



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 style="text-align: center;">M</p> <p>*Talk about things that have happened in the past using simple everyday language of time.</p> <ul style="list-style-type: none"> • Solve everyday problems with numbers up to 5 • Makes sets of up to 5 objects • Recognise numerals 1-5 • Recite numbers up to 10 • Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty. • Compare lengths of 2 objects by aligning and accurately identifying longer, taller and shorter. • Process and use positional language accurately when describing book illustrations. • Continue an ABAB linear pattern. • Identifies 2D shapes in the environment. 	<p style="text-align: center;">PD</p> <p>shoes and fasten the velcro. Plays follow my leader in a small group, imitating gross motor movements Collaborate with others to carry large items safely Weave materials into frames. Make marks using a variety of writing and drawing tools with a tripod grip and with control. Joins in with hand action songs such as Twinkle Twinkle or Incy Wincy Can use scissors to cut for a purpose such as cut tape or string. Manipulate playdough by using and rolling with rolling pin</p>	<p style="text-align: center;">Phonics</p> <p>"I identify the odd one out in an activity where the words begin with a very distinct phoneme than the others progressing to when they are more alike. "I count the claps in 1-5 syllable words. "I am beginning to orally blend a cvc word with short phonemes e.g. cat tap. "I segment compound words with visual support. "I match words that rhyme in games such as rhyming lotto</p>	<p style="text-align: center;">PSED</p> <p>* Link emotion to how characters in stories/ pretend and why, concentrating on happy, sad, excited, ang • Joins in with discussions with an adult about hc fair. • Contributes to class decisions. • Play with one or more other children, extending ideas. • Spontaneously take turns • Follow rules without reminders • Helps new children by directing them towards activities and resources and solving simple practical tasks for them. • Carry out simple tasks requested to help someone else such as finding a lost shoe.</p>
<p style="text-align: center;">EAD</p> <p>"I can find two objects or pictures to match two environmental sounds from another location. "I copy 3 instruments from a choice of 6 in the correct order.</p> <ul style="list-style-type: none"> • Accurately match instrument sounds to familiar instruments, using visual prompts. • Show control to hold and play an instrument to make a musical sound such as holding a triangle and playing with a beater • Speak in role, in simple story telling. • Generate simple stories inspired by props in role play and small world, including simple dialogue. • Has a preference for songs they like / dislike • Build independently with a range of appropriate resources. • Draws, lines, circles, zig zags, dots and dashes on a large and small scale, with a variety of tools • Explore colour and colour mixing. • Prepare and cook simple recipes alongside an adult with minimal input. 	<p style="text-align: center;">L</p> <p>"I can find two objects or pictures to match two environmental sounds from another location. "I copy 3 instruments from a choice of 6 in the correct order.</p> <ul style="list-style-type: none"> • Accurately match instrument sounds to familiar instruments, using visual prompts. • Show control to hold and play an instrument to make a musical sound such as holding a triangle and playing with a beater • Speak in role, in simple story telling. • Generate simple stories inspired by props in role play and small world, • including simple dialogue. • Has a preference for songs they like / dislike • Build independently with a range of appropriate resources. • Draws, lines, circles, zig zags, dots and dashes on a large and small scale, with a variety of tools • Explore colour and colour mixing. • Prepare and cook simple recipes alongside an adult with minimal input. 	<p style="text-align: center;">C&L</p> <p>"I listen to my peers' conversations in 1:1 or small group situations if the topic interests me. "I can remember and repeat 3 phonemes/numbers/words in the correct order E.g. CVC blending or a shopping list game. "I follow instructions at 4 word level with familiar nouns. "I am beginning to understand why and how questions but responses may be limited. * I understand word/sentence/beat/clap/rhyme/sound/letter in relation to spoken word and early print experience. "I play 'what am I?' games with visual support. * I talk about home, other people in my world and characters in stories.</p> <ul style="list-style-type: none"> • Can debate when they disagree with an adult or friend with words and actions. Expressing a point of view which may differ from someone else's. • Learn and use new vocabulary in context. • Uses simple sentences joined with connectives such as and / because e.g. I like ice cream because...and... • Use talk to organise play, assign roles, direct others and choose resources. • Enjoys listening to longer stories and can remember much of what happens 	<p style="text-align: center;">UTW</p> <ul style="list-style-type: none"> • forces they can feel.(Sun / Wind / Water) - Ongoing • Demonstrates a range of actions with remote control toys. • Explores the keyboard and mouse and what happens when buttons are pressed. • Explore collections of materials with similar and/or different properties • Talk about what they see, using a wide vocabulary • Actively explore the properties of everyday materials through spontaneous experimentation, talking about differences in simple terms.. • Identifies people in the community who can help them • Explore gender stereotyping in relation to occupation. • Explore similarities and differences between different families and communities. • Talk about experiences they have and/or enjoy in the wider community • Explore with an adult, different countries in the world and talk about simple features, i.e. cold, sandy • Understand that a map is used to see where something is • Know where they live (Walsend) • Say what they weather is like, how it has changed

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

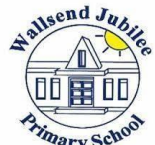
<p style="text-align: center;">CL</p> <p>Right, wrong. Okay. Fair, unfair, new children, know, don't know, found lost lose</p>	<p style="text-align: center;">PD</p> <p>Carry, lift, watch, follow, leader, Rolling pin, flatten, shoe, put on, Velcro, hand action</p>	<p style="text-align: center;">PSED</p> <p>And,he, she, favourite, who, now, next, I think....</p> <p style="text-align: center; color: magenta;">Understand how</p>	<p style="text-align: center;">L</p> <p>Turn the page, title print(words), writing, order</p> <p style="text-align: center;">Story Language Egg, pop, beautiful, piece, slice, teeny weeny</p>	<p style="text-align: center;">M</p> <p>Triangle, circle, square, rectangle, numbers 5-10, heavy, tall, tiny, full and empty.</p>	<p style="text-align: center;">UTW</p> <p>Cocoon, caterpillar, moon, sun, keyboard, mouse, click, growing, bigger, alive, dead, police, fire fighter, doctor, lollipop man, lifeguard, wedding, birthday, party, Christmas, cold, hot, Cooking – oven, baking</p>	<p style="text-align: center;">EAD</p> <p>Rolling pin, flatten, lines, circles, zig zags, dots and dashes, colour</p>
---	---	---	---	--	--	--

Which experiences, visits and visitors will we organise to secure children's knowledge?

- Welcoming any Easter starters
- Trip to Discovery Museum, EYFS transport workshop.
- Visit from Wallsend Fire Station with Fire Engine.

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

- **Space & Aliens** *Whatever next*, Aliens love underpants, the world, Here come the aliens, Toys in space, The dinosaur that pooped a planet.
- **Trains** *The Train Ride*, Thomas The Tank Engine.
- **Roads:** *Flashing Fire Engines*, Mr Gumpy's Motor Car, *You can't take an elephant on the bus*, Diggers - Bob the builder
- **Emergency Vehicles:** *Flashing fire engines*:



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.
- **Share photographs of immediate family members in class to describe in simple terms.**

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 Praye
- Zoom, Zoom, Zoom, 5 little trains, 5 Little firefighters, Elephants have wrinkles