

Personal Social Emotional

Making friends.

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Joining in with all the new activities

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resource they need for their chosen activities. They say when they do or don't need help.

MF&B-ELG – beginning to understand the rules of the setting – British Values – mutual respect – the wider picture becoming part of the school family

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand how to follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Communication and Language

Listening to school rules- British Values, following instructions – making gingerbread

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

In discussions answering questions and offering their opinions- British Values- using talk to enhance play.

Children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

In discussions answering questions and offering their opinions- British Values

Children follow instructions involving several ideas or actions. They answer 'how and 'why' questions about their experiences and in response to stories or events.

All about Me

Using the child as the starting point our topic this half term is 'All About Me'. This topic allows the little one to use their communication and language skills as well as covering all six other areas of learning by:

- Looking at different people—how we are all similar and yet we may have some differences. British Values – mutual respect
- Looking at ways of keeping healthy.
- Chatting about the things the little ones like / dislike. British values –tolerance.
- Looking at what they know with regard to letters and numbers.

Physical Development

Using various outdoor and indoor equipment for eg – bikes as tractors, road safety, formula 1 cars etc stilts etc

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Food tasting, meal on a plate, talking about five ways to stay healthy.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Mathematics

Number recognition 1-6 plus careful counting – through everyday activities

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Comparing size using 3 bears as a starting point and weight using fruit and vegetables – introduction to shape main focus 2D

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Literacy

Reading - use of big books for shared reading which are topic related.

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read

Writing - beginning to write names and other emergent writing.

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Understanding of the World - UW

Celebrating birthdays with friends and in class, Tremendous Ted's visits, harvest

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Using and looking after the environment both indoors and out – Tuesday Toddlers

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Art and Design - EAD

Singing of number songs and sound songs, beginning to make resources to enhance their play.

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Retelling stories from big books eg Grandpa, Mrs WW

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Personal Emotional and Social

Development

Taking turns in particular in games either table top or outdoor.
Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Developing of independent skills throughout the provision

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resource they need for their chosen activities. They say when they do or don't need help.

Sensitive to the needs of others especially when giving or receiving gifts –British values.

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand how to follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Communication and Language

Developing skills with regard to comprehension and discussing books covered.

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Using speech as their first form of communication to give explanations of their understanding.

Children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

How to make a teddy, doll, paper chain and other Christmas resources.

Children follow instructions involving several ideas or actions. They answer 'how and 'why' questions about their experiences and in response to stories or events.

TOYS AND CHRISTMAS

Using the child as the starting point again our topic this half term is 'Toys and Christmas'. This topic allows the little one to use their communication and language skills as well as covering all six other areas of learning by:

- Looking at different peoples—how they celebrate Christmas or not – British Values – mutual respect and tolerance.
- Looking at how toys are made and the types of materials used and how they are appropriate for purpose.
- Chatting about the toys the little ones like / dislike – British Values – mutual respect and tolerance.
- Looking at what they know with regard to letters and numbers and how they are beginning to use these skills.

Physical Development

Development of fine motor skills- sewing teddy, writing cards and invitations Gross motor skills travelling over and under and through various environments.

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Independent skills – washing and drying hands and getting dressed including gloves, hats, scarves.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Mathematics

Number recognition and order – Advent Calendars. Board games – counting on and back.

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape – what can that present be? Looking at 2&3D shapes.

Pattern – repeating –on decorations and wrapping pape.. Money-to buy presents with- different coins to 10p.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Literacy

This half-term looking at fiction and non-fiction books with regard to how toys are made and the history of toys; Christmas traditions and customs.

Building on skills from last half-term. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing instructions how to make toys, Christmas lists, Christmas letters.

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Write their own name.

Understanding of the World

Looking at Christmas traditions amongst the class and in other countries-British values

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Looking at toys and how they have changed over the years in the type and the way the materials used and why.

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Looking at educational computer games and mouse control

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

Nativity – songs and movement. Making board games, Egyptian dolls, teddies and Christmas accessories.

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Making resources to complement big books.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories