



How Big is Big?

	Week: 1 Week beginning: 3rd January	Week: 2 Week beginning: 10th January	Week: 3 Week beginning: 17th January	Week: 4 Week beginning: 24th January	Week: 5 Week beginning: 31st January	Week: 6 Week beginning: 7th February	Week: 7 Week beginning: 14th February
Focus	Happy New Year!	Buildings	Our Country	Our World	Weather	Space	Dinosaurs
Characteristics of Effective Learning	Lenny Lion's Learning Zoo: Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake						
Communication and Language	Learning names and classroom expectations	T4W: Game 1 – Mr Copycat (single word level)	T4W: Game 1 – Mr Copycat (two word level)	T4W: Game 1 – Mr Copycat (multiple word level)	T4W: Game 12 – Warming up and exercising muscles for talking	T4W: Game 12 – Warming up and exercising muscles for talking	Answering 'who', 'what' and 'where' questions
	<p>B-3: I enjoy singing, music and toys that make sounds; I can listen and respond to a simple instruction; I can understand simple instructions; I can recognise and point to objects if asked about them; I listen to other people's talk with interest; I can make myself understood; I am starting to say how I am feeling, using words as well as actions; I am starting to develop conversation, often jumping from topic to topic; I am developing pretend play; I can listen to simple stories and understand what is happening, with the help of the pictures; I can identify familiar objects and properties for practitioners when they are described; I can understand and act on longer sentences; I understand simple questions about 'who', 'what' and 'where'.</p> <p>3-4: I enjoy listening to longer stories and can remember much of what happens; I can pay attention to more than one thing at a time; I can use a wider range of vocabulary; I can understand a question or instruction that has two parts; I can understand 'why' questions; I can sing a large repertoire of songs; I know many rhymes, I can talk about familiar books, and I can tell a long story; I am developing my communication and pronunciation; I can use longer sentences of four to six words; I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions; I can start a conversation with an adult or a friend and continue it for many turns; I can use talk to organise myself and my play.</p>						
Personal, Social and Emotional Development	Settling In – New Friends	Jigsaw: Dreams and Goals - Challenge	Jigsaw: Dreams and Goals – Never Giving Up	Jigsaw: Dreams and Goals – Setting a Goal	Jigsaw: Dreams and Goals – Obstacles and Support	Jigsaw: Dreams and Goals – Flight to the Future	Jigsaw: Dreams and Goals – Award Ceremony
	<p>B-3: I am finding ways to calm myself; I am establishing my sense of self; I can express my preferences and decisions; I am trying new things and starting to establish my autonomy; I can engage with others through gestures, gaze and talk; I can use engagement with others to achieve a goal; I am finding ways of managing transitions; I am thriving as I develop self-assurance; I can play with increasing confidence on my own and with other children; I feel confident when I am taken out around the local neighbourhood, and I enjoy exploring new places; I feel strong enough to express a range of emotions; I am growing in independence; I am beginning to show 'effortful control'; I am increasingly able to talk about and manage my emotions; I notice and ask questions about differences; I am developing friendships with other children; I can safely explore my</p>						

	<p>emotions beyond my normal range through play and stories; I can talk about my feelings in more elaborated ways; I am learning to use the toilet with help, and then independently.</p> <p>3-4: I can select and use activities and resources, with help when needed; I am developing my sense of responsibility and membership of a community; I am becoming more outgoing with unfamiliar people; I am showing more confidence in new social situations; I can play with one or more other children, extending and elaborating play ideas; I can find solutions to conflicts and rivalries; I can increasingly follow rules, understanding why they are important; I can remember rules without needing an adult to remind me; I am developing appropriate ways of being assertive; I can talk with others to solve conflicts; I can talk about my feelings; I am understanding gradually how others might be feeling; I am becoming increasingly independent in meeting my own care needs; I can make healthy choices.</p>						
Physical Development	GoNoodle: Celebrate (Blazer Fresh)	Healthy Movers: Birds in Trees	Healthy Movers: Pick Up Packets	Chinese Dragon Dance	Kids Yoga Stories: Winter Olympics Yoga	Healthy Movers: Hide and Seek	Cosmic Kids Yoga: Tiny the T-Rex
	<p>B-3: I enjoy moving when outdoors and inside; I can pass things from one hand to the other; I am gradually gaining control of my whole body through continual practice of large movements; I can clap and stamp to music; I am enjoying starting to kick, throw and catch balls; I can build independently with a range of appropriate resources; I can walk, run, jump and climb, and I am starting to use the stairs independently; I can spin, roll and independently use ropes and swings; I can sit on a push-along wheeled toy, use a scooter or ride a tricycle; I can use large and small motor skills to do things independently; I am showing an increasing desire to be independent; I am starting to eat independently and learning how to use a knife and fork; I am developing manipulation and control; I can explore different materials and tools.</p> <p>3-4: I am continuing to develop my movement, balancing, riding and ball skills; I can go up steps and stairs, or climb up apparatus, using alternate feet; I can skip, hop, stand on one leg and hold a pose for a game; I can use large-muscle movements to wave flags and streamers, paint and make marks; I am starting to take part in some group activities which I make up for myself, or in teams; I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm; I can match my developing physical skills to tasks and activities in the setting; I can choose the right resources to carry out my own plan; I can collaborate with others to manage large items; I can use one-handed tools and equipment; I can use a comfortable grip with good control when holding pens and pencils; I am showing a preference for a dominant hand; I am becoming increasingly independent as I get dressed and undressed.</p>						
Literacy	T4W Focus Text: 5 Fat Peas	T4W Focus Text: The 3 Little Pigs	T4W Focus Text: The 3 Little Pigs	T4W Focus Text: I Know an Old Woman Who Swallowed a Fly	T4W Focus Text: I Know and Old Woman Who Swallowed a Fly	T4W Focus Text: Little Red Riding Hood	T4W Focus Text: Little Red Riding Hood
	<p>B-3: I can copy finger movements and other gestures; I have favourite books and seek them out, to share with an adult, with another child, or to look at alone; I am developing manipulation and control as I explore different materials and tools.</p> <p>3-4: I can understand the 5 key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and top to bottom; the names of the different parts of a book; page sequencing; I can use a comfortable grip with good control when holding pens and pencils; I am beginning to show a preference for a dominant hand.</p> <p>Rhyme, syllables and alliteration Introducing RWInc Fred Talk games</p>						
Mathematics	Sorting	Sorting	Matching	Matching	Stable Order Principle	One-to-one correspondence	Cardinality Principle

	<p>B-3: I can compare amounts, saying 'lots', 'more' or 'same'; I am developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>3-4: I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p>						
Understanding the world	Feeding and identifying the birds	Looking at buildings from around the world What's the best way to build a tower?	Where do we live?	Learning about other countries and cultures Planting seeds – predicting how big they will grow How to protect our planet	Exploring the weather Chinese New Year Exploring winter sports (Olympics – China)	Learning about space Occupations – astronauts and scientists	All about dinosaurs! Occupations – archaeologists, scientists and historians
	<p>B-3: I can repeat actions that have an effect; I can explore materials with different properties; I can explore natural materials, indoors and outside; I can explore and respond to different natural phenomena in my setting and on trips; I can make connections between the features of my family and other families; I notice differences between people.</p> <p>3-4: I can use all my senses in hands-on exploration of natural materials; I can explore collections of materials with similar and/or different properties; I can talk about what I see, using a wide vocabulary; I am beginning to make sense of my own life-story and family history; I can show interest in different occupations; I can explore how things work; I can plant seeds and care for growing plants; I understand the key features of the life cycle of a plant and an animal; I am beginning to understand the need to respect and care for the natural environment and all living things; I can explore and talk about different forces I can feel; I can talk about the differences between materials and changes I notice; I am continuing to develop a positive attitude about the differences between people; I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photos.</p>						
Expressive arts and design	Making calendars Mixing colours and making patterns Drawing and painting self-portraits	Listening to music as a stimulus for art Designing and creating buildings	Creating maps Winnie the Pooh Day 18.1.22 – looking at illustrations	International Lego Day 28.1.22 – building with Lego Learning about our planet (deserts, oceans, mountains, etc.)	Making lanterns Dragon dancing Exploring Chinese text National storytelling week – creating our own stories and illustrations Using puppets to act out stories	Starry Night – recreate our own paintings Creating a solar system	Making Valentine's cards Exploring and talking about emotions
	<p>B-3: I notice patterns with strong contrasts and I am attracted by patterns resembling the human face; I am starting to make marks intentionally; I can explore paint using my fingers and other parts of my body as well as brushes and other tools; I can express my ideas and feelings through making marks, and sometimes give a meaning to the marks I make.</p> <p>3-4: I can create closed shapes with continuous lines, and begin to use these shapes to represent objects; I can draw with increasing complexity and detail, such as representing a face with a circle and including details; I can use drawing to</p>						

	represent ideas like movement or loud noises; I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.
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