

Old McDonald had a Farm



Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy
<p>Children will take part in a range of outdoor playground games with simple rules, such as 'Ring-a-Ring of Roses', 'Punchinello', 'The Farmer's in the Den', and 'Duck, Duck, Goose'. Children will be supported to take turns and work together.</p> <p>Children will learn which words they can use to ask for help when needed.</p> <p>Children will be encouraged to put on their own coat and zip it up. They will be encouraged take off their own shoes and put on wellies if playing in the digging area.</p> <p>Children will continue to brush their teeth daily. During this time, they will explore why it is important to brush our teeth and how this can contribute to keeping our bodies healthy.</p> <p>Children will continue to follow the behaviour system and rewards such as 'star of the day'. They will continue to be supported to follow the Nursery rules and begin to understand why these rules are important</p>	<p>Communication and Language</p> <p>Children will take part in small group speaking and listening activities such as an intervention called Early Talk Boost.</p> <p>Children will engage in daily story time where they will hear texts from the Repeated Text library. Children will develop their working memory by take part in echo storytelling, repeating phrases from the key texts.</p> <p>Children will hear the key texts 'The Gingerbread Man', and Duck in a Truck' read fluently without interruption. Children will spend time exploring a Gingerbread Man Talking Tub and a Duck in a Truck Talking Tub. These Talking Tubs will be used to stimulate discussions around the stories, characters and story events.</p> <p>Children will be asked a range of targeted questions based on Blank's Levels of Questioning. These questions will focus on the key texts.</p> <p>Children will bake their own ginger bread person and then sequence the steps. Adults will model using sequential language - for example: first, next, after that, then, at the end when talking about the sequence. Children will later discover a baking tray, rolling pin and a trail of crumbs in the Nursery. They will hunt for the gingerbread man and find a series of clues. Children will verbally recount their experience of what they saw using the first person and previously taught sequential language. Children will predict what has happened to the gingerbread man who has escaped the nursery</p> <p>Children will use colourful semantics colour coding to create who/ what doing sentences. They will use function words, such as 'is' 'and' 'the'. They will continue to develop their working memory by holding a sentence and verbally repeating it.</p>	<p>Physical Development</p> <p>Children will take part in regular 'Squiggle Whilst You Wiggle' sessions to develop their coordination, balance, hand-eye coordination, core strength and ability to use hand apparatus. Through this programme they will develop and master whole body fine and gross motor movements.</p> <p>Children will play movement games based on different types of farm animals. They will explore using the space to create different actions for the farm animals, such as galloping like a horse, rolling in mud like a pig, waddling like a duck or pecking like a chicken. They will also practise standing still and 'freezing' like a scarecrow.</p> <p>Children will learn the action songs 'Dingle Dangle Scarecrow' and 'Hop Little Bunnies'. They will perform the song using whole body movements, such as crouching down, jumping up from crouching, hopping, and moving whole body from side to side.</p> <p>Children will explore balls. They will practise rolling and throwing balls in various directions, e.g., forwards, backwards. Rolling a ball around shapes, e.g., a hoop for a circle, a rope placed on the floor in a shape. Rolling a ball up and down their arms, legs and around their waist. Throwing the ball up in the air, watching it go up and catching it when it comes down.</p> <p>Children will have daily access to bats, balls, beanbags, hoops, paddles/rackets, cones and nets outdoors to develop their ball skills including throwing, catching, batting and kicking. They will use these resources to play small group games, such as throw and catch, basketball and target practise when outdoors. Children will be encouraged to design their own games for themselves or small groups.</p>	<p>Literacy</p> <p>Children will develop phonological awareness through exploring rhythm and pulse. They will further develop their auditory discrimination through identifying and matching instrumental sounds.</p> <p>Children will hear the stories 'The Ginger Bread Man' and 'Duck in a Truck', fluently and without interruption. When reading books, pupil attention will be drawn to parts of the books; the front cover, the back cover and the title, their attention will be drawn to where the text is, and how English print is read left to right and top to bottom. Adults will explicitly model how to handle a book. They will learn how to turn pages in a book, turn pages in order and follow the direction of print- top to bottom and left to right.</p> <p>Children will use role play masks to act out the story of The Ginger Bread Man. They will begin to tell stories in their own words and using direct phrases from the story. They will explore voices of different characters and use expression.</p> <p>Adults will model labelling small world farm animals with written labels. Children will begin to notice initial sounds.</p> <p>Children will continue to develop their auditory discrimination through exploring farm animal noises. They will match, identify and replicate animal noises, such as 'neigh', 'moo', 'oink' and 'baa'.</p> <p>Children will use their name cards with their photo to make marks which resemble letters from their name. Children will give their marks meaning, knowing that it is their name. Children will be supported to develop an effective pencil grip.</p> <p>Children will give meaning to marks when they draw and engage in emergent writing</p>
<p>Characteristics of Effective Learning</p> <p>Creating and Thinking Critically- Thinking</p> <p>Children will take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Adults will support children to extend their pretend play to think beyond the 'here and now' and to understand another perspective.</p> <p>Children will practise their ability to sort materials. For example, at tidy-up time, children will put different construction materials in separate baskets.</p> <p>Adults will help children to reflect on and talk about their learning prompting children by asking questions such as "Do you remember when...?", "How would you do that now?" or "I wonder what you were thinking then?"</p> <p>Adults will engage in sustained shared thinking to model being a critical thinker. They will show children that they do not always know, are curious and sometimes puzzled, and can think and find out. Adults will ask the children for ideas and encourage them to use their imagination to think of ways we can do things. Children will be encouraged to be inventive and to test out different ideas. Adults will always respect children's efforts and ideas, so they feel safe to take a risk with a new idea.</p>	<p>Reminders</p> <ul style="list-style-type: none"> - Please return any borrowed clothes. - Reading books are changed every Monday, please sign the reading record so we can change your child's book. - Please ensure you send your children with spare clothes, sometimes we have accidents, or get wet in the water tray! - Home time and drop off is a busy period and the adult's priority is keeping the children safe. If you wish to speak to a member of staff please feel free to wait behind or contact us via seesaw 😊 <p>Please give your £3.50 snack donation to a member of staff on the door, thank you!</p> <p>Expressive Arts and Design</p> <p>Children will explore paintings by the artist Nikky Corker. They will respond by describing what they can see. They will then draw and paint their own farm animals from observation.</p> <p>Children will explore printing by using toy tractors to create tyre prints across sheets of paper. They will also use small world farm animals to create footprints of different shapes and sizes.</p> <p>Children will continue to build up their bank of songs, developing their ability to pitch match and sing a melodic shape</p> <p>Children will explore pulse. They will listen to different pieces of music and clap or tap to the pulse. They will clap or tap to the pulse of the song as they sing.</p> <p>Children will experiment manipulating dough in a range of ways including rolling, patting, cutting. They will use these techniques to make Gingerbread people. They will then add beads, buttons and sultanas to decorate them.</p> <p>Children will begin to develop their model-making with adults spending sustained time alongside them to create their own tractors. Children will explore a range of junk-modelling materials, such as boxes, yoghurt pots, lids, paper straws and match sticks, lolly sticks, and use them with adult support. They will explore joining and attaching materials using glue.</p>	<p>Understanding the World</p> <p>To support the children's chronological understanding, they will begin to identify seasons of the year and refer to the current season (winter).</p> <p>Seasonal clothes, such as coats, hats, scarves and wellies will also be added to the dressing up box. Children will talk about what type of clothes are worn during winter and their past experiences of wearing these clothes.</p> <p>Children will learn/recap that they live in England and that England is a country. Children will continue explore a range of cultural festivals and celebrations and develop their understanding that different countries and cultures have different beliefs and traditions. Specifically, this term they will explore Luna New Year and China. Children will locate China on a map and role play traveling there via airplane. They will explore photographs of China and describe what they can see.</p> <p>Children will explore farm animals and learn the names of different animals found on farms. Children will be encouraged to talk about what they can see and describe the animals.</p> <p>Children will bake gingerbread people and investigate the way in which ingredients change when they are mixed and cooked.</p> <p>Children will explore what would happen to the Gingerbread Man if he tried to swim across the river. They will immerse a gingerbread person biscuit in water to explore materials and how they react to other substances, such as water. Children will talk about what they can see as the Gingerbread Man slowly disintegrates.</p>	<p>Mathematics</p> <p>Children will practise and consolidate their understanding of the verbal sequence of counting; being able to say the number names in sequential order to at least 10.</p> <p>Children will develop their understanding that when they count, they must say the names of the numbers in sequence and that each object receives one, and one only, one count. Children will have regular opportunities to practise touch counting, in a variety of playful contexts, inside and outdoor, sometimes going to higher numbers.</p> <p>Children will continue to work their way through 10 Town. This term pupil will explore Tommy Two/ 2 and Thelma Three/ 3 through stories, songs, and games</p> <p>Children will identify number representations, including Numicon, objects, pictures and numerals. Children will explore standard representations, such as dice, and fingers as well as nonstandard representations. Children link taught numerals to amounts, showing the right number of fingers/ objects to match a given number</p> <p>Children will develop their ability to recognise up to 3 objects, in structured arrangements, and say the amount without counting.</p> <p>Children will continue to represent numbers using objects, actions, fingers and marks</p> <p>Whilst learning about the number 3, Children will explore triangles. They will learn to recognise a triangle and count the 3 sides/ corners.</p> <p>Children will create arrangements using 2D shapes. They will develop their ability to create simple picture using familiar shapes, such as a house/ rocket/ sun etc. Children will informally describe the pictures they have made using mathematical language such as: 'sides', 'corners'; 'straight', 'round'.</p>