

Reception and nursery class  
30.10.17 - 20.12.17  
8 week term  
**Cooking**

### Links with parents

- Stay and play session - Thursday 16<sup>th</sup> November
- Parent/family visitors discuss their cultures & special events
- International day
- Food tasting day - parents provide food from their cultures

### Trips and events

- Cheeky monkey - hold Christmas party for all FS children
- End of term Christmas party
- Nativity play

### List of stories

- The Nativity story
- Hannaku story
- A range of non-fiction texts
- Birds eye video - celebrations

### POR:

- Anna Hibiscus song
- Stanley's stick
- The leopards drum
- Tanka, tanka, skunk

# Let's Celebrate Term 2 2017/18



Foundation stage visits for new parents: Thursday 23<sup>rd</sup> November & Thursday 7<sup>th</sup> December at 10am - up to 1 hour

- At the end of this term;**
- The children will have an understanding of some different celebrations
  - Different people will celebrate different festivals
  - Children will learn to perform in front of an audience - nativity play

**Children's interests and strengths are recorded through observations and are used to inform future topics.**

### Important dates:

- Halloween - 31st October
- Parents evening - date tbc
- Bonfire night - 5<sup>th</sup> November
- Diwali - 6<sup>th</sup> - 10<sup>th</sup> November
- Remembrance day - 11<sup>th</sup> November
- Thanks giving - 23<sup>rd</sup> November
- Hannuka - 12<sup>th</sup> Dec - 20<sup>th</sup> Dec
- Christmas day - 25<sup>th</sup> December

Personal, social and emotional development

Term 2

<b>Making relationships</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
Interested in others' play and starting to join in	Keeps play going by responding to what others are saying or doing	Initiates conversations, attends to and takes account of what others say	

<b>Self-confidence and self awareness</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
Expresses own preferences and interests.	Shows confidence in asking adults for help		
	Confident to speak to others about own needs, wants, interests and opinions		

<b>Managing feelings and behaviour</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
Shows understanding and cooperates with some boundaries and routines	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others	Aware of the boundaries set, and of behavioural expectations in the setting	They work as part of a group or class, and understand and follow the rules.

## Personal, emotional and social development – Term 2

### Continuous provision and everyday practice

Continue to work positively with parents –encourage to visit/share skills

Continue to share achievements with the whole class

Continue to develop tidy up time routines

Continue to reinforce behaviour expectations - using behaviour reward chart

Continue to teach and model turn taking; use limited equipment e.g. bikes, computer etc.

Work in pairs and small groups at classroom activities

Put on coats, aprons, dressing up clothes with decreasing support

Circle time – talk, listen, ask questions, contribute own feelings and ideas

Join in discussions about stories and books that emphasise moral issues

Introduce different customs/festivals through stories and books etc.

Work towards independence during small tasks

Develop children's confidence in talking to other children and to adults through small group work

Explore stories about caring for each other through role-play, small world and puppetry.

Discuss respect and being kind to one another

Share news about our homes and cultures

Discussions about others cultures and the differences in our lives

Discuss keeping safe during firework night

Discuss and celebrate events in some detail.

Discuss how Rama and Sita throughout the Diwali story

Communication and language  
Term 2

<b>Listening and attention</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
Listens with interest to the noises adults make when they read stories	Listens to stories with increasing attention and recall.	Maintains attention, concentrates and sits quietly during appropriate activity	

<b>Understanding</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'	Responds to simple instructions, e.g. to get or put away an object.	Responds to instructions involving a two-part sequence	

<b>Speaking</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
Uses simple sentences (e.g. 'Mummy gonna work.')	Beginning to use more complex sentences to link thoughts (e.g. using and, because).	Links statements and sticks to a main theme or intention	
	Can retell a simple past event in correct order (e.g. went down slide, hurt finger).		

## Communication and language – Term 2

### Continuous provision and everyday practice

Discuss personal experiences in class and group circle times

Use imaginative talk in the role play, small world play, puppet play

Listen attentively in group times

Encourage children to converse with others in all classroom areas

Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.

role play area – doctor’s surgery

Listen to texts/rhymes on the CD player

Encourage children to use the listening area where children can enjoy rhymes and stories with a TA

Encourage children to explain their experiences and introduce new vocabulary with responses.

Provide EAL children with opportunities to use home language.

Adults to support child-led activities, encouraging speaking and listening.

Adult led activities modelling language and use of reading and writing. E.g. following a recipe to make playdough

Retell the story of Diwali using shadow puppets (CBeebies website)

Discuss and learn about the use of symbolic emblems used during specific festivals

Talk about whether children have been to a firework display. What can they expect to see?

Start cooking sessions – children follow simple instructions. They talk about how the mixtures feels etc.

Children follow instructions during Nature detectives/spotters – keeping safe

Children share their experiences of fire work night to a small group

Children talk about what they like/didn’t like about specific events – using why and because

Physical development  
Term 2 - Dance

<b>Moving and handling - Dance</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
Turns pages in a book, sometimes several at once	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Experiments with different ways of moving.	
Shows control in holding and using jugs to pour, hammers, books and mark-making tools	Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors	Handles tools, objects, construction and malleable materials safely and with increasing control	
Imitates drawing simple shapes such as circles and lines.		Begins to use anti-clockwise movement and retrace vertical lines	

<b>Health and self-care</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
Beginning to be independent in self-care, but still often needs adult support.	Understands that equipment and tools have to be used safely	Usually dry and clean during the day	
	Can usually manage washing and drying hands.		

## Physical development – Term 2

### Continuous provision and everyday practice

Explore a wider range of climbing, balancing and sliding, over, under through apparatus, wheeled toys, bats and balls, hoops etc. in the outside area

Join in PE lessons that focus on exploring space and movement -  
Dance

Continue to play starting and stopping on a signal games

Explore ways of travelling using different body parts (feet only, hands/feet, tummies, etc.)

Follow chalk lines outside, practice balancing and working up to obstacle course of balancing equipment – out door PD

Move along to favourite songs and action rhymes during daily phonics

Party games for different festivals – dancing

Promote the importance of exercise

Continue to enforce healthy and hygienic routines throughout the school day

Discuss what contributes to our health

Successfully change for P.E

Continue to work closely with children who need additional support in self-care

Use computer keys and mouse - continuous provision

Provide opportunities for children to explore cornflour, sand, wet paint, dry foods, cooked foods etc.

Opportunities that give children manipulative skills e.g. cooking, painting, playing instruments.

Make models with dough, clay, play dough rolling pins, junk and cutters, etc.

Sewing – cards , threading-beads, cotton reels

Dressing up – encourage children to dress themselves

Make collages/models using scissors, glue, tape, paper, junk

Use paintbrushes and mark-makers – large and small movements

Daily writing table with a variety of mark making activities for fine motor development

Experiment with drawing lines and circles using fine and gross motor skills

Explore a variety of sand and water toys

Morning challenge – letter formation

Provide activities which include gross motor skills swirling ribbons, painting, climbing

Literacy  
Term 2

<b>Reading</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40-60 months</b>	<b>ELG</b>
Repeats words or phrases from familiar stories	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Enjoys an increasing range of books	
Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.	Looks at books independently  Handles books carefully  Holds books the correct way up and turns pages	Knows that information can be retrieved from books and computers	
	Knows information can be relayed in the form of print		

<b>Writing</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Ascribes meanings to marks that they see in different places	Begins to break the flow of speech into words	
		Links sounds to letters, naming and sounding the letters of the alphabet	



# Literacy – Term 2

## Continuous provision and everyday practice

Children choose to look at books alone and with others

Bring books to school and take reading books home (reception)

Encourage children to read class labels, names, signs

Talk about pictures in books – comprehension

Retell familiar stories in role play and small world etc.

Join in with daily stories, rhymes and songs

Talk about own experiences related to content of book

Make up own stories inspired by books, poems, pictures, music etc.

Make marks to signify writing – working on letter formation

Begin to write cards, invitations, lists, books, labels, signs, messages, instructions, letters, guessing cards, zig-zag books, flap books

Practice name writing at every opportunity

Practice forming letters using pens, pencils, crayons, chalks, paints, sand, dough

Continue with regular phonics sessions – begin phase 2 phonics in reception

Introduce the alphabet – children identify letter names

Continue guided reading sessions in small groups

Add labels for the specific play areas including the role-play area (where necessary)

Provide children with a variety of writing materials – to encourage mark making and letter formation

Try to write words, captions, sentences relating to specific festivals

Form letters in name using pens, paints, sand, by labelling models

Opportunities for writing in all areas of the classroom – clipboards, dry wipe boards etc.

Provide activities to develop fine motor – popping bubbles, threading activities and small construction

Discuss authors and begin to look at books by the same author

Continue to use 'name' recognition self registration

## Maths Term 2

<b>Number</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40-60 months</b>	<b>ELG</b>
Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.	Knows that numbers identify how many objects are in a set	Recognise some numerals of personal significance	
Creates and experiments with symbols and marks representing ideas of number.	Compares two groups of objects, saying when they have the same number	Counts out up to six objects from a larger group	
	Shows an interest in representing numbers	Counts an irregular arrangement of up to ten objects	
		Finds the total number of items in two groups by counting all of them	
		Finds one more or one less from a group of up to five objects and then ten objects.	

<b>Shape, space and measure</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
Notices simple shapes and patterns in pictures	Shows an interest in shape and space by playing with shapes or making arrangements with objects	Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes	
Beginning to categorise objects according to properties such as shape or size	Shows interest in shape by sustained construction activity or by talking about shapes or arrangements	Orders and sequences familiar events	
	Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’		

## Continuous provision and everyday practice

Continue to sing number songs and rhymes (warm up activities)

Errors in counting backwards and forwards using puppet (missing number, repeated number, wrong order)

Recite number names in order, continuing the count forwards or backwards from a given number

Count a set of objects (5, 10, 20) giving just one number name to each object

Recognise none and zero in stories, rhymes and when counting

Count sounds, movements, moving things, objects in a circle, blank number track

Recognise numerals 1-9, then 0 and 10, then 10 and beyond

Solve simple practical problems and respond to “what could we try next?”

Register – count number in class. Use number line to work out number sentences.

Use mathematical language; circle, how many etc. to describe Use shapes in pictures.

Create pictures using and talking about different shapes

Make shapes/numbers out of playdough & clay

Provide number labels in the environment – e.g bikes, snack tables

Encourage mathematical vocabulary during snack time – discuss sharing amounts of objects talk about 1 more, less, full, empty etc

Play Number & shape bingo games

Play birthday month /age games i.e. stand up if it is your birthday

Develop language of time through sequencing events and daily routines

Look for house numbers in the environment – Nature detectives

Add the correct number of buttons to a snowman on the IWB or one on the carpet.

Counting using festival related objects i.e. how many Christmas puddings can you see?

Learn days of the month through repetition of a song

Can you find these shapes in the classroom/outside?

Create shape pictures related to the topic – i.e. Christmas, fireworks

Introduce simple addition – adding two groups of objects by counting the objects altogether to find the total

Introduce 3D shapes in reception - explore

Understanding of the World  
Term 2

<b>People and communities</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40-60 months</b>	<b>ELG</b>
In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea	Remembers and talks about significant events in their own experience	Enjoys joining in with family customs and routines	
Beginning to have their own friends.	Recognises and describes special times or events for family or friends		

<b>The world</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world	Looks closely at similarities, differences, patterns and change	

<b>Technology</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
Seeks to acquire basic skills in turning on and operating some ICT equipment.	Knows how to operate simple equipment; e.g. turns on CD player and uses remote control.	Uses ICT hardware to interact with age-appropriate computer software	

# Understanding of the world – Term 2

## Continuous provision and everyday practice

Observe things closely, record through drawing and modelling – look for interesting objects during Nature detectives

Discuss changes, patterns, similarities and differences e.g.  
Observe and record the weather daily

Use small world and role play to explore other lives and environments

Find out about the world through looking at books, pictures, artefacts, talking to visitors

Talk about our homes, families and places that we go to, compare to other children and discuss

Ask parents to share objects and photographs from their cultures/festivals for children to discuss.

International day – invite parents in with food and traditional stories

Children to wear traditional dress to celebrate their culture

Provide play maps and small world equipment for children to create their own environments

Discuss how hard it is for birds and other small animals to survive during the snowy weather.

Freezing water so that children can explore wintry weather conditions

Provide children with a variety of IT resources = Beebots, Ipads, laptops

Watch DVD of Diwali festival and Hannukkah

Watch Christmas story DVD – end of term treat

Watch children's mini documentaries relating to specific festivals (Cbeebies)

Expressive arts and design  
Term 2

<b>Exploring and using media and materials</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40-60 months</b>	<b>ELG</b>
Creates sounds by banging, shaking, tapping or blowing.	Beginning to move rhythmically.	Explores the different sounds of instruments.	Children sing songs, make and dance, and experiment with ways of changing them
Shows an interest in the way musical instruments sound	Imitates movement in response to music.		

<b>Being imaginative</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Uses movement to express feelings.	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
	Creates movement in response to music.	Create simple representations of events, people and objects.	
	Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.		

Role play

Week 1, 2,3 , 4, 5, 6 – Doctors

Week 7, 8 – Santa’s Grotto

# Expressive arts and design – Term 2

## Continuous provision and everyday practice

Weekly EAD provision:

- Collage with different fabrics, papers, foods and materials
- Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.
- Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.
- Modelling with junk, clay, dough, construction
- Explore tools for painting; brushes, sponges, rags and fingers, use these tools to print patterns

Provide different tools around the classroom and encourage children to use them correctly and safely, naming them and knowing where they are kept

Continue to provide children with a variety of tools and resources for arts and crafts - junk modelling table

Making our own playdough and making familiar objects with these, increasing use of tools

Develop construction area and model use of different resources

Provide different objects and materials in discovery trays that the children can explore. Adults to encourage vocabulary which will enable children to talk about their experiences.

Recreate and make up new characters and stories through imaginative and small world play

Make Diva lamps from clay and paint

Design Rangoli patterns on hands

Make Diwali shadow puppets

Making biscuits with boiled sweets inside for firework night

Make a snowflake using scissors

Role play – Doctors surgery and Santa's grotto

Make a variety of Christmas decorations using different tools and resources - cards, calendars, table decorations

Explore different ways of making sounds with musical instruments  
Make music through singing, body sounds, classroom objects and musical instruments

Listen to a wide range of music from around the world and from different times

Make music through singing, body sounds, classroom objects and musical instruments

Listen to a wide range of music from around the world and from different times