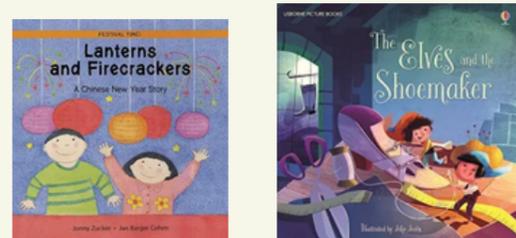


## BOOKS OF THE WEEK



## COMMUNICATION AND LANGUAGE

- Join in repetitive refrains in stories or rhymes
- Focus attention for longer periods
- Use talk increasingly during play alongside others.
- Listen to a short story and recall some details.
- Understand more complex sentences.
- Use language to retell a past experience.
- Begin to offer a running commentary
- Use a full sentence to make a request
- Continue to build a vocabulary that reflects new words taught during group time.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Ask friends or adults for help.
- Seek out others to play with.
- Be outgoing towards familiar adults and children
- Understand and follow the Nursery rules
- Aware of similarities and differences between themselves and others
- Use a knife to spread (DT)
- Practice safe techniques learnt when using equipment and resources.
- Increasingly independent in meeting own care needs eg. toileting, toothbrushing.
- Talk about feelings using words like happy, sad, worried.
- Willingly help out within the environment

## PHYSICAL DEVELOPMENT

- Use scissors to make snips. (DT)
- Create lines and circles pivoting from the shoulder or elbow.
- Complete simple puzzles
- Manipulates clay or dough making balls or snakes. (DT)
- Use a knife to spread (DT)
- Begin to trace own name
- Holds pencil with three fingered grasp
- Runs and successfully negotiates space.
- Independently use a trike or scooter
- Jump two footed
- Can walk on a line.
- Jump over a stationary line with two feet together.
- Kick a ball to a large target/space/goal.



## LITERACY

- Begin to be aware of how stories are structured.
- Talk about events, principal characters
- Answer who and what questions about stories
- Suggest how story might end
- Broaden vocabulary through stories
- Know print has meaning
- Begin to recognise words with the same initial sound
- Name parts of a book
- Point out capital letters and full stops
- Show awareness of alliteration
- Learn alternative words to familiar rhymes
- Letters and sounds phase 1
- Use some of their print and letter knowledge in their early writing e.g. writing a shopping list
- Form capital letter of own name



## MATHEMATICS

- Introduce 1 and another one
- Represent numbers using fingers.
- Compare two groups and say when they have the same number.
- Counts up to 5 objects saying one number name for each item (stable order principle using 1-5) with support
- Explore Circle (use shape vocab e.g. side, corner, straight flat and round)
- Explore pattern on clothing and around the setting.
- Compare length.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- Investigate winter in our environment
- Develop vocabulary such as winter, cold, icy, freezing.
- Explore clothing for winter v summer
- Explore freezing and melting and talk about observations including what happens when salt is added.
- Explore magnetic attraction and repulsion
- Talk about events in their own life and comment on recent photos of celebrations in my own life. E.g. This is me at Diwali

## EXPRESSIVE ARTS AND DESIGN

- Know that they can make new colours
- Explore lines made with a pencil
- Explore different textures of materials (DT) (Art)
- Use felt, foil, cellophane, string, cotton wool etc to explore how to construct, join and create own designs (DT)
- Explore weaving using a range of different materials both indoors and outside (Art)
- Make up stories using small world play or in role play situation
- Explore changing words to songs and rhymes.
- Explore how to make different sounds on instruments.
- E.g. by rubbing, tapping, striking, blowing or shaking
- Show preference for songs s/he likes to listen to and sing.
- E.g. pop songs, TV songs, rhymes or songs from homes.
- Tap out simple repeated rhythms.
- Enjoy dancing, ring games and action songs
- Add sound effects to stories.
- Take photo or video of a friend
- To record and listen to sounds using technology.