

Opportunities to create self and family portraits;  
 Mono-printing, line drawings, figurative paintings, collages within frames, playdough  
 Explore portraits by artists such as Mondrian.  
 Creating representations of our homes through construction and modelling.  
 Re-enacting 'home' within imaginary role play



Emotions stones and sensory balls  
 Emotions matching game  
 Sharing and Turn taking games - ball rolling (I like..., I don't like...)  
 Blank 'face' images to complete – linked to own feelings  
 Mirrors - Explore emotions within mirrors



Small world play scenarios linked to children's families and self-chosen play.  
 Talk about and compare our facial features - introduce increasing vocabulary to identify and describe.  
 Model using the vocabulary of emotions and the way we feel – 'sad, happy, cross, scared, excited, tired etc.

## Expressive Arts and Design

16-26 – Begins to use representation to communicate – e.g. Drawing a line and saying 'That's Me'.  
 22-36 – To begin to make believe by pretending.  
 30-50 – Notices what adults do, imitating what is observing and then doing it spontaneously when the adult is not there.  
 40-60 – Creates simple representations of events, people and objects.

**Adults Role – Encourage children to work as portraiture artists – creating their own self-portraits using a range of media and materials. Support and extend children's 'home' role play.**



## Personal, Social and Emotional Development

16-26 - Is aware of own feelings, for example looks concerned if hears crying or looks excited if hears a familiar voice.  
 22-36 – Can express their own feelings such as sad, happy, cross, scared, worried.  
 30-50 – Is aware of own feelings and knows that some actions and words can hurt others feeling.

**Adults Role – Support children to develop awareness of and label (name) their own emotions.**

## Communication and Language

16-26 – To begin to put two words together & to begin to talk about people and things that are not present.  
 22-36 – To use simple sentences.  
 30-50 – Uses vocabulary focused on objects and people that are of particular importance to them.  
 40-60 – Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

**Adults Role – to provide opportunities which enable children's vocabulary to be extended and supports modelling of phrasing, sentences and more complex sentence structures.**

## Understanding the World

16-26 – Enjoys pictures and stories about themselves, their families and other people.  
 22-36 – Has a sense of own immediate family and relations.  
 30-50 – Learns that they have similarities and differences that connect them to and distinguish them from others.  
 30-50 – 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.

**Adults Role – Provide opportunities for children to talk about their own families and home lives.**

## Childs Voice 1.2.21

- Continued love of car play and dinosaurs
- Construction – using a range of mixed resources
- Experiments and investigations



## Moving the learning forward...

- Mental Health Awareness Week 1-5<sup>th</sup> Feb 2021 – identifying own feelings and those of others.
- Construction – family homes – enhance provision to support features
- Encourage children to initiate and follow individual interests and themes – dinosaurs, things that move, dolls, superheroes.

## Physical Development-

22-36 – Begins to recognise danger and seeks support of significant adults for help.  
 30-50 – Understands that some equipment and tools have to be used safely.  
 40-60 – Shows understanding of how to transport and store equipment safely.  
 40-60 – Practises some appropriate safety measures without direct supervision.  
 30-50 – Hold pencil near point between first two fingers and thumb and uses it with good control.

**Adults Role – model using a range of tools and equipment safely. Talk about the importance of keeping safe.**

Tools and resources to practice using safely – rollers, scissors, stampers, hole punchers etc.

Pencil grips



Explore and create family trees;  
 – Where do you live? – Who lives in your home? Do you have any pets? What do your family like to do?  
 -Who are your friends? Who do you like to play with at Nursery?  
 Share family photograph album created in previous term. Encourage children to share their experiences amongst the class.  
 Look at families and homes around the world.



## Mathematical Development

16-26 – Says some counting words randomly.  
 22-36 – Creates and experiments with symbols and marks, representing ideas of number.  
 30-50 – Knows that numbers identify how many objects are in a set.  
 30-50 – Shows an interest in numerals in the environment.  
 40-60 – Recognises numerals of personal significance.

**Adults Role – Draw children's attention to the numerals around them and those which are familiar to them – i.e. numerals on their front door, the numeral which represents how old they are, favourite numerals etc.**

Tally Charts – i.e. how many children have blue / brown eyes, black hair etc.  
 Encourage children to bring in photographs of their front door (numerals) – create a house display.  
 Numeral hunts around the indoor and outdoor environments.

## Literacy

22-36 – Distinguishes between the different marks they made.  
 30-50 – Sometimes gives meaning to the marks as they draw and paint.  
 30-50 – Knows that information can be relayed in the form of print.  
 40-60 - Writes own name (and other things such as labels and captions).

**Adults Role – Model reading and writing of children's names.**

**Support children to hold pencils and pens in an effective and efficient grip.**



Children's name cards.  
 Tracing names – letter formation.  
 Sensory trays for mark making and forming letters and names within.  
 A range of paper, pens, pencils.  
 Name hunts.