

Reception and nursery class  
08.01.18 - 09.02.18  
5 week term  
**IT**

Home visits for new nursery children: 4th and 5th January

# The Things We Love... Term 3 2017/18

## Links with parents

- Stay and play session - Thursday 1<sup>st</sup> February
- Parent readers to visit on a rota
- Team presentation - parent & child (things they like to do)

## Trips and events

- Fireman to visit the school

## List of stories

- Based on children's choice/interest
- Children stories from home
- Mr Wolf's pancakes

## POR:

- Naughty bus
- On sudden hill
- A new house for mouse



- At the end of this term;**
- The children will be able to talk about the things they like/don't like
  - They will be able to share with others

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

## Important dates:

Pancake day - 13<sup>th</sup> February  
Valentine's day-14<sup>th</sup> Feb  
Chinese new Year - 16<sup>th</sup> Feb

## Personal, social and emotional development

### Term 3

<b>Making relationships</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
Seeks out others to share experiences	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children	Explains own knowledge and understanding, and asks appropriate questions of others.	Children play co-operatively, taking turns with others
May form a special friendship with another child.			

<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>
	Welcomes and values praise for what they have done	Confident to speak to others about own needs, wants, interests and opinions	Children are confident to try new activities, and say why they like some activities more than others
			They say when they do or do not want help.

<b>Managing feelings and behaviour</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
Responds to the feelings and wishes of others	Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them	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
Growing ability to distract self when upset, e.g. by engaging in a new play activity			

# Personal, social and emotional development – Term 3

## Continuous provision and everyday practice

Continue with weekly circle times - providing opportunities for asking one another questions

Provide opportunities for children to play in small groups – responding and learning from one another

Supervise children’s play and model playing cooperatively

Encourage children to solve their own conflicts – talk it through, make apologies where necessary

Talk to the children about the people they love – link to Valentines day

Continue to celebrate the children’s work –daily praise, display children’s achievements

Continue to encourage children to approach adults with their wants/needs - promote this during circle time sessions

Discuss children’s like/dislikes/interests - record in pictures/writing

Support children’s confidence and independence by providing them with free choices

Set children ‘independent work’ tasks linked to the topic

Scaffold children during role play – model language

Observe children’s behaviour and provide support where necessary

Circle times – to talk about others and their feelings

Encourage children to take care of one another during free play. I.e. help them to get ice packs for bumps and bruises

Discuss different behaviours – i.e. good choices, bad choices.

Communication and language  
Term 3

<b>Listening and attention</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.	Focusing attention – still listen or do, but can shift own attention.	Maintains attention, concentrates and sits quietly during appropriate activity	Children listen attentively in a range of situations

<b>Understanding</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?).	Beginning to understand ‘why’ and ‘how’ questions.	Understands humour, e.g. nonsense rhymes, jokes.	They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events
		Able to follow a story without pictures or props	

<b>Speaking</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
Uses a variety of questions (e.g. what, where, who).	Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.	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.

# Communication and language – Term 3

## Continuous provision and everyday practice

Provide children with regular carpet sessions to help develop listening and attention skills

Ask children comprehension questions throughout adult led sessions to help improve listening and understanding

Encourage children to question instructions/games and activities

Encourage children to explain their own knowledge during discussions

Provide a variety of opportunities for sitting and listening i.e. to adults, to other children, to CDs etc.

Teach the meaning of who, what where and encourage children to use them during question time

Hot seating

Continue reading chapter books at the end of the school day

Circle times to promote friendship – looking after each other

Children are aware of behaviour that is not acceptable - i.e. hitting

Use stories to discuss feelings and behaviour – children identify the different behaviours

Physical development  
Term 3 - Apparatus

**Moving and handling - Apparatus**

<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
Walks upstairs or downstairs holding onto a rail two feet to a step.	Mounts stairs, steps or climbing equipment using alternate feet	Jumps off an object and lands appropriately	Children show good control and co-ordination in large and small movements
Beginning to use three fingers (tripod grip) to hold writing tools	Walks downstairs, two feet to each step while carrying a small object	Travels with confidence and skill around, under, over and through balancing and climbing equipment	
May be beginning to show preference for dominant hand.	Holds pencil between thumb and two fingers, no longer using whole-hand grasp	Begins to form recognisable letters	

**Health and self-care**

<b>22-36 months</b>	<b>30-50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
Beginning to recognise danger and seeks support of significant adults for help.	Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom	Shows understanding of how to transport and store equipment safely.	They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt		Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	

# Physical development – Term 3

## Continuous provision and everyday practice

Children engage in weekly P.E sessions – apparatus

Children explore travelling across the apparatus in different ways i.e. over, through

Teach children how to set up and use the apparatus safely

Teach children how to jump from the apparatus, landing safely

Include warm up & cool down activities

Morning challenge – letter formation

Provide opportunities for children to mark make/write using a variety of different tools

Provide opportunities for cutting and sticking - making their own models

Encourage children to join in with running and chasing games in the garden

Children practice using the mouse /ipad

Children join in with making large and small movements in P.E sessions

Children practice removing and putting on their own clothes

Promote fine motor control, hand/eye coordination by using threading, providing jigsaws, sewing, small construction, cutting and chopping

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

Children to explore sensory tables to aid fine motor skills i.e. cornflour, sand, wet paint, dry foods, cooked foods etc.

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

Use paintbrushes and mark-makers

Model with dough, clay, rolling pins, junk and cutters, etc.

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

Adopt healthy and hygienic routines throughout the school day  
Introduce: keeping healthy

Reinforce the topic of personal hygiene routines

Literacy  
Term 3

<b>Reading</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Shows interest in illustrations and print in books and print in the environment	Links sounds to letters, naming and sounding the letters of the alphabet	They use phonic knowledge to decode regular words and read them aloud accurately
	Recognises familiar words and signs such as own name and advertising logos.	Can segment the sounds in simple words and blend them together and knows which letter represent some of them	

<b>Writing</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Sometimes gives meaning to marks as they draw and paint	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence	Children use their phonic knowledge to write words in ways which match their spoken sounds
	Ascribes meanings to marks that they see in different places.	Writes own name and other things such as labels, captions	



# Literacy – Term 3

## Continuous provision and everyday practice

Continue to teach children the alphabet during regular phonics sessions

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

Continue to use 'name' recognition self registration

Continue guided reading sessions (reception)

Update words for reading in the environment

Wording in the role play corner – fire station

Talk about pictures in books – comprehension

Retell familiar stories in role play and small world etc.

Join in with daily stories, rhymes and songs

Children choose to look at books alone and with others

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

Provide children with opportunities for reading their own work aloud to small groups

Provide a variety of opportunities and resources for mark making

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

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.

Write a class book – the things we love

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

Maths  
Term 3

<b>Number</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40-60 months</b>	<b>ELG</b>
Knows that a group of things changes in quantity when something is added or taken away	Beginning to represent numbers using fingers, marks on paper or pictures	Estimates how many objects they can see and checks by counting them	Children count reliably with numbers from one to 20
	Shows curiosity about numbers by offering comments or asking questions	Records, using marks that they can interpret and explain	Place numbers in order
	Shows an interest in number problems.	Begins to identify own mathematical problems based on own interests and fascinations	

<b>Shape, space and measure</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'	Uses positional language.	Can describe their relative position such as 'behind' or 'next to'	Children use everyday language to talk about position to compare quantities and objects and to solve problems
		Measure short periods of time in simple ways.	

# Maths – Term 3

## 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

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

Children order numbers 0-5, 0-10 and then 0-20

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

Estimate a number and check by counting

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

Compare two numbers and say which is more or less

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

Practice prepositional language - next to, behind, in front of  
Play games involving positional language e.g. hiding teddy and talking about where he is.

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Provide children with opportunities for recording results, provided templates and clip boards i.e. data collection

Maths out doors – provide maths challenge s with white boards for recording

Introduce positional language - children describe their position in terms of ; in front, behind, next to

Model positional language when lining children up for lunch/P.E

Introduce ; telling the time – o’clock, half past. What time is it?

Play what’s the time Mr Wolf? In the EY garden

Use stop watches/sand timers to record time

Understanding of the World  
Term 3

**People and communities**

22-36 months	30 – 50 months	40-60 months	ELG
	Shows interest in different occupations and ways of life.	Enjoys joining in with family customs and routines	Children talk about past and present events in their own lives and in the lives of family members

**The world**

22-36 months	30-50 months	40-60 months	ELG
	Talks about why things happen and how things work	Looks closely at similarities, differences, patterns and change	They talk about the features of their own immediate environment and how environments might vary from one another

**Technology**

22-36 months	30-50 months	40-60 months	ELG
	Knows that information can be retrieved from computers	Complete a simple program on a computer	Children recognise that a range of technology is used in places such as homes and schools.

# Understanding of the world – Term 3

## 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

Invite Fireman into the school with their fire truck

Discuss emergency services i.e. fireman, policeman, ambulance service – what are their roles?

Watch child's view emergency services video ad discuss

Continue to discuss different festivals and events personal to the children – involve parents

Parents to provide photographs of special events for children to discuss

Circle times – children talk about specific special events. Encourage children to respond with questions

Provide children with a variety of IT resources - Ipads, laptops

IT – photographs and making pictures

Parent and child presentation – what we like doing

Expressive arts and design  
Term 3

<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>
	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	Constructs with a purpose in mind, using a variety of resources	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Joins construction pieces together to build and balance	Uses simple tools and techniques competently and appropriately.	
	Realises tools can be used for a purpose	Selects tools and techniques needed to shape, assemble and join materials they are using	

<b>Being imaginative</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there	Introduces a storyline or narrative into their play.	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
	Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'	Plays alongside other children who are engaged in the same theme	
	Uses available resources to create props to support role-play.	Plays cooperatively as part of a group to develop and act out a narrative	

Role play opportunities: Fire station

# Expressive arts and design – Term 3

## 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

Continue to 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.

Introduce more complex tools such as sewing & split pins (reception)

Scaffold children's role play – Fire station

Provide children with small world toys and puppets – observe and support any imaginary play

Use puppets and props for story telling (no book)

Provide a variety of dressing up clothes to promote role play ideas