

Resources to build with- make own if not available e.g. cereal boxes, milk bottles

Embellishments- people/ animals / everyday objects found at home / natural objects found in garden / during walks (sticks, leaves etc.)

Discussions and votes with children about their views.

Lots of choices given.

Open questions given, modelling may be needed e.g. my favourite thing about nursery is....

Personal, Social and Emotional Development

Focus on child's likes and dislikes/ views upon things, increase questioning and modelling.

16-26 • Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.

22-36• Expresses own preferences and interests.

30-50•Confident to talk (to other children when playing,) and will communicate freely about own home and community

30-50 -Enjoys responsibility of carrying out small tasks.

Adults Role – To persist with the routines of nursery/ home life, give children choices where possible.



Vocabulary desired: 'under, on, next to, in / front of, behind, in between

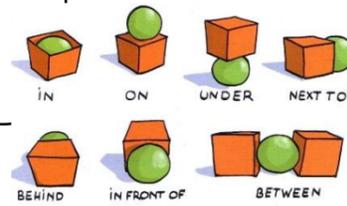
Model language with visual support – say word / put in location.

Objects to support understanding.

Additional link to **Shape, space and Measure (Mathematics)**

30-50 Uses positional language

40-60Can describe relative position i.e. 'behind / next to'



Expressive Art and Design

22-36 •. Experiments with blocks, colours and marks

30-50 Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

30-50- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

30-50 - Joins construction pieces together to build and balance.

Adults Role – Encourage children to build, model imaginative play e.g. this conker is my chocolate.



Communication and Language

Focus on children understanding and use of prepositional language.

22-36 Developing understanding of simple concepts (e.g. big/little)

30-50 • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

Adults Role – model, label and emphasise prepositions, e.g. dog is on the box, dog is under the box

Eating opportunities with all cutlery.

Modelling cutting and chopping- practice using cutlery where available.

Reinforce routine and rules of eating e.g. eating with mouth full, not licking food from knives.

Home learning planning 18th

Childs Voice

- Extending from online (home learning) content into both split online and in nursery provision.

Moving the learning forward

Focus on 'Cold'- extended from previous block of learning at home.

Small world creativity.

Prepositions and categorising.

Physical Development- To develop independence with feeding and drinking

22-36M --Feeds self competently with spoon.

22-36 Drinks well without spilling.

30-50M •Understands that equipment and tools have to be used safely.

40-60M- •Eats a healthy range of foodstuffs and understands need for variety in food.

Adults Role – model holding fork, spoon and knife appropriately. Provide children with opportunities to experiment with cutlery.



Understanding the World

16-26 • Enjoys pictures and stories about themselves, their families and other people.

22-36 Enjoys playing with small-world models such as a farm, a garage, or a train track.

22-36 In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.

30-50 Recognises and describes special times or events for family or friends

Adults Role – to use pictures to stimulate conversations about families and pretend play e.g. we went to a zoo, can you make a zoo.



Family photos/ common places

Small world scenarios / areas to explore. Create places/people

Discussions of who makes up different families - pets, houses etc.

Mathematics

16-26•Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles

22-36 • Knows that a group of things changes in quantity when something is added or taken away

30-50 •Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.



Adults Role- Support children in using the language of sorting, everyday objects, groups of 4.

Objects to organise and categorise, varying colours etc.

Shape / colour pasta

Coloured cars / apples / cups

Sets of characters / toys

Literacy

22-36M Distinguishes between the different marks they make.

30-50 Sometimes gives meaning to marks as they draw and paint.

40-60 •Links sounds to letters, naming and sounding the letters of the alphabet.

40-60 Hears and says the initial sound in words.

Adults Role – model sounds and actions, phonic focus.

Model writing and mark making for a range of purposes – names, shopping list for next week, number of birds spotted in garden, children in class etc.

Focus - learning to recognise full name and to write some of the graphemes (letters) and identify the sounds (phonemes)

Writing tools – pencils, pens, felt tips, crayons, chalks

Letters in trays of dry sand, flour, glitter, washing up liquid, sauce etc.

Name cards - name card hunt

