

**Numeracy.**

- **Numeracy. Adult model in group and within CI.**
- -Children can count to 10.
- -Children continue to develop their 1:1 correspondence.
- -Children can state how many in a set.
- -Understanding the numbers 1, 2 and 3 deeply.
- -Subitise up to 3.
- -Start to repeat a pattern.

**Expressive Arts and Design.**

Explore materials freely.  
 Can use tools such as scissors and hammers with growing care.  
 Start to use colours purposefully such as a blue sky.  
 Sing songs daily.  
 Drawing with a purpose.  
 Explore instruments.  
 Making up stories within the small world.  
**EAD focus per week.**

**Understanding the world.:**

- -I can notice the difference between people in my class.
- I can talk about differences from a baby to now.
- I can talk about what I would like to be when I am older.
- I can name all the children in my setting by name.
- I can talk about differences and similarities in my class such as -different hair colour and eye colour.
- I can explore collections of materials with similar and/or different properties. I can talk about the differences and similarities.
- I can explore and identify what happens when I use light and different materials. I can use the correct vocabulary when talking and explaining it to my key worker about shadows.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

**Personal, Social and Emotional Development.**

Talk about feelings using words such as 'happy, sad, angry.'  
 Be able to follow rules with increasing independence.  
 I can brush my own teeth, go to the toilet, and wash my own hands.  
 I can chat about members of my community who I have met.  
 I am becoming more outgoing and can play for periods of 5 minutes or more.  
 With support from my teachers, I can solve conflicts.

**Books around feelings available daily and discussing feelings such as 'happy, sad, angry' on the well being board.**

**Other Worlds!**



**Expressive Arts and Design. – Music**

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

Tiny Turtle  
 Incy Wincy Spider  
 Humpty Dumpty  
 Twinkle Twinkle  
 5 Little Ducks  
 Wheels on the bus  
 Sleeping bunnies Dingle Dangle Scarecrow

**Communication and language.**

I am starting to ask why something happens.  
 Share familiar books from school to home.  
 Use introduced vocabulary within my play and when sharing ideas.  
 I can understand a two-part instruction.  
 I can understand who, what and where questions.  
 Focusing for up to 10 minutes.  
**High quality PSED story each day.  
 Focus upon core language from progression document.  
 Staff narrating children's play.**

**Physical development.**

**Get set for PE (gymnastics Unit 1).  
 Accessing outdoors daily with gross motor equipment and stepping stones.**

Daily fine motor activities such as threading/ playdough.  
 -Can catch a large ball with two hands.  
 -Can show awareness when running and walking not to bump into friends.  
 -I can balance across equipment.  
 -Start to make snips in paper with scissors.  
 -Use a knife to cut things when eating my dinner.  
 -I can make gross motor movements to music.  
 -I use a comfortable grip with writing tools.  
 -Start to talk about fruit and vegetables being good for our health.  
 -I can talk about brushing my teeth twice a day.  
 I am starting to show independence putting my socks on.

**Literacy.**

- I am starting to recognise print such as logos, signs on the bus or when walking home.
- I enjoy looking at books and can discuss the beginning and end of a book.
- I like to sing songs and can rhyme words with simple words such as 'cat'.
- I can use some of the new story vocabulary within my play and when discussing with adults.
- I can add marks to my drawings such as 'that means mummy'.
- 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.

**Vocabulary linked to Understanding the world**

- Mix
- Stir
- Pour
- See
- Smell
- Touch
- Cold
- Smooth
- Wet
- Hard
- Soft
- Look
- Freezing
- Plant
- Light
- Shadow

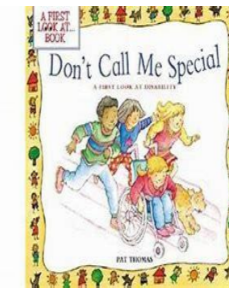
**Core texts**

- Polar Bear, Polar Bear, What Do You Hear (Link to Arctic focus reception?)
- We're going on a lion hunt.
- Here we go round the mulberry bush- change lyrics to growing plants- Link to reception nature trail and planting UTW.
- When Goldilocks went to the house of the bears- rhyme linking to reception text.



**Our high-quality text choices:**

- Don't call me special.
- Happy to be me
- Love makes a family.
- Nursery rhyme focus linked to professions-
- 5 little firemen standing in a row.
- Dragon Dance.
- Zog.



**Skills to revisit within provision from Autumn term within the provision:**

**EAD:**

- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

**LIT**

- I can recognise my own name on my name badge.
- Start to make marks on their picture to stand for their name (recognise important prints to me)
- I like to investigate making marks in different ways such as in paint, sand, and using different writing materials.

**PD:**

- 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.

**UTW:**

- 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.

**Outdoors:**

- Shop/ house area linked to core texts and UTW focus.
- Mud kitchen area with PSED focus.
- Large sand pit available.
- Balancing equipment.
- Instruments outside.
- Climbing area open- where slide used to be.
- Small world linked to theme.

**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 weekly.
- Stay and play.
- Parents evening.
- Daily chats on the door.
- Home learning tasks.

**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.

**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 celebrating Chinese New Year.