



Areas of Learning	Skills (and relevant Age Bands) (22-36 months) (30 - 50 months) (40-60+ months)	Learning Experiences
Prime Areas of Learning		
Personal, Social and Emotional Development (PSED) * Making relationships * Self-confidence and self-awareness * Managing feelings and behaviour	<p>Making relationships</p> <ul style="list-style-type: none"> Interested in others' play and starting to join in. Seeks out others to share experiences. <u>Shows affection and concern for people who are special to them. wk5</u> <u>May form a special friendship with another child wk 3</u> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children Initiates play, offering cues to peers to join them <u>Keeps play going by responding to what others are saying or doing wk5</u> <u>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults wk 2 3 5</u> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. <u>Takes steps to resolve conflicts with other children, e.g. finding a compromise. wk 2</u> <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> Separates from carer with support and encouragement <u>Expresses own preferences and interests wk 1</u> <u>Can select and use activities and resources with help wk1</u> Welcomes and values praise for what they have done. <u>Enjoys responsibility of carrying out small tasks. wk1</u> <u>Is more outgoing towards unfamiliar people and more confident in new social situations. wk2</u> 	<p>Week 1 – Right to Learn: Looking after our classroom. Children to use visual timetable to discuss daily routines. When choosing use visuals of classroom areas to help guide children to area of their choice – name areas. Remind of expectations of setting e.g using resources, self-selecting. <i>Choose it, Use it, Put it away.</i> Adults to remind children of this indoors and outdoors throughout the day. At end of day allocate areas to groups of children to tidy.</p> <p>Week 2 – Saying “magic” words - please, thank you, sorry. Rehearse situations when we use these words - eg please and thank you at lunchtimes. How could Goldilocks have behaved differently and used these words? Teddy Bear’s picnic</p> <p>Week 3 – Friendship - draw around friend and decorate them as a life-size gingerbread person. Discuss friends in terms of all the other children in class - we can play and be friends with everybody</p> <p>Week 4 – Stranger danger - discuss people that we know at home (family and friends) and at school (teachers, dinner ladies and friends) who we talk to. Then discuss strangers and how we should behave in situations when strangers talk to us</p> <p>Week 5 – How to be kind - think about how we are kind to each other. Take photos of children sharing, helping, playing with each other etc and make into a big book. How do we feel when others share/play with us?</p>

	<ul style="list-style-type: none"> • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. • <u>Confident to speak to others about own needs, wants, interests and opinions.</u> • Can describe self in positive terms and talk about abilities. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • <u>Seeks comfort from familiar adults when needed.</u> • <u>Can express their own feelings such as sad, happy, cross, scared, worried wk4</u> • <u>Responds to the feelings and wishes of others wk2</u> • <u>Aware that some actions can hurt or harm others wk5</u> • Tries to help or give comfort when others are distressed. • <u>Shows understanding and cooperates with some boundaries and routines wk1</u> • <u>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do wk6.</u> • Growing ability to distract self when upset, e.g. by engaging in a new play activity. • <u>Aware of own feelings, and knows that some actions and words can hurt others' feelings. wk2, 5</u> • <u>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others wk6</u> • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. • <u>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them wk5</u> • <u>Aware of the boundaries set, and of behavioural expectations in the setting. wk1, 6</u> • <u>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.wk2</u> 	<p>Week 6 – Right or wrong choices - act out scenarios where children choose which is the right choice to make eg. using kind words, using kind hands, sharing, being inclusive. How do we feel when we make the right/wrong choice?</p>
Communication and Language	<p>Listening and attention</p> <ul style="list-style-type: none"> • <u>Listens with interest to the noises adults make when they read stories.</u> • <u>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</u> • <u>Shows interest in play with sounds, songs and rhymes.</u> 	<p>Week 1 - Rhyme time: learning, saying and acting out nursery rhymes for new starters. Focus - blindfold game. Children sitting in a circle, child in middle puts on blindfold and asks "Who's been eating my porridge?". One child in circle says "I've been eating your porridge." Child in blindfold to guess who said it.</p>

<p>(CL)</p> <p>* Listening and attention</p> <p>*</p> <p>Understanding</p> <p>* Speaking</p>	<ul style="list-style-type: none"> • Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus. • Listens to others one to one or in small groups, when conversation interests them WK4 • Listens to stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention - still listen or do, but can shift own attention • Is able to follow directions (if not intently focused on own choice of activity) • Maintains attention, concentrates and sits quietly during appropriate activity wk4 • Two-channelled attention - can listen and do for short span <p>Understanding</p> <ul style="list-style-type: none"> • Identifies action words by pointing to the right picture • Understands who, what, where in simple questions WK4 • Developing understanding of simple concepts • Understands use of objects (e.g. What do we use to cut things?) • Shows understanding of prepositions such as "under", "on top", "behind" by carrying out an action or selecting correct picture • Responds to simple instructions e.g. to get or put away an object • Beginning to understand why and how questions • Responds to instructions involving a two-part sequence. <p>Understands humour, e.g. nonsense rhymes, jokes</p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props • Listens and responds to ideas expressed by others in conversation or discussion <p>Speaking</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts • Holds a conversation jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating • Uses gestures sometimes with limited talk • Uses a variety of questions (e.g. what, where, who) • Uses simple sentences • Beginning to use word endings (e.g. going, cats) • Beginning to use more complex sentences to link thoughts (e.g. using and, because) 	<p>Week 2 - Rhyme time: learning, saying and acting out nursery rhymes for new starters. Focus - memory game. Children sitting in a circle, items from story on a tray in middle, adult removes an object. Children to say which object is no longer there</p> <p>Week 3 - Rhyme time: learning, saying and acting out nursery rhymes for new starters. Focus - retell/sequence story using finger puppets</p> <p>Week 4 - Rhyme time: learning, saying and acting out nursery rhymes. Focus - memory game. Children sitting in a circle, items from story on a tray in middle, adult removes an object. Children to say which object is no longer there</p> <p>Week 5 - Rhyme time: learning, saying and acting out nursery rhymes. Focus - retell/sequence story using finger puppets</p> <p>Week 6 - Rhyme time: learning, saying and acting out nursery rhymes.</p>
--	---	---

	<ul style="list-style-type: none"> • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Uses a range of tenses (e.g. play, playing, will play, played) • Uses intonation, rhythm and phrasing to make the meaning clear to others • Uses vocabulary focused on objects and people that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play 	
Physical Development (PD) *Moving and Handling	Moving and Handling <ul style="list-style-type: none"> • Runs safely on whole foot • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment • Can kick a large ball • Turns pages in a book, sometimes several at once • Shows control in holding and using jugs to pour, hammers, books and mark-making tools • Beginning to use three fingers (tripod grip) to hold writing tools 	<p>Week 1 - Fine motor – malleable, using tools to effect changes. Tweezers and spoons, jugs and containers in trays. Construction – fine motor, joining duplo, block play. Observe children’s dominant hand for writing, showing tripod pencil grip. Focus - making porridge, discuss likes and dislikes (breakfast cereals)</p> <p>Week 2 - Fine motor – malleable, using tools to effect changes. Tweezers and spoons, jugs and containers in trays. Construction – fine motor, joining duplo, block play. Observe children’s dominant hand for writing, showing tripod pencil grip.</p>

<p>*Health and self-care</p>	<ul style="list-style-type: none"> • Imitates drawing simple shapes such as circles and lines • Walks upstairs or downstairs holding onto a rail two feet to a step • May be beginning to show preference for dominant hand • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Mounts stairs, steps or climbing equipment using alternate feet • Walks downstairs, two feet to each step while carrying a small object • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can stand momentarily on one foot when shown • Can catch a large ball • Draws lines and circles using gross motor movements • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors • Holds pencil between thumb and two fingers, no longer using whole-hand grasp • Holds pencil near point between first two fingers and thumb and uses it with good control • Can copy some letters, e.g. letters from their name • Experiments with different ways of moving • Jumps off an object and lands appropriately • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines 	<p>Focus - making flapjacks, discuss healthy eating, look at and sort healthy and unhealthy foods</p> <p>Week 3 - Fine motor – malleable, using tools to effect changes. Tweezers and spoons, jugs and containers in trays. Construction – fine motor, joining duplo, block play. Observe children’s dominant hand for writing, showing tripod pencil grip. Focus - Running races, jumping races - children to choose different ways of moving in races - discuss how exercise makes them feel</p> <p>Week 4 - Fine motor – malleable, using tools to effect changes. Tweezers and spoons, jugs and containers in trays. Construction – fine motor, joining duplo, block play. Observe children’s dominant hand for writing, showing tripod pencil grip. Focus - making gingerbread men, discuss healthy eating, look at and sort healthy and unhealthy foods</p> <p>Week 5 - Fine motor – malleable, using tools to effect changes. Tweezers and spoons, jugs and containers in trays. Construction – fine motor, joining duplo, block play. Observe children’s dominant hand for writing, showing tripod pencil grip. Focus - balancing while walking over bridges</p> <p>Week 6 - Fine motor – malleable, using tools to effect changes. Tweezers and spoons, jugs and containers in trays. Construction – fine motor, joining duplo, block play. Observe children’s dominant hand for writing, showing tripod pencil grip. Focus - obstacle course</p>
------------------------------	--	--

	<ul style="list-style-type: none"> • Begins to form recognisable letters • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed <p>Health and self-care</p> <ul style="list-style-type: none"> • Feeds self competently with spoon • Drinks well without spilling • Clearly communicates their need for toilet • Beginning to recognise danger and seeks support of significant adults for help • Helps with clothing • Beginning to be independent in self-care, but still often needs adult support • Can tell adults when hungry or tired or when they want to rest or play • Observes the effects of activity on their bodies • Understands that equipment and tools have to be used safely • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves • Can usually manage washing and drying hands • Dresses with help • <u>Eats a healthy range of foodstuffs and understands need for variety in food wk 3,4</u> • Usually dry and clean during the day • <u>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health wk3, 4</u> • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision 	
--	--	--

Specific Areas of Learning

<p>Literacy (LIT)</p> <p>*Reading</p> <p>*Writing</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats words or phrases from familiar stories wk1,4 • Fills in the missing word or phrase in a known rhyme, story or game • Enjoys rhyming and rhythmic activities • Shows an awareness of rhyme and alliteration • Recognises rhythm in spoken words • Listens to and joins in with stories and poems, one-to-one and also in small groups • Joins in with repeated refrains and anticipates key events and phrases • Beginning to be aware of the way stories are structured wk4 • Suggests how the story might end • Listens to stories with increasing attention and recall • Describes main story settings, events and principal characters wk4 • Shows interest in illustrations and print in books and print in the environment • Recognises familiar words and signs such as own name and advertising logos • Looks at books independently • Handles books carefully • Knows information can be relayed in the form of print • Holds books the correct way up and turns pages wk1-8 • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Continues a rhyming string • Hears and says the initial sound in words • Can segment the sounds in simple words and blend them together and knows which letters represent some of them • Links sounds to letters, naming and sounding the letters of the alphabet • Begins to read words and simple sentences • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books wk4 • Enjoys an increasing range of books 	<p>Week 1 - Daily Rhyme Time: learning, saying and acting out nursery rhymes. Book changing.</p> <p>Main Text: Goldilocks and the Three Bears. Children to join in with repeated refrains: Once upon a time, Who's been eating my porridge? Who's been sitting in my chair? Who's been sleeping in my bed? They all lived happily ever after.</p> <p>Week 2 - Daily Rhyme Time: learning, saying and acting out nursery rhymes. Book changing.</p> <p>Main Text: Goldilocks and the Three Bears. Children to join in with repeated refrains: Who's been eating my porridge? Who's been sitting in my chair? Who's been sleeping in my bed? They all lived happily ever after.</p> <p>Sequence story (kitchen, sitting room, bedroom): Where does Goldilocks go first, next, finally?</p> <p>Week 3 - Daily Rhyme Time: learning, saying and acting out nursery rhymes. Book changing.</p> <p>Main Text: The Gingerbread Man. Children to join in with repeated refrains: Once upon a time. You look tasty. Come closer, Run, run as fast as you can. You can't catch me, I'm the Gingerbread Man.</p> <p>Week 4 - Daily Rhyme Time: learning, saying and acting out nursery rhymes. Book changing.</p> <p>Main Text: The Gingerbread Man. Children to join in with repeated refrains: Once upon a time. You look tasty. Come closer, Run, run as fast as you can. You can't catch me, I'm the Gingerbread Man.</p> <p>Sequence story (Who does he meet first): Old man and woman, cow, horse, pig, fox.</p> <p>Week 5 - Daily Rhyme Time: learning, saying and acting out nursery rhymes. Book changing.</p>
---	---	--

	<ul style="list-style-type: none"> • Knows that information can be retrieved from books and computers <p>Writing:</p> <ul style="list-style-type: none"> • Distinguishes between the different marks they make • Sometimes gives meaning to marks as they draw and paint • Ascribes meanings to marks that they see in different places • Gives meaning to marks they make as they draw, write and paint • Begins to break the flow of speech into words • Continues a rhyming string • Hears and says the initial sound in words • Can segment the sounds in simple words and blend them together • Links sounds to letters, naming and sounding the letters of the alphabet • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • Writes own name and other things such as labels,captions • Attempts to write short sentences in meaningful contexts 	<p>Main Text: The Three Billy Goats Gruff. Children to join in with repeated refrains: Once upon a time. Who's that trip-trapping over my bridge? Trip-trap. I'm going to eat you up. They all lived happily ever after.</p> <p>Week 6 - Daily Rhyme Time: learning, saying and acting out nursery rhymes. Book changing.</p> <p>Main Text: The Three Billy Goats Gruff. Children to join in with repeated refrains: Once upon a time. Who's that trip-trapping over my bridge? Trip-trap. I'm going to eat you up. They all lived happily ever after.</p> <p>Sequence story (Who crosses the bridge first): Baby goat, Mummy goat, Daddy goat</p>
<p>Mathematics (MA)</p> <p>*Numbers</p> <p>*Shape, space and measure</p>	<p>Numbers:</p> <ul style="list-style-type: none"> • Selects a small number of objects from a group when asked • Recites some number names in sequence • Creates and experiments with symbols and marks representing ideas of number wk3 • Begins to make comparisons between quantities wk4 • Uses some language of quantities, such as "more" and "a lot" • Knows that a group of things changes in quantity when something is added or taken away • Uses some number names and number language spontaneously • Uses some number names accurately in play • Recites numbers in order to 10 • Knows that numbers identify how many objects are in a set • Beginning to represent numbers using fingers, marks on paper or pictures wk3 	<p>Week 1 - Encourage counting and mathematical concepts in malleable and indoor trays. Daily counting. Focus: Count out number of bears from a larger group.</p> <p>Week 2 - Encourage counting and mathematical concepts in malleable and indoor trays. Daily counting. Focus: Order items according to size and capacity.</p> <p>Week 3 - Encourage counting and mathematical concepts in malleable and indoor trays. Daily counting. Focus: Draw buttons on Gingerbread Man's coat</p> <p>Week 4 - Encourage counting and mathematical concepts in malleable and indoor trays. Daily counting. Focus: Match amount of buttons on Gingerbread Man's coat.</p> <p>Tally - Gingerbread man body part children ate first</p>

	<ul style="list-style-type: none"> • Sometimes matches numeral and quantity correctly • Shows curiosity about numbers by offering comments or asking questions • Compares two groups of objects, saying when they have the same number wk4 • Shows an interest in number problems • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same • Shows an interest in numerals in the environment • Shows an interest in representing numbers • Realises not only objects, but anything can be counted, including steps, claps or jumps • Recognise some numerals of personal significance • Recognises numerals 1 to 5 • Counts up to three or four objects by saying one number name for each item • Counts actions or objects which cannot be moved • Counts objects to 10, and beginning to count beyond 10 • Counts out up to six objects from a larger group wk2 • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects • Counts an irregular arrangement of up to ten objects • Estimates how many objects they can see and checks by counting them wk4 • Uses the language of 'more' and 'fewer' to compare two sets of objects • Finds the total number of items in two groups by counting all of them wk4 • Says the number that is one more than a given number • Finds one more or one less from a group of up to five objects, then ten objects • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting • Records, using marks that they can interpret and explain wk3 • Begins to identify own mathematical problems based on own interests and fascinations <p>Shape, space and measure:</p>	<p>Week 5 - Encourage counting and mathematical concepts in malleable and indoor trays. Daily counting. Positional language - put the troll on, under, next to the bridge</p> <p>Week 6 - Encourage counting and mathematical concepts in malleable and indoor trays. Daily counting. Split herd of goats between 2 fields / how many ways?</p>
--	--	---

	<ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures • Beginning to categorise objects according to properties such as shape or size • Begins to use the language of size • Understands some talk about immediate past and future, e.g. before, later, soon • Understands specific time-based events such as mealtimes or home time • Shows an interest in shape and space by playing with shapes or making arrangements with objects • Shows awareness of similarities of shapes in the environment • Uses positional language • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements • Shows interest in shapes in the environment • Uses shapes appropriately for tasks • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall' • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes • Selects a particular named shape • Can describe their relative position such as 'behind' or 'next to' • Orders two or three items by length or height • Orders two items by weight or capacity • Uses familiar objects and common shapes to create and recreate patterns and build models • Uses everyday language related to time • Beginning to use everyday language related to money • Orders and sequences familiar events. • Measures short periods of time in simple ways 	
Understanding the World	<p>People and communities:</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations wk4 • In pretend play, imitates everyday actions and events from own family and cultural background • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others 	<p>Week 1 - Settling in - areas of the classroom. Where can we play? How do we use the areas? Choose it, Use it, Put it away - indoors and outdoors</p> <p>Week 2 - Families - what special places have we been to with our family.</p>

<p>(UW)</p> <p>*People and communities</p> <p>*The world</p> <p>*Technology</p>	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them WK4 • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family • Enjoys joining in with family customs and routines <p>The world:</p> <ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage or a train track • Notices detailed features of objects in their environment • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Talks about why things happen and how things work • Shows care and concern for living things in the environment • Looks closely at similarities, differences, patterns and change <p>Technology:</p> <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment • Operates mechanical toys • Knows how to operate simple equipment • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones • Knows that information can be retrieved from computers • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. 	<p>Week 3 - Friendship - what is a friend? Refer to Kind Hands, Kind Feet and discuss what a friend is? What do friends do? Draw around friend and decorate as Gingerbread Man.</p> <p>Week 4 - Investigation - what happens when Gingerbread Man goes in water/milk</p> <p>Week 5 – Planting grass</p> <p>Week 6 – Direct beebots over the bridge</p>
	<p>Exploring and using media and materials:</p> <ul style="list-style-type: none"> • Joins in singing favourite songs • Creates sounds by banging, shaking, tapping or blowing 	<p>Week 1 - Rhyme time -</p> <p>Week 2 - Rhyme time – Make magic wands</p>

<p>Expressive Art & Design (EA&D)</p> <p>*Exploring and using media and materials</p> <p>*Being imaginative</p>	<ul style="list-style-type: none"> • Shows an interest in the way musical instruments sound • Experiments with blocks, colours and marks • Enjoys joining in with dancing and ring games • Sings a few familiar songs • Beginning to move rhythmically • Imitates movement in response to music • Taps out simple repeated rhythms • Explores colour and how colours can be changed • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects • Beginning to be interested in and describe the texture of things • Uses various construction materials • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces • Joins construction pieces together to build and balance • Realises tools can be used for a purpose • Begins to build a repertoire of songs and dances • Explores the different sounds of instruments • Explores what happens when they mix colours • Experiments to create different textures • Understands that different media can be combined to create new effects • Manipulates materials to achieve a planned effect • Constructs with a purpose in mind, using a variety of resources • Uses simple tools and techniques competently and appropriately • Selects appropriate resources and adapts work where necessary • Selects tools and techniques needed to shape, assemble and join materials they are using <p>Being imaginative:</p> <ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying "That's me" • Beginning to make-believe by pretending • Developing preferences for forms of expression • Uses movement to express feelings • Creates movement in response to music • Sings to self and makes up simple songs • Makes up rhythms • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there • Engages in imaginative role-play based on own first-hand experiences • Builds stories around toys, e.g. farm animals needing 	<p>Week 3 - Rhyme time – Decorating large gingerbread people</p> <p>Week 4 - Rhyme time -</p> <p>Week 5 - Rhyme time - use large construction to make bridges</p> <p>Week 6 - Rhyme time - make troll masks</p>
---	--	---

	<p>rescue from an armchair 'cliff'</p> <ul style="list-style-type: none"> • Uses available resources to create props to support role-play • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words • Create simple representations of events, people and objects • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences • Chooses particular colours to use for a purpose • Introduces a storyline or narrative into their play • Plays alongside other children who are engaged in the same theme • Plays cooperatively as part of a group to develop and act out a narrative 	
Characteristics of Learning		
Playing and Exploring - Engagement Finding out and Exploring - E1 Showing curiosity about objects, events and people Playing with what they know - E5 Pretending objects are things from their experience, E6 Representing their experiences in play		
Being involved and concentrating Enjoying achieving what they set out to do - M8 Showing satisfaction in meeting their own goals, M9 Being proud of how they accomplished something - not just the end result		
Creating and Thinking Critically Having their own ideas - TH1 Thinking of ideas		
Inside Out Friday		
Week 1 (Friday 5th Jan) - NO INSIDE OUT FRIDAY		
Week 2 (Friday 12th Jan) - Teddy Bears Picnic		
Week 3 (Friday 19th Jan) - Alfresco Art Day - Use a variety of large construction materials (crates, hollow blocks, planks etc.) for children to construct a bridge that is strong and safe enough for them to cross.		
Week 4 (Friday 26th Jan) - Making Gingerbread men		
Week 5 (Friday 2nd Feb) - Maths and English Day		

Week 6 (Friday 9th Feb) - Science Day