

Personal, Social and Emotional

- Support children in saying how they feel and why.
- Model ways that you can calm yourself down and support children in resolving disagreements positively.
- Explore situations from different points of view such as through pretend play or stories.
- 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 to 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.
- Continue to set out more resources and challenges, outside and inside, including tools and materials that children can use independently.
- Discuss keeping healthy and well with a focus this half term on preparing healthy food including fruits and vegetables.

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.
- Encourage children to ask ‘why’ questions by providing lots of interesting things to investigate linked to our topic.
- Model language that promotes thinking and challenges children.
- Help children to elaborate on how they are feeling and why.
- Use sustained shared thinking to encourage discussions.
- Use picture books twice daily to encourage extended conversations with comments and questions.
- Provide opportunities for storytelling inside and outside using props, puppets etc.
- Use open ended questioning during play and guided learning.
- Indoor and outdoor role play and small world activities relating to themes and interests.
- Read and discuss a range of non-fiction texts relating to our topic and interests, including life-cycles, growing and looking after our environment.

Physical Development

- Provide a wide range of opportunities in the indoor and outdoor environment to build GMS and FMS skills.
- Provide activities using scissors, tweezers, tap tap hammers and mark making tools such as pencils, pens and brushes to encourage secure use of tools.
- Encourage independence in putting on coats, toileting and eating with a knife and fork.
- Have opportunities to observe and help with healthy food preparation.
- PE lesson unit: Dance – Action rhymes and rhythms.
- Have regular opportunities to use wheeled toys outside.
- Model moving equipment, materials and tools safely and direct children in how to work together to move equipment safely.

Computing

- Explore programming a beebot and link this to our learning about positions and routes in mathematics.

Mathematics

- Provide resources that show amounts in different patterns such as dice, playing cards, dominoes and Numicon.
- Use small numbers in the learning environment for children to use and sort e.g. 5 pencils, 3 trucks
- Regularly practise finger numbers in response to numbers, digits, rhymes.
- Encourage children in their own ways of recording for example how many balls they managed to throw in the hoop. Provide numerals nearby for reference.
- Discuss mathematical ideas throughout the day, saying who has more/less, how many more do we need?
- Support children to solve problems using fingers, objects and marks.
- Draw attention to differences and changes in amounts, such as those that happen in stories.
- Provide a range of natural and everyday objects and materials as well as blocks and shapes to play with and make patterns with including repeating patterns.
- Engage children in inventing movement and music patterns e.g. clap, clap, stamp.
- Encourage children to build with and talk about 3D shapes, introducing some mathematical language such as flat, curved, cone, cube.
- Select shapes appropriately and combine shapes when building, thinking about how properties suit their purpose e.g. a triangular prism for a roof.
- Have regular conversations about the day of the week, the month and season.

Topic/ Theme: Life-cycles and natural world



Child Centred Focus: Baby Animals

Literacy

- Twice daily dialogic reading at story time and sharing books regularly with children encourage children to ask questions, make comments and share ideas.
- Ensure enticing reading areas to share books in with our class core books and topic books to read independently or share. Have books in learning areas such as role play, maths and small world areas.
- Explain new vocabulary through stories and books and provide opportunities to embed new words.
- Provide writing opportunities in a wide range of ways – clipboards, chalks, notepads. A range of mark makers and different papers. Link writing opportunities to role-play and topic and encourage children to write their name on all their work if they are happy to.
- Show the children different examples of print related to topic e.g. forms, diaries, leaflets.
- When reading use a pointer to show which order we read the words.
- Explain the idea of a word, pointing to long words and small words and the space between each one.
- Direct teaching of daily phonics sessions using the Jolly Classroom scheme. Children to blend and segment sounds in CVC words and to learn individual phonemes linked to the picture card and action.
- Activities will be used from phonics scheme guidance and independent opportunities will be provided to practise and embed phonic skills.
- Fiction texts linked to our topic: Where is mama? Noisy Farm, The ugly duckling,
- Non-fiction texts on growing and life-cycles including: The tiny seed, Seed to sunflower and animal life cycle series.
- Rhymes and Poems linked to our topic and season including: There’s a tiny caterpillar on a leaf, There once was an ugly duckling, The baby animals song,

Expressive Art and Design

- Regular rhyme and singing time.
- Music lessons.
- Provide lots of flexible and open-ended resources for children’s imaginative play. Help all children to join in.
- Provide role-play and small world resources and puppets linked to set books.
- Provide a range of purpose made objects to thread and weave through.
- Create pictures using natural materials such as natural paint brushes, mud, leaves, seeds and petals.
- Provide a range of materials for children to explore and manipulate.
- Stimulate ideas to develop in model making and provide a range of found materials and introduce further appropriate joining materials such as paper clips, staplers and hammers.
- Encourage children to draw and paint pictures from their imagination and observation.
- Provide a variety of music from different places for children to listen and move to. Models patterns and sequences of movement (linked to PD).
- Children to be supported to begin to mix colours.

Understanding the World

- Use pictures to sequence the life-cycle of a human and of animals that children are interested in.
- Use objects or photos to talk about past experiences when they were younger. Think about what they will experience as they move to Reception and as they get older.
- Look after our outdoor environment and the plants we are growing.
- Encourage children to notice changes in the outdoor environment caused by the changing season and talk about these.
- Children will be welcomed to talk about the differences they notice between themselves and each other and be answered in a positive and straight forward manner and discuss how we treat each other equally.
- Ensure resources reflect the diversity of life in modern Britain show positive role-models and do not encourage negative stereotypes.
- Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families, communities and cultures.

- Discovery RE syllabus – Theme ‘Celebrations’
- Children will think about what we celebrate and how we celebrate.
- This learning will be linked to UW and recognising that people have different beliefs and can celebrate special times in different ways but that there are often similarities in how we people choose to celebrate.
- Celebrations - Hinduism – Holi, Islam – Eid al-Fitr

Christian Value and Ethos

- Through stories, teaching, modelling, praise and reward, learn about our focus Christian value as well as other Christian values and how to express them.
- Adults will model Christian values in their sustaining of caring and supportive relationships with children and their families.
- Join in our school prayer and lead a lunch time prayer.
- Listen carefully during collective worship and begin to make contributions.
- During our collective worship times listen to stories about Jesus.

British Values

- By learning about how people with different religions celebrate in different ways children will learn about respecting the culture and beliefs of others.
- Our weekly Feedback Friday will mean children can vote for what they want to learn next – supporting initial understanding of electoral systems.

Wider Opportunities

- Growing plants
- Animal activities/observations.

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.

CofE

- Children will be encouraged to talk and reflect on their learning and share their achievements with pride.
- Children will be given time and space to help them to focus their attention and ignore distractions.
- Children will solve real problems with support as opportunities arise.
- Children will be encouraged to understand another perspective through role-play and discussion.