

Numeracy Small group and daily counting.
 Comparison - Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'
 Counting- Begin to say numbers in order, some of which are in the right order (ordinality)
 Uses some number names and number language within play, and may show fascination with large numbers
 Cardinality - Begin to notice numerals.
 Beginning to count on their fingers
 Composition- Beginning to use understanding of number to solve practical problems

Personal, Social and Emotional Development
 I am beginning to show more confidence in new social situations – parent events, workshops, performances
 I can show more confidence in new social situations.
 I am starting to play with one or more other children, extending and elaborating my play ideas for a short period of 5 minutes.
 I can talk with others to solve conflicts with support from my key worker. Showing some signs of assertive.
 I am developing my sense of responsibility and membership of a community. I can talk about people who I have met in my community.
 I am fully independent in meeting my own care needs, e.g. brushing teeth, using the toilet, washing & drying hands
 With minimal support, I can select and use activities and resources to achieve a goal I have chosen or is suggested to me.
 I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried' and talk about why I am feeling the way I am.
 I can understand how others might be feeling and why they are showing this emotion.
 I am increasingly beginning to follow rules, understanding why they are important.
 I do not always need an adult to remind me of a rule to keep myself and my friends safe and happy.
 Books around feelings available daily and discussing feelings such as 'happy, sad, angry' on the well-being board. Daily executive function focus.

Literacy
 Add some marks to their drawings, which they give meaning to. For example: "That says mummy." I use a comfortable grip with good control when holding pens and pencils with support from my key worker. Developing confidence in the pre writing shapes (50%)
 I can explain what is happening when looking at picture clues in the story and talk about the reasons for my answers. I can talk about the important parts of the story and why they have happened.
 I can talk about the events that have happened in the story and relate them to my own experiences.
 I have favourite books and seek them out, to share with my key worker, with another child, or to look at alone.
 Begins to understand the five key concepts about print: - print has meaning - Page sequencing - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book
 Ask questions about a book, make comments and share own ideas.
 Sing songs and say rhymes independently, for example, singing whilst playing
 Develop their phonological awareness, so that they can: -
 -spot and suggest rhymes in single words
 -clap out syllables in a word

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.
 Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
 I can make up stories when playing, like superheroes rescuing people from a building
 I attempt to stay in time to music.
 Drawing circles and distinguished marks.
 EAD focus per week.

Growing!

Expressive Arts and Design. – Music

- Nursery rhyme stones before lunch- children know these songs well.
 Rhyme driving literacy curriculum.
 Explore instruments.
 Sing songs daily.
 I attempt to stay in time to music.

Communication and language.

I can understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
 I enjoy listening to longer stories and can remember much of what has happened at the end of the story and why.
 I can focus on a chosen activity for at least 5-7 minutes.
 I enjoy listening to longer stories and can remember much of what has happened at the end and why.
 I can ask simple questions about 'why' in guided groups and with my key worker support to my friends or an adult.
 I know now many rhymes and I am able to tell them to my peers in small groups.
 I am able to talk about familiar books that I read at school or share with my family at home.
 I am able to retell a story that I have heard or make up a story of my own and share it with peers or my key worker.

I continue to 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.
 High quality PSED story each day.
 Focus upon core language from progression document.
 Staff narrating children's play.

Understanding the world.

- I can notice the difference between people in my class.
- 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.
- 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 identify the differences between members of my family such as who is the oldest, who is the tallest, who is their cousin etc.
- I can name different parts of a plant.
- I understand the key features of the life cycle of a plant.
- Plant seeds and care for growing plants.
- Planting activities, discussing baby photos.

Physical development.

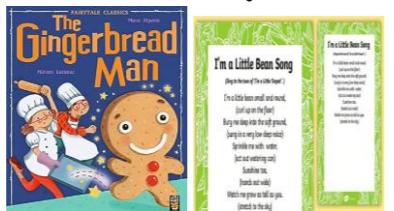
Day per week focus/ outdoors and indoors focus daily.
 I can balance on different equipment such as a balance beam or a stepping-stone with support from my key worker or a friend and attempt to have a go on my own.
 I can catch a large ball, beanbag or object when someone is a distance away from me with my two hands.
 I can change direction when running and not bump into my friends.
 I can show the difference between walking and running and do this across equipment.
 With support I collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
 I am starting to make gross movements to music independently and dance along to music without bumping into my friends.
 I use a comfortable grip with good control when holding pens and pencils with support from my key worker.
 I can talk about and identify healthy fruit and vegetables.
 I can put dressing up clothes on and off independently.

Vocabulary linked to Understanding the world

Sound
Movement
Image
Before
After
Past
Plant
Rain
Sun
Weather

Core texts

- Head, shoulders, knees and toes.
- I'm a little bean rhyme.
- Gingerbread Man



Our high-quality text choices:

- We're all wonders
- Cla, bat, rat rhymes.
- OI Books to share.
- Gruffalo.



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.
Using flags and streamers outside.

Parental engagement:

Class Dojo weekly.
Stay and play.
Parents evening.
Daily chats on the door.
Home learning tasks.
Parents bringing in baby photos

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.

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

LIT

-Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

- Attempts to have a go at pre-writing shapes.

PD:

I can effectively use one handed tools and equipment with support, such as making snips in paper with scissors

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.

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.

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 exploring planting and Easter crafting.