

Personal, Social and Emotional Development

Teach new school Value-
Be successful

Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.

Play alongside one or more children.

Manage to share and take turns with others.

Talk about and express feelings when 'sad', 'happy' and 'worried'.

Show confidence in a variety of social situations.

Settle at activities and concentrate for some time.

Mathematics

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Revisit numbers 1-5

Understanding the World

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Begin to make sense of their own life-story and family's history.

Visit to Blackpool Zoo.

Geography – Can you see Blackpool Tower and the beach on Google Maps (draw a messy map)?

History – Can you spot the difference? Summer clothes, then and now.

Science – What does floating and sinking mean?

Technology – How to find out information using Google-images? (Linked to my interest).

Physical Development

Develop children's fine and gross motor and fundamental skills; this will be promoted through continuous provision and purposeful activities indoor, outdoor and in PE.

Encourage independence, children to get dressed and undressed, for example, putting coats on and doing up zips.

Develop children's self-care help skills throughout the provision and at the snack table, encourage children to use a jug for pouring water. Open their milk. Allow children to pour their own drinks and serve their own snack. Involve the children when preparing food for snack and lunch time.

Dough disco.

Encourage children to use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.

Communication and Language

To further develop listening and attention, understanding and language skills at different times and places in class and with ETB, Phonics and Our Word Wall.

Carpet rules – good sitting, good looking and good listening – particularly at key learning times.

Use of appropriate language, manners, turn taking etc.

Follow more complex directions/instruction.

Talk for a specific purpose and start a conversation with a friend or an adult.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there...I'll be the driver."

Children can string a sentence together with at least six words.

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Use a wider range of vocabulary.

Develop children's pronunciation, adult to pronounce the word correctly so they hear the correct model.



Under the Sea and Blackpool

Expressive Arts and Design

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs.

Play instruments with increasing control.

Remember and sing entire songs and rhymes.

Literacy

Phonics Phase 1

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page writing 'm' for mummy.

Write some or their entire name.

Write some letters accurately.

Engage in extended conversations about stories, learning new vocabulary.

Draw for a purpose.

**Class
Nursery**

Can you help?

Talk about our topic and do own research – books, computers, visits.