

Weekly Learning Focus WB 21.9.20 Ourselves

Area of Dev	Learning intention	Opportunities	
		within classroom provision	within outdoor provision
Personal, social and emotional	<p>30-50m: • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <ul style="list-style-type: none"> • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. select and use activities and resources with help 	<p>Who is special to me?- Chn to talk about someone who is special to them and talk about why.</p> <p>Using provision- Encourage chn to select resources independently. Praise them for great learning and talk about some of the activities they have been doing.</p> <p>CoEL, Good to be green, rules - Introduce our class rules and good to be green behaviour chart. Chn to come up with rules in small group and create them based on their ideas.</p>	<p>Role-play: encourage children to demonstrate friendly behaviour in the home corner. Model initiating conversations and listening to others.</p>
	<p>40-60m : Initiates conversations, attends to and takes account of what others say.</p>	<p>Look at differences between families and how they are similar/different. Provide pictures of different families to discuss.</p>	
Communication and Language	<p>30-50m: • Uses vocabulary focused on objects and people that are of particular importance to them.</p> <ul style="list-style-type: none"> • Builds up vocabulary that reflects the breadth of their experiences. <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). 	<p>Play circle games such as fruit salad or bug in a rug. Encourage the children to learn each other's name and make new friends through circle games.</p> <p>When sending groups off to choose their learning give simple instructions such as if you have brown hair/blue eyes etc.</p> <p>Introduce language such as mum, dad, brother, sister etc.</p>	<p>Outdoor open-ended construction: introduce the range of building resources outside, big bricks, bread crates, milk crates, tyres, etc. Talk about safety, e.g. not stacking too high, as well as helping children to put their ideas into practise. Support, extend and record where talk is used organise & sequence.</p>
	<p>40-60m: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <ul style="list-style-type: none"> • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 		
Physical Development	<p>30-50m: • Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <ul style="list-style-type: none"> • Holds pencil near point between first two fingers and thumb and uses it with good control. • Draws lines and circles using gross motor movements. 	<p>Provide opportunities for mark making within provision. Display different marks for chn to explore using paper/sand/.</p> <p>Playdough: adult to support children in using the playdough area. Introduce the range of tools and show children how to access and store the resources. Introduce task of creating representations of themselves/faces of their family. Children can use cutters, mark making tools, extruders, etc. to shape and enhance their models.</p>	<p>Outdoor writing area: develop resources in outdoor writing area and adult teaches children how to access and store the provision.</p> <p>Bikes and scooters</p> <p>Play lots of outdoor games and songs using movements and body parts eg simon says, head shoulders knees and toes.</p>
	<p>40-40m: • Shows a preference for a dominant hand.</p> <ul style="list-style-type: none"> • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. 		

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<p style="text-align: center;">Literacy</p>	<p>30-50m: • Enjoys rhyming and rhythmic activities.</p> <ul style="list-style-type: none"> • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Listens to stories with increasing attention and recall. • Shows interest in illustrations and print in books and print in the environment. • Looks at books independently. • Handles books carefully. • Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places 	<p>Recognising name- Chn to post their name in the morning and select it to represent a model they have made. Encourage recognising names in the environment.</p> <p>My Family Tree- Chn to draw who is in their family and reflect on their drawings (guided task)</p> <p>Name Writing- Chn to begin learning to write their name. Show them their name cards and talk about how we start to write our letters.</p> <p>Play I spy to encourage chn to hear the initial in words. Reflect on the first sound in their name by sending them off to activities, such as if you name begins with a 'd'</p>	<p>Create a reading area outside for the chn to use and share stories.</p>
	<p>40-60m:• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <ul style="list-style-type: none"> • Enjoys an increasing range of books. • Gives meaning to marks they make as they draw, write and paint <p>Hears and says initial sound in words</p>		
<p style="text-align: center;">Maths</p>	<p>30-50m: • Sometimes matches numeral and quantity correctly.</p> <ul style="list-style-type: none"> • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Shows an interest in numerals in the environment. • Beginning to represent numbers using fingers, marks on paper or pictures. 	<p>Counting families- Chn to count the correct number of people into the houses. Practise putting the people in a line and moving them one by one.</p> <p>Number matching puzzles- Can they match the numeral to the picture?</p> <p>Tally charts- Chn to ask their friends the colour of their hair/eye. Encourage them to record their findings by drawing a line- Continue</p> <p>Dice & action game- Guided task- chn to perform action the correct number of time on the dice. Encourage chn to count with accuracy to match numeral.</p>	<p>Using outdoor counting resources Encourage the children to select maths resources from the shed and use them for counting and maths games.</p>
	<p>40-60m:• Recognise some numerals of personal significance.</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. 		
<p style="text-align: center;">Understanding the World</p>	<p>30-50m: • 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.</p> <p>30-50m: Enjoys joining in with family customs and routines.</p>	<p>Selfies: children use iPad to take a selfie ready for creating their self-portrait. Talk to children about the technology they have at home and how they use it. Explain to children that they will be able to use the iPad to take photos of their work and interesting things that they find. Can children a) select the camera, b)turn the camera to front-facing & c) take a photo of themselves? Upload to Tapestry.</p>	<p>Mud Kitchen. Encourage them to think about what tools they can use to explore mud, sand and water. Are they interested/ask questions in the environment?</p>
	<p>40-60m (ICT):• Uses ICT hardware to interact with age-appropriate computer software.</p>		

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Expressive Arts and Design	<p>30-50m: • Realises tools can be used for a purpose.</p> <ul style="list-style-type: none"> • Joins construction pieces together to build and balance. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Enjoys joining in with dancing and ring games. • Sings a few familiar songs 	<p>Playdough: adult to support children in using the playdough area. Introduce the range of tools and show children how to access and store the resources. Introduce task of creating representations of themselves/faces of their family. Children can use cutters, mark making tools, extruders, etc. to shape and enhance their models.</p> <p>Singing- chn to share their favourite songs/nursery rhymes. Sing songs with actions.</p>	<p>Outdoor open-ended construction: introduce the range of building resources outside, big bricks, bread crates, milk crates, tyres, etc. Talk about safety, e.g. not stacking too high, as well as helping children to put their ideas into practise.</p>
	<p>40-60m: • Uses simple tools and techniques competently and appropriately.</p> <ul style="list-style-type: none"> • Selects tools and techniques needed to shape, assemble and join materials they are using. • Create simple representations of events, people and objects 	<p>Drawing my family- Chn to draw their families and talk about the marks they make. Encourage them to hear the initial sound in words.</p> <p>Portraits- Chn to complete this independently. Provide mirrors around the easel for chn to paint their face independently</p> <p>Paper people- Chn to use a range of resources to make clothes, hair and features of their paper person.</p>	