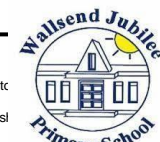


What do we want children to **know** by the end of this block and what do we want children to **know how to do** by the end of this block?



<p>C&L</p> <ul style="list-style-type: none"> * I listen in small groups with distractions if I understand. * I follow instructions at 3 word level when objects are not in sight. * I understand who/what/where if used out of the here and now. * I recount simple past events in the right order. * I link sentences with 'and' and 'because'. * I know a range of rhymes/songs/books and can express my preferences. 	<p>PD</p> <ul style="list-style-type: none"> * Imitates some movements in response to music - E.g Wake up Shake up * Hops on the spot * Roll, chase and collect balls, tyres and barrels. * Use the toilet independently and manage clothing and hand washing without reminders. * Use playdough tools such as cutters and knives * Make marks with a variety of writing tools using a three fingered grip, including enclosed spaces. * I can hold scissors correctly and make snips in paper. 	<p>Phonics</p> <ul style="list-style-type: none"> * I discriminate between two long phonemes. * I count the claps in 1-3 syllable words * I blend a cvc word when the vowel is split e.g. ca-at. * I detect rhyme and match two words from a choice of 3 when there is a different syllable structure. Eg match candle & handle and not bat. * I can remember and repeat 2 phonemes/numbers/words/syllables/ in the correct order. * I play 'odd one out' games and detect which object does not share the link. * I find an object or picture to match an environmental sound from another location. * Beginning to clap or tap in time to a familiar rhyme. * Begin to claps out syllables in own name * Experiment with different ways of playing instruments. (fast/slow , loud/quiet sounds) 	<p>PSED</p> <ul style="list-style-type: none"> * Take turns with verbal prompts from an adult to during play. * Listen to and talk to special visitors in school, sl confidence. * Contributes to class decisions. * Takes responsibility for simple tasks in the setting, such as giving out fruit, removing symbols from visual timetable.
<p>EAD</p> <ul style="list-style-type: none"> * I construct and create with purpose and intent. * I use props to recreate a wider range of simple role-plays (driving a car, going shopping) using objects to represent something else. * I use figures from familiar stories and films to recreate short narratives. * I link construction together, ascribing meaning to structures. * I express ideas through purposeful mark making. * I explore effects with malleable tools. * Print with paint to create simple representations * Prepare and cook simple recipes alongside an adult: can weigh out ingredients knowing when the scales are balanced. 	<p>L</p> <ul style="list-style-type: none"> * Imitates some movements in response to music - E.g Wake up Shake up * Hops on the spot * Roll, chase and collect balls, tyres and barrels. * Use the toilet independently and manage clothing and hand washing without reminders. * Use playdough tools such as cutters and knives * Make marks with a variety of writing tools using a three fingered grip, including enclosed spaces. * I can hold scissors correctly and make snips in paper. 	<p>M</p> <ul style="list-style-type: none"> * Subitize within 3 * Makes sets of 1,2,3 objects * Solves everyday problems up to 3 * Compare small sets of objects by processing language - 'more than' and 'less than' * Process / use positional vocabulary accurately in small world play. * Arrange 2d shapes, narrating choices with informal descriptions of properties. * Create a set out of positive/negative examples of objects (E.g has 4 legs/has not) * Use everyday language to compare size during play (big, small, fat, thin) * Recite numbers beyond 5 	<p>UTW</p> <ul style="list-style-type: none"> * Can use technology when out in the local area such as the button on the pelican crossing or scanning shopping at self service area. * Can explore technology as part of daily routines, e.g for cooking, washing machine, light switches etc. * I understand that information can be found using technology. * I can ask Alexa a question to find out information. * I can treat living things with care. * I explore different forces that I can feel. (magnets, elastic, water forces) * Understands that there are different countries in the world through books, photographs, experiences. * Say what the weather is like * Describe elements of my school environment in simple terms

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

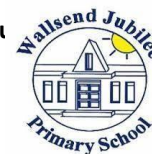
<p>CL</p> <p>Feeling, give, share, take turns, angry, scared, I feel, excited, looking forward to, visitor, choice,</p>	<p>PD</p> <p>Hop, on the spot Tyres, chase, soap, water, dry, pull, trousers, underpants, knickers, cutter, knife Scissors, snip, open, close</p>	<p>PSED</p> <p>You, me, beginning, end, talk to ... choose, I'm doing, I'm making, I'm drawing</p>	<p>L</p> <p>Beginning, end, illustration, choose, how many, clap Story Language</p>	<p>M</p> <p>Give me 1/2/3, behind, beside, has got / hasn't got, fat / thin</p>	<p>UTW</p> <p>Live, home, garden, Wallsend, Alexa, ask, switch, turn on, turn off, remote control, Look after, feed, water, pull, float, sink, fall, stretch, country, place, near, far away, school, classroom, Cooking – mix, mixing</p>	<p>EAD</p> <p>Cut, drawing, clap, tap play instrument, fast, slow, loud, quiet, Duplo, lego, stickle brick, popoids</p>
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Which experiences, visits and visitors will we organise to secure children's knowledge?

- Welcoming new January starters to PM.
- Chinese New Year - trying Chinese food / dragon dancing / costumes
- Pancake Day
- Valentines Day
- Safer Internet Day
- Trip to the post office
- Making porridge / Gingerbread men

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

- Chinese New Year
- The Gingerbread Man
- Goldilocks & The Three Bears
- The Magic Porridge Pot
- Humpty Dumpty
- Incy Wincey Spider
- Three Little Pigs



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.
- 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
- If your happy and you know it. Heads Shoulders Knees & Toes, Tommy Thumb