storytime focuses daily.
Choosing their name daily.
Book area with Toni box inviting with puppets and props.

Expressive Arts and Design. – Music

- I enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
I listen with increased attention to different sounds.
- *Singing daily/ core nursery rhymes to know well/ nursery rhymes stones.*
- *Sound binao.*

Communication and language.

-I can ask simple questions about 'who', 'what' and 'where' in guided groups and with my key worker support to my friends or an adult.
-I use a wider range of vocabulary when acting out stories. My teacher will have explained what the words mean and then I can use them in my play.
-I can understand and act on longer sentences like make teddy jump or find your coat.
-I can identify familiar objects and properties for my key worker when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'.

High-quality PSED story each day/ Focus Nursery rhymes.
Focus upon core language from the progression document.
Staff narrating children's play. ShREC.
WellComm specific interventions.

Physical development.

- I can walk down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance & stability.
- I can balance and ride a scooter, trike or a bike.
- I can throw and release a large ball, beanbag or object into the air.
- I can run around different objects and not bump into my friends.
- I can crawl on differ equipment and place my hands and knees in the correct position.
- I can use the correct actions and link them to nursery rhymes.
- I can use large muscle movements to wave flags and streamers paint and make mark which are meaningful to me. This can be in a group or independently.
- I show a preference for a dominant hand and start to use pencils, crayons and other mark making tools.
- I begin to use a fork to hold objects in place so they do not move. I can start to eat with a fork or spoon using my dominate hand.
- I can talk about foods that I like and dislike.
- I can put my coat on independently (without doing the zip/buttons)
- I can use the toilet independently including wiping my own bottom and wash my hands when I finish.
- *P.E once per week.*
- *Bikes/ scooter out certain days of the week- EYFS shed.*
- *Rainbow rings outside in singing station.*
- *Using forks in the home corner.*
- *Food tasting.*
- *Daily opportunities for mark making.*

Vocabulary linked to Understanding the world

Family
Celebration
Christmas
Diwali
Birthday
Christianity
Church
Easter
Hair colour
Boys/ girls
Difference

Core texts

- Eyes that Kiss in the Corners by Joanna Ho and Gung Ho.
- The Nativity story BBC.
- Videos linked to Remembrance Day, Bonfire Night and Diwali- BBC



Our high-quality text choices:

- Owl babies
- Rainbow Fish
- Father Christmas needs a wee



Enrichment:

Tuesday 10th December – Nativity – 10am and 2pm

Tuesday 17th December – Christmas Craft Day - 10-11 and 1.45-2.35pm

Friday 20th December – Nursery at the Movies – Pyjama Day and Polar

Characteristics of effective learning:

We promote playing and exploring, active learning and creating and thinking critically through all areas of our provision. Adults use the language of 'dinosaurs' with the children.

British values:

Mutual respect and tolerance: Children are accepting of everyone within their class regardless of differences in appearance.

Rule of law: Children are introduced to nursery rules.

Individual liberty: We celebrate the fact we are all different.

Democracy: Children have opportunity to choose where they would like to pursue their independent learning.

Parental engagement:

Class Dojo.
Stay and play.
Daily chats on the door.

Outdoors:

Themed role play linked to previous topic.
Bikes/ scooters available on some days.
Large sand pit.
Water outside.
Natural materials- mud kitchen.
Opportunities to skip, run, hop etc.
Opportunities to catch and throw
Singing station with flags and streamers.
Sensory trays- can we melt the ice etc?

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 have a sensory space that children can explore within our provision to support their self-regulation.