

Numeracy.

- Counting in an order
- Tagging objects by counting words
- Knowing the last number counting gives the total
- Numbers 1 and 2
- Explore shapes and patterns.

Personal, Social and Emotional Development.

- I can increasingly talk about and manage my emotions
- I safely explore emotions beyond my normal range through play and stories.
- I can show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what I want or push my way to the front (starting to show effortful control — and be aware of rules/boundaries)
- I feel confident when taken out around the local neighbourhood such as the church and enjoy exploring new places with my key person.
- I feel confident asking adults for help.
- I enjoy a sense of belonging through being involved in daily tasks.
- I am developing friendships with other children.
- I will play with increasing confidence on my own and with other child - because I know my key person is nearby and available.
- I am noticing and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and notice these features in my friends.
- Wellbeing area/ sensory space.
- PSED focus books.

Literacy.

Decoding

I can recognise my own name on my name badge.

I show an interest in illustrations and words in print and digital books and words in the environment, such as that information can be relayed through signs & symbols in various forms e.g. pictures, symbols, logos, internet, and words in the environment in a guided group.

Familiarity with text

I enjoy repeating words and phrases from familiar stories that I share at home with my family and friends in class.

I am beginning to spot & suggest rhymes when hearing stories or poems when they are read to me.

I start to ask questions about the story that is being read to me, so I have a better understanding.

I like to join in with repeated refrains and anticipate key events and phrases in rhymes and stories

I have favourite books and seek them out to share with my key worker, with another child, or to look at alone.

I enjoy finger painting and sand drawing.

I enjoy drawing and scribbling and start to give meaning to the marks I make.

I enjoy exploring malleable materials such as Play-Doh/ cloud dough.

Literacy focus once per week.

Storytime focuses daily.

Choosing their name daily.

Book area with Toni box inviting with puppets and props.

Expressive Arts and Design.

- I use my imagination as I consider what I can do with different materials.
- I understand and chose to extend my work by adding different pieces to it. I can see how my work has changed.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- I start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. EAD focus per week/ setting up small world scenarios linked to the topic.

Let's Celebrate!

Expressive Arts and Design. — Music

- I enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. I listen with increased attention to different sounds.
- Singing daily/ core nursery rhymes to know well/ nursery rhymes stones.
- Sound bingo.

Communication and language.

-I can ask simple questions about 'who', 'what' and 'where' in guided groups and with my key worker support to my friends or an adult.

-I use a wider range of vocabulary when acting out stories. My teacher will have explained what the words mean and then I can use them in my play.

-I can understand and act on longer sentences like make teddy jump or find your coat.

-I can identify familiar objects and properties for my key worker when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'.

High-quality PSED story each day/ Focus Nursery rhymes.

Focus on core language from the progression document.

Staff narrating children's play. ShREC.

WellComm specific interventions.

- Understanding the world.:
- Make connections between the features of their family and other families, including differences.
- I begin to listen to stories that my parents told me about when I was younger and enjoy telling the recounts to my friends and key workers.
- I show interest in different occupations that I see through books and experiences.
- I can talk about how different people and cultures celebrate Christmas and the New Year.
- I talk about the differences I notice between people, whilst also drawing their attention to similarities between different ways that Diwali is celebrated.
- I can explore and respond to different natural phenomena in my setting and on trips.
- I can use all my senses in hands-on exploration of natural materials. 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.
- Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.
- Forest school weekly.
- Discussing families and their differences through core texts and photos.
- Diwali Day.
- Nativity celebration
- Exploring outdoors daily/ sensory trays.

Physical development.

- I can walk down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance & stability.
- I can balance and ride a scooter, trike or a bike.
- I can throw and release a large ball, beanbag or object into the air.
- I can run around different objects and not bump into my friends.
- I can crawl on different equipment and place my hands and knees in the correct position.
- I can use the correct actions and link them to nursery rhymes.
- I can use large muscle movements to wave flags and streamers paint and make marks which are meaningful to me. This can be in a group or independently.
- I show a preference for a dominant hand and start to use pencils, crayons and other mark-making tools.
- I begin to use a fork to hold objects in place so they do not move. I can start to eat with a fork or spoon using my dominant hand.
- I can talk about foods that I like and dislike.
- I can put my coat on independently (without doing the zip/buttons)
- I can use the toilet independently, including wiping my own bottom and wash my hands when I finish.
- P.E once per week.
- Bikes/scooters out on certain days of the week- EYFS shed.
- Rainbow rings outside in the singing station.
- Using forks in the home corner.
- Food tasting.
- Daily opportunities for mark making.

Vocabulary linked to Understanding the world

Family
Celebration
Christmas
Diwali
Birthday
Christianity
Church
Easter
Hair colour
Boys/ girls
Difference

Parental engagement:

Class Dojo.
Stay and play.
Daily chats on the door.

Core texts

- Little Red Hen rhyme
- Bonfire night rhyme
- Remembrance Day rhyme.
- Peppa Pig Diwali text



Our high-quality text choices:

- Owl babies
- Rainbow Fish
- Father Christmas needs a wee
- Stick man



Enrichment:

Wednesday 5th November – Forest School Bonfire Session

Thursday 27th November- 9.00am- CL- workshop.

Wednesday 10th December – Nativity – 10am and 2pm

Wednesday 17th December – Christmas Craft Day - 10-11 and 1.45-2.35pm

Friday 19th December – Nursery at the Movies – Pyjama Day and Polar Express

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 are 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.

Outdoors:

Themed role play linked to previous topic.

Bikes/ scooters available on some days.

Large sand pit.

Water outside.

Natural materials- mud kitchen.

Opportunities to skip, run, hop etc.

Opportunities to catch and throw

Singing station with flags and streamers.

Sensory trays- can we melt the ice etc?

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.