

Numeracy.

- 1:1 correspondence.
- Numbers to 5.
- Naming 2D shapes and colours.
- Cardinal principle- last number counted is how many in the set.

Expressive Arts and Design.

- I can use different items available to make a picture for example sticking down different collage material onto a picture to change.
- I like to take part in painting and drawing for pleasure.
- I play alongside friends using small world and will occasionally share my ideas.

EAD Focus per week.

Model use of collage/ small world.

- **Understanding the world.:**
- I like to talk about my immediate family and came name everyone who I live with.
- I will play with all the children in my setting regardless of any differences that I can see such as being the different sex or different hair colour etc.
- I enjoy going outside and exploring all the different things that I can see, smell and touch.
- Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support.

Start to explore Forest School.
Exploring inside and outside provision.
Simple technology to explore.

Personal, Social and Emotional Development.

- I feel strong enough to express a range of emotions.
- With support I can hang my coat up and go to the toilet when I need to.
- I choose to play with different activities with support.

Introduce children to basic feelings such as happy/ sad on wellbeing board.

Settle children into setting and routines.

Book focused upon PSED.

All About Me!

Literacy.

- Bring a book from home and retell it to their peers. The children also talk about why it is their favourite.
- Create a picture to send home. Note mark making tools selected and how they are controlling them.

Task for transition to bring a book into school.

Story time each day.

Simple mark making a picture to send home.

Expressive Arts and Design. – Music

I join in with movement and songs when I'm in a big group.

Circle time songs.

Introduce rhymes as part of literacy and core rhymes linked to stones.

Communication and language.

- Talking to a small group about what they did on their holidays/ family.
- Make a picture at home and talk about what they have done to a small group of peers.
- I can follow a simple instruction
- WellComm interventions to take place.

High quality PSED story each day/ Focus Nursery rhymes.

Focus upon core language from progression document.

Staff narrating children's play. ShREC.

Physical development.

- Observations of outdoor play and PE lessons.
- Can children use the bikes and scooters?
- Can children hop, jump, skip, stand and walk up and down stairs when instructed – playing a game of Simon Says
- Fine motor skills activities available– peg boards, scissor skills, threading, playdough etc.
- Observations of sand and water play– hierarchy of play skills
- Can the children hold their pencil correctly?

P.E once per week.

Outdoor area.

Vocabulary linked to Understanding the world

Sad
Happy
Scared
Your turn
Feel

Core texts

- I'm Starting Nursery.
- The Great Big Book of Families
- Brown Bear, Brown Bear What do you see?



Our high-quality text choices:

- -The girl with two dads
- - Our class is a family
- - Love makes a family



Enrichment:

Children will have opportunity to visit Forest school each week as well as being immersed into their learning via cross curricular links. Stay and play sessions/ Forest school workshop?

Outdoors:

Home corner outdoors for children to role play ever changing home experiences.

Bikes/ scooters available on some days.

Large sand pit.

Water outside.

Natural materials- mud kitchen.

Opportunities to skip, run, hop etc.

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 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.

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.