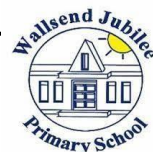


What do we want children to **know** by the end of this block and what do we want children to **know how to do** by the end of this block?



<p>CL</p> <ul style="list-style-type: none"> * I can retell stories with visual support. * I use pronouns correctly. * Answers simple who, what, where in relation to stories and play scenarios. * Uses sentences of between 4-6 words. * Able to express their own preferences and opinions. * Engage in short periods of joint attention with books. 	<p>PD</p> <ul style="list-style-type: none"> * I can use scissors to cut. * I manipulate dough to make balls and snakes. t * Can stand on one leg and balance for a short time. * Copy most aspects of a whole body action rhyme. * With an adult's hand, can travel above floor height by walking or crawling. * Use large-muscle movements to paint, use IWB pen and make marks * Make marks using a variety of writing tools with a range of grips. * Use pincer movements to pick up small objects or nip malleable materials. 	<p>PHONICS</p> <ul style="list-style-type: none"> * I listen in a small group for phonics based activities. * Knows a few rhymes off by heart. * I detect an odd one out in an alliterative string if the mistake begins with a very different phoneme. * I match two environmental sounds to two pictures/objects. * I copy two instruments from a choice of 6 in order. * I clap out 1-3 syllable words. * I use musical instruments to show syllables in words. * Explore sounds of musical instruments and other sound makers by playing them in different ways 	<p>PSED</p> <ul style="list-style-type: none"> * Bring additional resources to activities to achieve a particular goal. * Know they need to go to the toilet but ,may need help with clothing * Follows rules with verbal prompts or visual reminders * Can engage in turn taking as part of a structured activity with an adult. * Can say why they feel a certain way - " I'm sad - he took my truck." * Joins in with simple routines such as tidy up time or snack time. * Beginning to show confidence in new social situations. - (Trip / Performance) * Shows confidence in asking an adult for help.
<p>EAD</p> <ul style="list-style-type: none"> * I give my puppets,role play characters and small world figures a voice. * I explore materials freely, in order to develop ideas about how to use and what to make. * I experiment with combining materials, such as collage. * I explore natural materials * I Prepare and cook simple recipes alongside an adult, <p>following their instructions .</p> <ul style="list-style-type: none"> * I use paint on a variety of materials, using large scale movements. . 	<p>L</p> <ul style="list-style-type: none"> * Anticipates favourite sections as the book is shared. * Talks about key features of illustrations * Selects picture books and seeks out adults to share them. * Holds books independently, opening to find pages of interest. * Turns pages in a book from beginning to end in the correct way. * Can select their picture and name from a group 	<p>M</p> <ul style="list-style-type: none"> * Compare obvious sets of objects by processing language - 'more than' * Count within and up to 3 with correspondence. * Counts sets to 3 knowing how many they have. * Shows sets on fingers within 3 * Process language of every day size during play. * Sort sets of objects into sets of identical objects. * Use 1 word in formal descriptions of properties of 3d shapes as they build. (round, big, pointy) 	<p>UTW</p> <ul style="list-style-type: none"> * Knows which buttons to press to make something stop and play. * Use simple apps on the iPad with adult support. * Knows to ask an adult for help when they're unsure of pop-ups on an ipad. * Use some very simple adjectives to describe the sensory properties of everyday materials. * Respond appropriately to adult guidance to treat living things with care. (Trip) * Can recall some of the characters from the Christmas story * Says what the weather is like <p>Celebrate cultural/religious/community events and experiences.</p>

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

<p>CL</p> <p>Line up, tidy up time, play, snack time, brother, sister, hurt, hit, bite, nip, think, thinking time</p>	<p>PD</p> <p>Zip, buttons, go, freeze, climb, walk, crawl, stand, leg, wobble, copy, pen, pencil, paint, hold, Squash, squeeze, nip, playdough</p>	<p>PSED</p> <p>Rhymes, classroom area names,</p> <p>Understand where questions</p>	<p>L</p> <p>See, hold, up, upside down, right way, wrong way, story</p> <p>Story Language</p> <p>Witch, potion, spell, Forest, wind, squirrel, Diwali, festival of light, Baby Jesus, star,</p>	<p>M</p> <p>Big, little, on top, under, next to</p> <p>Understand more than / Understand how many?</p>	<p>UTW</p> <p>Stop, Ipad, app, help me, see, feel, hear, smell, taste, smelly, pretty, bumpy, smooth, hard, fluffy, Jesus, donkey, kings</p> <p>Diwali - Festival of lights</p> <p>Cooking – stir, stirring, flour, sugar, butter,</p>	<p>EAD</p> <p>Stop, Ipad, app, help me, see, feel, hear, smell, taste, smelly, pretty, bumpy, smooth, hard, fluffy, Jesus, donkey, kings</p> <p>Cooking – stir, stirring, flour, sugar, butter,</p>
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Which experiences, visits and visitors will we organise to secure children's knowledge?

- Autumn Hunt: Trip to Rising Sun Country Park, Trip to Wallsend Park
- Diwali: Diva lamp making
- Halloween: Fancy dress day
- Christmas: Visit to see santa claus. Christmas party, Party clothes,
- Christmas activity day - parents.
- Anti-Bullying Day

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

- Diwali: About Diwali - Rangoli Patterns, Rama & Sita Story, Binny's Diwali,
- Halloween: Meg & Mog, Spinderella
- Autumn: Leafman, The squirrels who squabbled, Don't hog the hedge, The leaf thief,
- Winter: StickMan, The Mitten
- Christmas: Elf on the shelf, Aliens love Panta Claus,

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 BLAST in autumn 2.
- Red List Fridays
- Conduct Speech & Language Screeners and Refer.
- 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.
- Parents Evening / Floor Book Look

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
- Christmas performance songs