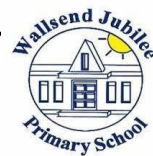


What do we want children to **know** by the end of this block and what do we want children to **know how to do** by the end of this block?



CL	PD	PHONICS	PSED
<ul style="list-style-type: none"> * I listen in a small group with visual support * I follow instructions at 3 word level when visually supported. * I take turns to talk in a small group. * Talks about family and special people, in simple terms 	<ul style="list-style-type: none"> * I use two containers to pour and fill. * I make marks using a variety of writing tools with a range of grips. * I drive scooters, bikes and trikes by pushing their feet. * Climbs steps/stairs with alternate feet * I can jump two feet to two feet * I can jump down from a small height. * Use large-muscle movements to wave flags and streamers. * Can kick a large ball. * Runs and freeze on command. * Manipulate playdough with hands, to include squashing, squeezing, flattening etc 	<ul style="list-style-type: none"> * I can remember and repeat two phonemes/numbers/words/syllables in any order. * I will join in with my favourite songs and rhymes with actions. * Explore sounds of musical instruments and other sound makers * I copy two instruments from a choice of six in any order. * I follow body percussion sequences of two then three in the right order. * Can name a selection of familiar instruments, eg drum, triangle tambourine. * Can start and stop playing an instrument when prompted * I can name familiar environmental sounds * I can imitate environmental sounds using voice or body percussion. 	<ul style="list-style-type: none"> * Follow rules with verbal prompts or visual reminders * Can begin to calm themselves down with support from an adult. * Begins to form a bond with key worker and can play in parallel, observing others and copying ideas. * Selects from a small range of resources on offer within a single activity. * Begins to name their own emotions. * Begins to show confidence in asking an adult for help. * Understand the difference between kind and unkind hands * Know they need to go to the toilet and ask for help. * Wash hands with guidance * Makes attempts at being independent when dressing / undressing themselves such as removing shoes or putting arm in a sleeve.
EAD	L	M	UTW
<ul style="list-style-type: none"> * I name familiar colours. * Use props, similar to the items they represent during simple domestic role play. * Use small world props in simple non-verbal narratives. * Experiment with pretend technology in role play such as cooker, microwave, telephone. 	<ul style="list-style-type: none"> * Maintain attention on a short picture book shared with an adult. * Make marks on a range of scales with a variety of tools and range of grips. * Holds a book the right way up. * Recognises their picture, linked to their name 	<ul style="list-style-type: none"> * I play kim's game with a set of 4 dissimilar objects * I understand simple positional vocabulary in child initiated play. * Match pairs to demonstrate understanding of same and different. * I can play with loose parts, making good choices based on understanding of properties * Match and sort by colour * Recite numbers to 5 	<ul style="list-style-type: none"> * Describes self in simple terms * I can sustain focus when playing action and reaction toys. (pop up pirate, etc) * I can experiment with buttons on a toy or device, understanding that this makes it do something. * I name family members in a photograph and describe them in simple terms * I describe elements of my home in simple terms * I follow adult's prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language. * I engage in joint attention with adults for short periods of time in respectful observations of living things. * Says how old they were on their last birthday * Says what the weather is like

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

CL	PD	PSED	L	M	UTW	EAD
<p>Play, kind, unkind, calm down, deep breath, drink, snack, home time, sit, job happy, sad, help, wash hands, wet, clean, dirty, Mam, Dad, Grandma, Grandad</p> <p>Understand who / what questions</p>	<p>Scooter, bike, push, ground, feet, jump, bend, knees, together, run, kick, roll, ball, get,</p> <p>wave, move, arms, up, down, flag, streamer, crayon, marks, draw</p>	<p>Grown-up, friend, names, carpet, cloakroom, toilet, want, don't want, yes, no</p>	<p>Picture, book, look, song, join in, action, Mark make, name</p> <p>Story language: Monster, happy, sad, house, giggles, chat, Mum, Dad, Step-dad, Step-mum</p>	<p>Match, matching, sort, colour names, numbers 1-5</p>	<p>Family member names, button, press, on, off, collect, get, find, take, here, there, raining, sunny, windy, age, 3, 4,</p> <p>Cooking - spoon, bowl, egg, cupcake</p>	<p>Drum, triangle, tambourine, bells, sing, shake, bang, colour names</p>



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

- Settling children into nursery routine
- Conversations with parents about how their child is settling.
- Sharing pictures of family from home of immediate family.
- Put family photos around home corner.
- Taking photos on ipads.
- Describing self in simple terms.

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

- Me and my world: Loose Parts: Lets make faces
 - PD & Actions: Ready Steady Mo.
 - Sense of Self: What makes me Me
 - Body Parts: Funny Bones, 10 little fingers, 10 little toes,
 - Starting School - Nervous: Harry & Dinos Go to School
 - Naming Emotions: The Colour Monster
 - The Colour Monster Goes To School

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.
- Adult modelling and scaffolding in play.
- Observations of chn to see who may need BLAST in autumn 2.
- Conduct Speech & Language Screens and Refer.
- Use Targets which have been set for those with S&L needs as prompts

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?

- Share photographs of immediate family members in class to describe in simple terms.
- Display family photos in home corner to create familiar welcoming area.
- Communications Via Tapestry twitter and School website.
- Visits / activity days.

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