

Spring T1	Week 1- 9/1/23	Week 2-16/1/23	Week 3-23/1/23	Week 4- 30/1/23	Week 5-6/3/23	Week 6-13/3/23	20/3/23-Half Term
Goal 1- Become a confident communicator							
I will learn to: <ul style="list-style-type: none"> • Begin to listen with interest but may still get distracted. • Understand simple 'who', 'what' and 'where' questions, responding with words or sign. • Understand simple stories when supported by pictures. • Use 300 words including descriptive language • Try out newly acquired vocabulary but not always used in correct context. • Link 4 or 5 words together. • Use pronouns, plurals and prepositions. • To use PECs symbols independently to request and share information. • Understand that marks carry meaning. Begin to offer meaning to my marks. My marks mainly consist of lines and circles with some enclosed shapes. 				<p>At this stage it still helps a child to attend and listen if they are addressed by their name first 'Jenny, put on your boots'.</p> <p>Children are often eager to converse and may not wait for their turn (talking over others) when part of a group.</p> <p>Children continue to ask lots of questions which helps them to build a bigger bank of vocabulary. Playing with other children also supports language acquisition.</p> <p>Many children may shorten longer/trickier words e.g. 'nana' instead of 'banana' or struggle with more difficult sounds like sh, ch, th and r.</p>			
I will learn to: <ul style="list-style-type: none"> • Enjoy listening to stories. • Use talk or sign to recall events, tell longer stories and sing songs and speak in sentences or sign of 4-6 words/signs • Switch my attention between speaker and task. • Understand questions or instructions with two parts and begin to understand how and why questions • Have an awareness of time in relation to past, present and future and use related vocabulary (may still struggle with irregular e.g., ran, swam). • Begin to copy some letters from my name. Use strings of wavy scribbles written left to right used to imitate handwriting. Give a short description of the meaning of their marks. 				<p>Children have a better understanding of my turn, your turn when holding a conversation although adult support and modelling will still be required.</p> <p>As they start to understand jokes, they may tell them regularly to try and get a laugh. These will often not make sense but will follow the conventions of a joke e.g., 'knock, knock'.</p> <p>Children will talk about the past, present and future but may sometimes use the wrong word 'We runned round the playground.'</p>			
L&A	<p>Teach children to follow the nursery rules and display good listening. Supporting them to follow and join in with Together time and group time activities. Teach and support children to listen during transition times-Bell and 10 little fingers to stop and listen</p> <p>Support children to join in with the actions and words of songs. Invite them to talk about who and what they see. Model talking. Extend talking.</p> <p>Daily story time as well as sharing books throughout the session. Core books, key text, rhymes and songs.</p> <p>Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts but are not used every day by many young children. Teach children our planned vocabulary.</p> <p>Talk about the vocabulary in core books and key text- Goldilocks-big, small, hot, cold,</p> <p>Activities planned around core texts- The Three Little Pigs, Goldilocks, Three Billy goats Gruff</p> <p>Outdoor play themed around Core books might lead to the children creating their own stories and inventing their own rhymes. May also lead to engaged role play together</p> <p>Provide children with a rich language environment by sharing books and activities with them.</p> <p>Shared book reading. Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?"</p> <p>Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.</p> <p>Use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks.</p> <p>Children may use ungrammatical forms like 'I swimmied'. Instead of correcting them, recast what the child said. For example: "How lovely that you swam in the sea on holiday".</p> <p>When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.</p> <p>Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Henna is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?" Model language that promotes thinking and challenges children:</p> <p>"I can see that's empty – I wonder what happened to the snail that used to be in that shell?"</p> <p>Open-ended questions like "I wonder what would happen if....?" encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc.</p> <p>Help children to elaborate on how they are feeling: "You look sad. Are you upset because Jasmin doesn't want to do the same thing as you?"</p> <p>Using who what why when and how questions</p>						
Speaking Understanding	<p>Talking about what we did for Christmas. Who did we see?</p> <p>What presents did we get? Days out? Print photos if they have been put on Tapestry</p>		<p>Start Jokes of the week</p> <p>Library</p> <p>Travelling pets</p>				

Goal 2- Form positive relationships and have empathy for others	
<p><u>I will learn to:</u></p> <ul style="list-style-type: none"> • Engage in play and have fun with others. • Communicate with peers and adults and start to show concern and empathy for others. • Resolve disputes with support • Accept support from a wider range of adults. • Be aware of basic emotions – happy, sad etc. 	<p>As children become more confident within the sessions, they will offer help to others. They will play alongside others, show more independence and begin to play collaboratively with others. Children become more engaged in their play and have developed more perseverance. They like a challenge and respond positively to adults challenging them. They copy adults and peers and with support they take turns in adult-led games. They show a wide range of feelings. Emotions are named as they occur during play, stories and songs.</p>
<p><u>I will learn to:</u></p> <ul style="list-style-type: none"> • Play co-operatively • Recognise a greater range of emotions for myself and my friends. • Begin to use assertiveness skills. • Turn to a range of adults for support and interaction. • Begin to accept conventions such as saying sorry, making amends. 	<p>Children learn to play more collaboratively over longer periods of time. They begin to talk about what they are doing and share their ideas with others. They may praise peers for their efforts. They often have one to two special friends. Through adult modelling, children begin to try assertive techniques such as how to say no, ways to take turns and how to ask for what they want.</p>
<p>Building relationships</p>	<p>Welcoming new children. Discussing how we can help the new children. Remember being new at nursery, how did it feel? What would be helpful and kind?</p> <p>Playing games with one friend and an adult, then 2 friends and an adult, then 3 friends and an adult. Play in a group with an adult, play together without an adult in a pair or more.</p> <p>Talking about our likes and dislikes. Knowing that it's ok to have similarities and differences. Use timers and count down spots.</p> <p>Play games such as Sandy girl, bug in the rug, Mrs Macaroni, Who rang the bell? Who is behind me? Who stole the cookies from the cookie Jar?is walking around the ring. Hello goodbye songs.</p>

Goal 3- Feel self-confident with high self- esteem and able to communicate our needs and wishes

<p>I will learn to:</p> <ul style="list-style-type: none"> • Become more independent in my play. • Reflect on my own learning and achievements. • Enjoy being silly and share a sense of humor. • Play alongside and start to play with others. • Recognise emotions in others • Begin to understand that others have needs and wishes. 	<p>Children show they are normally balanced in their emotions (normally happy and content). They are beginning to take turns and understand sharing, but reasoning is not yet a skill. Some children show a fear of being abandoned by their parents (especially at night).</p>
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<p>I will learn to:</p> <ul style="list-style-type: none"> • Show a balance between dependence and independence in play. • Wait for a short time for a turn. • Show a willingness to take on a challenge and solve a problem. • Work with another child independently. • Work in small groups with support. • Take pride in my achievements, showing intrinsic reward. 	<p>Children enjoy playing with others as well as playing alone or alongside at times. You may see some of the two-year-old stubbornness return and they may choose to do the wrong thing on purpose at times.</p> <p>Active learning-Motivation Being involved and concentrating Keep on trying Enjoying achieving what they set out to do</p>
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<p>Self-regulation</p>	<p>Pass the face- Copy somebody's expression. Naming emotions. What makes you happy, sad excited etc. What has made you happy at nursery today? What has made you sad? What can we do to help?</p> <p>Play games like 'Would you rather?' Would you rather learn to fly or turn invisible? Would you rather visit space or the bottom of the ocean? Children to take part in Helicopter stories drama.</p> <p>Play ring games such as Mrs Macaroni</p>					
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<p>Play sandy girl/ bug in a rug/ Simon says</p>	<p>Red light green light- jumping, clapping, spinning</p>	<p>Introduce 'who rang the bell?' game</p>	<p>Introduce 'Who stole the cookies from the cookie jar?' game</p>	<p>Introduce 'walking around the ring' game</p>	<p>Introduce 'Kim's Game'</p>	<p>Introduce 'who is behind me?' game</p>
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Goal 4-Show love, respect and care for our local community						
<p>I will learn to:</p> <ul style="list-style-type: none"> Engage in a range of tasks related to caring for our nursery environment and animals. Understand why I need to look after things and show love and affection for an increasing number of things. Talk about my family including wider members (grandparents, cousins) 		<p>Children become more engaged in tasks which support looking after the nursery environment or our animals. They understand that there are a number of things that we have to do daily to look after our animals and ensure their health and wellbeing</p>				
<p>I will learn to:</p> <ul style="list-style-type: none"> Take on a role/responsibility within my nursery/local community. Show increased pride in the things that I do and talk about caring for people/things/environment. Like to practise and can be seen to do the same task over and over again to show how much they care for something. Understand and know of some similarities, differences, patterns and change in relation to people. Experience aspects of different cultures through families at nursery. 		<p>Children start to show more interest in their local community from places they walk to things they see. They begin to make more connections between our Eco schools work and the local community. They understand how we care for our environment and our animals, and they enjoy the opportunity to do this regularly. Children show interests in different cultures, religions and festivals and may ask questions about these.</p>				
<p>People and communities</p>	<p>Using free choice trolleys and drawers, modelling how to use, where to put and find things. Put items on the carpet. Where do they belong? Who can put them away? Who can find?</p> <p>Snack- Children to collect and tidy own pot. Model this. Model counting out fruit and putting it on plate. 'I hear crunching rhyme' and initial sounds in fruit name 'aaa apple'. Talk about what fruit looks and taste like. Favourite fruit/veg/food. Where does the fruit grow? Make a face with the fruit.</p> <p>Wow moments. Acknowledging the good in others during play...'I like the way that', 'look at their model'. Show and tell, celebrating children's work.</p> <p>Tidy up time- Discussing the importance of all helping to keep nursery tidy welcoming and ready to play. Tidy up champion. (Tidy up teams?)</p> <p>Polite words. Please, Thank you, sorry, excuse me, pardon</p>					
		<p>16/1/22-Mark making week with families</p>	<p>Chinese New Year- 22nd January 2023- trip to Chinese shop? Allotment trip- 26/1/23</p>	<p>Allotment trip 1.2.23 Ashgate Litter pick sessions</p>	<p>Little Lion Learners animal visit 6/2/23-Ashgate 10/2/23-Central Litter pick sessions</p>	<p>13.3.23- Celebration of similarities and differences with families</p>

Goal 5- Have favourite songs, rhymes and stories							
I will learn to: <ul style="list-style-type: none"> Engage more with stories and rhymes. Make up my own books with adult support. Make up my own rhymes and songs. 				Children will retell familiar books to themselves and recite whole phrases, sometimes whole books. They may turn the pages back and forth to find favourite pictures. Children may protest when adults get words wrong in stories or rhymes and insist that they are told correctly. Children begin to tell the difference between singing voices and speaking voices. Children start to engage in our nursery library.			
I will learn to: <ul style="list-style-type: none"> Be a confident book handler. Share some of my favourite stories and rhyme titles showing greater attention. Make my own books and share them with others. Make up my own stories and share them with others. Retell familiar stories and join in with rhymes and songs learned. 				Children will now listen to longer stories, often to the end. They enjoy listening to them and talking about them. They understand what print/text is and that it carries meaning and may move their fingers along text as if reading. They will identify familiar signs and labels in the environment and talk about them. Children will look at books independently and with peers turning pages one at a time. Children can vote for their favourite story to read through democratic votes. Children are actively choosing library books to share at home.			
Core Books	Goldilocks and the 3 Bears		The Three Billy Goats Gruff		Three Little Pigs		Democratic votes for favourites
Other key text	A Chair for Baby Bear	This is the Bear	The Chinese New Year by Joanna Troughton	The Tiger who Came to Tea	This is the House that Jack Built	Blow your Nose Big Bad wolf	One of Those Days/ On My Way Home (Next term)
Core Rhymes	When Goldilocks went to the house of the Bears		Body Percussion Poem		Stepping Stones- (The poetry Basket)		Democratic votes
Rhyme of the week	5 Current Buns in a Bakers Shop	5 little monkeys jumping on the bed		1 little finger goes tap, tap, tap...	5 little monkeys teasing Mr crocodile	A Little house- (The Poetry Basket)	
Comprehension	Answering questions related to texts read and rhymes sang in class. Answering who, what, why and how questions related to texts and rhymes.						
Word reading and writing	Recognizing their name in print Recognising familiar signs (food packaging etc.) Writing some letters from our name. Making marks for a purpose, making lists, writing a story etc. Mark making with a variety of tools Talking about the features of a book- front page, back page, pictures, text, author, illustrator, title Reading from left to right in English						
	Re-telling our favourite stories adults to scribe children draw pictures	Retell of a familiar story using different characters/setting. Use children's ideas. Adults scribe. Children draw. Make book and laminate.		Looking at our names in Chinese Tracing our names in Chinese Discuss Chinese writing in a book	Look at books that are written in different languages. Explain differences.		
Twinkl Phonics	7- Goldilocks and the Three Bears Baby Bear's Rhyme 4 Goldilocks and the Three Bears Sound Lotto 1 Goldilocks, Please Be Quiet! 1 Goldilocks' Movements 2 Story Sounds 6 Lumpy Bumpy Porridge 4 Sounds Around Us 1 Odd Objects 5 Sound Corners 5 Move It! 3		Body percussion- Explore the sounds that their bodies make. Join in and copy body percussion patterns and sequences (Clap your hands and wiggle your fingers). Build awareness of how they can change body percussion sounds Join in with longer sequences of body percussion Describe body percussion Follow instructions to recreate body percussion sounds e.g. stamp feet loudly. Clap hands softly (I hear thunder)		10 The Three Little Pigs Sound Story 1 Piggy Patterns 3 Let's All Share 5 Wolf's Rhyming Party 4 Sh! Quiet 1 Pigs and Friends 6 Little Pig Radio 2 Where Are You? 3 Pass It On 6 Piggy Percussion		

Goal 6- Develop independence in self care		
I will Learn to:	<ul style="list-style-type: none"> • Use the toilet with assistance. • Undress and have a go at dressing myself. • Be more willing to try different foods. • Be more aware of cutlery I need to use to help me eat. • Understand common dangers such as hot fires. 	Children may still have some toileting accidents but make adults aware that they need to get changed. Children may enjoy the process of getting dressed and undressed and want to get changed unnecessarily so they can practice getting dressed.
I will Learn to:	<ul style="list-style-type: none"> • Be mostly independent with toileting. • More independent with dressing and undressing. • Feed myself with a fork and a spoon. • Develop independence at snack time collecting/tidying up own plate/cup. • Try a range of foods and talk about my likes and dislikes. • Have an awareness of danger and start to risk assess activities with adult support e.g., climbing, using tools. 	<p>Children will follow the correct toileting routine but may still need support from an adult to wipe their bottom. They may have the occasional toileting accident.</p> <p>Children will begin to fasten using a range of fasteners, zips, buttons, toggles, but may need assistance from adults to help.</p>
Managing self-Dressing and toileting	<p>Encouraging children to put on their own coat, hat, gloves and scarves. When children have put on their own coat sing the praise song... 'child' did her own coat, own coat, own coat child did her own coat hip hip hip hurray! Not all children will be able to fasten a coat or put on finger gloves. When children have mastered a skill say 'now you have learned to do that the next thing is to learn how to...' this could be to learn how to do poppers or zips etc. Teach children effective ways to put on their coat 'flip trick'. Teach children to look after their belongings.</p> <p>Talk about toilet training with children's parents and the children. Send social stories about toileting home and read toilet training books. Begin toilet training asap. Some children will need toilet reminders. Plenty of praise!</p> <p>Children wash hands with reminders from adults using soap and water. 'Wash wash wash your hands' song</p> <p>Children know the toileting routine, some children may need visuals</p>	

Goal 7- Care for our animals and learn to plant and grow to take food from farm to plate.							
I will learn to: <ul style="list-style-type: none"> • Co-operate with looking after our plants and animals • Dig, water and pick, provide food and water for the animals and collect eggs with adult support • Try different foods, particularly our nursery grown produce at snack time. 				Children will watch an adult working in the garden and copy, having a go at watering or digging. They may label objects used in gardening or answer questions such as ‘What’s that?’ Children will look at gardening books, pictures and signs and start to make connections with what they have been doing.			
I will learn to: <ul style="list-style-type: none"> • Take a more active part in planting seeds and other gardening activities, which help the plants to grow. • Work as part of a small group to care for our animals. • Begin to notice stages in a life cycle. • Understand the beginning, middle and end of a plant lifecycle. • Pick and prepare produce for snack and lunch. • Ask questions about the world using my senses. • Use a variety of tools in the garden. • Understand hygiene in terms of having clean hands, handling eggs and washing and preparing food • Use specific tools when preparing food for eating 				Children will become more involved in gardening activities and will ask if they can visit the garden or complete a gardening activity. They will use the mud kitchen resource to develop their understanding of food growing, preparation and cooking. They will understand the beginning, middle and end of the plant life cycle. Children will show care when picking produce and will understand that they sometimes need to be washed before eating.			
Allotment			Allotment trip- 26.1.23 Central- am- Treasure hunt	Allotment trip- 1.2.23 pm- Treasure hunt			
Sensory garden	Children to visit the sensory garden and collect eggs from the chickens Planting potatoes Picking rhubarb						
Eco-Schools	Use litter to make something- Crisp packets to make keyrings, bottle tops to make rainbow art and a crisp packet apron Litter pick sessions to be arranged						

Goal 8-Develop good core strength to use a range of tools and equipment for a purpose

<p>I will learn to:</p> <ul style="list-style-type: none"> • Use tools with increased precision e.g. peeler for whittling, hoe for weeding, hammer for pegs/nails, pens/pencils for mark making with adult support • Move around safely in the nursery environment • Explore joining and fastening construction kits and other materials. • Develop a range of movements, balancing, riding (scooters, trikes and bikes) and ball skills. 	<p>Children develop their fine motor skills (hand, wrist and finger dexterity) alongside their gross motor skills, both are extremely important. Available equipment should allow for challenges and for children to build their strength and endurance. Support children to build their own obstacle courses, climbing apparatus or have a go with different construction kits. Forest school activities enable children to tackle uneven ground and work with others on a common goal.</p>
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<p>I will learn to:</p> <ul style="list-style-type: none"> • Play with balls, hoops, bikes and climbing equipment to develop strength, control, balance and co-ordination. • Choose the correct tool for the job use it for a clear purpose. • Collaborate with others to manage large items, such as moving a long plank, carrying large hollow blocks. • Develop my understanding of the importance of safety. 	<p>Practicing again and again helps to build strength and endurance so that children can complete a longer/more challenging task. They become more confident in a range of physical challenges, ones requiring hand-eye co-ordination and core strength. They become more confident in Forest school sessions and the skills they are learning are being transferred to other activities. Adults model tool use and safety and talk about why they are using a certain tool for the job.</p>
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Fine motor	Threading activities	Mark making week	Chinese writing-numbers and names	Building with different foods Dough-Using knives and forks		
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Gross motor	Throwing games	Bat and ball skills	Floor is Lava
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Forest school	<p>Children will take part in many activities that allow them to develop an understanding of growth and life cycles throughout the year. The children will be taught how to look after school plants and animals as well as nurturing seeds to plate. The children will use what they have grown to make meals. The children will take part in activities that allow them to use a variety of tools and making products such as bird boxes.</p> <p>Separate plans to be added</p>
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Goal 9- Develop creativity so connections are made between areas of learning to extend their understanding

<p>I will learn to:</p> <ul style="list-style-type: none"> • Explore the properties of different media and materials, thinking about their use for different purposes. • Work creatively on a large or small scale and start to involve their friends too. 	<p>Children will become more involved in creative activities independently or as part of a group. There will be lots of experimentation going on with support from adults who introduce different media and help them to explore the properties of them.</p>
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<p>I will learn to:</p> <ul style="list-style-type: none"> • Explore mixing media e.g., music and dance, junk modelling and painting. • To represent things more accurately. • Plan a project first and then find media to suit my intention. 	<p>Children will work with adults to talk about their ideas and the materials they want to use. They like to mix things e.g., colour paint and they observe and create pictures/storylines/shows/ models with more detail, this is directly linked to their improving fine motor skills.</p>
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Role-play	Goldilocks and the three bears. 3 of everything big, medium and small	Office set up-Dentist Discussing oral health Introducing vocabulary- decay, rotten, fillings etc.	Office set up-builders merchants	
Small world	Goldilocks and the 3 bears	The 3 Billy goats gruff	3 little pigs set up Peppa pig world	

Creating with materials	Mask making Rainbow calendars to continue Painting/drawing bears, goats, pigs and wolves Junk Modelling Make a chair for baby bear Making bridges to get goats from one side to another Making puppets			
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Being imaginative and expressive	Introduction to helicopter stories- Explain to the children... Acting out Traditional stories Make books and songs based on traditional stories Sensory food play- porridge, wet and dry			
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Goal 10-Become cheerful mathematicians, using number and shape practically in many aspects of play and experiences

<p>I will learn to:</p> <ul style="list-style-type: none"> Recognize and use language to compare size, amounts and weight. Explore 2d and 3d shapes matching them, naming them and building with them. Talk about and begin to identify simple patterns. Understand numbers one and two and begin to use fingers to represent numbers. Use number language in their play. Begin to understand positional language through words alone. 		<p>Children use language such as bigger, smaller, heavier. Children may name simple shapes such as circle, triangle, square. Rectangle, but may still mix up.</p> <p>Children may notice patterns on clothing or rugs and use some language to describe them such as spotty, stripey.</p> <p>Children can select up to 2 items out of a group when asked and make comments when they see 2 of something. Children will look under, on top, behind without prompts</p>		
<p>I will learn to:</p> <ul style="list-style-type: none"> Use more mathematical language to describe shape. Match and extend simple ABAB patterns Develop a fast recognition of numbers up to 3, without having to count them individually (subitizing). Solve simple number problems with numbers to 5. Link some numerals and amounts. Rote count to 10. Pretend to write numbers in my play. 		<p>Children use language such as; round, sides, straight and use ABAB patterns such as, big bear, little bear, big bear, little bear. Children are beginning to understand cardinal principle (Total number of objects) when counting. Children will act out number rhymes and answer questions such as 'How many left?' 'How many have gone?'</p> <p>Children will use number language in their role play.</p>		
Resources	<p>Clocks, timers, sand timers Number lines 2d and 3d shapes Number and shape puzzles Scales, tape, measures, rulers and calculators Cognitive toys Compare bears</p>			
Number SSM	<p>Light and Dark N: Representing numbers to 5 SSM: Time</p>	<p>Light and Dark N: One more one less SSM: Shapes with 4 sides</p>	<p>Alive in 5 N: Introducing 0 SSM: Compare Mass</p>	<p>Consolidate</p>