

Area of Learning	Communication & Language	Physical Development	Personal, Social & Emotional Development	Literacy	Maths	Understanding the World	Expressive Art & Design
Learning intentions	<ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Can the child answer simple 'why' questions? Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 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. 	<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. Make healthy choices about food, drink, activity and tooth-brushing. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Skip, hop, stand on one leg and hold a pose for a game like musical statues. 	<ul style="list-style-type: none"> 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. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? 	<ul style="list-style-type: none"> Write some letters accurately. Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing. 	<ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. 	<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Begin to make sense of their own life-story and family's history. Explore how things work. Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Sing the pitch of a tone sung by another person ('pitch match'). Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and idea
Provision	<p>Adult modelling of language Role play opportunities Have a wide selection of books that changes each term. Have core books and POR books which the children are read frequently. Begin focused teaching of phonics - Read, Write Inc. Model correct speech and letter sounds. Have class discussions, would you rather and 'explorify' focus Encourage the children to use their words to resolve conflicts, modelling where necessary</p>	<p>Provide a range of equipment to travel on, construct with and move. Provide range of equipment to model team games Provide resources, masks, costumes and role play opportunities, indoors and outside. Provide mark making equipment indoors and outside and in role play provision. Provide adult directed activities to develop and monitor gross and fine motor skills. Engage the children in discussions about healthy choices, using books and Interactive White Board.</p>	<p>Zones of Regulation Circle time RSE sessions Encourage the children to remind their peers of expectations Encourage the children to use their words to explain how they are feeling to adults and their peers Encourage peers to help each other before adult intervention Read and revisit books that focus on emotions (Ruby's Worry, Big feelings etc) Encourage different groups of children to form connections by sitting together at lunch and snack times or in collaborative activities.</p>	<p>Regular phonics carpet sessions, using individual white boards and pens Adult led activities to teach name writing and correct letter formation Provision of independent activities using letter sounds and letter recognition Book and diary making activities Provision of a range of books, including the children's own work Adult scribing in POR sessions Phonics cards for the children to revisit and explore.</p>	<p>Positional language at Forest School Daily carpet sessions focused on counting up to 10 Create opportunities for using mathematics in the classroom, such as "how many more chairs will we need at this table?" Learning walks to look for shapes. Map making opportunities. Games needing directional instructions. Adult led and independent repeating pattern activities in a range of mediums with natural and man-made objects. Opportunities to explore 2 and 3 D shapes and wooden numbers in drawing and construction. Children encouraged to explain how they made models in construction/creative areas with adults to model vocab first, then, next</p>	<p>Forest school sessions Sustainable development Goal focuses Provide a range of materials for the children to explore and encourage all children to experience Toys with buttons, cogs and functions so children can explore how they work Leaf pounding to understand processes Use ice/cornflour and water to explore states of matter Model exploration and vocabulary Talk about occupations and use the internet to learn more. Introduce the concept of forces as appropriate. i.e. friction when the children are taking vehicles around the nursery or wind power when it is a windy day, magnets, kites and different surfaces. Look at books that have a variety of central characters (Hats of faith, Jabbari jumps, it's ok to be different etc)</p>	<p>Provide a range of small world opportunities and open ended equipment for children to build their own worlds Provide a range of resources for independent exploration in the Creative Area. Provide stimulating and open-ended role play resources. Model how to draw enclosed shapes in adult led activities. Continue singing sessions and nursery rhyme carpet sessions to build on children's knowledge of songs Provide adult led music sessions and free access to music making equipment</p>

