

EYFS

What makes me, me?

Term 1 & 2

WHAPLODE CHURCH OF ENGLAND PRIMARY
SCHOOL

A Unique Child – Observing how your child is learning from 30 - 50 Months old

Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Personal Social & Emotional Development

- Making Relationships

- 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.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

-Self Confidence and self-awareness

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

-Managing Feelings and Behaviour

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- 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.

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Understanding the World

- People & Communities

- Shows interest in the lives of people who are familiar to them.
- 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.

-The World

- 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.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

Technology

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knows that information can be retrieved from computers

Communication & Language

-Listening & Attention

- Listens to others one to one or in small groups, when conversation interests them.
- 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).

-Understanding

- 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.

-Speaking

- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- 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.'

Literacy

-Reading

- Enjoys rhyming and rhythmic activities.
- Shows 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 in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- 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.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

-Writing

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

Mathematics

- Numbers

- 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.
- 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.
- 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.

-Shape Space & Measures

- 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'.

Physical Development

- Moving & Handling

- 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.

-Health & Self Care

- 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, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

Expressive arts and design

- Exploring and using Media and Material

- 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 and learns how sounds can be changed.
- 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 an 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.

-Being Imaginative

- 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 rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play.
- Captures experiences and responds with a range of media, such as music, dance and paint and other materials or words.

A Unique Child – Observing how your child is learning from 40-60

Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Personal Social & Emotional Development

– Making Relationships

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Early Learning Goal

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self Confidence and self awareness

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

Early Learning Goal

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Early Learning Goal

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Communication & Language

-Listening & Attention

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

Early Learning Goal

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

-Understanding

- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

Early Learning Goal

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

-Speaking

- 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.

Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

– Moving & Handling

- 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.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

-Health & Self Care

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- 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.

Early Learning Goal

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Understanding the World

– People & Communities

- Enjoys joining in with family customs and routines.

Early Learning Goal

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

-The World

- Looks closely at similarities, differences, patterns and change.

Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

Early Learning Goal

Children recognise that technology is used in their lives, such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

– Exploring and using Media and Material

- 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.

Early Learning Goal

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

-Being Imaginative

- 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 with other children and act out a narrative.

Early Learning Goal

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Mathematics

– Numbers

- 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.
- 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.
- 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.
- 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.
- Begins to identify own mathematical problems based on own interests and fascinations.

Early Learning Goal

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

-Shape Space & Measures

- 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.

Plays alongside other children who are engaged in the same theme.

Plays cooperatively with other children and act out a narrative.

Early Learning Goal

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Literacy

-Reading

- 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.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

-Writing

- 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.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

SESSION

NUMBER

LEARNING

INTENTION

INTRODUCTION

DIFFERENTIATED LEARNING & SUCCESS CRITERIA

- 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.

<p style="font-size: 2em; font-weight: bold; text-align: center;">1</p>	<p>Today I am getting better at maintaining focus on my activity for a period of time.</p>	<p>Introduce the story What makes me a me? (Ben Faulkes and David Tazzyman)</p> <p>Talk about the story What can you tell me about? How do you know?</p>	<p>Children to take pics of each other on iPad and print out and /or use mirrors.</p> <p>Children talk about their pictures Tell me about... What can you see? What is the same? What is different? Children compare their pictures with a partner</p> <p>Picture evidence in books/Tapestry</p> <hr/> <p>30-50 MONTHS</p> <p>C&L</p> <p>-Listening & Attention</p> <ul style="list-style-type: none"> • 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). <p>-Understanding</p> <ul style="list-style-type: none"> • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. <p>-Speaking</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • 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. <i>who, what, when, how</i>. <p>UTW</p> <p>People & Communities</p> <ul style="list-style-type: none"> • 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. <p>Technology</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. 	<p><u>VOCABULARY</u></p> <p>Me, you, I, they, we, same, different, her, he, she, him, they, hair, eyes, mouth, teeth, nose, face, head</p>
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			<p>Literacy -Reading</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows 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 in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. <hr/> <p>40-60 MONTHS / ELG</p> <p>C&L</p> <p>Listening & Attention</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p>-Understanding</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>-</p> <p>PSED Self Confidence and self awareness • Can describe self in positive terms and talk about abilities.</p>	
	SEN	EAL	<p>RESOURCES What makes me a me? Story/ipads/mirrors</p>	

SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
			Children create a portrait of themselves using their mirror.	VOCABULARY

2	Today I am getting better at showing curiosity about people.	Children to be reminded of previous session.	Children can either draw, paint, collage or sculpt (Clay) their own self portrait. Adult to support children in taking about their features and colours/shapes.	Me, I, hair, eyes, mouth, teeth, nose, face, head, ears
		Children to look into a mirror and talk about their features.	<p><u>30-50 MONTHS</u></p> <p><u>Expressive arts and design</u></p> <p>– Exploring and using Media and Material</p> <ul style="list-style-type: none"> • Explores colour and how colours can be changed. • Beginning to be interested in and describe the texture of things. • Realises tools can be used for a purpose. • Support children’s responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties. • Introduce vocabulary to enable children to talk about their observations and experiences, e.g. ‘smooth’ ‘shiny’ ‘rough’ ‘prickly’ ‘flat’ ‘patterned’ ‘jagged’, ‘bumpy’ ‘soft’ and ‘hard’. • Talk about children’s growing interest in and use of colour as they begin to find differences between colours. • Make suggestions and ask questions to extend children’s ideas of what is possible, for example, “<i>I wonder what would happen if...</i>”. • Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like. • Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion. • <p><u>Physical Development</u></p> <p>– Moving & Handling</p> <ul style="list-style-type: none"> • 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. 	
		What colour are your eyes/ hair/face? What shape Is your face?	<p><u>40-60 MONTHS / ELG</u></p> <p><u>Expressive arts and design</u></p> <p>– Exploring and using Media and Material</p> <ul style="list-style-type: none"> • Explores what happens when they mix colours. • Experiments to create different textures. • 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. 	

			<ul style="list-style-type: none"> • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Being Imaginative</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. <p><u>Physical Development</u> - Moving & Handling</p> <ul style="list-style-type: none"> • 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. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	
	<u>SEN</u>	<u>EAL</u>	<u>RESOURCES</u> Mirrors/colouring crayons/chalk/paint/clay/pencil	

SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
		Introduce the story. Super-duper you!	Read the story with the children. Talk about the story. What do you know about...? How do you know...?	<u>VOCABULARY</u>

<p style="font-size: 2em; text-align: center;">3</p>	<p>Today I am getting better at showing a 'can do' attitude.</p>		<p>What might happen if...?</p> <p>Picture evidence in books/Tapestry</p> <hr/> <p>30-50 MONTHS</p> <p>C&L</p> <p>-Listening & Attention</p> <ul style="list-style-type: none"> • 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). <p>-Understanding</p> <ul style="list-style-type: none"> • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. <p>-Speaking</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • 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. <i>who, what, when, how</i>. <p>UTW</p> <p>People & Communities</p> <ul style="list-style-type: none"> • 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. <p>Literacy</p> <p>-Reading</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows 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 in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. <hr/> <p>40-60 MONTHS / ELG</p> <p>C&L</p>	

			<p>Listening & Attention</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p>Understanding</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>PSED Self Confidence and self awareness • Can describe self in positive terms and talk about abilities.</p> <p>UTW The World • Looks closely at similarities, differences, patterns and change.</p> <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	
	<u>SEN</u>	<u>EAL</u>	<p>RESOURCES Super-duper you! Story</p>	

SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
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4	Today I am getting better at developing ideas of grouping.	Talk about similarities and differences. Adult to demonstrate eg. I have brown hair so does... I have green eyes so does...talk about differences.	Children to play a grouping game. Demonstrate an example of grouping with similarities and differences. Ask the children to get into groups of boys. How else can we sort ourselves? What about hair colour? Eye colour? Children to continue sorting into different groups, sharing ideas and negotiating into the correct group. Picture evidence in books/Tapestry	<u>VOCABULARY</u> Same, different, us, you, they, we, I, hair, eyes, nose, ears, face, sort, group
	<u>SEN</u>	<u>EAL</u>	<p><u>30-50 MONTHS</u></p> <p>UTW People & Communities</p> <ul style="list-style-type: none"> 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. <p><u>Mathematics</u> Numbers</p> <ul style="list-style-type: none"> Uses some number names and number language spontaneously. Knows that numbers identify how many objects are in a set. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Shows an interest in representing numbers. <p>Shape Space & Measures</p> <ul style="list-style-type: none"> Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <p><u>40-60 MONTHS / ELG</u></p> <p>UTW The World</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Mathematics</u> Numbers</p> <ul style="list-style-type: none"> Counts up to three or four objects by saying one number name for each item. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. 	
			<u>RESOURCES</u> Ipad	

SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
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<h1>5</h1>	<p>Today I am getting better at showing curiosity about objects, events and people.</p>	<p>Read the story Five Minutes Peace. Talk about the story and the family and how all families are different. Adult to talk about their own family. Children will have brought a picture in or posted on Tapestry.</p>	<p>Children will talk about their picture to the rest of the class. Who is in the picture? Tell me about them? What is the same and what is different? Observation on Tapestry</p> <hr/> <p>30-50 MONTHS</p> <p><u>Understanding the World</u></p> <p>People & Communities</p> <ul style="list-style-type: none"> 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. <p>PSED</p> <p>Self Confidence and self-awareness</p> <ul style="list-style-type: none"> Confident to talk to other children when playing, and will communicate freely about own home and community. <p><u>Communication & Language</u></p> <p>Listening & Attention</p> <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Focusing attention – still listen or do, but can shift own attention. <p>-Speaking</p> <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). 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. <i>who, what, when, how</i>. Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). Uses vocabulary focused on objects and people that are of particular importance to them <hr/> <p>40-60 MONTHS / ELG</p> <p><u>Understanding the World</u></p> <p>– People & Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>Early Learning Goal</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>Personal Social & Emotional Development</u></p>	<p><u>VOCABULARY</u></p> <p>Me, myself, I, family, mum, dad, grandma, grandad, nan, uncle, aunt, dog, cat, home, house, different, same.</p>
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			<p>Making Relationships</p> <ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others. <p>Self Confidence and self awareness</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p>Communication & Language</p> <p>-Listening & Attention</p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>-Understanding</p> <ul style="list-style-type: none"> Listens and responds to ideas expressed by others in conversation or discussion. <p>-Speaking</p> <ul style="list-style-type: none"> Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	
	<u>SEN</u>	<u>EAL</u>	<u>RESOURCES</u> Story, Family picture	
SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
	Today I am getting better at paying	Remind children of previous session. Talk about people who are	Children to draw a picture of their family or people who are special to them. Children to label the picture (mum, dad etc) Children to write Independently or with support.	<u>VOCABULARY</u> Me, myself, I, family, mum, dad, grandma, grandad, nan,

6	attention to details.	special to us. Today we are going to draw a picture of those who are special to us.	<p>30-50 MONTHS</p> <p><u>Understanding the World</u></p> <p>- People & Communities</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • 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. <p><u>Communication & Language</u></p> <p>-Listening & Attention</p> <ul style="list-style-type: none"> • Focusing attention – still listen or do, but can shift own attention. <p>-Understanding</p> <ul style="list-style-type: none"> • Understands use of objects (e.g. <i>“What do we use to cut things?”</i>) • Beginning to understand ‘why’ and ‘how’ questions. <p>-Speaking</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Uses vocabulary focused on objects and people that are of particular importance to them. <p><u>Literacy</u></p> <p>-Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p><u>Physical Development</u></p> <p>- Moving & Handling</p> <ul style="list-style-type: none"> • 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. 	uncle, aunt, dog, cat, home, house, different, same.
			<p>40-60 MONTHS / ELG</p> <p><u>Understanding the World</u></p> <p>-The World</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p><u>Communication & Language</u></p> <p>-Listening & Attention</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. 	

			<p>-Understanding</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. <p>-Speaking</p> <ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <p>Literacy</p> <p>-Writing</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • 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. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Physical Development – Moving & Handling.</p> <ul style="list-style-type: none"> • 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. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	
	SEN	EAL	RESOURCES pencils, crayons	
SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
7	Today I am getting better at making links and noticing	Read the story once there were giants. Talk about the story.	Ask the children if they remember being a baby. What can you remember about..? What do you know about...? How do you know...? Do the children know how and why they are now bigger and no longer babies? What changes have happened since they were babies?	VOCABULARY grow, change, bigger, smaller, age, baby, grown up, child, adult.

	<p>patterns in my experience.</p>	<p>Bring a picture in of when you were a baby. Show the children the picture and ask them about the picture? Who could it be? How do you know it is a baby?</p>	<p>Picture evidence in books/Tapestry</p> <hr/> <p>30-50 MONTHS</p> <p><u>Understanding the World</u></p> <p>People & Communities</p> <ul style="list-style-type: none"> • 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. <p>-The World</p> <ul style="list-style-type: none"> • 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. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. • <p>PSED</p> <p>Self Confidence and self-awareness</p> <ul style="list-style-type: none"> • Confident to talk to other children when playing, and will communicate freely about own home and community. <p><u>Communication & Language</u></p> <p>Listening & Attention</p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Focusing attention – still listen or do, but can shift own attention. <p>-Speaking</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • 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. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). <hr/> <p>40-60 MONTHS / ELG</p> <p>C&L</p> <p>Listening & Attention</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p>Understanding</p> <p>Listens and responds to ideas expressed by others in conversation or discussion</p>	
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			<p>Speaking</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>PSED Self Confidence and self awareness • Can describe self in positive terms and talk about abilities.</p> <p>UTW The World • Looks closely at similarities, differences, patterns and change.</p> <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	
	<u>SEN</u>	<u>EAL</u>	<p>RESOURCES Story, picture of baby</p>	

SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
8	Today I am getting better at thinking of ideas.	Read the 'growing' story. What do we need to help us grow? what keeps us healthy?	<p>Activities set up around healthy eating, teeth cleaning and handwashing. children to rotate between these activities. A short PE activity on keeping fit and healthy. Picture evidence in books/Tapestry</p> <p><u>30-50 MONTHS</u></p> <p>C&L -Listening & Attention</p> <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 	<p>VOCABULARY healthy, clean, active, fit, unhealthy,</p>

			<ul style="list-style-type: none"> 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). <p>Physical Development - Moving & Handling</p> <ul style="list-style-type: none"> 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. <p>-Health & Self Care</p> <ul style="list-style-type: none"> Observes the effects of activity on their bodies. Can usually manage washing and drying hands. <hr/> <p>40-60 MONTHS / ELG</p> <p>C&L Listening & Attention</p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. <p>Physical Development - Moving & Handling</p> <ul style="list-style-type: none"> Experiments with different ways of moving. <p>-Health & Self Care</p> <ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. <p>Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	
	SEN	EAL	RESOURCES Soap, water, tooth brush, tooth paste, healthy foods, unhealthy foods, lunchbox to sort	
SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
9	Today I am getting better at showing a particular interest.	Read the story When I Grow Up. Talk with the children about the story.	<p>Circle Time: What would you like to be when you grow up? What do you like about it? Why have you chosen that job? Picture evidence in books/Tapestry</p> <hr/> <p>30-50 MONTHS</p> <p>Communication & Language -Listening & Attention</p> <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall.. 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). 	VOCABULARY Job, future, police officer, bin collector, firefighter, office worker, teacher, paramedic, chef, cleaner, prime minister, footballer etc..

			<p>-Understanding</p> <ul style="list-style-type: none"> • Beginning to understand 'why' and 'how' questions. <p>-Speaking</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. <p><u>Understanding the World</u></p> <p>– People & Communities</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Shows interest in different occupations and ways of life. <hr/> <p><u>40-60 MONTHS / ELG</u></p> <p><u>Communication & Language</u></p> <p>-Listening & Attention</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>-Understanding</p> <ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion. <p>-Speaking</p> <ul style="list-style-type: none"> • 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. 	
<u>SEN</u>	<u>EAL</u>	<u>RESOURCES</u>	Story when I grow up/ role play resources	

SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
10	Today I am getting better at acting out experiences with other people	<p>Throughout the week children will have different opportunities to explore different occupations (role play, small world tuff spots, enhanced continuous provision)</p> <p><i>Depending on COVID restrictions have visits from various occupations OR Youtube clips of different occupations</i></p>	<p>At the end of the week children will make a choice on what they would like to be when they grow up. Children to draw a picture and attempt to write a sentence: When I grow up I would like to be....</p> <hr/> <p>30-50 MONTHS</p> <p><u>Communication & Language</u></p> <p>-Speaking</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. <p><u>Expressive arts and design</u></p> <p>-Being Imaginative</p> <ul style="list-style-type: none"> • 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 rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. <p><u>Understanding the World</u></p> <p>- People & Communities</p>	<p><u>VOCABULARY</u></p> <p>Job, future, police officer, bin collector, firefighter, office worker, teacher, paramedic, chef, cleaner, prime minister, footballer etc..</p>

			<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Shows interest in different occupations and ways of life. <p><u>Literacy</u> -Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p><u>Physical Development</u> - Moving & Handling</p> <ul style="list-style-type: none"> • 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. 	
40-60 MONTHS / ELG				
<p><u>Communication & Language</u> -Speaking</p> <ul style="list-style-type: none"> • 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. <p><u>Expressive arts and Design</u> Being Imaginative</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • 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. <p><u>Literacy</u> -Writing</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • 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. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>				

			<p>Physical Development - Moving & Handling.</p> <ul style="list-style-type: none"> • 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. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	
	<u>SEN</u>	<u>EAL</u>	<p>RESOURCES Role play resources, pencil, crayons</p>	
SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
11	Today I am getting better at finding ways to solve problems.	Introduce and read the story The Colour Monster.	<p>Ask children If there has ever been a time when they have felt unsure, sad, angry, happy, loved, calm. What things make them happy or sad or angry or calm. Children to then show different emotions using their faces. How could they manage their feelings when they were or a friend was angry/sad/happy?</p> <p>Picture evidence in books/Tapestry</p>	<p>VOCABULARY happy, sad, unsure, grumpy, angry, confused, muddled, calm, loved, comfortable, grey, yellow, red, pink, purple, blue, green, black...</p>
			<p>30-50 MONTHS</p> <p>Personal Social & Emotional Development - Making Relationships</p> <ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>-Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. <p>Communication & Language -Listening & Attention</p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • 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. 	

			<ul style="list-style-type: none"> • Is able to follow directions (if not intently focused on own choice of activity). <p>-Understanding</p> <ul style="list-style-type: none"> • Beginning to understand 'why' and 'how' questions. <p>-Speaking</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • 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. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • 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 	
40-60 MONTHS / ELG				
<u>Personal Social & Emotional Development</u>				
- Making Relationships				
<ul style="list-style-type: none"> • Explains own knowledge and understanding, and asks appropriate questions of others. 				
Early Learning Goal				
<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>				
Managing Feelings and Behaviour				
<ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. 				
Early Learning Goal				
<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>				
<u>Communication & Language</u>				
-Listening & Attention				
<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. 				
Early Learning Goal				
<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in</p>				

			<p>another activity.</p> <p>-Understanding</p> <ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion. <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>-Speaking</p> <ul style="list-style-type: none"> • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 	
	<u>SEN</u>	<u>EAL</u>	<p><u>RESOURCES</u></p> <p>The colour monster story</p>	
SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
12	Today I am getting better at making predictions and testing my ideas.	Remind children of The Colour Monster story. Talk about each colour that represents each feeling. Explain to children they will be 'colour monsters' today.	<p>Children to explore colours and colour mixing. What do two colours make together (predict and test)? How are they feeling today? What colour would they be? Children to choose a colour or more to create the colour they are feeling. A picture of the colour monster to go into children's books. Children to write a sentence (independently or supported) for their picture: eg. My colour monster feels...</p> <p><u>30-50 MONTHS</u></p> <p><u>Expressive arts and design</u></p> <p>– Exploring and using Media and Material</p> <ul style="list-style-type: none"> • Explores colour and how colours can be changed. <p><u>Literacy</u></p> <p>-Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p><u>Physical Development</u></p> <p>– Moving & Handling</p> <ul style="list-style-type: none"> • 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. 	<p><u>VOCABULARY</u></p> <p>happy, sad, unsure, grumpy, angry, confused, muddled, calm, loved, comfortable, grey, yellow, red, pink, purple, blue, green, black...</p>

			<p>40-60 MONTHS / ELG</p> <p><u>Expressive arts and design</u></p> <p>– Exploring and using Media and Material</p> <ul style="list-style-type: none"> • Explores what happens when they mix colours. • Manipulates materials to achieve a planned effect. • Uses simple tools and techniques competently and appropriately. <p><u>Literacy</u></p> <p>-Writing</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • 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. <p>Early Learning Goal</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><u>Physical Development</u></p> <p>– Moving & Handling.</p> <ul style="list-style-type: none"> • 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. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	
	<u>SEN</u>	<u>EAL</u>	<p><u>RESOURCES</u></p> <p>Colour monster, paint, brushes, mixing pots</p>	

SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
13	Today I am getting better planning, making decisions about how to approach a task, solve a problem and reach a goal.	Start with the song Head, shoulders, knees and toes. Everyone joins in with the actions. Can you all do it backwards?	<p>Who is the tallest in the class? Can children get into order of height – Smallest to tallest? Make a height chart for the children to measure themselves against. Tell me about.../Why do you think...?/How can we...?/What do you know about...? / How do you know...? Picture evidence in books/Tapestry</p> <p>30-50 MONTHS</p> <p>Expressive arts and design – Exploring and using Media and Material</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs.. • Begins to build a repertoire of songs and dances. <p>Mathematics – Numbers</p> <ul style="list-style-type: none"> • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. <p>-Shape Space & Measures</p> <ul style="list-style-type: none"> • Uses positional language.. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <p>40-60 MONTHS / ELG</p> <p>Expressive arts and design – Exploring and using Media and Material</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Mathematics -Shape Space & Measures</p> <ul style="list-style-type: none"> • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. <p>Early Learning Goal Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>VOCABULARY Tall, short, big, small, little, higher, lower, smaller, taller, shorter, bigger, biggest, tallest, shortest, smallest, head, shoulders, knees, toes, eyes, ears, mouth, nose.</p>
	<u>SEN</u>	<u>EAL</u>	<p>RESOURCES Tape measure, measuring sticks, cubes</p>	

SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
14	Today I am getting better at paying attention to details.	Remind children of head shoulders knees and toes songs. What other parts of the body to me have? Can you name them all?	<p>Children find a partner and draw around their partners body. All children will have a life size outline of themselves. Children to then add features of their bodies (Including clothes) to their body and make a life size self-portrait. Children encouraged to label their self-portraits using stickers / posit notes. Picture evidence in books/Tapestry Word and picture cards available to support labelling and vocabulary.</p> <hr/> <p>30-50 MONTHS</p> <p>Literacy -Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>Physical Development - Moving & Handling</p> <ul style="list-style-type: none"> • 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. <p>Understanding the World</p> <p>- People & Communities</p> <ul style="list-style-type: none"> • 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. <p>-The World</p> <ul style="list-style-type: none"> • 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. • Developing an understanding of growth, decay and changes over time. <hr/> <p>40-60 MONTHS / ELG</p> <p>Literacy -Writing</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • 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. 	<p>VOCABULARY head, shoulders, knees, toes, eyes, ears, mouth, nose, legs, arms, face, hands, feet...</p>

			<ul style="list-style-type: none"> • 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. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Physical Development – Moving & Handling.</p> <ul style="list-style-type: none"> • 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. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>The World</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	
	<u>SEN</u>	<u>EAL</u>	<u>RESOURCES</u> large paper, post it notes, pens and pencils, body part labels	

SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
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15

Today I am getting better at using my senses to explore the world around me.

Senses WOW day

Carousel of activities around the classroom for children to explore their senses throughout the day.

Introduce senses. What are they? Can you name the five senses? Which parts of the body do we use?

Read We're Going on a Bear Hunt. Children to think about what they saw, heard, felt. What might they have tasted and smelt? explain to children they are going on a walk. They need to think about all the things they can hear, smell, taste, see, and feel.

Senses walk: Children to go for a walk. What can they see? What can they hear?

Feely box: Children to explore different textures in a cube and guess what might be in there.

Labelling senses: Children to label which part of the body is used for each sense.

Taste: Children to taste different foods. What do they think it is? What did they like? What did they not like? Create a class graph to record favourite foods.

Sound: Children to use different instruments to make different sounds. What sound do they like the most and why?

Smell: Children to smell different pots and describe what they can smell. What do they think it is? Picture evidence in books/Tapestry

30-50 MONTHS

C&L

-Listening & Attention

- 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).

-Understanding

- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.

-Speaking

- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- 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*.

Literacy

-Reading

- Enjoys rhyming and rhythmic activities.
- Shows 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 in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.

-Writing

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places

Expressive arts and design

– Exploring and using Media and Material

- Explores and learns how sounds can be changed.
- Beginning to be interested in and describe the texture of things.

VOCABULARY

Taste, smell, feel, touch, see, hear, sound, nose, eyes, ears, mouth, hands, fingers, senses.

			<p>-Being Imaginative</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p><u>Physical Development</u> - Moving & Handling</p> <ul style="list-style-type: none"> • 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. 	
40-60 MONTHS / ELG			<p><u>Communication & Language</u></p> <p>-Listening & Attention</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>-Understanding</p> <ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion. <p>-Speaking</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • 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. <p><u>Literacy</u> -Reading</p> <ul style="list-style-type: none"> • Continues a rhyming string. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	

			<ul style="list-style-type: none"> • Enjoys an increasing range of books. <p><u>Expressive arts and design</u> – Exploring and using Media and Material</p> <ul style="list-style-type: none"> • Explores the different sounds of instruments. • Experiments to create different textures. <p><u>Physical Development</u> -Health & Self Care</p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.. <p>– Moving & Handling.</p> <ul style="list-style-type: none"> • 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. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><u>Literacy</u> -Writing</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • 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. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	
	<u>SEN</u>	<u>EAL</u>	<u>RESOURCES</u> Food to taste tests, smell pots, feely boxes, musical instruments	
SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	

16

Today I am getting better at thinking of Ideas.

Stick man
Children watch the film. (Winter clip with Father Christmas)
What do you know about...?
How do you know...?
Why do you think...?
What do you and your family celebrate? (Ch make links to previous Diwali activities around 20th November)
What was Father Christmas doing in the film? (Putting presents under the tree / helping stick man/etc...)

Explain to the children that they will be making a Christmas decoration for their home.
Show the children a variety of Christmas stick decorations (You are happy for them to do) and have a class vote on which one you will all make.
Picture evidence in books/Tapestry

30-50 MONTHS

Communication & Language

-Listening & Attention

- Listens to others one to one or in small groups, when conversation interests them.
- 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).

-Understanding

- 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.

-Speaking

- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- 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.'*

Expressive arts and design

- Exploring and using Media and Material

- Explores colour and how colours can be changed.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.

VOCABULARY

Christmas, santa clause, father christmas, décoration, stick man,

			<ul style="list-style-type: none"> Realises tools can be used for a purpose. 	
			<p>40-60 MONTHS / ELG</p> <p><u>Communication & Language</u></p> <p>-Listening & Attention</p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>-Understanding</p> <ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>-Speaking</p> <ul style="list-style-type: none"> 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. <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p><u>Expressive arts and design</u></p>	

			<p>– Exploring and using Media and Material.</p> <ul style="list-style-type: none"> • 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>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Being Imaginative</p> <ul style="list-style-type: none"> • Chooses particular colours to use for a purpose. 	
	SEN	EAL	RESOURCES Variety of wooden décorations for children to choose from.	

SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
17	Today I am getting better at changing strategy as needed.	Remind children of previous session. Explain today they will be making their Christmas decoration.	<p>Children make the Christmas decoration they chose in the last session. I wonder what you will need to use to make... How will you...? Can you show me how you fixed that? Tell me how...? Why have you...? What might happen if...? Picture evidence in books/Tapestry</p> <hr/> <p>30-50 MONTHS</p> <p><u>Expressive arts and design</u></p> <p>– Exploring and using Media and Material</p> <ul style="list-style-type: none"> • Explores colour and how colours can be changed. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Realises tools can be used for a purpose. 	<u>VOCABULARY</u> Christmas, santa clause, father christmas, décoration, stick man,

			<p><u>Physical Development</u> – Moving & Handling</p> <ul style="list-style-type: none"> • 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. 		
			<p><u>40-60 MONTHS / ELG</u></p>		
			<p><u>Expressive arts and design</u></p> <p>– Exploring and using Media and Material.</p> <ul style="list-style-type: none"> • 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>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Being Imaginative</p> <ul style="list-style-type: none"> • Chooses particular colours to use for a purpose. <p><u>Physical Development</u> – Moving & Handling</p> <ul style="list-style-type: none"> • 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. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal</p>		

			Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	
	<u>SEN</u>	<u>EAL</u>	<u>RESOURCES</u> wooden décorations, glitter, glue, paint, string	

SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
18	Today I am getting better at persisting with an activity when challenges occur.	Read the story The Jolly Postman. Children to talk about the story. Today you will be writing a letter to Father Christmas. what would you like to put in your letter?	Children to write letters. Some children may need to be supported with their writing. Others may be independent.	<u>VOCABULARY</u> letter, postman, deliver, father christmas, to, from, love
			<u>30-50 MONTHS</u> <u>Communication & Language</u> -Listening & Attention <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • 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). -Understanding <ul style="list-style-type: none"> • Understands use of objects (e.g. "What do we use to cut things?") • Responds to simple instructions, e.g. to get or put away an object. 	

			<ul style="list-style-type: none"> • Beginning to understand 'why' and 'how' questions. <p>-Speaking</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • 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. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • 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. <p>Literacy</p> <p>-Reading</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows 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 in rhymes and stories. <p>-Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. • <p>Physical Development</p> <p>- Moving & Handling</p> <ul style="list-style-type: none"> • 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. 	
40-60 MONTHS / ELG				
Communication & Language				
<p>-Listening & Attention</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. 				

			<ul style="list-style-type: none"> • Two-channelled attention – can listen and do for short span. <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>-Understanding</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>-Speaking</p> <ul style="list-style-type: none"> • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <p><u>Literacy</u> -Reading</p> <ul style="list-style-type: none"> • 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. <p>-Writing</p> <ul style="list-style-type: none"> • 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>Early Learning Goal</p>	
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		<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Physical Development – Moving & Handling</p> <ul style="list-style-type: none"> • 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. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	
	SEN	EAL	<p>RESOURCES letter, pencil, to and from prompts</p>

SESSION NUMBER	LEARNING INTENTION:	INTRODUCTION	DIFFERENTIATED LEARNING & SUCCESS CRITERIA	
19	Today I am getting better at seeking challenges.	Following on from the previous Christmas session. Today the children will be making Christmas cards for their family.	Children to design, create and write a Christmas card. Picture evidence in books/Tapestry	VOCABULARY To, from, love, merry Christmas
			30-50 MONTHS	
			<p>Literacy -Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>Physical Development – Moving & Handling</p> <ul style="list-style-type: none"> • 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. 	
			40-60 MONTHS / ELG	
			Literacy -Writing	

			<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • 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. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><u>Physical Development</u> – Moving & Handling.</p> <ul style="list-style-type: none"> • 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. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><u>Expressive arts and design</u> – Exploring and using Media and Material</p> <ul style="list-style-type: none"> • Explores what happens when they mix colours. • Manipulates materials to achieve a planned effect. • Uses simple tools and techniques competently and appropriately. 	
	<u>SEN</u>	<u>EAL</u>	<u>RESOURCES</u> Card, glitter, paint, colours, tissue paper, pom poms, pencil, writing prompts.	

