



	Week: 1 Week beginning: 4th January	Week: 2 Week beginning: 11th January	Week: 3 Week beginning: 18th January	Week: 4 Week beginning: 25th January	Week: 5 Week beginning: 1st February	Week: 6 Week beginning: 8th February
Focus	Welcome back/welcoming new friends	People who help us at home	People who help us at school	Emergency services	(Super)heroes!	When I grow up...
Characteristics of Effective Learning	Achievosaurus: Explorasaur		Achievosaurus: Tryosaur		Achievosaurus: Thinkosaur	
Personal, Social and Emotional Development	Re-establish rules, routines and boundaries	Being a good friend	Awareness of needs of others and resolving conflict	Feelings and behaviour	Respect for own culture and environment	Learning about others' cultures and environments
	<p>Making relationships: 22-36: Interested in others' play and starting to join in; Seeks out others to share experiences; May form a special friendship with another child; Shows affection and concern for people who are special to them.</p> <p>Making relationships: 30-50: Can play in a group, extending and elaborating play ideas; Initiates play, offering cues to peers to join them; Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults; Keeps play going by responding to what others are saying or doing.</p> <p>Making relationships: 40-60+: Initiates conversations, attends to and takes account of what others say; Explains own knowledge and understanding, and asks appropriate questions of others; Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Self-confidence and self-awareness: 22-36: Expresses own preferences and interests; Separates from main carer with support and encouragement from a familiar adult.</p> <p>Self-confidence and self-awareness: 30-50: Can select and use activities and resources with help; Welcomes and values praise for what they have done; Enjoys responsibility of carrying out small tasks; Is more outgoing towards unfamiliar people and more confident in new social situations; Confident to talk to other children when playing, and will communicate freely about own home and community; Shows confidence in asking adults for help.</p> <p>Self-confidence and self-awareness: 40-60+: Confident to speak to others about own needs, wants, interests and opinions; Can describe self in positive terms and talk about abilities.</p> <p>Managing feelings and behaviour: 22-36: Seeks comfort from familiar adults when needed; Can express their own feelings such as sad, happy, cross, scared, worried; Responds to the feelings and wishes of others; Aware that some actions can hurt or harm others; Tries to help or give comfort when others are distressed; Shows understanding and cooperates with some boundaries and routines; Can inhibit own actions/behaviours; Growing ability to distract self when upset.</p> <p>Managing feelings and behaviour: 30-50: Aware of own feelings, and knows that some actions and words can hurt others' feelings; Begins to accept the needs of others and can take turns and share resources, sometimes with support from others; 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.</p> <p>Managing feelings and behaviour: 40-60+: Understands that own actions affect other people; Aware of the boundaries set, and of behavioural expectations in the setting; Beginning to be able to negotiate and solve problems without aggression.</p>					

Communication and Language	Sharing stories Sharing news with peers and adults in the classroom.		Show and Tell Listening carefully and asking questions
	<p>Listening and attention: 22-36: Listens with interest to the noises adults make when they read stories; Recognises and responds to many familiar sounds; Shows interest in play with sounds, songs and rhymes.</p> <p>Listening and attention: 30-50: Listens to others one to one or in small groups, when conversation interests them; Listens to stories with increasing attention and recall; Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories; Is able to follow directions.</p> <p>Listening and attention: 40-60+: Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Understanding: 22-36: Identifies action words by pointing to the right picture; Understands more complex sentences; Understands 'who', 'what', 'where' in simple questions; Developing understanding of simple contexts.</p> <p>Understanding: 30-50: Understands use of objects; Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture; Responds to simple instructions; Beginning to understand 'why' and 'how' questions.</p> <p>Understanding: 40-60+: Responds to instructions involving a two-part sequence. Understands humour; Able to follow a story without pictures or props; Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking: 22-36: Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts; Holds a conversation, jumping from topic to topic; Learns new words very rapidly and is able to use them in communicating; Uses gesture, sometimes with limited talk; Uses a variety of questions; Uses simple sentences; Beginning to use word endings.</p> <p>Speaking: 30-50: Beginning to use more complex sentences to link thoughts; Can retell a simple past event in correct order; Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences; Questions why things happen and gives explanations; Uses a range of tenses; Uses intonation, rhythm and phrasing to make the meaning clear to others; Uses vocabulary focused on objects and people that are of particular importance to them; Builds up vocabulary that reflects the breadth of their experiences; Uses talk in pretending that objects stand for something else in play.</p> <p>Speaking: 40-60+: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words; Uses language to imagine and recreate roles and experiences in play situations; Link statements and sticks to a main theme or intention; Uses talk to organise, sequence and clarify thinking, ideas, feelings and events; Introduces a storyline or narrative into their play.</p>		
Physical Development	Moving safely Healthy Movers	Balancing, jumping, climbing, rolling Healthy Movers	Hygiene – washing, teeth cleaning Healthy Movers
	<p>22-36 GM: Runs safely on whole foot; Squats with readiness to rest or play with object on the ground, and rises to feet without using hands; Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment; Can kick a large ball; Walks upstairs or downstairs holding onto a rail two feet to a step.</p> <p>22-36 FM: Turns pages in a book, sometimes several at once; Shows control in holding and using jugs to pour, hammers, books and mark-making tools; Beginning to use three fingers (tripod grip) to hold writing tools; Imitates drawing simple shapes such as circles and lines; May be beginning to show preference for dominant hand.</p> <p>30-50 GM: Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping; Mounts stairs, steps or climbing equipment using alternate feet; Walks downstairs, two feet to each step while carrying a small object; Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles; Can stand momentarily on one foot when shown; Can catch a large ball; Draws lines and circles using gross motor movements.</p>		

	<p>30-50 FM: Uses one-handed tools and equipment; Holds pencil between thumb and two fingers, no longer using whole-hand grasp; Holds pencil near point between first two fingers and thumb and uses it with good control; Can copy some letters.</p> <p>40-60+ GM: Experiments with different ways of moving; Jumps off an object and lands appropriately; Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles; Travels with confidence and skill around, under, over and through balancing and climbing equipment; Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>40-60+ FM: Uses simple tools to effect changes to materials; Handles tools, objects, construction and malleable materials safely and with increasing control; Shows a preference for a dominant hand; Begins to use anticlockwise movement and retrace vertical lines; Begins to form recognisable letters; Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>H&SC 22-36: Feeds self competently with spoon; Drinks well without spilling; Clearly communicates their need for potty or toilet; Beginning to recognise danger and seeks support of significant adults for help; Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt; Beginning to be independent in self-care, but still often needs adult support.</p> <p>H&SC 30-50: Can tell adults when hungry or tired or when they want to rest or play; Observes the effects of activity on their bodies; Understands that equipment and tools have to be used safely; Gains more bowel and bladder control and can attend to toileting needs most of the time themselves; Can usually manage washing and drying hands; Dresses with help.</p> <p>H&SC 40-60+: Eats a healthy range of foodstuffs and understands need for variety in food; Usually dry and clean during the day; Shows some understanding of the need for safety when tackling new challenges, and considers and manages some risks; Shows understanding of how to transport and store equipment safely; Practices some appropriate safety measures without direct supervision.</p>					
Literacy	<p>T4W Focus Text: Owl Babies (Imitate) Nursery Rhymes</p> <p>L&S Aspect 3: Body Percussion – Action Songs</p> <p>Self-registration – recognising own name Mark-making – beginning to write own name</p>	<p>T4W Focus Text: Owl Babies (Innovate) Nursery Rhymes</p> <p>L&S Aspect 3: Body Percussion – Roly Poly</p> <p>Self-registration – recognising own name Mark-making – beginning to write own name</p>	<p>T4W Focus Text: Three Little Pigs (Imitate) Nursery Rhymes</p> <p>L&S Aspect 3: Body Percussion – Noisy Neighbour 2</p> <p>Self-registration – recognising own name Mark-making – beginning to write own name</p>	<p>T4W Focus Text: Three Little Pigs (Innovate) Nursery Rhymes</p> <p>L&S Aspect 3: Body Percussion – The Pied Piper</p> <p>Self-registration – recognising own name Mark-making for a purpose</p>	<p>T4W Focus Text: The Enormous Turnip (Imitate) Nursery Rhymes Simple information books</p> <p>L&S Aspect 4: Rhythm and Rhyme – Rhyming Books, Songs and Rhymes</p> <p>Recognising own name and familiar logos Mark-making for a purpose</p>	<p>T4W Focus Text: The Enormous Turnip (Innovate) Nursery Rhymes Simple information books</p> <p>L&S Aspect 4: Rhythm and Rhyme – Listen to the Beat</p> <p>Recognising own name and familiar logos Mark-making for a purpose</p>

	<p>Reading 22-36: Has some favourite stories, rhymes, songs, poems or jingles; Repeats words or phrases from familiar stories; Fills in the missing word or phrase in a known rhyme, story or game.</p> <p>Reading 30-50: Enjoys rhyming and rhythmic activities; Shows awareness of rhyme and alliteration; 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; Beginning to be aware of the way stories are structured; Suggests how the story might end; Listens to stories with increasing attention and recall; Describes main story settings, events and principal characters; 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; Looks at books independently; Handles books carefully; Knows information can be relayed in the form of print; Holds books the correct way up and turns pages; Knows that print carries meaning and, in English, is read from right to left and top to bottom.</p> <p>Reading 40-60+: Continues a rhyming string; Hears and says the initial sound in words; Links sounds to letters, naming and sounding the letters of the alphabet; Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers.</p> <p>Writing 22-36: Distinguishes between the different marks they make.</p> <p>Writing 30-50: Sometimes gives meaning to marks as they draw and paint; Ascribes meanings to marks that they see in different places.</p> <p>Writing 40-60+: Gives meaning to marks as they draw, write and paint; Continues a rhyming string; Hears and says the initial sound in words; Links sounds to letters, naming and sounding the letters of the alphabet; Writes own name and other things such as labels, captions.</p>					
Mathematics	Alive in 5/Introducing 0/Compare Mass/Compare Capacity (White Rose)	Alive in 5/Introducing 0/Compare Mass/Compare Capacity (White Rose)	Alive in 5/Introducing 0/Compare Mass/Compare Capacity (White Rose)	Growing 6, 7, 8/Making Pairs/Length and Height (White Rose)	Growing 6, 7, 8/Making Pairs/Length and Height (White Rose)	Growing 6, 7, 8/Making Pairs/Length and Height (White Rose)
	Books: A Squash and a Squeeze Room on the Broom The Blue Balloon Songs/Rhymes: Alice the Camel 10 in the Bed 5 Little Monkeys 5 Currant Buns 5 Little Speckled Frogs	Books: A Squash and a Squeeze Room on the Broom The Blue Balloon Songs/Rhymes: Alice the Camel 10 in the Bed 5 Little Monkeys 5 Currant Buns 5 Little Speckled Frogs	Books: A Squash and a Squeeze Room on the Broom The Blue Balloon Songs/Rhymes: Alice the Camel 10 in the Bed 5 Little Monkeys 5 Currant Buns 5 Little Speckled Frogs	Books: What the Ladybird Heard Jack and the Beanstalk Kipper's Toybox Jasper's Beanstalk Titch The Bad-Tempered Ladybird Songs/Rhymes: 10 Fat Sausages 1, 2, Buckle my Shoe	Books: What the Ladybird Heard Jack and the Beanstalk Kipper's Toybox Jasper's Beanstalk Titch The Bad-Tempered Ladybird Songs/Rhymes: 10 Fat Sausages 1, 2, Buckle my Shoe	Books: What the Ladybird Heard Jack and the Beanstalk Kipper's Toybox Jasper's Beanstalk Titch The Bad-Tempered Ladybird Songs/Rhymes: 10 Fat Sausages 1, 2, Buckle my Shoe

	<p>Numbers 22-36: Selects a small number of objects from a group when asked; Recites some number names in sequence; Creates and experiments with symbols and marks representing ideas of number; Begins to make some comparisons between quantities; Uses some language of quantities; Knows that a group of things changes in quantity when something is added or taken away.</p> <p>Numbers 30-50: Uses some number names and language spontaneously; Uses some number names accurately in play; Recites numbers in order to 10; Knows that numbers identify how many objects are in a set; Beginning to represent numbers using fingers, marks on paper or pictures; Sometimes matches numeral and quantity correctly; Shows curiosity about numbers by offering comments or asking questions; Compares two groups of objects, saying when they have the same number; Shows an interest in number problems; Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same; Shows an interest in numerals in the environment; Shows an interest in representing numbers; Realises not only objects, but anything can be counted.</p> <p>Numbers 40-60+: Recognise some numerals of personal significance; Recognises numerals 1 to 5; Counts up to three or four objects by saying one number name for each item; Uses the language of 'more' and 'fewer' to compare two sets of objects; Finds the total number of items in two groups by counting all of them.</p> <p>Shape, Space and Measure 22-36: Notices simple shapes and patterns in pictures; Beginning to categorise objects according to properties such as shape or size; Begins to use the language of size; Understands some talk about immediate past and future; Anticipates specific time-based events such as mealtimes or home time.</p> <p>Shape, Space and Measure 30-50: Shows an interest in shape and space by playing with shapes or making arrangements with objects; Shows awareness of similarities of shapes in the environment; Uses positional language; Shows interest in shape by sustained construction activity or by talking about shapes or arrangements; Shows interest in shapes in the environment; Uses shapes appropriately for tasks; Beginning to talk about the shapes of everyday objects.</p> <p>Shape, Space and Measure 40-60+: Selects a particular named shape; Can describe their relative position such as 'behind' or 'next to'; Orders two or three items by length or height; Orders two items by weight or capacity; Uses familiar objects and common shapes to create and recreate patterns and build models.</p>		
Expressive arts and design	Nursery Rhymes Owl Babies	Nursery Rhymes Three Little Pigs	Nursery Rhymes The Enormous Turnip
		Building houses with various construction materials	Vegetable printing
	<p>EUMM 22-36: Joins in singing favourite songs; Creates sounds by banging, shaking, tapping or blowing; Shows an interest in the way musical instruments sound; Experiments with blocks, colours and marks.</p> <p>EUMM 30-50: Enjoys joining in with dancing and ring games; Sings a few familiar songs; Beginning to move rhythmically; Imitates movement in response to music; Taps out simple repeated rhythms; Explores and learns how sounds can be changed; 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; Beginning to be interested in and describe the texture of things; Uses various</p>		

	<p>construction materials; Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces; Joins construction pieces together to build and balance; Realises tools can be used for a purpose.</p> <p>EUMM 40-60+: Begins to build a repertoire of songs and dances; Explores the different sounds of instruments; Explores what happens when they mix colours; Experiments to create different textures; Understands that different media can be combined to create new effects; Manipulates materials to achieve a planned effect; Constructs with a purpose in mind, using a variety of resources.</p> <p>BI 22-36: Beginning to use representation to communicate, e.g. drawing a line and saying, 'That's me'; Beginning to make-believe by pretending.</p> <p>BI 30-50: Developing preferences for forms of expression; Uses movement to express feelings; Creates movement in response to music; Sings to self and makes up simple songs; Makes up rhythms; Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there; Engages in imaginative role-play based on own first-hand experiences; Builds stories around toys; Uses available resources to create props to support role-play; Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>BI 40-60+: Create simple representations of events, people and objects; Chooses particular colours to use for a purpose; Introduces a storyline or narrative into their play; Plays alongside other children who are engaged in the same theme; Plays cooperatively as part of a group to develop and act out a narrative.</p>		
Understanding the world	<p>Owl Babies</p> <p>Planting daffodil/tulip bulbs (new beginnings)</p>	<p>Three Little Pigs</p> <p>Using technology</p>	<p>The Enormous Turnip</p> <p>Chinese New Year (Ox) (12.1.21) Valentine's Day (14.1.21)</p>
	<p>P&C 22-36: Has a sense of own immediate family and relations; In pretend play, imitates everyday actions and events from own family and cultural background; Beginning to have their own friends; Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>P&C 30-50: Shows interest in the lives of people who are familiar to them; Remembers and talks about significant events in their own experience; Recognises and describes special times or events for family or friends; Shows interest in different occupations and ways of life; 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>P&C 40-60+: Enjoys joining in with family customs and routines.</p> <p>TW 22-36: Enjoys playing with small-world models such as a farm, a garage, or a train track; Notices detailed features of objects in their environment.</p> <p>TW 30-50: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world; Can talk about some of the things they have observed such as plants, animals, natural and found objects; Talks about why things happen and how things work; Develop an understanding of growth, decay and changes over time; Shows care and concern for living things and the environment.</p> <p>TW 40-60+: Looks closely at similarities, differences, patterns and change.</p> <p>T 22-36: Seeks to acquire basic skills in turning on and operating some ICT equipment; Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>T 30-50: Knows how to operate simple equipment; Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones; Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images; Knows that information can be retrieved from computers.</p>		

	T 40-60+: Completes a simple program on a computer; Uses ICT hardware to interact with age-appropriate computer software.
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