

PSHE

Begin to make friends with peers in Nursery.
 Encourage others to join in your games .
 Play a variety of board games.
 Develop relationships with adults in nursery
 To discuss different feelings.
 What makes me happy/sad?
 To talk about what we like and dislike.
 Discuss same and different.
 Discuss parents and siblings—family tree (photos of families)
 To follow the rules and routines in nursery.
 Circle time games - what is a friend? how can you be a good friend? How should we treat others?
 What could you do if someone is sad?
 Explore the different areas in nursery and in the outdoor environment.

Key Knowledge covered (3-4years)

- *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. **(Resilience)**
- *Become more outgoing with unfamiliar people, in the safe context of their setting. **(Community Spirit)**
- *Show more confidence in new social situations **(Open to New Experiences)**
- *Play with one or more other children, extending and elaborating play ideas. **(Community Spirit & Kindness)**
- *Find solutions to conflicts and rivalries. **(Kindness & Resilience)**
- *Increasingly follow rules, understanding why they are important. **(Resilience)**
- *Remember rules without needing an adult to remind them
- *Talk with others to solve conflicts **(Kindness)**
- *Develop their sense of responsibility and membership of a community **(Community Spirit)**

Communication and Language

Action words e.g jumping, leaping - pointing to the correct picture and carrying out actions.
 Begin to ask questions, who is, where is ...
 Instruction songs—Play Mrs Parker said put your hands on your
 Body part bingo.
 Body part snap.
 Home corner role play.
 Body dice (Pinterest)
 Comparing using words such as big and little.
 Time to share news and talk with friends and adults in nursery.

Key Knowledge covered (3-4years)

- *Enjoy listening to longer stories and can remember much of what happens **(Success)**
- *Pay attention to more than one thing at a time, which can be difficult **(Success)**
- *Use a wider range of vocabulary **(Open to New Experiences)**.
- *Know many rhymes, be able to talk about familiar books, and be able to tell a long story **(Success)**
- *Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- *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.
- *Start a conversation with an adult or a friend and continue it for many turns **(Community Spirit)**
- *Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Physical

To put on and take off own coats and shoes.
 Name parts of the body and move in different ways.
 Parachute games.
 Turn pages in a book.
 Using different body parts to carry different resources e.g. bean bag on your head, elbow.
 Balance on different parts of the body.
 Jigsaws
 Use outdoor climbing equipment .
 Develop ball skills—kicking, stopping and passing a ball, throwing and catching.
 Exploring water area, filling and pouring , holding jugs.
 Fine motor skills—pegging, squeezing sponges
 Holding a pencil correctly, drawing lines and circles.
 To take off and put on coats, socks, shoes, gloves.

Key Knowledge covered (3-4years)

- *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. **(Resilience & Open to Experience)**
- *Skip, hop, stand on one leg and hold a pose for a game like musical statues. **(Resilience)**
- *Use large-muscle movements to wave flags and streamers, paint and make marks.
- *Choose the right resources to carry out their own plan **(Open to New Experiences)**
- *Use one-handed tools and equipment, making snips in paper with scissors **(Resilience & Success)**
- *Use a comfortable grip with good control when holding pens and pencils.
- *Show a preference for a dominant hand. Develop fine motor skills.
- *Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- *Increasingly independent in meeting their own care needs **(Success & Resilience)**

Literacy

Class texts—I'm Gonna like me, Lets make faces, The Skin you live in, Its okay to be different, Only one you, Super Duper You, Elmo can taste, touch....., How do you feel?

Repeat phrases from the story.

Paint characters from the story to help retell in our own words.

To point to different parts of the body.

Label body parts

Make different faces with photographs of children in the class.

Daily songs and rhymes.

Listen to a variety of stories linked to the theme Finger fun and Action Rhymes, Special friends, My Mum and Dad Make Me Laugh

Cooking activities linked to the theme.

Talk about the marks they make.

Key Knowledge covered (3-4years)

*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

*page sequencing

*Engage in extended conversations about stories, learning new vocabulary **(Open to new experiences)**

Mathematics

Use and understand the picture timetable.

Time line from birth to now.

Jigsaws

Counting the number of children in the class

Baking activities

Number rhyme songs with props

5 Little Men in a Flying Saucer

Ten in the bed

Birthday cards in the playdough

Ten Town numbers

Counting and subitising up to 5 using Number Sense

Use Rekenrek for counting and subitising

2D shape picture e.g. bodies

Shape bag song Shape hunt

Key Knowledge covered (3-4years)

*Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). **(success)**

*Say one number for each item in order: 1,2,3,4,5. **(success)**

*Show 'finger numbers' up to 5. **(success)**

*Compare quantities using language: 'more than', 'fewer than'. **(open to new experiences)**

*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'. **(success)**

*Understand position through words alone – for example,

"The bag is under the table," – with no pointing. **(success)**

*Describe a familiar route. **(open to new experiences)**

*Discuss routes and locations, using words like 'in front of' and 'behind'. **(success)**

*Begin to describe a sequence of events, real or fictional, using words **(success)**

Understanding the World

To learn about the different people who make up our families.

How have I changed since I was a baby.

Taking photographs of friends in nursery pulling different faces.

Draw a friends face on the interactive board.

Explore using all of our senses eg listening bingo, outdoor exploration, cooking / eating activities

Woodland School

Divali and Christmas activities

Key Knowledge covered (3-4years)

*Use all their senses in hands on exploration of natural materials.

(Open to new experiences)

*Explore collections of materials with similar and/or different properties **(Open to new experiences)**

*Talk about what they see, using a wide vocabulary

*Begin to make sense of their own life-story and family's history **(Community Spirit)**

*Show interest in different occupations.

(Open to new experiences)

*Explore how things work **(Success)**

*Continue developing positive attitudes about the differences between people **(Kindness)**

*Know that there are different countries in the world and talk about the differences they have experienced or seen in photos **(Kindness)**

Expressive Arts

To make feelings faces with paper plates.

Add more detail to paintings and pictures.

Make shakers to use while singing

Continue colour mixing

Sing the hello, goodbye, tidy and weather song.

Use different body parts to make sounds and rhythms.

Learn a variety of songs linked to theme e.g. head, shoulders, knees and toes. If you are happy and you know it.

Playdough mats linked to theme.

Playdough faces/people.

Sound lotto

Home corner role play area

Key Knowledge covered (3-4years)

*Take part in simple pretend play, using an object to represent something else even though they are not similar (**Community Spirit**)

*Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

*Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

*Explore different materials freely, in order to develop their ideas about how to use them and what to make (**Open to New Experiences**)

*Develop their own ideas and then decide which materials to use to express them.

*Join different materials and explore different textures.

Draw with increasing complexity and detail. Represent a face with a circle. (**resilience**)

*Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

*Listen with increased attention to sounds. (**resilience**)

*Respond to what they have heard, expressing their thoughts and feelings.

Vision—Learn, Enjoy, Succeed, Together

A community that works hard and supports each other to be the best we can be.

Core ValuesDinnington R.O.C.K.S.

Resilient—*independent learner, problem solver*

Open to new experiences—*enthusiastic learner*

Community Spirit—*teamwork*

Kindness—*respect for others (No Outsiders)*

Success—*success in all areas, be proud.*

These values will be integrated into the different areas of learning.