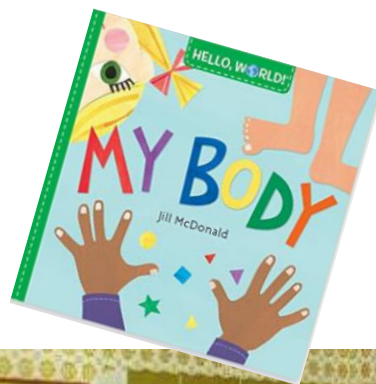
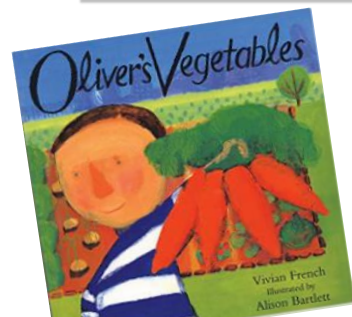


Marvellous Me



Successful learners

Areas of Learning

Personal, Social and Emotional Development

We are going to be exploring how to look after our bodies and how we can keep them healthy. We will be learning about keeping clean and personal hygiene, eating a healthy and balanced diet, getting the right amounts of sleep, the importance of exercise and keeping active. Linking this to making good choices and managing our own needs.

Physical Development

We will be exploring a range of gym equipment in gymnastics, developing our core strength, balance and different ways of moving. We will also be developing our movement in dance, exploring the different ways we can move to music to express different emotions. We will continue to develop fine motor skills, using pen boards, tweezers, threading and developing pencil control. Gross motor skills through the use of obstacles course, balance beans, hopscotch, painting etc.

Communication and Language

We will continue to share a wide range of fictions books, developing our understanding through discussions, role play and reacting in the small world area. We will also be learning a range of new vocabulary linked to our topic and other areas of learning, using and applying the new vocabulary to a wide range of contexts. We will also go on to explore the different ways we can express and share our points of view and deal with opposing ideas.

Literacy

We will continue to develop our understanding of sounds and how we can apply this to decoding words and recognising initial sounds. We will also be focusing on developing our letter formation and recognising the difference between upper- and lower-case letters. Nursery children will be using this to support early writing skills. This will also support Reception children when writing simple sentences and phrases. We will also share a wide range of different texts and explore our understanding through discussions and roleplay.

Mathematics

We will continue to explore our understanding of numbers, for receptions, this will include looking at regrouping the whole, and exploring the different ways we can partition numbers representing the whole in a number of different ways, as well as finding the missing part. Nursery will continue to explore 2D and 3D shapes and how they can be used to represent and make different things or shapes. As well as looking at different patterns, repeating those patterns or finding the next step or errors in the pattern/

Expressive Art and Design

We are going to be exploring printing using different parts of our bodies, as well as, a range of fruit and vegetables. We will be exploring different ways to move to music to express a range of emotions, developing our imaginative play through using the role play and small world play areas and using our voices and instruments to explore music and sound.

Understanding the World

We will be exploring the world around us, looking at our local community and geography. We will be exploring the different ways the land around the school is used, looking at the high street and different houses. We will also be exploring our family history, learning about what like for our grandparent and their experience of growing up. We will also be looking at our bodies how they change and develop and the ways that we can look after ourselves and keep healthy.

Confident Individuals

Challenge

As enterprising people, we will:

We will be developing and making a range of healthy recipes.

Developing our fieldwork skills and recording information about our local area.

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Responsible Citizens

Enrichment

To enrich our learning, we will:

Roleplay: Our roleplay areas include a hospital and greengrocers where we can explore our learning further as we play.

Small world: we will use our small world area to recreate and explore our local area. As well as creating a vegetable garden linked to Oliver's vegetables.

Explore: Healthy eating, as well as using our 5 senses to explore a range of fruit and vegetables and physical activities.

Spiritual & Moral

In our spiritual and moral development, we will:

We will be exploring how through the bible stories God and Jesus teach us right from wrong; how we can live our lives as good disciples of God, following in Jesus' footsteps and spreading the word of God.

Communities

As members of a community, we will:

We will explore the importance of looking after the world around us. Suggesting ways, we can care for and improve our local community.

Personal, Social & Emotional Development

Statutory Requirements - Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Nursery:

PSED 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.

PSED N2- Develop their sense of responsibility and membership of a community.

PSED N6- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

PSED N7- Increasingly follow rules, understanding why they are important.

PSED N8- Do not always need an adult to remind them of a rule.

PSED N9- Talk with others to solve conflicts.

PSED N13 - Make healthy choices about food, drink, activity and toothbrushing.

Reception:

PSED R1- Build constructive and respectful relationships.

PSED R3- Show resilience and perseverance in the face of challenge.

PSED R4- Identify and moderate their own feelings socially and emotionally.

PSED R5- Think about the perspectives of others.

PSED R7- Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating - toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine - being a safe pedestrian.

Communication and Language

Statutory Requirements - Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers

throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Nursery:

CL N3- Use a wider range of vocabulary.

CL N4- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

CL N5- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

CL N9- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

CL N11- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Reception:

CL R2- Learn new vocabulary

CL R3- Use new vocabulary through the day.

CL R4- Ask questions to find out more and to check they understand what has been said to them.

CL R5- Articulate their ideas and thoughts in well-formed sentences.

CL R6- Connect one idea or action to another using a range of connectives.

CL R7- Describe events in some detail.

CL R8- Use talk to help work out problems & organise thinking & activities explain how things work & why they might happen.

CL R13- Use new vocabulary in different contexts.

CL R14- Listen carefully to rhymes and songs, paying attention to how they sound.

CL R15- Learn rhymes, poems and songs.

Physical development

Statutory Requirements - Physical Development Physical

activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-

eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Nursery:

PD N1- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

PD N2- Go up steps and stairs, or climb up apparatus, using alternate feet.

PD N3- Skip, hop, stand on one leg and hold a pose for a game like musical statues.

PD N4- Use large-muscle movements to wave flags and streamers, paint and make marks.

PD N5- Start taking part in some group activities which they make up for themselves, or in teams.

PD N6- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

PD N9- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

PD N11 Use a comfortable grip with good control when holding pens and pencils.

PD N12- Start to eat independently and learning how to use a knife and fork.

PD N14- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Reception:

PD R1- Revise and refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping - climbing*

PD R2- Progress towards a more fluent style of moving, with developing control and grace.

PD 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.

PD R6- Combine different movements with ease and fluency.

PD R7- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

PD R8- Develop overall body-strength, balance, co-ordination and agility.

PD R9- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

PD R10- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Literacy

Statutory Requirement - Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

L 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

L N3- Engage in extended conversations about stories, learning new vocabulary.

L 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.

L N5- Write some or all of their name.

L N6- Write some letters accurately

Reception:

L R1- Read individual letters by saying the sounds for them.

L R2- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

L R3- Read some letter groups that each represent one sound and say sounds for them.

L R4- Read a few common exception words matched to the school's phonic programme.

L R5- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

L R6- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

L R7- Form lower-case and capital letters correctly.

L R8- Spell words by identifying the sounds and then writing the sound with letter/s.

L R9- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

L R10 Re-read what they have written to check that it makes sense.

Mathematics

Statutory Requirement - Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Nursery:

M N10- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

M N14- Make comparisons between objects relating to size, length, weight and capacity.

M N15- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

M N16- Combine shapes to make new ones – an arch, a bigger triangle etc.

M N17- Talk about and identifies the patterns around them. e.g. stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

M N18- Extend & create ABAB patterns - stick, leaf, stick, leaf.

M N19- Notice and correct an error in a repeating pattern.

M N20- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Reception:

M R7- Explore the composition of numbers to 10.

M R8- Automatically recall number bonds for numbers 0–10.

Understanding the world

Statutory Requirement - Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Nursery:

UW N1- Begin to make sense of their own life-story and family's history.

UW N2- Show interest in different occupations.

UW N4- Use all their senses in hands-on exploration of natural materials.

UW N5- Explore collections of materials with similar and/or different properties.

UW N6- Talk about what they see, using a wide vocabulary.

UW N11- Talk about the differences between materials and changes they notice.

UW N13- Continue to develop positive attitudes about the differences between people.

Reception:

UW R1- Talk about members of their immediate family and community.

UW R2- Name and describe people who are familiar to them.
 UW R3- Comment on images of familiar situations in the past.
 UW R4- Compare and contrast characters from stories, including figures from the past.
 UW R5- Draw information from a simple map.
 UW R7- Explore the natural world around them.
 UW R8- Describe what they see, hear and feel whilst outside.
 UW R9- Recognise some environments that are different to the one in which they live.
 UW R10- Understand the effect of changing seasons on the natural world around them.
 UW R11- Understand that some places are special to members of their community.
 UW R12- Recognise that people have different beliefs and celebrate special times in different ways.

Expressive Arts and Design

Statutory Requirements- Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Nursery:

EAD N2- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
 EAD N3- Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park.
 EAD N4- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
 EAD N9- Use drawing to represent ideas like movement or loud noises.
 EAD N10- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
 EAD N17- Create their own songs, or improvise a song around one they know.
 EAD N18- Play instruments with increasing control to express their feelings and ideas.

Reception:

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

EAD R7- Explore and engage in music making and dance, performing solo or in groups.

EAD R8-Watch and talk about dance and performance art, expressing their feelings and responses.