

TOPIC: Marvellous Me

Expressive Arts and Design

- To join in with songs and rhymes and being to use actions.
- To explore different sounds using instruments.
- To explore different textures, such as sand, water, paint and playdough.
- To use our imaginations to make up stories.

Physical Development

- To begin to develop hand-eye co-ordination skills by using puzzles and threading.
- To build up strength in our hand muscles through using play dough.
- To use the outside area to develop balance and co-ordination skills by running, jumping, climbing, balancing and riding bikes and scooters.

Understanding the World

- To talk about our families using our family photographs from home.
- To look for changes in the weather and seasons.
- To use the interactive whiteboard to draw simple pictures.

Enrichment (Seasonal, visits and 'wow' moments)

- Trying different fruits and vegetables that are in the story of Handa's Surprise.
- Making porridge for snack just like Goldilocks in the story of Goldilocks and the Three Bears.

Personal, Social and Emotional Development

- To make friends with other children and adults.
- To begin to tell adults what we need and how we are feeling.
- To begin to follow simple instructions and routines, such as tidy up time and snack time.
- To begin to sit together for snack and lunch time.

Literacy

- To listen to stories for increasing lengths of time.
- To make larger marks using chalk, sticks, spades and rakes in the sand and big paint brushes with water (pre-writing)
- To use pencils, pens and paints to make small marks on paper (pre-writing).



Phonics

- Phase 1 concentrates on speaking and listening skills and lays the foundations for the phonic work of Phase 2. The emphasis during Phase 1 is to get children listening to the sounds around them and ready to begin developing oral blending and segmenting skills. For example: -
- Listening Walks- to hear sounds in the environment
- Which Instrument? – hearing the difference between sounds
- Rhyming books – Listening to words that sound the same

Communication and Language

- To begin to sit and listen to stories.
- To listen to and name sounds around us.
- To play with one activity for longer periods of time.
- To develop conversation skills – modelled by adults

Mathematics

- To use number names in our play – “Can I have 2 cups please? The car has 4 wheels”.
- To begin to recognise numbers around nursery and in our play - “That’s a 3. I am 3”.
- To begin to use simple shape names when we see them in around nursery.

British Values

- We know that we are all special – through circle times
- We try to help – setting up snack time