

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:

- Role-play on how to react if a friend is doing something they do not like
- Role play activities set up in the classroom e.g. birthday party props/ nativity story props, to encourage group role play games
- 'Kind Elf' who notices 'expected' choices that children are making each day – group discussion around the expected choices we have seen our friends making
- Revisiting class charter
- Anti-bullying Week
- Christmas Nativity
- Zones of Regulation
- 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: When's My Birthday, My World Your World and Hats of Faith
- Small talking groups e.g. about pictures of different celebrations in our homes
- Practise following two-part instructions during transition times and P.E.
- Use instruments to practice paying attention/ following instructions/ starting and stopping
- Home corner role play with celebration props
- Practise following 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

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:

- Range of equipment for threading, pouring and constructing
- Finger painting, using scissors to snip wrapping paper
- Use scarves and pom-poms to form patterns in the air using gross motor movements
- Cutting play dough shapes e.g. Christmas cookies
- Weekly PE sessions (Gymnastics)
- 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
- Painting/ mark-making at the art easel

Literacy

Objectives:

Write initial letter of name independently.

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

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".

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 Little Wandle Phonics session
- Daily Handwriting session
- Gross motor opportunities e.g. waving flags/streamers
- 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/ rhymes
- Reading for pleasure opportunities both indoors and outdoors
- Card writing – e.g. birthday and Christmas
- Writing a list – e.g. Christmas wish list
- Opportunities for reading and writing in both indoor and outdoor continuous provision
- Activities linked to our theme such as mark-making about celebrations in our homes

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| | <ul style="list-style-type: none">• Opportunities for talking sessions with key person daily• Continuous Provision enhancement based around SACRE Syllabus story – - based around The Nativity Story (RE) | <ul style="list-style-type: none">• Handwriting sessions | |
| Trips/Visitors: | Expressive Arts and Design | Understanding the World | Mathematics |

Visit to church

Pantomime trip

Topic/Theme:

Good to be Me: “Celebrations in our Homes and Families”

Texts:

When’s My Birthday?

My World, Your World

Hats of Faith

WOW Moment:

A birthday party experience

Theme Specific Vocabulary:

Bonfire night

birthday

name

wedding

Christmas

hat

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:

- Creating firework pictures while listening to classical music
- Sensory colour mixing with dough/ rice/ ice
- Making Christmas cards
- Learning Nativity play songs and actions
- Watching Christmas Pantomime
- Dancing to music at a role play birthday party
- Opportunities to play percussion instruments
- Celebration enhancements in the role-play area
- Performing alternative versions of nursery rhymes on the outdoor stage
- DT – exploring the blocks and junk materials in the environment, as well as exploring tools and equipment in provision and being taught how to use them.
- Creating homes for pets to keep them safe on Bonfire Night
- Music – ‘Let’s Be Friends’ unit

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:

- Reading and acting out the Christmas Story
- Rehearsing for the school nativity play
- Decorating the Nursery with celebration decorations
- Guessing what is inside presents
- Class Party
- Playing birthday party music – exploring how to press play/stop on music devices
- Occupation role play
- Matching ‘then’ and ‘now’ photos of yourself/ your family
- History – ‘Myself’ unit: How have I changed since I was a baby?
Creating life story timelines

Objectives:

Recite numbers past 5.
Say one number for each item in order.
Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
Show ‘finger numbers’.
Link numerals and amounts: for example, showing the right number of objects to match the numeral.
Develop fast recognition of up to 2 objects, without having to count them individually (‘subitising’).
Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.
Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.
Extend and create ABAB patterns – stick, leaf, stick, leaf.
Notice and correct an error in a repeating pattern.

Activities:

- Children practise counting objects and numeral matching with number 1 and 2
- Subitising 2 with dice patterns and different arrangements
- Explore creating, describing and continuing AB patterns
- Explore ABC patterns with outdoor materials

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