

Numeracy.

- **Numeracy. Adult model in group and within CI.**
- Cardinality and counting- count to 10 and beyond.
- Recap on all numbers to 3.
- Prepositions
- Sequence of events.

Personal, Social and Emotional Development. Continue to recap.

I can manage my feelings and talk about how I can overcome them independently.

I can use different emotions in my play with others and understand why I am using it in my play.

I can follow nursery rules and know why they are important without my key worker supporting me.

I am responsible and be confident to be part of my community. I may have joined a group in my community such as a dance, football, or swimming group.

I am ready for new experiences like starting school.

I can make healthy choices about food, drink, activity & tooth brushing.

I am able to be assertive when considering other children's wants and interests.

I can be honest about what I think and feel with my key worker and friends and act on this appropriately.

I am able to play in a group with friends and make up ideas of things to do and games to play independently.

I begin to find solutions to quarrels and rivalries independently. **Books around feelings available daily and discussing feelings such as 'happy, sad, angry' on the wellbeing board.**

Literacy.

- I am beginning to hear and say the initial sound in a given word.
- I can identify an object when given the initial sound.
- I can handle books carefully and the right way up.
- I can turn the pages of a book correctly and one a time.
- I can talk about familiar stories & tell a long story to my friends, or my key worker.
- I can create sounds, movements, drawings to accompany stories.
- I can sing a large repertoire of songs to my friends or key worker.
- I am able to make up my own stories, with characters, a beginning, middle and an end and perform it to my friends and key worker.
- I have a bank of new vocabulary that reflects the breadth of my experiences of reading different books.
- I can name the characters and look at their emotions. I can talk about how and why they are feeling the way, they are.
- I can talk about events and principal characters in stories and suggests how the story might end and why.
- I can use some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- I can write my name correctly.
- I can link some phonemes to graphemes correctly and independently in my writing.
- I can use some of my letter sound knowledge in my early writing.
- Daily access to mark making across the whole provision.
- Adults narrating and playing alongside children daily. Extending children's language with the use of SHREC- share attention, respond, expand and converse.
- Continue with RWI- chn starting to apply sounds into their work.
- Name writing.

Expressive Arts and Design.

- I mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark. I use these in my own work..
- I can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.
- I beginning to show different emotions in my drawings and paintings, like happiness, sadness, fear etc and talk about my picture and reasoning.
- Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

EAD focus per week.

Our Colourful World!

Expressive Arts and Design. – Music

- Nursery rhyme stones before lunch- children know these songs well. Rhyme driving literacy curriculum.

I can remember and sing whole songs to my friends and my key worker.

I can begin to show expression through facial expression through familiar songs.

Communication and language.

- I can start a **conversation** with adults and friends and continue it for many turns.
- I can use longer sentences in my play and my explanations with at least 6 words.
- I use conjunctions in my sentences when I speak in my independent play.
- I continue to 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 answer why questions.
- I can understand and answer why questions when being asked to predict what is/has happened in a story.
- I enjoy listening to longer stories and can remember much of what happens in the beginning, middle and end of the story.
- I can focus on a guided activity for at least ten minutes.

High quality PSED story each day/ Focus Nursery rhymes.

Focus upon core language from progression document.

Staff narrating children's play.

Understanding the world.:

- I begin to make sense of my own life-story and family's history.
- **Children photos and family.**
- I can talk about what skills I need to achieve.
- I use a wide range of props, puppets, dolls and books to notice and talk about similarities and differences between my friends, family members and people in the community.
- I talk about my family and ask questions about my friend's family and notice the difference between the two. I understand how families can be different.
- I talk about where I have been on holiday and talk about the differences in my everyday life.
- I can identify items that are manmade and things that are natural.
- I begin to understand the need to respect and care for the natural environment and what would happen if we didn't.
- I can talk about what I see, using a wide vocabulary to describe natural materials.
- Knows that information can be retrieved from digital devices and the internet.
- Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet.
- I can explore and identify what happens when items sink or float. I can use the correct vocabulary when talking and explaining it to my key worker.
- I can talk about different forces that I can feel and use the correct vocabulary when explaining to my key worker.

Physical development.

Get set for PE (Games Unit 1).

I can balance on one foot or in a squat momentarily, shifting body weight to improve stability independently.

I can grasp & release with two hands to throw & catch a large ball, beanbag or object.

I can run with spatial awareness & negotiates space successfully, adjusting speed or direction to avoid obstacles.

I am beginning to match my developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm and perform it to my friends or key worker.

I can choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

I am starting to write recognisable letters.

I can write my own name, which can be read by others and myself.

I know how to hold a pen or pencil in a tripod grip.

I can start to eat independently with a knife and fork.

I can make healthy choices about what food and drink I would like and why.

I can get dressed and undressed independently.

I can talk about why it is important to meet my health and care needs.

Vocabulary linked to Understanding the world

Rain
Sun
Weather

Plant
Sink
Float
Pour

Core texts

Rosie's Walk - linked with maths for positional language.
-Supertato presents Evil Pea and The Bean Stalk.

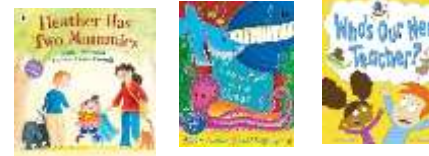


Prepositional Language Focus



Our high-quality text choices:

- Commotion in the Ocean
- Heather has two mummies.
- Listen to Who's our new teacher book- same as reception- support transition. .
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Skills to revisit within provision from spring term within the provision:

EAD:

- I can safely use and explores lots of different tools such as hammers and scissors.
- I draw for a purpose using detail such as a drawing a circle for a face and making marks and shapes for facial features.

LIT

- I can notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)
- Rhyming words.

PD:

-I can catch a large ball, beanbag, or object when someone is a distance away from me with my two hands.

-I can use a knife to cut.

UTW:

I can name different parts of a plants.

I understand the key features of the life cycle of a plant.

- Plant seeds and care for growing plants.

Enrichment:

Children will have opportunity to visit Forest school each week as well as being immersed into their learning via cross curricular links. We will also be exploring floating and sinking, forces and planting through real life experiences.

Outdoors:

Café role play.
Mud kitchen area with PSED focus.
Large sand pit available.
Variety of construction.
Instruments.
Balancing equipment.
Instruments outside.
Climbing area open- where slide used to be.
Small world linked to theme.
Using flags and streamers outside.
Large balls.

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.

Parental engagement:

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

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 follow and respect our class rules within adult support.

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.