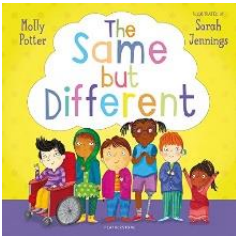
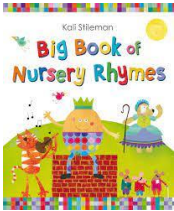
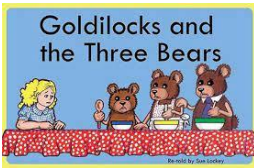





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Cycle 2



What happened to Humpty Dumpty?

Parental Engagement	Key Text	Traditional Tales and Rhymes	Trips and Experiences	Festivals and Special Times
<p>Harvest Festival Reading Workshop Book Swap Celebrations</p> 	<p>Nursery Rhymes</p>  <p>We will also be reading lots of other stories, songs and rhymes daily.</p>	<p>Goldilocks and the Three Bears</p>  <p>Bible Story: In the Beginning - Creation story</p> 	<p>Local walks and exploring the school grounds</p> 	<p>First day of school Black History Month Harvest Festival Road and Water Safety</p> 

Characteristics of effective Learning:









Playing and Exploring - During this topic the children will be encouraged to play and explore using knowledge they already have and supported to develop a 'have a go' attitude at school.

Active learning - The children will be provided with daily activities that allow them to be active and involved in their learning. The activities will help develop concentration and attention.

Creating and thinking Critically - Our continuous provision will strongly encourage the children to explore their own ideas and to tackle a task how they feel best suit.

We have an animal for each learning behaviour. These are:



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Creative Chameleon		Persevering parrot		Go for it Gorillas		Proud Peacock	
Slinky Linky Snake		Reflecting Rhino		Exploring Elephants		Choosing Chimps	



Analysing Aligators



Prime Areas of learning

<p>Personal, Social and Emotional Development</p>  <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p> <p>Communication and Language</p>	<p>Personally, Socially and Emotionally we will be able to...</p> <ul style="list-style-type: none"> Name key relatives/care givers at home and those who care for them in their education settings. Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do. Talk about what makes them feel safe. Name potential dangers, both inside and outside, and how to avoid getting hurt. Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules. Talk about how to keep their bodies safe. Know which products in the home are to be used only by adults. Sort items according to their use and purpose. Explain who can give medicine to children and why.  <p>e-safety Focus: I understand my own body is mine and that I can say no in real life or online</p> <p>I know that we have rules to keep us safe both in and beyond the home</p> <p>Learning at home- Sharing family photographs and family portraits</p> <p>As Communicators we will...</p>	<p>We will achieve this by...</p> <p>SCARF Theme- <u>Keeping Safe</u></p> <p>Using words to talk about how we feel</p> <p>Talking about and labelling 'funny tummy' feelings if we feel unsafe- lots of stories and sings about feelings.</p> <p>People who help us at school and in the community books and songs</p> <p>Helping Harold solve a problem.</p> <p>Learning how to stay safe outside through books such as Rosie's walk and Little Red riding Hood</p> <p>Making safety signs and learning the safety song</p> <p>Sorting safe and unsafe items</p> <p>We will achieve this by...</p>
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 <p>Listening, attention and understanding</p> <p>Speaking</p>	<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. <p style="text-align: center;">Learning at home- rhymes and songs, story sacks and sharing stories</p>	<p>Sharing lots of books in the library, book corner and daily class stories</p> <p>WellComm activities</p> <p>Introducing and using interesting words to describe everyday objects and experiences such as the weather</p> <p>'I wonder' questions about everyday experiences such as the weather, science investigations and responding to stories</p> <p>Daily welcome to nursery, talking about the weather, season and children's experiences</p> <p>Introduce new vocabulary - add words to our story board for our favourite stories</p> <p>Exploring and asking questions about what's inside the curiosity cube</p> <p>Responding to questions and instructions directed to them</p> <p>Following daily instructions and routines</p> <p>Taking part in short exchanges with others - listening and responding to adults and peers</p> <p>Taking turns in conversation</p> <p>Joining in with repeated refrains in rhymes and stories/ re-tell recite some familiar songs/ rhymes/ stories</p> <p>Using simple conjunctions to connect ideas such as 'and' and 'because'</p> <p>Joining in with repeated refrains in stories and rhymes</p>
<p>Physical Development</p>  <p>Gross motor skills</p> <p>Fine motor skills</p>	<p>Physically, we will...</p> <ul style="list-style-type: none"> • Make healthy choices about food, drink and tooth brushing • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Mounts stairs, steps or climbing equipment using alternate feet • Walks downstairs, two feet to each step while carrying a small object • Use small motor skills e.g. buttons and zips • Shows an increasing desire to be independent • Use the toilet with support and then independently 	<p>We will achieve this by...</p> <p>Daily activities and routines such as:</p> <p>Putting our coats on and zipping them up</p> <p>Getting ready for our Seasonal walks and dressing for the different seasons and weather</p> <p>Daily healthy snack including fruit, water and milk</p> <p>Daily washing hands and learning to be independent such as going to the toilet and taking care of ourselves</p>



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	<ul style="list-style-type: none"> Start to eat independently and learning how to use a knife and fork <p>Learning at home- putting our coats on and learning to use the toilet.</p>	<p>Lots of fine motor activities to build the strength in our hands and fingers:</p> <p>Making snips with paper- Practise tearing paper</p> <p>Digging , scooping, pouring</p> <p>Sand/ water (buckets, spades and jugs)</p> <p>Able to use a spoon to feed self/ cups to drink</p> <p>Paint brushes - large movements - circular, up and down- large paintbrushes/ large sheets of paper/ ground</p> <p>Use tweezers to pick up/ move large objects i.e. pompoms</p> <p>Thread large objects onto pipe cleaners Using a variety of tools to manipulate play dough</p> <p>Using glue spreaders</p> <p>Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects</p> <p>Practise activities to promote crossing the mid-line of the body i.e. passing a ball from left to right</p> <p>Focussing on using a fist grip to grip pencils</p> <p>Use crates and planks of wood to build obstacle courses</p> <p>Use of climbing frame</p> <p>Practise throwing and catching large ball back and forth with bounces between the catch</p> <p>Practise riding the bikes and scooters</p> <p>Running races</p>
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Specific Areas of learning

<p>Literacy</p>  <p>Reading</p> <p>Writing</p>	<p>As Readers, Writers and Mark makers we will be...</p> <ul style="list-style-type: none"> Enjoying songs and rhymes, tuning in and paying attention. Joining in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Saying some of the words in songs and rhymes. Copying finger movements and other gestures. Singing songs and say rhymes independently, for example, singing whilst playing. Enjoying sharing books with an adult. Paying attention and responds to the pictures or the words. 	<p>We will achieve this by...</p> <p>Learning and singing nursery rhymes</p> <p>Lots of opportunities to make marks and patterns with different tools such as chalk, paint and pens etc</p> <p>Beginning to make marks for our names and then writing some letters</p> <p>Letter join activities- learning how to draw patterns and write some letters</p>
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<p>Comprehension</p>	<ul style="list-style-type: none"> • Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." <p>In Phase 1 phonics, we will be learning to:</p> <ul style="list-style-type: none"> • Develop listening skills and awareness of sounds in the environment • Identify and remember the differences between sounds • Talk about sounds in greater detail • Develop awareness of sounds made with instruments • Listen to and appreciate the difference between sounds made with instruments <p>Use a wide vocabulary to talk about instrument sounds</p> <p style="text-align: center;">Learning at home- Story sacks, Share a book with 'Bumble' the reading bear Half termly reading challenges</p> <div style="text-align: center;">  </div>	<p>Name card wall- talking about our names and the phonemes they begin with Clapping our names and other words Lots of stories linked to our topic Weekly library visit to share a book for enjoyment Story boards and maps to retell our class story Small world play to act out nursery rhymes and familiar stories Daily phonics such as listening walks, listening to everyday sounds and describe them, exploring instruments Book voting station to vote and share our favourite books Exploring and making the different settings from the story Performing poetry and rhymes Pencil control: Mark making using tools such as chunky chinks, mark makers in sand etc, predominantly using fist grip</p> <p>We will be following the Twinkl phase 1 phonic lessons:</p> <p>My House My Family My local Area Pets Things I like to do All about Me</p> <p style="text-align: center;">Goldilocks and the Three Bears</p>
<p>Maths</p> <div style="text-align: center;">  </div>	<p>As Mathematicians we will be...</p> <ul style="list-style-type: none"> • Taking part in finger rhymes with numbers. • Reacting to changes of amount in a group of up to three items. • Comparing amounts, saying 'lots', 'more' or 'same'. • Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. 	<p>We will achieve this by...</p> <p>Singing lots of counting rhymes eg 5 little ducks and 10 green bottles etc Learning about the numbers 1-5 through number blocks- counting, comparing amounts and recording in our ways</p>

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<p>Number</p> <p>Numerical patterns</p>	<ul style="list-style-type: none"> Counting in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Climbing and squeezing selves into different types of spaces. Building with a range of resources. Completing inset puzzles. Comparing sizes, weights etc. using gesture and language - 'bigger/little/smaller'; 'high/low'; 'tall'; 'heavy'. Arranging things in patterns Recognising small groups of objects up to 3 without counting Saying one number for each item in order- 1,2,3,4,5 Showing 'finger numbers' up to 5 Talking about and explore shapes <p>Learning at home- Counting song puppets to share at home</p> 	<p>Making groups of 3 from the story of Goldilocks</p> <p>Exploring patterns in nature such as leaves</p> <p>Collecting groups of objects and quickly recalling how many such as 3 conkers or 3 sticks</p> <p>Sharing stories such as 3 bears and 3 pigs and quickly recalling how many we can see</p> <p>Making collections from our woodland adventures</p> <p>Lots of building using shapes and wooden blocks such as building a wall for Humpty Dumpty</p> <p>Daily counting for different purposes such as how much milk we need? Or sharing the fruit</p> <p>Exploring and making pictures with shapes</p> <p>Lots of puzzles and jigsaw puzzles</p> <p>Looking at shapes and patterns on the fish</p>
<p>Understanding the World</p>  <p>Past and present</p> <p>People, culture and communities</p> <p>The natural world</p>	<p>Learning about People & the World, we will...</p> <ul style="list-style-type: none"> Exploring materials with different properties. Exploring natural materials, indoors and outside. Exploring and respond to different natural phenomena in their setting and on trips. Making connections between the features of their family and other families. Noticing differences between people. Name the features of the environment - garage, farm school Know places which are special to them - Home, nursery and church Use all their senses in hands-on exploration of natural materials. Explore and respond to natural phenomena. <p>Kapow Computing- we will be learning to:</p> <ul style="list-style-type: none"> Explore keyboards Exploring a mouse and using with some control <p>In RE we will be learning about RE Unit: Creation</p> <p>Why is the word 'God' so important to Christians?</p> <p>Learning at home- Sharing food for Harvest and festival celebrations</p> 	<p>We will achieve this by...</p> <p>Using our senses to explore what's inside the curiosity cube</p> <p>Local walks and exploring the school grounds</p> <p>Talking about special times for our families such as harvest, birthdays and other events</p> <p>Welly walks and talking about changes in the weather and the natural world</p> <p>Lots of books, poems and rhymes about being different and different families - PSED links</p> <p>Weekly assemblies with Mrs Berry</p> <p>Godly play for Bible stories such as the Creation story</p> <p>Exploring the different farm animals in the sand from old McDonald had a farm</p> <p>Exploring natural materials that we find linked to the creations tory</p> <p>Daily prayers/reflection and thank you thoughts led by the children</p>

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Expressive Arts and Design



Creating with materials

Being imaginative and expressive

Imaginatively and as Artists, Musicians and Designers we will be ...

- Joining in with songs and rhymes, making some sounds.
- Making rhythmical and repetitive sounds.
- Exploring a range of sound-makers and instruments and play them in different ways.
- Noticing patterns with strong contrasts and be attracted by patterns resembling the human face.
- Starting to make marks intentionally.
- Exploring paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Expressing ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Enjoying and taking part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Starting to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
- Exploring different materials, using all their senses to investigate them. Manipulate and play with different materials.
- Using their imagination as they consider what they can do with different materials.
- Making simple models which express their ideas.
- Make large-muscle movements to wave flags and streamers, paint and make marks
- Play instruments with increasing control to express their feelings and ideas
- Use drawing to represent ideas like movement and noises through write dance.

Kapow Music-Celebration Music:

- To learn about music from another culture, particularly when related to the festivals of Diwali, Hanukkah and Kwanzaa festivals.
- To respond to music with movement.
- To find classroom objects to use as drums and play in response to African music

Learning at home-performing songs and dances



We will achieve this by...

Daily listening and sound games- listening to different sounds and making sounds using our voices and instruments
 Naming and using different colours to create our paintings, collages and other art work
 Using different materials to build models and make things
 Small world area to retell familiar stories and make up new story lines
 Using materials to make things such as playdough to make icny wincy spider models
 Role play area- Miss Polly's tea room
 Weekly Kapow music learning songs and playing instruments to celebrate different celebrations

Our **focus artist** is Giuseppe Arcimboldo and Vincent Van Gogh and we will be using different media to make our faces and create self-portraits.





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