

<p>Theme: Wonderful Woodland</p> <p>Stanley's Stick – POR</p> <p>Exploring the outside environment and discussing trees/plants – linked to children's interests about learning new facts & showing care for the outside environment.</p> <p>Assessment: Ongoing assessments, phonics assessments.</p> <p>SEN: appropriate support for J-J. Language link & Boxall groups.</p> <p>Parents: BOT 15th January</p>	<p>Personal, Social and Emotional Development.</p> <ul style="list-style-type: none"> • Helping children to develop friendships and relationships with the adults. • Circle time games/ small group activities – developing relationships. • Focusing on independence; self-care skills. • Emotion station & Calm area. • Encouraging children to talk to each other to resolve differences. • Talking about themselves. 	<p>Communication and Language.</p> <ul style="list-style-type: none"> • Supporting continued development of children's listening skills. • Providing opportunities for children to talk to adults/children on one to one basis and in groups. • Providing children with rich vocabulary. 400 new words (Chris Quigley vocab). • Encouraging and supporting children to talk to each other to resolve differences. • Daily story/singing sessions to aid attention. • Daily phase 3 phonics sessions. 	<p>Physical</p> <ul style="list-style-type: none"> • Opportunities for gross motor skills every day. E.g climbing frame, balancing, throwing. • Opportunities for fine motor skills every day. E.g funky fingers activities, developing hand muscles. • Using and manipulating tools in the environment. E.g sand toys, water toys, scissors, rolling pins. • Helping children to learn hand-eye coordination. E.g throwing/kicking balls to each other. • Weekly funky fingers afternoon (Monday) children to have access to a range of activities that support their FM skills. • Weekly P.E sessions in the hall/outside with GG.
<p>Maths.</p> <ul style="list-style-type: none"> • Following White Rose • Beginning to develop a repertoire of number songs and rhymes. • Mathematical environment both inside and out. • Encouraging children to use the key vocabulary. • Activities with numbers up to 20. 	<p>Literacy.</p> <ul style="list-style-type: none"> • Power of Reading Book – Stanley's Stick • Working on children's emergent writing and mark making. • Encouraging children to mark make in all areas. • Promoting writing/mark making in the inside environment and outside. 	<p>Understanding the World.</p> <ul style="list-style-type: none"> • Areas around the school; playground, vegetable garden, outdoor classroom. • Talking about where we live (links to community driver). • Technology – Bee bots; programming. Children access iPad to take photo. • Opportunities to investigate and explore properties of items/textures. 	<p>Expressive Arts and Design.</p> <ul style="list-style-type: none"> • Encourage small world play. • Help children to use the creative area and malleable area. • Using technology to take photos (class iPad). • Using the CD player to listen to songs. • Learning familiar songs and rhymes. • Creating stick photo frames. • Stick wands.

<ul style="list-style-type: none"> • Discussing shapes within the environment. • Naming and using shapes. • Providing measuring activities (water tray, height measure, tape measure etc). • Focus on number formation – fine motor skills (messy play) 	<ul style="list-style-type: none"> • Focuses on meaningful marks. E.g names/labels. • Name practice. • Modelling oral blending of words. • Daily phonics sessions – groups split into support needed. All children in a good place to start phase 3 this half term. • Promoting a love of reading in the class. Reading buddies Book nook, outside book area. Home reading teddy. • Poetic voice and language • Present tense, including progressive • Expanded noun phrases • Language related to size and comparison • Apostrophe for possession 	<ul style="list-style-type: none"> • Looking into festivals – Chinese New Year & Easter. • Safeguarding – stranger danger 	
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