

### **Personal, Social and Emotional Development**

Learn new school Value-Tolerance.  
Be increasingly independent in meeting their own care needs, e.g., brushing teeth after lunch, using the toilet, washing and drying their hands thoroughly.  
Remember rules without needing an adult to remind them.  
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  
Understand gradually how others might be feeling.  
Talk with others to solve conflicts.

### **Physical Development**

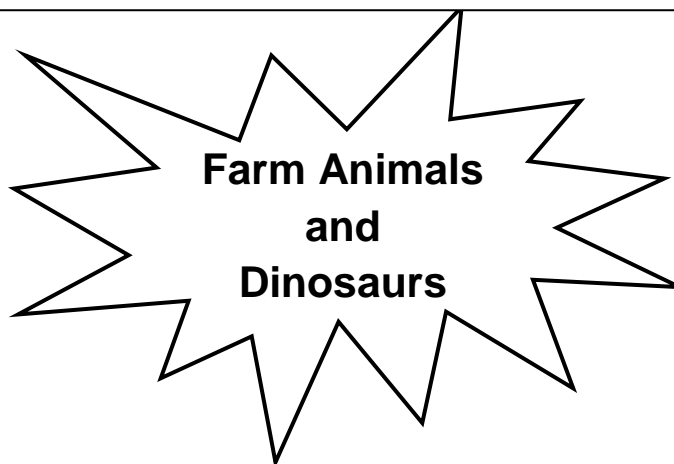
Develop children's fine and gross motor skills, this will be promoted through continuous provision and purposeful activities indoor, outdoor and in PE.  
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  
Develop fundamental skill, catching a large ball.  
Encourage and develop independence in children's self-care.  
Plan time to sit with the children at the snack table to help them when they use a jug for pouring and opening their milk. Allow children to pour their own drinks and serve their own snack. Involve the children when preparing food for snack and lunch time. Dough disco.

### **Communication and Language**

To further develop listening and attention, understanding and language skills at different times and places in class and with listening games, Phonics and stories.  
Carpet rules – good sitting, good looking and good listening – particularly at key learning times.  
Use of appropriate language, manners, turn taking etc. Follow more complex directions/instruction.  
Talk for a specific purpose.  
Sing a large repertoire of songs.  
Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary.  
Develop communication, tenses/plurals.  
Develop pronunciation.  
Using appropriate vocabulary and extending vocabulary.

### **Mathematics**

Exploring and understanding numbers 4-5.  
Experiment with their own symbols and marks as well as numerals.  
Solve real world mathematical problems with numbers up to 5.



## **Farm Animals and Dinosaurs**

### **Literacy**

Phonics-Little Wandle  
Develop their phonological awareness, so that they can: spot and suggest rhyme, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.  
Reading stories and using pictures to talk about the characters and what is happening.  
Look at fiction and non-fiction text.  
Engage in extended conversations about stories.  
Opportunities to early mark make in different areas around the classroom and outdoors.  
Adults to model writing whenever they can.  
Find name, spell and trace, copy/write name.  
Drawing for a purpose, adding more detail.

### **Understanding the World**

*Understand the key features of the life cycle of a plant and a duck.*  
*Begin to understand the need to respect and care for the natural environment and all living things.*  
*Geography- What animals live on a farm and what food do they provide us with?*  
*History – Can you spot the difference? Farm equipment old and new.*  
*Science – What is the lifecycle of a duck?*

### **Expressive Arts and Design**

Using a selection of given or self-chosen resources to create pictures and models in an imaginative way.  
Take part in simple pretend play -Vets. Begin to develop complex stories using small world equipment- farm animals and farm. Dinosaurs-time machine and dinosaur world. Explore different materials freely, to develop their ideas. Show different emotions in their drawings and paintings. Explore colour and colour mixing. Use drawing to represent ideas.

### **Class Nursery**

### **Can you help?**

**Talk about our topic and do own research – books, computers, visits.**