

Children will be Learning to	Planning Points	Examples of how to support this and KEY VOCABULARY
	Mini Topics – Week 1 – Travel and Transport/The World Week 2 – Chinese New Year 20 th January/Weather Week 3 – Space Week 4 – Traditional Stories (National Storytelling week) Week 5 – Our Village Week 6 – Our House	
Communication and Language		
I can follow instructions that contain 3 key words. I understand some basic prepositions such as ‘on top’ and ‘under’. I can understand and use ‘how’ and ‘why’ questions. I am beginning to use talk for a wider range of purposes to explain and describe. I know to listen for key familiar words in instructions such as ‘lunch, wash hands’. I know that using ‘how’ and ‘why’ questions will give me further information about an interesting topic. I know that I can use vocabulary I have heard at home, or in familiar places (supermarkets etc.) in my play. I know the names of the planet, country and village that I live.	Key Vocabulary – Clowne, home, question, Earth, England, full, empty, front cover, spine, page. Transport questionnaire – how do you get to school? Display in nursery for children to view. Role Play – Weather – Interaction Igloo. Talking point book to discuss weather/climates. Discussions for Chinese New Year – what is it? Who celebrates it? Has anyone ever had any Chinese food before? What have they tried? What kind of things do people do to celebrate Chinese New Year? Look at yellow diversity book. Baking – Rice Crispy buns Key Text – The Owl and the Pussycat	Offer children at least a daily story time as well as sharing books throughout the session. If they are busy in their play, children may not be able to switch their attention and listen to what you say. When you need to, help young children to switch their attention from what they are doing to what you are saying. Give them a clear prompt. Suggestion: say the child’s name and then: “Please stop and listen”. Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions. Open-ended questions like “I wonder what would happen if....?” encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc
Personal, Social and Emotional Development		
I enjoy being part of a group and am beginning to show more confidence in sharing my ideas with others. I have started to access more areas in nursery independently. I can talk to familiar adults about what I am doing. I can follow simple instructions and understand and follow the rules and routines. I know that my ideas are valid and that I can share these with my peers/adults. I know that I can access all areas within the nursery and that I might be able to play with some of my favourite toys in different areas. I know how to explain what I am doing in simple terms.	Oral Health – add the dentist toys to the Curiosity Box – what do the tools do? Has anyone seen them before? Junk Modelling – planning what they are going to make, how they are going to make it, explaining what they are doing. Design and make a house/home. Introduce some basic weaving – watch video for how to weave then attempt with paper initially. Key Texts - Love Our Earth -Mini Rabbit Not Lost	Respond to children’s increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving. Give children appropriate tasks to carry out. Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation. Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.

I know that I have to share the toys in nursery and that I might not be able to play with my favourite toy all of the time.		
Physical Development		
I am able to twist my body when crossing the midline. I have a pincer grip. I am beginning to manipulate a range of different tools. I know what the different tools in the Nursery are and how to use them safely, e.g. scissors, pencils, wooden hammers, pegs. I know how to fill containers with different materials, e.g. sand, water etc. and can confidently carry them from one point to another without dropping. I know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. I know that it is important that I brush my teeth twice a day.	Hall time focus – Real PE: Space Week 1 – Skills Week 2 – Asteroid Shower Week 3 – Crazy Craters Week 4 – Space Race Week 5 – Story Week 6 – Adventure Begin Dough Disco Intervention – with PP/learning plan Mark making area – revamp.	Encourage children to transfer physical skills learnt in one context to another one. Suggestion: children might first learn to hammer in pegs to mark their Forest school boundary, using a mallet. Then, they are ready to learn how to use hammers and nails at the woodwork bench. Lead movement-play activities when appropriate. These will challenge and enhance children’s physical skills and development – using both fixed and flexible resources, indoors and outside. Model the vocabulary of movement – ‘gallop’, ‘slither’ – and encourage children to use it. Also model the vocabulary of instruction – ‘follow’, ‘lead’, ‘copy’ – and encourage children to use it.
Literacy		
I enjoy looking at a book with an adult and can turn the pages in order, talking about what I see. I understand the difference between print and pictures. I enjoy exploring mark making on a large scale outside and can talk about what my pictures mean. I know some stories and rhymes and can join in with repeated refrains. I know the main events in familiar stories. I know the names of the different parts of a book, e.g. front cover/ back cover/ spine/ pages I know the names of familiar instruments and how to identify them. I know how to make body percussion.	<u>Twinkl Phonics – People Who Help Us</u> Week 13 – Firefighters Week 14 – Police Week 15 – Doctors Week 16 – Teachers Week 17 – Vets Week 18 – Dentist Looking for signs in the singing room for locations around Clowne. National Storytelling Week – 30th Jan – 6th Feb. <u>Key Texts</u> Week 1 – Love Our Earth Week 2 – One Day On Our Blue Planet Week 3 – The Marvellous Moon Map Week 4 – The Owl and The Pussycat Week 5 – Mini Rabbit Not Lost Week 6 – Follow The Swallow <u>Enrichment Texts</u> Aliens Love Underpants The Gingerbread Man 3 Little Pigs Elmer and the Windy Day The Town Mouse and the Country Mouse	Draw children’s attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop. Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: “Twinkle, twinkle yellow car”. Making rhymes personal to children: “Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon.” Deliberately miss out a word in a rhyme, so the children have to fill it in: “Run, run, as fast as you can, you can’t catch me I’m the gingerbread —.”
Mathematics		
I can talk about the shape of everyday objects. I can copy over a pattern working left to right.	<u>Master the Curriculum Maths</u> Number 3 Subitising, 3 Little pigs, 1:1 counting, Numerals/Triangles, Number 4, 1:1 counting,	Encourage children in their own ways of recording (for example) how many balls they managed to throw through the hoop. Provide numerals nearby for

I can count sets up to 5 using 1 to 1 correspondence. I know and can name the numbers 1 and 2 I know that when I count the first number I say is 1 I know how to recognise and identify numbers 3-6 I know how to sort 2 items by length, height, mass and capacity I know how to compare 2 items by length, height, mass and capacity and use language related to this (i.e. long, short, heavy, light etc.)	Numerals Squares/rectangles, Number 4 Composition of 4, Number 5, 1:1 counting, Numerals, Pentagon, Composition of 5.	reference. Suggestions: wooden numerals in a basket or a number track on the fence. Discuss mathematical ideas throughout the day, inside and outdoors. Suggestions: • “I think Jasmin has got more crackers...” • support children to solve problems using fingers, objects and marks: “There are four of you, but there aren’t enough chairs....” • draw children’s attention to differences and changes in amounts, such as those in stories like ‘The Enormous Turnip’.
Understanding of the world		
I love to spend time outside and can talk in simple terms about the features of the outdoor environment. I notice when things change and am beginning to make comments about these. I am fascinated by new topics that interest me. I know the importance of looking after our environment and all living things. I know how to use technology in play to operate toys. I know where I live (e.g. Clowne) I know what type of house I live in (e.g. house, bungalow, flat, caravan, boat) I know what type of weather we have where I live.	Key Texts - One Day On Our Blue Planet -Follow the Swallow Explore the changing weather outside – is it hot/cold? Cloudy sky or clear? Raining or dry? Frosty? Etc. Discussion around where people can live – apartment, house (semi-detached etc.), flat, caravan, boat etc. What type of weather do we have in Clowne? Touch on seasons.	Provide interesting natural environments for children to explore freely outdoors. Make collections of natural materials to investigate and talk about. Suggestions: • contrasting pieces of bark • different types of leaves and seeds • different types of rocks • different shells and pebbles from the beach Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app. Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: “I wonder if...?” Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.
Expressive Arts and Design		
I am becoming more confident in using a range of equipment and props in the home corner to extend my play. I will now join in with some repeated refrains in familiar rhymes and songs. I can manipulate scissors to snip paper. I have started to experiment with different techniques such as printing, tearing and joining. I have started to use a wider range of tools in the creative area. I know that if I mix two colours together it will create a different colour. I know how to use my imagination to create different works of art. I know how to use my knowledge of stories in their play. I know the routine of the creative area – drying rack, aprons, displays etc.	Key Text – The Marvellous Moon Map Junk modelling - design a house. Introduce tools to the creative area – scissors out to be accessed, small hammers etc. Colour mixing for space to create their own planets – names, size, shape, colour etc. Re-introduction of routines/rules in the creative area for new children joining in January. Check on Nursery rhymes – how many do children know by heart?	Children generally start to develop pretend play with ‘rules’ when they are 3 or 4 years old. Suggestion: offer pinecones in the home corner for children to pour into pans and stir like pasta. Some rules are self-created (the pole is now a horse, or the pinecones are now pasta in the pot). Other rules are group-created (to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby). Provide lots of flexible and open-ended resources for children’s imaginative play. Help children to negotiate roles in play and sort out conflicts. Notice children who are not taking part in pretend play, and help them to join in

I know I use one paint brush at a time when I
am painting.

I know to put the creative resources back
when I have finished using them.

I know some topic based songs, and some
nursery rhymes by heart.