

How Big is Big?

	<b>Week: 1</b> Week beginning: <b>1<sup>st</sup> January</b>	<b>Week: 2</b> Week beginning: <b>8<sup>th</sup> January</b>	<b>Week: 3</b> Week beginning: <b>15<sup>th</sup> January</b>	<b>Week: 4</b> Week beginning: <b>22<sup>nd</sup> January</b>	<b>Week: 5</b> Week beginning: <b>29<sup>th</sup> January</b>	<b>Week: 6</b> Week beginning: <b>5<sup>th</sup> February</b>
<b>Focus</b>	<b>Happy New Year!</b>	<b>Our World and the Weather</b>	<b>Space</b>		<b>Dinosaurs</b>	
<b>Characteristics of Effective Learning</b>	<b>Lenny Lion's Learning Zoo:</b> <b>Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake</b>					
<b>Communication and Language</b>	<b>Focus Rhyme:</b> Incy Wincy Spider  <b>WellComm focus</b> – whole group activities and individual targets		<b>Focus Rhyme:</b> Hey Diddle Diddle  <b>WellComm focus</b> – whole group activities and individual targets		<b>Focus Rhyme:</b> Jack and Jill  <b>WellComm focus</b> – whole group activities and individual targets	
	<b>B-3:</b> 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'. <b>3-4:</b> 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.					
<b>Personal, Social and Emotional Development</b>	<b>SCARF:</b> Keeping Safe – People who help me and keep me safe		<b>SCARF:</b> Keeping Safe – Safety Indoors and Outdoors		<b>SCARF:</b> Keeping Safe – What's safe to go into my body	
	<b>B-3:</b> 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 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. <b>3-4:</b> 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.					
Physical Development	<b>GoNoodle:</b> Celebrate (Blazer Fresh)  <b>Squiggle Whilst You Wiggle</b>	<b>Healthy Movers:</b> Birds in Trees  <b>Squiggle Whilst You Wiggle</b>	Chinese Dragon Dance  <b>Squiggle Whilst You Wiggle</b>  <b>Healthy Movers:</b> Pick Up Packets	<b>Cosmic Kids Yoga:</b> Mike the Cosmic Space Monkey  <b>Squiggle Whilst You Wiggle</b>	<b>Healthy Movers:</b> Hide and Seek  <b>Squiggle Whilst You Wiggle</b>	<b>Cosmic Kids Yoga:</b> Tiny the T-Rex  <b>Squiggle Whilst You Wiggle</b>
	<b>B-3:</b> 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. <b>3-4:</b> 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.					
Literacy	<b>Focus Text:</b> I Know an Old Lady Who Swallowed a Fly  <b>Focus Rhyme:</b> Incy Wincy Spider		<b>Focus Text:</b> Aliens Love Underpants  <b>Focus Rhyme:</b> Hey Diddle Diddle		<b>Focus Text:</b> The Enormous Turnip  <b>Focus Rhyme:</b> Jack and Jill	
	<b>B-3:</b> 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. <b>3-4:</b> 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.					
Mathematics	<b>Number 3: Subitising</b> Subitising 3 Subitising 3 – Different patterns		<b>Number 3</b> Counting 3 Numeral 3	<b>Number 4</b> Counting 4 Numeral 4	<b>Number 4: Composition</b> 4 frogs and a log	<b>Number 5</b> Counting 5 Numeral 5

	Subitising 3 – Different sizes  <u>Focus Rhyme:</u> Three Blind Mice	Composition of 3 Triangles  <u>Focus Rhyme:</u> Three Little Kittens	Squares and rectangles  <u>Focus Rhyme:</u> Five Snowmen	The ladybird with 4 spots Number 4's sports day  <u>Focus Rhyme:</u> Four Teddy Bears	Pentagon  <u>Focus Rhyme:</u> Five Fingers
	<p><b>B-3:</b> 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><b>3-4:</b> 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	<p>Feeding and identifying the birds (Big Bird Count)</p> <p>Looking at buildings from around the world</p> <p>What's the best way to build a tower?</p> <p>Where do we live – looking at and creating maps</p> <p>Learning about other countries and the weather</p> <p>Exploring the weather (frost, snow, ice, wind, rain, hail)</p> <p>Lunar New Year (10.2.24)</p> <p>Learning about space</p> <p>Occupations – astronauts, scientists, archaeologists, historians, explorers</p> <p>Learning about dinosaurs and fossils</p> <p>Valentine's Day (14.2.24)</p> <p>Launching rockets (simple science)</p> <p>Shrove Tuesday (13.2.24)</p> <p>Winter weather walk</p>				
	<p><b>B-3:</b> 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><b>3-4:</b> 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	<p>Mixing colours and making patterns</p> <p>Drawing and painting self-portraits</p> <p>Listening to music as a stimulus for art</p> <p>Designing and creating buildings</p> <p>Creating maps</p> <p>Making lanterns</p> <p>Dragon dancing</p>				

	<p>Exploring Chinese text</p> <p>Using puppets to act out stories</p> <p>Starry Night – recreate our own paintings</p> <p>Creating a solar system</p> <p>Making Valentine's cards</p> <p>Design a dinosaur</p>
	<p><b>B-3:</b> 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><b>3-4:</b> 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 represent ideas like movement or loud noises; I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.</p>