

All about Me

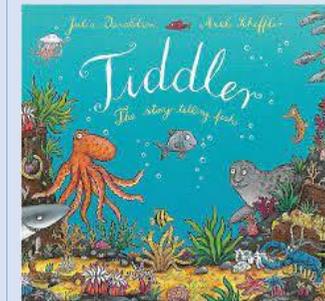
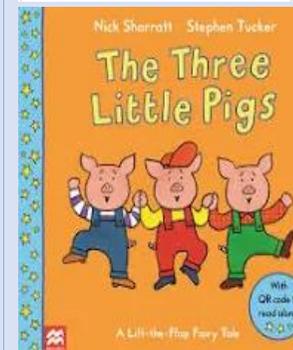
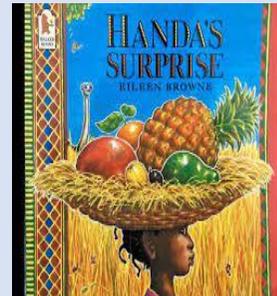
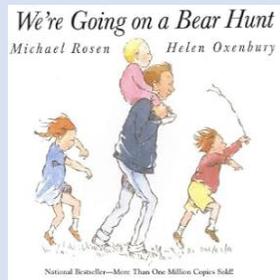
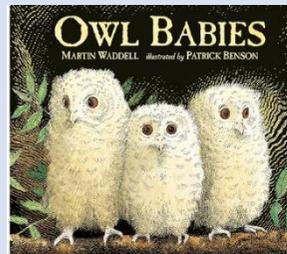
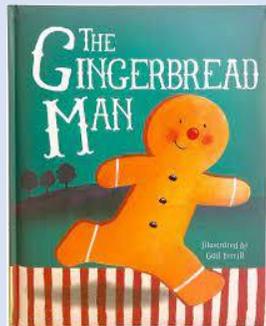
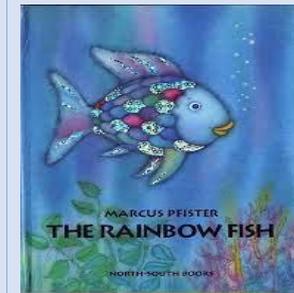
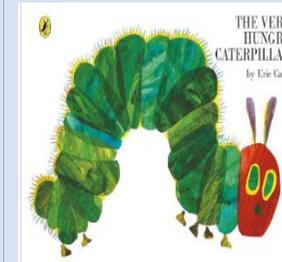
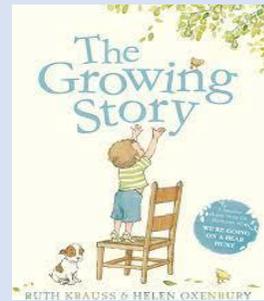
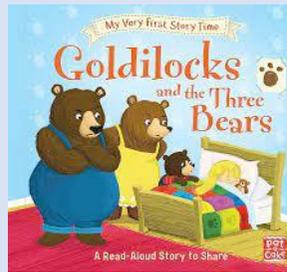
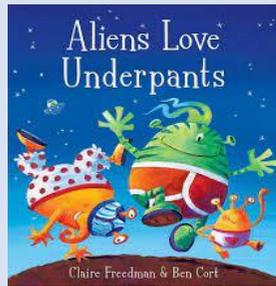
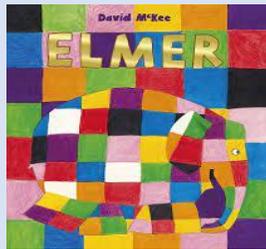
Light and Dark

Bears

Growing

Lifecycles

Under the sea



Communication and Language Opportunities

To listen to rhymes and songs.

To listen to simple stories and use pictures to help me know what is happening

To listen to others talk and start to join in

To listen to different songs and rhymes and join in with some I know e.g. nursery rhymes

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To respond and give my attention when

To start to listen to longer stories and join in with familiar or repeating parts e.g. Bear Hunt etc To be able to talk about the structure of the story.

To answer a range of questions. I am starting to understand 'why?' in terms of investigations etc

To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.

To respond appropriately when I am spoken to e.g. asked a direct question

To be able to answer questions.

To be able to understand and respond to instructions with:
*2 key words- Put on your hat
*3 key words- Can you wash dolly's face?

To be able to talk about a familiar story confidence.

To be able to explain, describe, recount and retell

To understand and respond to 'why' questions

<p>To understand simple instructions and questions e.g. Where is your hat? (Not yet 'why' questions- what, where, who)</p> <p>To use the names for a range of familiar objects, people and actions</p> <p>To use a range of words for time, space, function and description</p>	<p>someonespeaks to me (using my name helps)</p> <p>To be able follow simple instructions with up to two key words. To answer questions using who, what, when, where.</p> <p>To use talk in my play to help organise e.g. "You sit there.... I will be the mummy.</p> <p>To be able to link words together in the start of a sentence e.g. more milk</p>	<p>To follow instructions with two key words accurately</p> <p>To talk in short sentences that others can understand</p> <p>To be able express my opinion using short sentences.</p>	<p>I know to try and listen when someone else is speaking.</p> <p>To use some new vocabulary e.g. scientific and story vocabulary. To develop my sentences e.g. Can I have more water.</p>	<p>To use a sentence of 4-6 words e.g. Can I have more milk please?</p> <p>To be able to start a conversation and take it in turns to speak</p>	<p>To listen carefully to songs, stories and rhymes and respond by joining in.</p> <p>To be able to use connectives to link words in sentences e.g. I want the car and the crayon/ I like milk because it tastes nice</p>
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Literacy Opportunities

<p>To be able to mark make and identify their marks with a variety of materials e.g. sticks in mud, flour, paint, etc.</p> <p>To be able to hear some sounds during listening games. I can show awareness of alliteration e.g. the ssssliperry ssssnake</p> <p>To enjoy rhymes/ stories and join in with them.</p>	<p>To demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc.</p> <p>.To begin to explore initial sounds in familiar words and begin to play Fred Games with support.</p> <p>To enjoy more stories and rhymes. Also to join in with their repetition.</p>	<p>To demonstrate good fine motor control when using tools e.g. tweezers, threading, etc. Adults will teach pencil grip using the 'nip, flip, grip' technique in provision.</p> <p>To know that each letter makes a sound – focussing on sounds in their names. To start to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list.</p> <p>To start to develop play around my favourite stories and props</p>	<p>To use a range of tools to write. Adults continue to teach pencil grip using the 'nip, flip, grip' technique in provision.</p> <p>To be able to identify words with the same initial sound To be able to segment words in the order in which they occur. To be able to change the initial sound to make new words e.g. at- hat, cat, mat, sat</p> <p>To sequence events from familiar stories.</p>	<p>To be able to hold a pencil in a tripod grip. Adults will consistently model and encourage tripod pencil grip.</p> <p>To identify the pictures linked to RWI sound. To be able to hear the sounds in words and to start to blend them back together (Fred games) To orally blend familiar CVC words</p> <p>To talk about stories I have heard.</p>	<p>To write some letters with good formation e.g. the letters from my name. Adults will consistently model and insist on correct formation.</p> <p>To be able to use good phonological awareness including oral blending skills, rhyme, alliteration and syllables</p> <p>To be able to retell some familiar stories.</p>
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<p>To add marks to pictures giving meaning to them. To add marks to show my name.</p> <p>To recognise familiar signs and labels within the environment. Such as a familiar logo. bus numbers, my name/ first letter To repeat words and phrases a familiar book and to join in with some words in familiar songs</p>	<p>To be able to apply some print knowledge to writing e.g. m for mummy I can write the first letter of my name</p> <p>To have an understanding of letters and print e.g. page sequencing, book parts, etc. To begin to notice rhyme and can clap syllables</p>	<p>To start to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list.</p> <p>To have an understanding of letters and print e.g. page sequencing, book parts, events etc. To start to join in with familiar stories, rhymes and songs</p>	<p>To use a wider print knowledge for writing To write some of my name e.g. first two letters.</p> <p>To begin to use different vocabulary from books in my play To start to use different vocabulary from books in my play</p>	<p>To apply my print knowledge to my emergent writing, To be able to write most of my name. To begin to use new and different vocabulary from books in my play</p>	<p>To apply my print knowledge to my emergent writing To be able to write my own name.</p> <p>To be able to use some story language or new vocabulary in my play. To join in with familiar rhymes and songs (and some patterned stories)</p>
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Children's interests will be incorporated into our provision after observations and through pupil voice.

Adaptations for SEND Pupils See attached toolkit

Key Vocabulary

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To use a range of words for myself, family, function and description Mummy, Daddy Grandparents Brother, Sister Baby, Home, Old, Young, Child, Adult, Feelings, Happy, sad, upset, angry, Sight Touch Smell Hear Taste</p> <p>Front cover, author, Beginning Middle End</p>	<p>Owl, nest, fly, feathers, conkers, leaves, twig, bark, shells, Trees Leaves Weather Day Night Light Dark, light, shiny, bright, Sun, shine, Moon, glow,</p> <p>Nativity Celebrations Christmas Snow, Giving/ Birthdays, Advent .Mary .Joseph, Jesus, .Stable</p>	<p>Celebrations, Party, wedding, Birthday, Christening, Bears, long wavy grass, thick oozy mud, dark forest. Snowstorm, swirling whirling cold, deep, river, deep, dark cave,</p> <p>Bears, survive, Grizzly, Paws, Ears Nose Black Bear Brown Bear, Animals Enormous, Habitat</p>	<p>Seed, Bud Flowers Petals Root, Fruit, Vegetable, soil, stem, Grow Sunlight Water and rain Change Africa, Continent, World, Village, Elephants, zebra, Giraffe, Goat, Monkey, Gazelle, Ostrich, parrot, fruit, banana, pineapple, guava. Tangerines, basket, mango, avocado, passion fruit.</p>	<p>Life cycle Caterpillar Chrysalis Butterfly' fruit names, days of the week. Look closely, watch, touch, feel, different, same, ask questions, Pigs, build, materials, straw, sticks, wood, bricks, huff, puff, strong, waterproof, blow, roof, chimney pot,</p>	<p>Characters, setting, beginning, middle, end, Friends, friendships, sharing, scales, lonely, cried Oceans, recycle, sea, environment, Earth, Pollution, save,</p>