

<b><u>Water, Christmas</u></b>				
Autumn 2 2017/2018				
		Nursery	Reception	Activities
<b>Prime</b>	<b>PSED</b>  Physical, Social Emotional	<ul style="list-style-type: none"> <li>▪ Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>▪ . Initiates play, offering cues to peers to join them. Responds to what others are saying or doing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ They are confident to speak in a familiar group and will talk about their ideas, choose the resources they need to plan and carry out activities they have decided to do.</li> <li>▪ Child can talk about how they and others show feelings,</li> <li>▪ They can take account of one another's ideas about how to organise their activity.</li> <li>▪ Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> <li>▪ They can talk about the things they enjoy and are good at, and about the things they don't find easy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Circle times/modelling</li> <li>▪ Feelings photos</li> <li>▪ Discuss P4C rock choices</li> <li>▪ Culture area: how are we different?</li> <li>▪ Parent talk sessions</li> <li>▪ Feedback sharing of work</li> <li>▪ Organized challenges for Reception chn.</li> <li>▪ 'I can' slips added to the proud of wall. Sent home too.</li> <li>▪ Feelings games Purplemash</li> </ul>
	<b>PD</b> Physical Development	<ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Moves freely and with pleasure and confidence in a range of ways.</li> <li>• Understands that equipment and tools have to be used safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Uses simple tools to effect changes to materials, safely and with increasing control.</li> <li>• They move confidently in a range of ways, safely negotiating space.</li> <li>• Shows understanding of the need for safety when tackling new challenges. Shows understanding of how to transport and store equipment safely.</li> <li>• Child knows the importance for good health of physical exercise and a healthy diet and can talk about ways to keep healthy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Balance bikes arriving</li> <li>▪ Continued P.E. sessions, including dance.</li> <li>▪ Christmas productions: dances and actions.</li> <li>▪ Junk modelling challenges: boats, sleighs.</li> <li>▪ Squiggle whilst we wiggle</li> <li>▪ Dough disco/clay in creative area</li> <li>▪ High up water play</li> <li>▪ Squeezy water toys</li> <li>▪ Interventions</li> <li>▪ Drinking water campaign</li> </ul>
	<b>Communication and language</b>	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• . Uses talk to organise, sequence and clarify thinking, ideas, feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Child can follow instructions involving several ideas or actions.</li> <li>• They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>• They develop their own narratives and explanations by connecting ideas or events.</li> <li>• They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information</li> </ul>	<ul style="list-style-type: none"> <li>• Nursery Rhymes during snack</li> <li>• Cd player and stories</li> <li>• Christmas cards</li> <li>• Water investigations</li> <li>• Water topic words on droplets; used in presenting work</li> <li>• Rhyme time bag to go home</li> </ul>
	<b>Maths</b>	<ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance. Recognises numerals 1 to 5.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects</li> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes. Selects a particular named shape</li> </ul>	<ul style="list-style-type: none"> <li>• Child counts aloud reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</li> <li>• Beginning to use everyday language related to money and time. Orders and sequences familiar events.</li> <li>• Child use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities, objects and to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Maths games: taking away and adding on.</li> <li>• Number book and display continued</li> <li>• Mastery of a number introduced: Friday sessions</li> <li>• Number of the day introduced</li> <li>• One is a snail ten is a crab</li> <li>• Numbers on simple city</li> <li>• Self register visuals: coming in (more) who is away? (less)</li> </ul>
<b>Specific</b>				

				<ul style="list-style-type: none"> <li>Sort and label shapes in building area for tidy away time</li> <li>3D presents</li> <li>3D shapes at home</li> </ul>
	<b>Literacy</b>	<ul style="list-style-type: none"> <li>. Can segment the sounds in simple words and blend them together</li> <li>. Listens to and joins in with stories and poems. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Listens to stories with increasing attention and recall.</li> <li>Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos.</li> <li>Gives meaning to marks</li> </ul>	<ul style="list-style-type: none"> <li>Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences</li> <li>Gives meaning to marks and uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>They also write some irregular common words.</li> </ul>	<ul style="list-style-type: none"> <li>Story cds</li> <li>Reception perform stories for Nursery</li> <li>Shop prints in home area</li> <li>Logos at home</li> <li>Phonics sessions</li> <li>Parents phonics session</li> <li>Modelled writing: Christmas cards, Christmas lists, classroom labels, role play area.</li> <li>HF words introduced and highlighted in shared writing.</li> </ul>
	<b>Creative</b>	<ul style="list-style-type: none"> <li>Explores what happens when they mix colours. Experiments with and understands that different media can be combined to create new effects.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to build a repertoire of songs and dances.</li> <li>Child sings songs, makes music and dance, and experiments with ways of changing them</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<ul style="list-style-type: none"> <li>Clay</li> <li>Junk modelling</li> <li>Present wrapping and decorating</li> <li>Christmas card making</li> <li>Prop making for Christmas productions</li> <li>Musical instruments delivered</li> <li>Actions for musical instruments</li> <li>P.E. dance sessions</li> <li>Larger water canvases</li> <li>Water art</li> <li>Challenge projects</li> <li>Water instruments</li> <li>Texture making table</li> </ul>
	<b>Knowledge and Understanding of the World</b>	<ul style="list-style-type: none"> <li>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. Enjoys joining in with family customs and routines.</li> <li>Developing an understanding of growth, decay and changes over time</li> <li>Knows how to operate simple equipment e.g. turns on CD player and uses remote control.</li> </ul>	<ul style="list-style-type: none"> <li>They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and amongst families, communities and traditions.</li> <li>They can talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</li> <li>Child knows that the environment and living things are influenced by human activity.</li> </ul>	<ul style="list-style-type: none"> <li>Discussions about Christmas traditions</li> <li>Water in other countries: fundraiser, research, discussions.</li> <li>Culture display/area: photos from home to discuss</li> <li>Tapestry show and tells</li> <li>Water investigations: ice, melting,</li> <li>Learn about Antarctica and oceanic animals</li> <li>CD player</li> <li>Login and access purplemash</li> <li>Using the plasma screen for: maths games and activities, recycling game, phonics writing.</li> <li>Recycling water, setting up recycling bins.</li> </ul>