

Early Years	<p><b>Key Text: The Great Nursery Rhyme Disaster</b>  Nursery Rhymes: Little Miss Muffet, The Grand Old Duke of York, Jack and Jill, Hickory Dickory Dock, Hey Diddle Diddle, The Queen of Hearts</p> <p><b>Literacy- Objectives/Key Skills/ Footsteps:</b>  <b>Writing-</b> I can hear and say initial sounds in words, I can hold a pencil correctly, I can link sounds to letters, I can write words and sentences  <b>Reading-</b> I can hear and say initial sounds and words, I can link sounds to letters, I can read words, I can read simple sentences  <b>Phonics skills and concepts:</b> Revise set 1 sounds, assisted blending, independent blending  <b>Words of the week:</b> red words eg. I, like..  <b>Handwriting:</b> Weekly guided practice with teacher</p>	
	<p><b>Maths - Objective/Key Skills/ Footsteps</b>  I can recognise numerals, I can represent numbers, I can order numbers.  <b>Key vocab- Opportunities to talk-</b> one more, before, after, 'two and two makes four altogether'</p>	
Prime Areas of Learning		Development Matters
PSE/ SEAL Class priorities	<p>Going for goals!  What are you good at?  What could you be even better at?  How do you like learning?  Growth mind set, resilience &amp; learning attitudes  Introducing 'Star of the Week'  What do you want to be when you grow up?</p>	<p>PSE  Self-confidence and self-awareness  40-60 Confident to speak to others about own needs, wants, interests and opinions  40-60 Can describe self in positive terms and talk about abilities  ELG 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.</p>
PD Gross motor	<p>Dance - Ourselves (Complete PE scheme of work)</p> <p>Changing for PE - Health and Self Care opportunities  ELG: They manage their own personal needs successfully, including dressing independently</p>	<p>Physical development  40-60 Experiments with different ways of moving.  ELG Children show good control &amp; co-ordination in large &amp; small movements.  ELG They move confidently in a range of ways, safely negotiating space.</p>
PD Fine motor	<p>Fine motor opportunities in continuous provision:</p> <ul style="list-style-type: none"> <li>• Lego, hama beads</li> <li>• Dough disco, cutting</li> <li>• Bead threading</li> <li>• Writing and drawing opportunities</li> </ul>	<p>30-50 Hold pencil between thumb and two fingers.  40-60 Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.  ELG Handle pencils and other equipment effectively to make marks.  Exceeding- use correct pencil grip and write on lines.</p>

<b>CL</b>	<p>Listening, attention, understanding &amp; speaking opportunities during inputs:</p> <ul style="list-style-type: none"> <li>• Talk partners</li> <li>• Book talk</li> <li>• Circle time</li> <li>• Sharing home learning journals</li> <li>• Asking and answering questions</li> <li>• Solving problems</li> <li>• 'I see, I think, I wonder'</li> </ul>	<p>30-50 Listens to others one to one or in small groups when conversation interests them... Beginning to understand 'how' and 'why' questions.</p> <p>40-60 Maintains attention, concentrates and sits quietly during appropriate activity...listens and responds to ideas expressed by others in a conversation.</p> <p>ELG (part of) 'They give their attention to what others say and respond appropriately, while engaged in another activity.' 'Children can answer 'how' and 'why' questions.'</p> <p>Exceeding- Listening - listen attentively.</p> <p>Understanding- Express views about events.</p> <p>Speaking- Use a range of vocabulary in imaginative ways to add information and express ideas.</p>
Specific Areas of Learning		Development Matters
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Read 'Little Miss Muffet'</li> </ul> <p>Little Miss Muffet she sat on her tuffet, eating her curds eating and whey Along came a spider who sat down beside her And frightened miss Muffet away</p> <ul style="list-style-type: none"> <li>• Act it out with props: a stool, bowl and spoon, spider.</li> <li>• All children learn the rhyme and repeat lots of times until they have learned the whole thing (repeat daily)</li> <li>• Draw attention to the rhyming words</li> <li>• Make up actions for the whole class</li> </ul> <p>A 'tuffet' is a low footstool. 'curds and whey' is curdled milk</p>	<p><b>Phonics/reading</b></p> <p>30-50 Enjoy rhyming and rhythmic activities.</p> <p>40-60 Link sounds to letters.</p> <p>ELG Use phonic knowledge to decode words.</p> <p><b>Exceeding-</b> reads words with 2 syllables</p> <p><b>Writing</b></p> <p>30-50 I can ascribe meaning to the marks I make.</p> <p>40-60 I can hear and say initial sounds in words.</p> <p>Use some clearly identifiable letters.</p> <p><b>ELG</b> I can use sounds to write words.</p> <p><b>Exceeders</b> will write words with 2 syllables and write sentences.</p>
<b>Maths</b>	<p><u>Lesson 1:</u></p> <ul style="list-style-type: none"> <li>• Children to notice the puppet's counting mistakes: counting the same item twice, missing out a number....</li> <li>• Number flash 1 to 20</li> <li>• Shape flash (circle, square, rectangle, triangle, pentagon, hexagon) - tell your talk partner something about your shape <b>use the words 'vertices' and 'sides'</b></li> </ul> <p>Model matching large number cards to the associated Numicon shape and putting them in order from 1 to 10. Challenge children to help you go higher eg. make 11 with a ten and a one, make 12 with a ten and a two...</p>	<p>40-60 Selects the correct numeral to represent one to ten, then 11 to 20</p> <p>ELG Children place numbers 1 to 20 in order</p>

	<p>Guided practice: Children to make Numicon number lines, matching the cards with the Numicon shapes. Encourage the children to go further than they thought they could! Photograph and observation on Target Tracker.</p> <p><u>Lesson 2:</u></p> <ul style="list-style-type: none"> <li>Children to notice the puppet's counting mistakes: counting the same item twice, missing out a number....</li> <li>Number flash 1 to 20</li> <li>Shape flash (circle, square, rectangle, triangle, pentagon, hexagon) - tell your talk partner something about your shape <b>use the words 'vertices' and 'sides'</b></li> </ul> <p>Look at the number 11. What is this number? Count the number of items (cars? Farm animals?)</p> <p>Point to a large 11 on a card/whiteboard. Point to the first 1. What does this 1 represent? Children are likely to say 1. Get out a 1 Numicon shape. Then point to the second 1. What does this 1 represent? Ch likely to say 1 again. Get out a 1 Numicon shape. Now count up all the holes in the Numicon to find the total. You will find 2.. that's not right! We need 11!</p> <p>Tell the ch that the first 1 in 11 represents 'one ten'.. show them one ten (numicon shape) and count the holes (ten holes) Then say that the second 1 in 11 <b>does</b> represent 1.. put the ten and the one together and count up all the holes to make 11.</p> <p><u>Lesson 3</u> Repeat the process for lesson 2 but use number 12.</p>	
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>Jack and Jill: What is a well and what are they used for? Do people still use them to collect water? Where do they do this? What do people need water for? Can we live without it?</li> </ul> <p>ICT opportunities: experimenting with Bee bots and cars</p>	<p>The World 40-60 Children know about similarities and differences in relation to places, objects, materials and living things</p> <p>ELG 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 another.</p> <p>Technology</p>

		<p>40-60 Uses ICT hardware to interact with age-appropriate computer software</p> <p>ELG They select and use technology for particular purposes</p>
<p><b>Expressive Arts and Design</b></p>	<p>Open ended opportunities available (could be linked to nursery rhymes):</p> <ul style="list-style-type: none"> <li>• Making 'Miss Muffet' spiders</li> <li>• Making 'Hickory Dickory Dock' clocks</li> <li>• 'Jack and Jill' drama activities outside: retelling the nursery rhyme going up the hill and down again. Could do the same with 'The Grand Old Duke of York'</li> </ul>	<p>Being imaginative</p> <p>40-60 Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>ELG 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.</p> <p>Using Media and Materials</p> <p>ELG 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</p>