

TERM 2 : LEARN A NURSERY RHYME

INTENT

IMPLEMENT

IMPACT



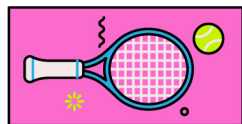
PSED: EXPLORE ENVIRONMENT WITH INCREASED INDEPENDENCE, INITIATES INTERACTIONS WITH KEY PERSON, CONFIDENT TO SAY "NO".

NAME EMOTIONS WITH SOME SUPPORT, LINK EMOTIONS TO FAMILIAR CHARACTERS, EXPRESS PERSONAL NEEDS, KEEP TRYING EVEN IF TRICKY.



CAL: BEGINS TO JOIN IN WITH ACTIONS, TAKE TURNS DURING FAMILIAR SONGS, FOLLOW SIMPLE INSTRUCTIONS, COPIES FAMILIAR INSTRUCTIONS.

REPEAT/JOIN IN WITH FAMILIAR RHYMES AND SONGS, LEARN NEW VOCABULARY FROM RHYMES AND SONGS, BEGIN TO USE NEW WORDS.



PD: MOVE TO MUSIC, WALK UPSTAIRS, BEGINNING TO USE TOOLS WITH OTHER MATERIALS.

USES ONE-HANDED TOOLS AND EQUIPMENT, DEVELOP INDEPENDENT SELF-HELP SKILLS, CONFIDENT WITH SHOULDER PIVOT ACTIVITIES.



LIT: JOIN IN WITH FAMILIAR LANGUAGE IN STORIES AND RHYMES, MATCH SOUNDS TO INSTRUMENTS, MARK MAKING WITH LARGE MOVEMENTS E.G. WRITE DANCE.



MATHS: IDENTIFY GROUPS OF 1, 2 OR "NOT 2". START TO SORT/CLASSIFY OBJECTS, UNDERSTAND "IN" AND "UNDER".



EAD: CLAP/TAP WITH RHYTHM OF NURSERY RHYMES, JOIN IN WITH SINGING FAMILIAR SONGS AND RHYMES, INTRODUCE INSTRUMENTS THAT ARE PLAYED BY TAPPING.



UW: USE SENSES TO EXPLORE NATURAL MATERIALS, EXPLORE COLLECTIONS WITH SIMILAR PROPERTIES, DISCOVER AND TALK ABOUT MINI-BEASTS AND SEASONS

CORE BOOKS: RHYMES AND STORIES WITH CLEAR STRUCTURES, REPEATED REFRAINS, BOOKS THAT SUPPORT MEMORY AND RECALL.

TALES TOOLKIT: BRING STORY COMPONENTS TOGETHER TO BUILD STORY STRUCTURE, TELLING STORIES WITH ELEMENTS THAT ARE FAMILIAR.

WELL COMM: IDENTIFY KEY VOCABULARY GAPS AND KEY CONCEPTS, PLAN SMALL GROUP ACTIVITIES.

SUBITISING: EXPLORE NATURAL RESOURCES, "WHAT DO YOU NOTICE?" "I CAN SEE A GROUP OF 1 OR 2". INTRODUCE 5-FRAME IMAGE IN PLAY.

CURRICULUM VOCABULARY: VOCAB FROM RHYMES, SEASONS, EMOTIONS, VOCAB GAPS.

I can join in with musical experiences: dancing, using tapping instruments and copying actions.

I can join in with familiar Nursery Rhymes and songs.

I can recite a Nursery Rhyme, with a growing understanding of familiar vocabulary.

I am beginning to use the new vocabulary I have learnt when interacting with others, sometimes with encouragement from adults.

I can name simple emotions. I can name them when I see them in characters in rhymes and stories.

I can keep trying even when something is tricky.

I am growing in confidence to wash my hands, find my coat, change my shoes and find my lunch box by myself.

I can make large marks using large brushes, mops and chalk.

I can identify groups of "one" "two" and "not two". I can begin to understand that when I put "one" with "another one" it makes a group of "two".