

What a Wonderful World



Successful learners

Areas of Learning

Personal, Social and Emotional Development

We will be exploring our feelings and emotions. We will be thinking about respecting other children's viewpoints and being a good friend. We will be thinking about how to make the right decisions too.

Physical Development

We will be moving in different ways, particularly focusing on dancing, using music to help us. We will also be spending time outside on the bikes and trikes and moving on P.E equipment. We will also be practising holding a pencil correctly and drawing simple shapes and our letters correctly.

Communication and Language

We will be sharing and discussing a wide range of stories; using these to help develop our listening and speaking skill, as well as broadening our vocabulary. We will also be sharing and joining in with different rhymes and songs linked to our topic the wonderful world. We will be using our role play and small world areas to apply the skill we learn through imaginative play.

Literacy

We will be developing our phonological awareness learning our phase 2-4 sounds and blending these to spell words. We will be working on our pencil control and letter formation. Acting out and retelling the stories we have shared. Mark making, writing our names and starting to write simple words.

Mathematics

As mathematicians we will be exploring our understanding of number.

Expressive Art and Design

We will be exploring the season of Autumn through art as well a learning a wide range of skills. We will use a wide range of material to construct and who we can use these creatively.

Understanding the World

We will be going on a journey with Barnaby Bear to discover the world around us and some of the animals that live in it.

Confident Individuals

Challenge

As enterprising people, we will:

- To develop their confidence to communicate with their peers and ask for help.
- To become independent in managing their own needs.
- To participate and respond to a range of stories.

Responsible Citizens

Enrichment

To enrich our learning :

- We will provide a range of continuous provisions which allow children to be active and lead their learning.
- Roleplay – There will be a range of different role play settings allowing children to explore learning further and develop their communication skills.
- Outdoors – There will be opportunities to develop physically and to understand the world around them.

Spiritual & Moral

In our spiritual and moral development, we will:

- Children will have the opportunity to explore bible stories and develop their relationship with God.
- They will also be exploring the value of friendship.

Communities

As members of a community we will:

- We will be learning about the world around us and how we can play a part in looking after it.

Personal, Social & Emotional Development

Nursery:

- N1- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- N2- Develop their sense of responsibility and membership of a community.
- N3- Become more outgoing with unfamiliar people, in the safe context of their setting.
- N4- Show more confidence in new social situations.
- N5- Play with one or more other children, extending and elaborating play ideas.
- N6- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- N7- Increasingly follow rules, understanding why they are important.
- N8- Do not always need an adult to remind them of a rule.
- N9- Talk with others to solve conflicts.
- N10- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- N11- Begin to understand how others might be feeling.

Reception:

- R1- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- R2- Express their feelings and consider the feelings of others.
- R3- Show resilience and perseverance in the face of challenge.
- R4- Identify and moderate their own feelings socially and emotionally.
- R5- Think about the perspectives of others.
- R6- Manage their own needs.
- Build constructive and respectful relationships.
- R2- Express their feelings and consider the feelings of others.
- R3- Show resilience and perseverance in the face of challenge.
- R4- Identify and moderate their own feelings socially and emotionally.
- R5- Think about the perspectives of others.

Communication and Language

Nursery:

- N1- Enjoy listening to longer stories and can remember much of what happens.
- N2- Can find it difficult to pay attention to more than one thing at a time.
- N3- Use a wider range of vocabulary.
- N4- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- N5- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- N6- Sing a large repertoire of songs.
- N7- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- N10- Can start a conversation with an adult or a friend and continue it for many turns.
- N11- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Reception:

- R1- Understand how to listen carefully and why listening is important.
- R2- Learn new vocabulary.
- R3- Use new vocabulary through the day.
- R4- Ask questions to find out more and to check they understand what has been said to them.
- R5- Articulate their ideas and thoughts in well-formed sentences.
- R7- Describe events in some detail.
- R10- Engage in story times.
- R11- Listen to and talk about stories to build familiarity and understanding.
- R12- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- R13- Use new vocabulary in different contexts.
- R14- Listen carefully to rhymes and songs, paying attention to how they sound.
- R15- Learn rhymes, poems and songs.
- R17- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Physical Development

Nursery:

- N1- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- N2- Go up steps and stairs, or climb up apparatus, using alternate feet.
- N3- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- N4- Use large-muscle movements to wave flags and streamers, paint and make marks.
- N5- Start taking part in some group activities which they make up for themselves, or in teams.
- N6- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- N7- Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length and width.
- N8- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- N10- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- N11- Use a comfortable grip with good control when holding pens and pencils.
- N12- Start to eat independently and learning how to use a knife and fork.
- N13- Show a preference for a dominant hand.
- N14- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- N15- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Reception:

- R1- Revise and refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping - climbing*.
- R2- Progress towards a more fluent style of moving, with developing control and grace.
- R3- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- R4- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- R5- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- R6- Combine different movements with ease and fluency.
- R7- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- R8- Develop overall body-strength, balance, co-ordination and agility.

Mathematics

Nursery:

- N1- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- N2- Recite numbers past 5.
- N3- Say one number for each item in order: 1,2,3,4,5.
- N4- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- N5- Show 'finger numbers' up to 5.
- N6- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Reception:

- R1- Count objects, actions and sounds.
- R2- Subitise.
- R3- Link the number symbol (numeral) with its cardinal number value.
- R4- Count beyond ten.
- R6- Understand the 'one more than/one less than' relationship between consecutive numbers.
- R11- Continue, copy and create repeating patterns.
- R12- Compare length, weight and capacity

Literacy	
<p><u>Nursery:</u></p> <p>N1- Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom.</p> <p>N2- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>N3- Engage in extended conversations about stories, learning new vocabulary.</p> <p>N4- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>N5- Write some or all of their name.</p> <p>N6- Write some letters accurately.</p>	<p><u>Reception:</u></p> <p>R1- Read individual letters by saying the sounds for them.</p> <p>R2- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>R3- Read some letter groups that each represent one sound and say sounds for them.</p> <p>R4- Read a few common exception words matched to the school's phonic programme.</p> <p>R5- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>R6- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>L R7- Form lower-case and capital letters correctly.</p> <p>L R8- Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>L R9- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>L R10 Re-read what they have written to check that it makes sense.</p>
Understanding the world	
<p><u>Nursery:</u></p> <p>N1- Begin to make sense of their own life-story and family's history.</p> <p>N3- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>N4-Use all their senses in hands-on exploration of natural materials.</p> <p>N5- Explore collections of materials with similar and/or different properties.</p> <p>N6- Talk about what they see, using a wide vocabulary.</p> <p>N7- Plant seeds and care for growing plants.</p> <p>N8- Understand the key features of the life cycle of a plant and an animal.</p> <p>N9- Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>N10- Explore and talk about different forces they can feel.</p> <p>N11- Talk about the differences between materials and changes they notice.</p> <p>N12- Explore how things work.</p> <p>N13- Continue to develop positive attitudes about the differences between people.</p>	<p><u>Reception:</u></p> <p>R1- Talk about members of their immediate family and community.</p> <p>R2- Name and describe people who are familiar to them.</p> <p>R5- Draw information from a simple map.</p> <p>R6- Recognise some similarities and differences between life in this country and life in other countries.</p> <p>R7- Explore the natural world around them.</p> <p>R8- Describe what they see, hear and feel whilst outside.</p> <p>R9- Recognise some environments that are different to the one in which they live.</p> <p>R10- Understand the effect of changing seasons on the natural world around them.</p>

Expressive Arts and Design

Nursery:

- N1-Take part in simple pretend play, using an object to represent something else even though they are not similar.
- N2- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- N3- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- N4- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- N5- Develop their own ideas and then decide which materials to use to express them.
- N6- Join different materials and explore different textures.
- N10- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- N11- Explore colour and colour-mixing.
- N12- Listen with increased attention to sounds.
- N13- Respond to what they have heard, expressing their thoughts and feelings.
- N14- Remember and sing entire songs.
- N15- Sing the pitch of a tone sung by another person ('pitch match').
- N16- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- N18- Play instruments with increasing control to express their feelings and ideas.

Reception:

- R1- Develop storylines in their pretend play.
- R2- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- R3- Create collaboratively sharing ideas, resources and skills.
- R4- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- R5- Listen attentively, move to and talk about music, expressing their feelings and responses.
- R6- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- R7- Explore and engage in music making and dance, performing solo or in groups.
- R8-Watch and talk about dance and performance art, expressing their feelings and responses.