

What do we want children to **know** by the end of this block and what do we want children to **know how to do** by the end of this block?



<p>M</p> <ul style="list-style-type: none"> redict changes in amounts in stories and rhymes counting forwards and backwards. Use terms day and night in relation to stories. (night pirates) Talk about things that have already happened or are going to happen using simple everyday language of time. Use a few of their own symbols and marks to represent their mathematical experiences. Correct an error in an ABAB pattern. Participate accurately in ABAB patterns of actions 	<p>PD</p> <p>Drive ride-on toys safely at speed using pedals and steering around obstacles. Participates in a simple dance routine. Match physical skills to tasks in the setting for example, they decide whether to crawl, walk or run across a plank Make meaningful marks using a variety of writing tools with a tripod grip with good control. Can use a range of tools competently Use tools to make imprints in dough Uses finger tips to pinch and make imprints in playdough (Dough Disco) Show a preference for a dominant hand.</p>	<p>Phonics</p> <p>* I discriminate and name some phonemes at the beginning of words. * I sort by initial phoneme following successful discrimination. * I understand the nouns used in RWI pictures. I can orally blend a cvc word with short phonemes. * I independently segment compound words.</p>	<p>PSED</p> <ul style="list-style-type: none"> Articulate simple rules to other children. Link emotions to how characters in stories/pr feeling and why, concentrating on happy, sad, scared. Contributes to class decisions. Negotiate roles in play and Initiates simple pl such as offering to go second or passing a resource. Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe. Begin to develop appropriate ways of being assertive. Makes attempts at fastening the zip on clothing Identify healthy choices about food, drink, activity and toothbrushing (Healthy Week)
<p>EAD</p> <ul style="list-style-type: none"> Use mark making tools to make very simple representational drawings such as potato people or people with bodies and heads, that can largely be understood by others. Generate simple stories inspired by props in role play and small world; including simple dialogue. Play instruments with increasing control to play loud, quiet, fast, slow Build on a large and small scale, including towers and enclosures, both indoors and outdoors, ascribing meaning to their structures <ul style="list-style-type: none"> Can say something they like about a structure Explore and uses tools and materials freely in order to develop ideas about how to use them for a purpose <ul style="list-style-type: none"> Begin to improvise a song around one they know Prepare and cook simple recipes independently with minimal adult supervision 	<p>L</p> <p>*I know some phoneme-grapheme links i.e., those in my name. *I participate in simple familiar & repetitive storytelling such as Talk for writing or using puppets. *I recognise and write my own name. Name and locate favourite books and give a brief description of basic plot, characters etc. Re-enact very short extracts from favourite texts, using puppets, small world or role play. Suggests what might happen next in an unfamiliar text using the plot so far. Distinguish between the text and illustrations. Engages with print in role play for example pretending to read a menu or a book to a baby Complete a phrase with a final rhyming word. Accurately identifies symbols that they associate with such as letters from their names or a number from their door. Demonstrates a hand preference. Attempts to write own name, using a name card as a prompt Uses some print knowledge in their early writing such as symbols which may look like letters, during imitative writing. Recognise words with the same initial sound, such as money and mother.</p>	<p>C&L</p> <p>*I listen attentively in mid size groups offering actions comments or questions. *I am beginning to offer explanations in response to why/how questions but may offer more when rephrased with a 'What' question. *I ask why things happen and beginning to offer explanations. <ul style="list-style-type: none"> Able to talk about events now and in the past using appropriate tenses, occasionally having problems with irregular tenses. Able to tell a long story from personal experience, beginning to use words such as first, then. Begins to read along with a very familiar book. Comment on books as they are being read. Has favourite books and stories. Learn and use new vocabulary in context. Start a conversation with an adult or friend and continue it for many turns. Pay attention to more than one thing at once such as playing and listening to an adult. </p>	<p>UTW</p> <ul style="list-style-type: none"> Talk about family and recall stories about key moments in their life stories, such as weddings or birthdays. Enact or describe cultural celebrations in very simple terms using new vocabulary accurately. Explore differences in appearance in a positive way drawing attention to different families and communities. Use the mouse and a keyboard with adult support to use a simple computer program Answer closed and anticipatory questions in simple adult led experiments about the properties of materials and changes. (How/why) Actively explore the properties of everyday materials through spontaneous experimentation, talking about differences in simple terms. Begin to understand the need to care for the natural environment and living things

Which words and phrases do we want children to **know and use** by the end of this block?

<p>CL</p> <p>Have to, should, frightened, go first, go second, wait,</p>	<p>PD</p> <p>Steer, bump, crash, space, around Pinch, print Drive, ride</p>	<p>PSED</p> <p>First, the, Reception class, Nursery class, children, inside voices, noise, went, did, played, him her, where, because</p>	<p>L</p> <p>Text, name card, sound Story Language: selfish, fibs, lies, truth, Fish, scales, sea, rainbow, shiny. Pirates, school trip, class.</p>	<p>M</p> <p>Day, night, light, dark, pattern 1,2,3,4,5,6,7,8,9,10</p>	<p>UTW</p> <p>Beach, sea, waves, sandcastles, sea glass, map, emergency, arrest, save, fire, jail, police car, engine, siren Cooking – out and in.</p>	<p>EAD</p> <p>Tower, my turn, your turn, make up, use, print, fingers, tool</p>
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Which experiences, visits and visitors will we organise to secure children’s knowledge?

- Transition days into Reception classes
- Beach Trip
- Graduation Ceremony

Which books will help children secure and think more deeply about knowledge in this block?

- Rainbow Fish, Night Pirates,
- Shark in the park, Sharing a shell,
- What the ladybird heard at the seaside, Barry The Fish With Fingers,
- The Snail & The Whale, Commotion in the ocean,
- The Fish Who Could Wish, Tiddler,
- Reduce, Reuse, Recycle:- The undersea cleaning spree .

Which strategies are we using to help our most vulnerable children deepen their knowledge this half term?

- Visual time table and area signs
- Sharing updates with parents on tapestry.
- 1:2:1 working for children with SEND
- Small group Tizzy Time.
- Red List Fridays
- Monitor for additional Speech & Language Screeners Referrals.
- Use Targets which have been set for those with S&L needs as prompts /modelling in play.

How will we enhance our continuous provision to extend learning through independent enquiry?

- Items which link to chns interests.
- Familiar items in home corner, telephones cooker, microwave, food items
- Variety of mark making items, pen, pencils, chalk, crayons, paints.
- Items of different texture on small world and investigation table
- Natural objects in construction / loose parts.

How can we involve our families in learning?

- Sharing photographs of memories on Tapestry - print for displays in classroom.
- Attending trips.
- Communications Via Tapestry, twitter and School website.
- Coming into school for activity days / to watch nativity performance.
- Floor Book Look.
- End of year reports.

Which songs and rhymes will we use to cement learning?

- Familiar Nursery Rhymes from song bag
- Wake up shake up songs / dances
- Hello Song & Home Time Song
- Days of The Week song
- Daily Prayer
- 1,2,3,4,5. Row your boat. 5 sharks swimming in the pond.
- Graduation songs.