

Personal Social and Emotional Development

Objectives:

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Remember rules without needing an adult to remind them.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'

Activities:

- Setting in and building relationships
- Home corner role play
- Construction area role play
- Introduce carpet time rules – play circle/turn-taking games
- Sing “good listening” song and “tidy up” song.
- Introduce visual timetable
- Use emotions board
- Introduce class charter
- Exploring our emotions (Zones Of Regulation and Think Equal Stories)

Communication and Language

Objectives:

Enjoy listening to longer stories and can remember much of what happens.

Pay attention to more than one thing at a time, which can be difficult.

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.

Activities:

- Read: The School Book, Its Ok to be Different and When We Grow Up.
- Small talking groups e.g. about pictures of different family members and occupations
- Practise following two part instructions during transition times
- Use instruments to practice paying attention/ following instructions/ starting and stopping
- Home corner role play
- Introduce carpet time rules – play circle and listening games using key vocab
- Reading area to contain puppets/ props to retell stories and recite rhymes
- Small world play contains figures/props to act out stories
- Daily Rhyme Time
- Daily Story Time
- Opportunities for ‘reading for pleasure’ during continuous provision
- Opportunities for talking sessions with key person daily

Physical Development

Objectives:

Begin to be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Begin to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Activities:

- Weekly PE sessions (exploring movement)
- Daily name writing/ mark-making.
- Provide large, loose parts for indoor and outdoor construction e.g. building houses
- Outdoor continuous provision including trikes, scooters, balls, climbing tree and climbing frame
- Loose parts play including crates, planks and tyres
- Building sandcastles
- Waving streamers and flags
- Painting/ mark-making at the art easel
- Handwriting sessions
- Painting self-portrait activity

Literacy

Objectives:

Make a mark to represent name.

Enjoy listening to longer stories and can remember much of what happens.

Pay attention to more than one thing at a time.

Understand the five key concepts about print:

- print has meaning
- the names of the different parts of a book
- print can have different purposes
- page sequencing
- we read English text from left to right and from top to bottom.

Activities:

- Daily ‘Song & Rhyme Time’
- Mark-making opportunities – e.g. sand/mud/slime/ paper/ magnetic boards/ chalk boards, with fingers/paintbrushes/chalk/paint etc
- Daily name recognition/ mark-making
- Storytimes and songs
- Reading for pleasure opportunities both indoors and outdoors
- Using marks to create a timeline – growth of a human
- Using marks to create a thought bubble – “When I grow up I want to be...”
- Opportunities for reading and writing in both indoor and outdoor continuous provision
- Activities linked to our theme such as mark-making about our homes, family and occupations

- Continuous provision enhancement based around SACRE syllabus - based around The Creation Story (RE)
- Spanish sessions - 'Let's Sing' unit

Trips/Visitors:

Expressive Arts and Design

Understanding the World

Mathematics

Visit from a dentist – oral health
Visit from parents talking about occupations

Topic/Theme:
Good to be Me:
“Our Life Stories”

Texts:

The School Book
It’s Okay to be Different
When We Grow Up

WOW Moment:
Visit from a dentist

Theme Specific Vocabulary:

grow
baby
child adult
job
home
school
pets

Objectives:

Explore colour and colour mixing.
Respond to what they have heard, expressing their thoughts and feelings.
Remember and sing entire songs.
Sing the pitch of a tone sung by another person (‘pitch match’).
Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
Create their own songs or improvise a song around one they know.
Play instruments with increasing control to express their feelings and ideas.

Activities:

- Children to sing along with simple songs about themselves e.g. Happy and you know it, Head Shoulders Knees and Toes, The Feelings song, One Finger One Thumb, Tommy Thumb
- Daily “Rhyme Time” sessions
- Play egg shaker instruments in group sessions
- Mark-making opportunities e.g. paint, crayons, pencils, sticks in sand
- Colour mixing using paints, crayons and coloured water
- Performing on outdoor stage
- Talking about thoughts/ feelings in small groups
- Opportunities for role play in the home corner and story-telling with the small world dolls house
- Artist study on Iris Scott (finger painter) – colour mixing with paint and printing (paint, hands and sponges)

Objectives:

Show interest in different occupations.
Begin to make sense of their own life-story and family’s history.
Begin to explore how things work.
Begin developing positive attitudes about the differences between people.
Use all their senses in hands-on exploration of natural materials.
Explore how things work.

Activities:

- Looking at and discussing family photos in small groups
- Provide blocks and small-world people for town/hospital/house building and story-telling.
- Hospital/ Fire Station/ Police Station role-play
- Use MS Paint on the interactive board/ computer for children to draw pictures of themselves/ their family/ which job they would like to have
- Hands-on sensory exploration of materials in environment
- Geography sessions – ‘What is our Nursery space like?’ unit – exploring the space and talking about differences between photos of our school and St George’s School in Nairobi, Kenya

Objectives:

Make comparisons between objects relating to size.
Talk about and explore 2D shapes

Activities:

- Children identify different coloured objects and say if an object is a particular colour or not
- Talk about their favourite colours and match objects to the correct colour name
- Identify matching colour shapes and objects
- Sorting objects by size, colour and shape