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| **Communication and Language*** Listen and Join in with daily nursery rhymes and stories. All of me rhyme.
* Develop listening skills through large and small group activities.
* Communicate wants, needs and interests as confidence increases.

Share thoughts and interests, what do I like what makes me happy.Join in with experiments, creative and critical thinking, asking questions.Fingerplay - Humpty Dumpty Clipart - Full Size Clipart (#3472848 ...Small Phonics groups to commence after half term | **Physical Development*** Support and encourage independence with Handwashing, Toileting, pouring own drinks.
* Try new foods, learn about our senses.
* Preschool Potty Cliparts - Flush The Toilet Clipart, HD Png ...Learn about our bodies and what keeps us healthy.
* Learn to move in different ways, running, jumping, avoid obstacles.
* Manipulate materials, build and construct

To create themselves, families, homes. Disco Doh sessions  | **Personal, Social and Emotional Development*** Gain confidence leaving main carer and settle into Nursery.
* Learn about themselves, similarities and differences.
* Treasure files, pictures of family, pets.
* Get to know the Nursery routine
* A Parent's Review of ClassDojoIntroduce Colour Monster to talk about and explore feelings.

 Build relationships Learn to take turns through Circle time, games and Activities. Mini Mentors, Safety Monitors |
| **Literacy**Focus Books- Marvellous me, Odd dog out, Colour Monster, 10 tiny fingers 10 tiny toes.* Share favourite books from home.
* Listen to and join in with stories daily
* Joins in with nursery rhymes
* Create an “All about us” book together
* Enjoy making marks with purpose.
* Take home library to share stories at home.
 | **Mathematics*** Begin to learn mathematical concepts such as more-Less big- small, Tall short.
* Touch count objects through games and rhymes.
* Counts actions
* Talks about the shapes of objects
* Plays with shapes and makes constructions.
 | **Understanding the World*** Learn and talk about themselves
* Talk about their family and their home.
* Learn about the world, different homes, different families, Community walks, visitors. People who help us.
* Use role play and toys to represent their experiences.
* Little Explorers Forest experience each week.
 | **Expressive Arts and Design*** Join in with nursery rhymes and songs.
* Enjoy moving to music (Favourite songs, instruments)
* Use different media to create and represent themselves and their family.
* Role play Home corner

Jabberjacks Music and movement each week |

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| **Communication and Language** **LA 30-50** * Listens to stories with increasing attention and recall
* Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

**U 30-50*** Responds to simple instructions, e.g. to get or put away and object

**S 30-50*** Use vocabulary focused on objects and people that are of particular importance to them
* Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
 | **Physical Development****M&H 30-50*** Moves freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
* Draws lines and circles using gross motor movements
* Holds a pencil between thumb and two fingers, no longer using whole-hand grasp

**HSC 30-50*** Gains more bowel and bladder control and can attend to toileting needs most of the time themselves
* Can tell adults when they are hungry or tired or when they want to rest
 | **Personal, Social and Emotional Development****SCSA 30-50*** Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children

**MFB 30-50*** Is more outgoing towards unfamiliar people and more confident in new social situations
* Can select and use activities and resources with help
* Welcomes and values praise for what they have done

**MR 30-50*** Aware of own feelings, and knows that some actions and words can hurt others’ feelings
* Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
* Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
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| **Literacy****R 30-50*** Enjoys rhyming an rhythmic activities
* Shows awareness of rhyme and alliteration
* Joins in with stories and poems, one-to one and also in small groups
* Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
* Recognisees familiar words and signs such ad own name and advertising logos.
* Listens to stories with increasing attention and recall

**W 30-50*** Sometimes gives meaning to marks as they draw and paint
* Ascribes meanings to marks that they see in different places
 | **Mathematics****N 30-50*** Uses some number names and number language spontaneously
* Uses some number names accurately in play
* Recites numbers in order to 10
* Shows curiosity about numbers by offering comments or asking questions
* Realises not only objects, but anything can be counted, including steps, claps or jumps

**SSM 30-50*** Shows an interest in shape and space by playing with shapes or making arrangements with objects
* Shows interest in shape by sustained construction activity or by talking about shapes or arrangements
* Beginning to talk about the shapes of everyday objects, e.g. *round* and *tall*
 | **Understanding the World****PC 30-50*** Shows interest in lives of the people who are familiar to them
* Remembers and talks about significant events in their own experience
* Knows some of the things that make them unique, and can talk about some of the similarities and the differences in relation to friends or family

**T 30-50*** Knows how to operate simple equipment
* Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
 | **Expressive Arts and Design****EMM 30-50*** Enjoys joining in with dancing and ring games
* Sings a few familiar songs
* Taps out simple repeated rhythms
* Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects

**BI 30-50*** Uses movement to express feelings
* Creates movement in response to music
* Makes up rhyming
* Engages in imaginative role-play based on own first hand experiences
* Uses available resources to create props o support role play
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| family | People whom we might live with, or are related to |
| friends | People that we like to socialise with, that we probably share similar interests with |
| home | Where you live, probably with your family |
| interests | Another way of saying what things we like and what we like to do |

 Useful vocabulary we might need to know:

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| **Questions we could ask**.Who is the tallest in my family, how do I know this?Who is in my family, not just the people I live with?Where did my Mum/ Dad live?What other questions could we ask?  |



**Home Project**

Over the next half term we are challenging you to make your own family tree. You can be as adventurous in how you do this as you like. I wonder how many people you will be able to find out about and how many you already know. You may want to ask the grown-ups around you to help you.

**Note to parents**: Please do not panic! This is something which we hope you will find as fun as the children. Children can use a variety of media to record what they find out, draw pictures, take photographs and put them on Evidence Me, create a scrapbook or a poster. At the end we would like to see a simple, or extended – whatever you can support – family tree. Thank you for taking the time to support your child’s learning, but most of all enjoy it and have FUN! Please ask if you are uncertain.

