

**Numeracy.**

- Numbers to 5- subitising up to 5.
- Comparing numbers up to 5.

**Expressive Arts and Design.**

- Start to join materials together.
- Explore art materials and colour mixing freely.
- Develop their own ideas for art.
- Start to develop their own stories linked to what they know through role & small world play.
- Use their imagination in play to help them role play and create small world set ups.

Opportunities inside and outside to explore colour mixing freely. Junk modelling within class and large junk modelling outside. Small world linked to children's interests and texts.

**Understanding the world.:**

- Talk about the different jobs people do.
- Name some members of my family and talk about them.
- Talk about the roles of people in society.
- Talk about people in the community and their roles including jobs **(Aut 2 skill but relevant to the topic)**.
- Talk about myself and some of the ways I have changed.
- Explore the world around me with all my senses.
- Are accepting of other differences.
- Can talk about what I can see outside using a wide vocabulary.
  
- Can change materials e.g. adding water to cornflour, mixing paint etc, and talking about what has changed.

Completes a simple program on electronic devices.

Have a superhero like you day where children dress up as roles in society.

Have visits from the police, paramedics, crossing patrol.

Children share All About Me bag- discussing their family.

Start Forest School.

Explore inside and outside daily. Gloop in the tuff tray, paint mixing, water, sand, mud kitchen.

Start to complete games on IWB and IPAD.

**Personal, Social and Emotional Development.**

- Talk about feelings (happy, sad, angry etc).
- Choose what they need to complete a goal (short term).
- Start to follow instructions.
- Start to become more confident when things are new (dealing with the transition).
- Show an awareness of rules and how to behave in the classroom.
- Toilet themselves.
- Play with one or more children.  
Start to talk about the way they feel.
- Introduce children to our class wellbeing board and take children's photos to put onto the board.
- Read books with a focus upon emotions such as Ravi's Roar, Perfectly Norman, Ruby's Worry, Colour Monster, Meesha makes friends, Invisible String and Bucket Fillers.
- Introduce class rules.

# I Am Wonderful

**Expressive Arts and Design. – Music**

- Remember and sing simple songs that are of an interest to me.
  
- Start to match the melody and pitch of others.
  
- Remember most of a nursery rhyme song to sing in a group.
  
- Make up their own "silly" songs.

Practise core nursery rhymes each day before dinner: Pat a cake, 1, 2, 3, 4, 5, I'm a little teapot.

Music session once per week.

**Communication and language.**

- Follow a one- or two-part instruction.
- Enjoy joining in at group times and story times.
- Talk to others and take it in turns to speak
- Express a point of view
- Use talk to share what they think
- Use a sentence of 4-6 words.
- Use speech as a way of starting to express themselves.
- Use social phrases.

Use of ShREC approach daily within provision.

Use of WellComm intervention. Planned vocabulary.

**Literacy.**

- Write some letters from my name.
- Start to orally segment single sound CVC words e.g. c-a-t within context.
- Say and hear the initial sounds in most words within context.
- Hear and write some initial sounds using alphabet mat/visual clues for prompts.
- Write my own name.
- Talk about my favourite story that I share with family member at home or stories I have heard.
- Talk about my favourite story from home and answer what happens next question.
- Join in with familiar rhymes and songs (and some patterned stories).
- Say all the words to a nursery rhyme independently.
- Read the first 16 sounds.
- Say the sound for some letters (e.g. from my name or familiar names- Mum, Dad, etc.)
- Start to orally blend words within context.
- Introduce RWI lessons for new children and build on prior experience from nursery.
- RWI daily once baseline complete.
- Literacy times 3 times a week and story time daily.

**Physical development.**

- Can climb stairs using alternate feet.
- Can develop movement (using age-appropriate bikes, scooters etc.)
- Can work with others to manage large items.
- Developed their upper arm and shoulder strength. They can crawl, tummy crawl, pull themselves up on a rope.
- Show a preference for a dominant hand with a comfortable pencil grip.
- Draw a picture with lines and circles.
- Wash hand after they have been to the toilet.

Wash my hands before they have something to eat.

Exploring outside daily.

Bikes on certain days of the week.

Large scale construction.

Cargo net to crawl under.

Write name when children enter the setting.

### Vocabulary linked to Understanding the world

Worry  
Family  
Individual  
Special  
Lonely  
Feelings  
Taking turns  
Rules  
Roles  
Jobs  
Autumn  
Anxious

### Parental engagement:

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

### Core texts

- Goldilocks and the three bears (link to PSED focus and traditional)
- A superhero like you (Link to UTW).
- Ruby's worry.
- Perfectly Norman.
- Ravi's Roar.



### 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 make new friendships in their classrooms and respect all.

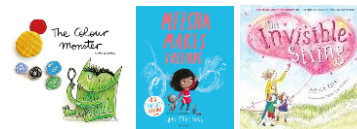
**Rule of law:** Children will be introduced to our class rules.

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

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

### Our high-quality text choices:

- The Colour Monster.
- Meesha makes friends.
- Invisible string
- Bucket Fillers (PSED display)



### Skills to revisit from nursery:

**EAD:** I can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.

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.

**LIT/ PD:** I can write my name correctly.

I can link some phonemes to graphemes correctly and independently in my writing.

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

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.

**UTW:** 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.

Sinking and floating.

**Num: Subitising to 3.**

### Enrichment:

Children will have opportunity to visit Forest school each week as well as being immersed into their learning. We will have experiences linked to the police, paramedics and the crossing patrol. A 'Superhero Like You' day.

### Pupil premium:

Staff will analyse the new children and who is pupil premium in the class.

### Outdoors:

Introduce children to the different zones such as the gross motor zone at the top of the playground and the learning zone where all children must walk.

Large scale junk modelling with masking tape/ Sellotape.

Painting on glass easels outside and rules on how to use the area.

Small world tyres with dinosaurs/ cars/ animals linking to child interest.

Role play people who help us clothes.

Home corner accessible.

Mud kitchen open- model use.

Water area open- model use.

Sand area open- model use.

Pens, pencils, white board pens, chinks in writing area model sounds introduced.

### 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.
- One area of our provision is set up to directly meet the IEP needs of our focus children and they receive daily 1:1 tutoring for phonics.
- Targets in provision.