

BOOKS OF THE WEEK

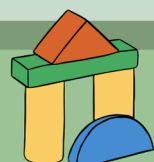


LITERACY

- Say and perform action to a familiar nursery rhyme during World Nursery Rhyme Week.
- Pause at end of rhyme to allow children to add the rhyming word.
- Letters and sounds phase 1 – Alliteration.
- Explain what marks mean when engaged in mark making activity some of the time.
- Recognise some environmental print and that print can have different purposes.
- Know that marks can communicate meaning.
- Develop awareness of rhyme through story and phonics activities.
- Form capital letter of name in air with gross motor movement.
- Predict what might happen next.
- Recognise own name when written down.
- Moves to different sounds e.g., tiptoes to xylophone, march to drum.
- Begin to use some letter like shapes to represent own writing and explain its meaning.
- Listen to a longer story as part of a larger group.
- Letters and sounds phase 1 – voice sounds - Recreate sounds in vocal sound games e.g., ssh, whoosh, moo etc
- Form capital letter of name on paper with adult support.
- Know book terms such as characters, setting.
- Letters and sounds phase 1 – voice sounds.
- Form capital letter of own name with some independence.
- Form capital letter of own name on artwork.

COMMUNICATION AND LANGUAGE

- Ask a simple question.
- Pay attention to more than one thing for a time.
- Listen to a short story.
- Listen and follow instructions.
- Begin to use a full sentence to make a request e.g. for milk or water or to ask group what they would like e.g. at snack time with help from an adult.
- Develop social phrases such as good morning, how are you?
- Understand a sentence with 3 information carrying words e.g. give me the book.



MATHEMATICS

- When counting sets model 1,2,3. I have 3 objects. (cardinal principle).
- Counts independently to 5.
- Sing rhymes and know that fingers can be used to represent numbers.
- Compare mass and use vocabulary heavy, light, heavier, lighter to compare.
- Use number names in play.
- Begin to subitise 1,2,3.
- Know numbers of personal significance.
- Compare capacity and use vocabulary such as full, empty, holds more, holds less.
- Explore time in everyday situations.
- Explore shape in the environment.
- Learn vocabulary -Day, night, shadow., autumn, leaf colours changes, winter.
- Explore 2D and 3D shapes to create pictures and models.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Shows sense of belonging by enjoying participating in daily tasks.
- Learn that equipment and resources should be used safely.
- Explore the environment independently.
- Follow the nursery rule “choose it, use it and put it away”
- Independently put on own coat.
- Begin to form attachments with adults and children.
- Name parts of body.
- Name wider range of feelings.
- Begin to take turns and share.
- Shows sense of belonging by helping adults with daily routine.
- Attempt to put on own shoes.

PHYSICAL DEVELOPMENT

- Explore mark making tools pencils, paintbrushes etc (DT).
- Catch a ball thrown by a nearby adult, cradle ball into chest.
- Use scissors and other tools e.g. rolling pins and hammers with support (DT)
- Be able to pour own drink.
- Confidently climb steps of slide
- Letters and sounds – rhythm and rhyme Clap or tap to the pulse of music s/he is listening to.
- Explore mark making tools pencils, paintbrushes etc (DT).
- Put on own coat.
- Use scissors and other tools e.g. rolling pins and hammers with support (DT)
- Letters and sounds – rhythm and rhyme - Create sounds by rubbing, shaking, tapping, striking or blowing.
- Use scissors and other tools e.g. rolling pins and hammers with support (DT).
- Use pencils and other tools e.g. paintbrushes.
- Climb stairs with one foot at a time.
- Use pencils and other tools e.g. paintbrushes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- Recite days of week.
- Use the interactive whiteboard to create art connected to Diwali.
- Enjoy joining in with family customs and routines.
- Talk about a past event in their own life e.g. weekend news. Know that yesterday means in the past.
- To use the interactive whiteboard in different ways – e.g. to create a fireworks picture.
- Learn vocabulary -Day, night, shadow., autumn, leaf colours changes, winter.
- Explore day, night, shadow through practical investigations.
- Know that there are things that make me similar to and different from my peers.
- Begin to hear historical language e.g. yesterday, today.
- Explore artefacts linked to known nursery rhymes with Shrewsbury Museum.
- Talk about what is seen on visits to the forest.
- Explore cause and effect e.g. moving parts on a windup toy, string puppet, push button puppet.

EXPRESSIVE ARTS AND DESIGN

- Use tools such as scissors to adapt materials. (DT)
- Be confident to use materials freely and develop own ideas.
- Join using glue.
- Begin to extend rhymes and songs learnt.
- Make up own songs.
- Know familiar songs e.g. tv shows or pop songs.
- Create sounds by rubbing, shaking, tapping, striking or blowing.
- Use pencil to draw simple images e.g. face
- Hold pencil correctly.
- Create monoprints by drawing into printing ink with different tools. (Art)
- Know that they can use objects in role play to represent other objects. E.g., bead strings for noodles.