

TERM 4: PLAY A GAME

INTENT

IMPLEMENT

IMPACT



PSED: TAKE TURNS WITH ADULT SUPPORT, JOIN IN WITH SDAMLL GROUP PLAY, ASSERT INDEPENDENCE.

INCREASING INDEPENDENCE IN CONFLICT RESOLUTION, MAKE DECISIONS AND CHOICES, FOLLOW THE RULES OF A GAME AND IN THE CLASS.



CAL: USE WORDS LINKED TO TURN TAKING, LISTEN IN SMALL GROUPS, LABELLING AND UNDERSTANDING USE OF OBJECTS.

UNDERSTAND AND USE THE LANGUAGE OF SEQUENCING, TALK ABOUT WHAT THEY ARE DOING, ENGAGE AND LISTEN IN A GROUP



PD: PRACTICE RUNNING, CHANGING DIRECTIONS AND AVOIDING OBSTACLES, MAKE LARGE MARKS WITH CHALK, PAINT AND PENS, NAME BODY PARTS.

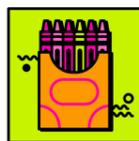
MAKE CONTROLLED CUTS WITH SCISSORS, MAKE CONTROLLED MARKS ON PAPER, NIP, FLIP, GRIP TO HOLD A PENCIL, DRAW RECOGNISABLE FIGURES



LIT: TRADITIONAL TALES, RE-TELLING STORY IN PLAY, RHYTHM AND RHYME THROUGH STORIES, EXPLORE LETTER STRINGS/EMERGENT WRITING, WRITE LISTS, MESSAGES, INSTRUCTIONS FOR GAMES.



MATHS: UNDERSTAND THAT A NUMERAL REPRESENTS THE TOTAL, NOTICE AND CONINUE A PATTERN, SUBITISE UP TO 5, COUNTING FOR A PURPOSE



LINK EMOITONS TO MOVEMENT, DOUGH DISCO, EXPLORE BIG DRUMS, EXPLORE CLAY, USING IMAGINATION TO CREATE SIMPLE GAMES



UW: PLANT SEEDS AND CARE FOR GROWING PLANTS, ENGAGE IN GAMES THAT LINK TO THESE THEMES.

CORE BOOKS: TRADITIONAL TALES, STORY BOOK LANGUAGE, RHYTHM AND RHYME, STORY IN PLAY

TALES TOOLKIT: LINK TO SEQUENCING, BEGIN TO INTRODUCE STRUSTURE TO PLAY THEMES

WELL COMM: MID-TERM ASSESSMENT, IDENIFY NEXT GAPS TO ADD TO PLANNING

SUBITISING: UP TO 5, USING 5-FRAMES, FULL AND NOT FULL, DICE

CURRICULUM VOCABULARY: MY TURN, YOUJR TURN, WAIT, STOP, BEFORE, NEXT, AFTER, BEGINNING, MIDDLE, END

I can join in with small group activities.

I can wait for my turn with support.

I am happy to try something new.

I can make my own decisions and choices.

I can follow a short sequence of instructions.

I can follow the "rules" and boundaries at nursery.

I can begin to share ideas during conflict resolution situations.

I can use my words to share my feelings, problems and challenges.

I can use my wrist pivot to make small controlled marks with pencils, pens and chalk.

I cand use scissors to cut, turning and controlling the paper with the other hand.

I can subitise up to 5: identifying 5 and not 5.

I can use 5-frames and identify when it is "full" and "not full".