

BOOKS OF THE WEEK

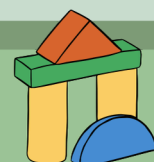


LITERACY

- Clap syllables in names.
- Letters and sounds – environment sounds.
- Use mark making in play.
- Learn new vocabulary from texts.
- Listen to and identify sounds in the environment.
- Look at books independently.
- Identify and match instrumental sounds.
- Moves to different sounds e.g., tiptoes to xylophone, march to drum.
- Use mark making in play.
- Join in with repeated refrains.
- Begin to learn parts of book.
- Learn some nursery rhymes and join in with peers and adults.
- Join in singing simple songs.
- Use mark making in play
- Letters and sounds phase 1 – body percussion.
- Listen to and join in with stories/poems in small groups and talk in simple terms about what has been read.
- Begin to understand the concept of word to children and know that some words are longer, and some are shorter.
- Recognise own name.

COMMUNICATION AND LANGUAGE

- Ask for milk or water at snack time remembering to say please or thank you when making a request or receiving help.
- Understand use of objects.
- Join in a small group time with peers.
- Follow instructions with visual cues.
- Begin to learn new words from stories and daily interactions with adults.
- Learn Helpful phrases – ‘please stop, I don’t like it! May I have a go when you are finished? Let’s get the timer!’
- Listen to friends and adults.
- Speak to adults and children and talk about things that are of importance. E.g. what they are doing, something that happened at home.
- Enjoy playing with songs, rhymes and sounds.
- Show understanding of prepositions.



MATHEMATICS

- Count to 5 alongside others.
- Match objects based upon same properties.
- Sort objects into sets.
- Make marks to represent numbers.
- Introduce finger numbers using number rhymes.
- Compare size and shape through everyday activity. (use shape vocab e.g. side, corner, straight flat and round).
- Make simple constructions with support.
- Explore positional language.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Separate from main carer.
- Try a selection of snack items.
- Willing to try new things with adult support.
- Begin to form attachments to adults within room e.g. key person.
- Begin to put on own coat using the coat magic method.
- Speak to adults and children within the Nursery.

PHYSICAL DEVELOPMENT

- Explore mark making tools etc. pencils, paintbrushes. (DT)
- Hold pencil with a four fingered grasp.
- Explore using a scooter or trike.
- Explores tools to manipulate dough or clay. (DT)
- Hold large tweezers to pick up and move small items (DT).
- Use scissors with support.
- Kick a ball with some force.
- Climb stairs with one foot at a time.
- Explores tools to manipulate dough or clay.
- Copy movements when dancing/Imitate movement to music.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- Explore and talk about different forces they feel e.g. stretch elastic, snap a twig, but not bend metal.
- Make observations of weather.
- Begin to learn the days of the week and know that time passes in a sequential order.
- Show interest in the lives of people familiar to them.
- Use technological toys in play e.g. tills, phones remote controls.
- Know names of staff within Nursery.
- Talk about events in their own lives.
- Begin to hear historical language e.g. yesterday, today.

EXPRESSIVE ARTS AND DESIGN

- Explore materials on offer with support of nearby adult.
- Sing songs with others and begin to use some actions.
- Explore printing with hands (Art).
- Explore the sounds of simple instruments.
- Explore colour using paint and different media.
- Mirror plays of others.
- Explore range of drawing materials e.g pencils, felt tip pens and coloured pencils, chalk, wax crayon and name (Art).
- Engage in role play that reflects own experiences.
- Explore range of drawing materials e.g pencils, felt tip pens and coloured pencils, chalk, wax, crayon and name (Art).
- EYFS NSPCC Pants session.