

Personal Social and Emotional Development

Objectives:

Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.
Develop appropriate ways of being assertive. Talk with others to solve conflicts.
Understand gradually how others might be feeling

Activities:

- Listening to weekly stories from parents in our nursery setting.
- Re-enacting scenarios from play and guessing how the person might be feeling
- Discussing how characters may be feeling in core texts
- Revisiting class charter
- Zones of Regulation
- Think Equal stories

Communication and Language

Objectives:

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Start a conversation with an adult or a friend and continue it for many turns.
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Activities:

- Read: We're Going on a Bear Hunt, The Gruffalo and My First Book of Woodland Animals
- 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 practise 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 rhymes
- Little Wandle phonics
- Daily Story Time

Physical Development

Objectives:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
Go up steps and stairs, or climb up apparatus, using alternate feet.
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Begin to use one-handed tools and equipment, for example, making snips in paper with scissors.

Activities:

- Weekly PE session (Dance)
- Creating dens for animal role-play/small world (construction with wooden blocks and loose parts in both indoor and outdoor environment)
- Going on bear/Gruffalo/Winter hunts around the school grounds
- Opportunities to move, balance and climb up steps on the climbing frame and tree
- Opportunities to ride the trikes and scooters
- Opportunities to play with the footballs/ bat & ball
- Daily opportunities for mark-making and name writing

Literacy

Objectives:

Begin to use knowledge of print to write initial sounds in words.
Show a preference for a dominant hand.
Sing a large repertoire of songs.
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

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 mark-making
- Storytimes and songs/rhymes
- Reading for pleasure opportunities both indoors and outdoors
- Rhyming song and games
- Syllable clapping songs and games e.g. 'Hickety Pickety Bumble Bee'
- Alliteration songs and games
- Using marks/writing to create a Bear WANTED! poster
- Using marks/ writing to create a map of the journey through the school grounds
- Opportunities for reading and writing in both indoor and outdoor continuous provision

	<ul style="list-style-type: none"> • Opportunities for 'reading for pleasure' during continuous provision • Opportunities for talking sessions with key person daily • Story-telling using story maps, role-play masks/props and small world figures • Continuous Provision enhancements based around SACRE syllabus – based around Peace at Last story (RE) • Spanish whole class sessions – 'Listen & Join' unit 	<ul style="list-style-type: none"> • Fine motor activities using one-handed tools e.g. tweezers, spoons and scissors 	<ul style="list-style-type: none"> • Activities linked to our theme such as mark-making about rhymes and woodland animals
<p>Trips/Visitors:</p>	<p>Expressive Arts and Design</p>	<p>Understanding the World</p>	<p>Mathematics</p>

Bear/Gruffalo hunting around the school grounds.

Visit from parents/ carers with EAL to sing nursery rhymes in additional languages.

Topic/Theme:
Tell Me a Story:
“Rhythm and Rhyme”

Texts:

We’re Going on a Bear Hunt
The Gruffalo

My First Book of Woodland Animals

WOW Moment:

A multi-sensory bear hunt around the school grounds

Theme Specific Vocabulary:

rhyme

woods

fox snake mouse rabbit owl

map

cave

Objectives:

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

Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Activities:

- Painting woodland animal pictures
- Creating natural habitats using a range of large construction materials.
- Creating and forming small worlds/ props with various materials e.g. sand, stones, playdough.
- Drawing facial features on characters to show emotions
- Weekly music lessons and daily songs and rhymes
- Artist Study - Vera Kavura (creating floral artwork using chalk) - observing/ drawing/ painting Spring flowers

Objectives:

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Begin to talk about the differences between materials and changes they notice.

Continue to make sense of their own life-story.

Activities:

- Add soil and water to encourage the children to talk about the changes that happen to both when they mix
- Make a collection of natural materials and provide magnifying glasses for children to examine the items more closely
- Exploring our environment – what can we see/hear/feel? (Science)
- Talking about different bears found in different countries in the world using photos/videos/books (Geography)
- Talking about where a bear might like to live and creating a home using small world and construction materials (Geography)

Objectives:

Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).

Recite numbers past 5.

Say one number for each item in order:

1,2,3,4,5.

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’ up to 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Activities:

- Recognising 3 dots in different arrangements (subitising)
- Exploring the numbers 3, 4 and 5 and what they represent
- Exploring the smaller numbers that 3, 4 and 5 are made up of
- Exploring triangles, squares and rectangles - recognising them by counting the sides

