

Personal, Social and Emotional

- Use specific books, story times and props to help understand a range of emotions.
- Recognise, talk about and expand on children’s emotions. Encourage children to talk about their feelings using words such as ‘happy’, ‘sad’, ‘angry’, ‘worried’ ‘calm’, and ‘excited’.
- Support children in saying how they feel and why.
- Maintain warm, supportive relations with children which also have clear boundaries.
- Continue to discuss our class and school rules and link them to our Christian values and British Values.
- Highlight exemplary behaviour – narrating what has happened.
- Children increasingly take more responsibilities in the classroom.
- Further resource and enrich child’s play based upon their interests to encourage children to play together and elaborate play ideas.
- Join in play to support those who are less confident.
- Learn about how to be a safe passenger and initial road safety.
- Continue to set out more resources and challenges, outside and inside, including tools and materials that children can use independently.

Communication and Language

- Comment on interests and activities, echo back to children what they have said adding new vocabulary and with corrected pronunciation and tense if necessary.
- Extend children’s phrases.
- Plan activities around set books that will help children to practise vocabulary and language.
- Extend vocabulary, explaining unfamiliar words and concepts and make sure children understand through stories, activities, guided learning and direct teaching. Use books that introduce new vocabulary connected to topic and interests.
- Encourage children to talk about what is happening in stories and give their own ideas.
- Use picture books twice daily to encourage extended conversations with comments and questions.
- Opportunities for storytelling inside and outside using props, puppets etc.
- Indoor and outdoor role play and small world activities relating to set stories.
- Use open ended questioning during play and guided learning.
- Role play and small world activities indoor and outdoor relating to themes and interests.

Literacy

- Ensure regular singing and rhyme time. Use class rhyme bag with props for children to remember core rhymes and songs.
- Twice daily dialogic reading at story times and sharing books regularly with children.
- Ensure enticing reading areas to share books in with our class core books and traditional tales to read independently or share. Have books in learning areas such as role play, maths and small world areas.
- Explore favourite books through linked activities such as dressing up, role-play and small world activities such as going through the ‘deep, dark wood’ on a Gruffalo hunt.
- Explain new vocabulary through stories and books and provide opportunities to embed new words.
- Provide a wide range of stimulating equipment to encourage mark making.
- Point out print in the environment. Show how we read and handle books, pointing to the words, the page, where we start etc. Bring attention to the different parts of the book such as front cover, back cover, page, pictures, writing/words.
- Direct teaching of daily phonics sessions using Jolly Classroom learning resources.
- Independent opportunities will be provided to practise and embed phonic skills.
- Make changes to rhymes so children can tune into different sounds, miss out words in a rhyme for children to fill in.
- Fiction texts: The Gruffalo, Monkey Puzzle, The Kindest Giant in Town, Sharing a Shell.
- Non-fiction texts on seasons and books with historical themes linked to story settings and children’s interests.
- Rhymes and Poems linked to season and topic.

Understanding the World

- Encourage children to talk about differences they notice between people whilst also drawing attention to similarities between families and communities.
- Ensure resources reflect the diversity of life in modern Britain.
- Provide interesting environments for children to explore freely outside – where possible link this to set stories such as providing the cave and the woods from ‘The Gruffalo’ and a witch’s house with broomstick and potions linked to ‘Room on the Broom’.
- Make collections of natural materials to investigate and talk about. e.g. ice and water linked to the seasons and exploring mud linked to ‘Room on the Broom’. Provide equipment to support this such as magnifying glasses or taking photos with a tablet.
- Explore books and stories that talk about activities and events that happened in the past linked to our topic focus.
- Encourage children to notice and talk about changes they see in the environment linked to the weather and seasons.

Topic/ Theme: Stories



Child Centred Focus: Julia Donaldson

Computing

- Listen to stories and rhymes using technology with support.
- Use a simple camera to take pictures with support.

Mathematics

- Develop the key skills of counting through direct teaching, guided learning, daily routines, singing, rhymes, games and opportunities as they arise throughout the day. Point out small amounts often e.g. 2 apples, 3 pencils.
- Regularly say the counting sequence in a variety of playful contexts.
- When counting objects, repeat the final number so children know that this number is the amount.
- Regularly practise finger numbers in response to numbers, digits, rhymes.
- Provide experiences of size changes such as making a puddle bigger.
- Model everyday language to compare size and length and model techniques to compare size such as lining up.
- Provide activities linked to stories to compare size, length, weight and capacity.
- Talk about the sequence of events in our stories using words such as first, then and after. Encourage children to use this language when re-telling stories with prompts.

Physical Development

- Provide a wide range of opportunities in the indoor and outdoor environment to build GMS and FMS skills.
- PE lesson unit: Games- sending skills – rolling and throwing.
- Have regular opportunities to use wheeled toys outside.
- Encourage children to be confident and creative by providing a range of equipment, tools and opportunities outdoors.
- Model moving equipment, materials and tools safely and direct children in how to work together to move equipment safely.

Expressive Art and Design

- Regular rhyme and singing time.
- Music lessons.
- Offer children a wide range of different instruments from a range of cultures and a variety of equipment to explore music making. Provide lots of flexible and open-ended resources for children’s imaginative play. Provide role-play and small world resources and puppets linked to set books.
- Encourage pretend play by modelling and sensitively joining in and making suggestions to extend and develop play.
- Provide a range of materials for children to explore and manipulate.
- Offer opportunities to explore scale such as long strips of wallpaper, child size boxes and different surfaces to work on.
- Stimulate interest in model making by providing a range of found materials and appropriate joining materials such as a selection of different tapes and glues. Show how to use these.
- Listen to what children want to create before offering suggestions.
- Provide a wide range of stimulating equipment to encourage mark making.
- Encourage children to draw pictures from their imagination and observation.
- Develop threading skills by putting large beads on a lace.

RE

- Discovery RE syllabus – Theme ‘Story Time’
- Please see programme for lessons and activities.
- Lessons about what we can learn from stories will be linked to our Christian Values.
- By learning about stories from other religions and cultures we will begin to learn how we respect people with different religions and beliefs and the similarities between us.

Christian Value and Ethos

- Through stories, teaching, modelling, praise and reward learn about our focus Christian value as well as other Christian values and begin to demonstrate them.
- Adults will model Christian values in their sustaining of caring and supportive relationships with children and their families.
- Join in our school prayer.
- Listen respectfully during collective worship and begin to join in.
- Through our RE syllabus and collective worship times begin to learn stories about Jesus.

British Values

- As children increasingly understand our school and class rules we will think about rules, rights and responsibilities and the consequences of our actions.
- As children are encouraged to continue to develop positive attitudes about the differences between people we will learn that we must treat everyone equally
- As children learn about stories and morals from other cultures and religions in RE children will begin to learn to respect other people’s values.

Wider Opportunities

- Road safety workshop

Home Links

- Library books and reading books sent home weekly to be shared.
- Use of class dojo to share learning and successes.
- Learning links on school website.

CofEL

- Many opportunities to play and explore freely will be provided.
- High-quality open-ended resources will give children opportunity to set their own goals.
- Model making mistakes as part of learning and encourage children to try to correct them themselves giving plenty of time.
- Encourage children to keep trying, respecting children’s learning styles and needs and rewarding perseverance.

