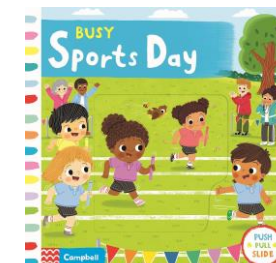
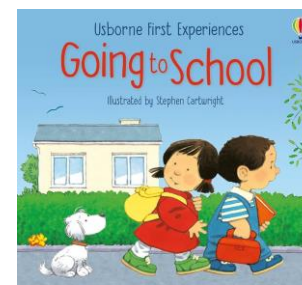




Off We Go!



This term, we will be thinking a lot about journeys, as we help the older children get ready for their move to 'big school'. We plan many activities to help for a smooth and happy transition. We will help the children find out

- What is Mill Lane School? We will explore inside and outside and visit our big friends in Year 3 to find out about their classroom.
- What do you wear? We have uniforms from local schools for dressing up in the home area.
- What happens at lunchtimes? We meet the kitchen staff and find out where food is cooked and eaten.
- What is my new classroom like? Who are my teachers? We open the doors with Reception on some afternoons so the children can explore the classrooms freely and get to know the Reception staff.

Celebrations include Father's Day, our class trip, EY mini Sports Day and the MLSA Fun Day

Development Matters 2021/2 3-4 year olds will be learning to...		Curriculum Aims and Vocabulary	Possible Planned Activities (Enhanced Provision)
CAL talk and listen to others	<ul style="list-style-type: none"> • enjoy listening to longer stories and can remember much of what happens • pay attention to more than one thing at a time, which can be difficult • use a wider range of vocabulary • understand a question or instruction that has 2 parts, such as: "Get your coat and wait at the door" • understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • sing a large repertoire of songs 	<p>Through play and taking part in focus activities, we will continue to expand our vocabulary and sentences as we describe what we are doing and talk about our learning.</p> <p>We will continue to develop our conversational skills with adults and friends and learn to hold a conversation for many turns</p> <p><u>Vocabulary</u></p>	<p>Use NOW PRESS PLAY to act out stories</p> <p>Talk about trips/holidays - What will you pack in your suitcase? Sorting game</p> <p>Where is your favourite place to go? How do you get there?</p> <p>Build a wheeled vehicle using construction. Ask children about model. E.g. What does it look like? How does it move? Can it fly, hover, float? Does it go forwards, backwards, sideways? Can it change speed? Does it move in a straight line? How did you design/make it?</p>

	<ul style="list-style-type: none"> • know many rhymes, be able to talk about familiar books, and be able to tell a long story • develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' • develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • use longer sentences of 4 to 6 words • be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions • start a conversation with an adult or a friend and continue it for many turns <p>use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver"</p>	<p>Holiday, transport, car, bike, aeroplane, train, suitcase, caravan, hotel, tent, pool, garden, sand, water, sea, pebbles, rocks, Chiinor, church. Library, park, village, Movement – fly, hover, float, speed, straight, Direction – forwards, backwards, sideways</p>	<p>Take home a toy and share news with class (2 toys for red and blue stars)</p> <p>Answer open questions - 'tell me about your pictures'.</p> <p>Photos of Chinnor to see different buildings eg library, church, pub. park, village centre, windmill, local schools</p>
<p>PSED</p> <p>be happy and a good friend</p>	<ul style="list-style-type: none"> • select and use activities and resources, with help when needed - this helps them to achieve a goal they have chosen or one which is suggested to them • develop their sense of responsibility and membership of a community • become more outgoing with unfamiliar people, in the safe context of their setting • show more confidence in new social situations • play with one or more other children, extending and elaborating play ideas • find solutions to conflicts and rivalries, for example, accepting that not everyone can be 	<p>We will discuss how we feel and what has made us feel that way. We will talk about events that have happened and how it is ok to feel different emotions. We will spend time reflecting on the feelings of others and talk about our similarities and differences. We will work together with our friends at school to solve any problems and will listen to stories and have discussions to help us in this.</p>	<p>Continue to help new children settle – routines, good listening etc, get to know classroom areas,</p> <p>Continue to invite 'people who help us' from local community eg fire-fighters, lollypop lady. Talk about how they keep us in a healthy, safe environment.</p> <p>Talk about different outings and journeys – holidays, starting new school, class trip Talk about different ways of travelling eg by air, land, space, water.</p> <p>New experiences –, 'Fun on the Field' with R + yr6, reception visits for older children,</p>

	<p>Spider-Man in the game, and suggesting other ideas</p> <ul style="list-style-type: none"> increasingly follow rules, understanding why they are important remember rules without needing an adult to remind them develop appropriate ways of being assertive talk with others to solve conflicts talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' understand gradually how others might be feeling be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly make healthy choices about food, drink, activity and tooth brushing 	<p><u>Vocabulary</u>: happy, sad, excited, celebrate, friend, help, kind, teamwork, healthy, energy, Uniform, sweatshirt, book bag, big school, dining room, playground, field, classroom,</p>	<p>TRANSITION– display uniforms, book bags, photos of new teachers, bring scooters to explore school, visit yr3 classroom Open up N+R outside areas and classrooms</p> <p>Visits from new children to Nursery. Talk about how we can show 'taking pride' to the new chn eg looking after nursery and our toys, helping at tidy up time,</p> <p>GOING SOMEWHERE NEW - Bring a toy to Nursery and show it around. Talk about how toy might be feeling before. How can we look after it? Show it around? Talk about routine Help toy make friends</p> <p>FATHERS DAY Share stories about fathers. E.g. My Dad, My Dad is Brilliant, Granpa's Surprise. Talk about our own Dads and how they help us. How can we help our Dads too?</p> <p>Create a Windmill café in the garden and invite parents</p>
<p>PD</p> <p>move and stay healthy</p>	<ul style="list-style-type: none"> continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills go up steps and stairs, or climb up apparatus, using alternate feet skip, hop, stand on one leg and hold a pose for a game like musical statues use large-muscle movements to wave flags and streamers, paint and make marks start taking part in some group activities which they make up for themselves, or in teams increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm 	<p>We will develop our gross and fine motor skills through planting and digging activities. We will learn how to use gardening tools safely and purposefully.</p> <p>We will learn about healthy choices with regards to food, drink and the importance of keeping good personal hygiene.</p> <p>We will talk about the importance of a good sleep and discuss the impact of physical activity on our bodies.</p>	<p>Continue to look after garden for planting and growing - Pushing and pulling with rakes, garden forks, trowels. Remind chn about risks and the need for safety in using, transporting and storing tools and equipment.</p> <p>Dough disco Marvellous Yoga Squiggle while you wiggle</p> <p>Create obstacle courses for 'tricky' journeys Chalked tracks avoiding obstacles</p>

	<ul style="list-style-type: none"> match their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length and width 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 use one-handed tools and equipment, for example, making snips in paper with scissors use a comfortable grip with good control when holding pens and pencils show a preference for a dominant hand be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips 	<p>We will continue to experiment with mark making and using various writing, drawing and cutting tools to develop</p> <p><u>Vocabulary:</u> Movement – fly, hover, float, speed, straight, jump, hop, run, sprint, balance, relay Direction – forwards, backwards, sideways, under, over, on, off</p>	<p>Feeling effects of movement on our bodies – hot, tired, thirsty, heartbeat, puffing and what we can do to</p> <p>Travelling – up, down, under, in, out, through</p> <p>Lots of Football! Stop/Go games, football flick game</p> <p>Scooter ride round ML</p> <p>Early Years and ML SPORTS week</p>
<p>L</p> <p>make marks and love stories</p>	<ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother engage in extended conversations about stories, learning new vocabulary 	<p>Children will be introduced to lots of stories relating to our topic. We will focus on listening to longer stories and spend time discussing events and retelling the story.</p> <p>Children will continue to discuss book features and make predictions throughout reading, relating events to their own personal experiences. Through focus books, children will continue to answer 'what', 'when' and 'why' questions, further developing their reasoning skills.</p> <p>Children will be learning to hear initial sounds and blend to make words.</p>	<p>Little Wandle 'Letters and Sounds' Phonics Phase 1. Exploring sounds; in the environment, with instruments, with our bodies and voices, through rhythm and rhyme.</p> <ul style="list-style-type: none"> Listening walk Feely box Sound lotto Noisy bodies Rhyme – lots in the story! Mirrors and saying sounds <p>Continue 'sound of the week'.</p> <p>Photos removed from name cards for older chn.</p> <p>Lots of name writing (see PD) and messages</p>

	<ul style="list-style-type: none"> • use some of their print and letter knowledge in their early writing, for example, writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy • write some or all of their name • write some letters accurately 	<p>From extended talking opportunities, children will continue to mark make to represent words. Children will have opportunities to write and explain their marks. A tripod grip will be encouraged.</p> <p><u>Vocabulary:</u> phoneme, blend, syllable, capital letter, pecking fingers</p>	Father's Day cards
MD explore numbers, shapes and patterns	<ul style="list-style-type: none"> • develop fast recognition of up to 3 objects, without having to count them individually ('subitising') • recite numbers past 5 • say one number for each item in order: 1,2,3,4,5 • know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') • show 'finger numbers' up to 5 • link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • experiment with their own symbols and marks as well as numerals • solve real-world mathematical problems with numbers up to 5 • compare quantities using language 'more than' and 'fewer than' • talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language such as: <ul style="list-style-type: none"> • sides 	<p>Using plants we will develop our knowledge of numbers, for example by counting vegetables in trays with soil, counting leaves, seeds and fruit. We will become familiar with the concept of more and fewer and use this mathematical language to compare groups of objects. We will continue to count with 1 to 1 correspondence, saying one number name for each object and will count to find the number of objects, actions or sounds in a group. We will develop our knowledge of time by discussing days of the week and months of the year. We will continue our shape learning by talking about 2D shapes and looking for patterns in the natural world. We will look at size and length, checking how things grow over the course of time</p> <p><u>Vocabulary:</u></p>	<p>'Where would you like to live?' survey. Chn to record using clipboards.</p> <p>Use and create maps and talk about directions. Beebot journeys. Explore programming a Beebot to move.</p> <p>Cooking –</p> <p>Play 'Whats the Time Mr Wolf?'</p> <p>Use puppet to model careful counting</p> <p>Use bean bags for prepositions – under, in front, behind etc</p> <p>UEFA – counting goals, how many players, sorting into 2 teams – are they the same size?</p> <p>Lycra games</p> <p>Number Sense – subitising up to 3</p>

	<ul style="list-style-type: none"> • corners • straight • flat • round • understand position through words alone, for example, “The bag is under the table,” with no pointing • describe a familiar route • discuss routes and locations, using words like ‘in front of’ and ‘behind’ • make comparisons between objects relating to size, length, weight and capacity • select shapes appropriately such as flat surfaces for building or a triangular prism for a roof • combine shapes to make new ones, for example, an arch or a bigger triangle • talk about and identify the patterns around them, for example, stripes on clothes or designs on rugs and wallpaper • use informal language like ‘pointy’, ‘spotty’ or ‘blobs’ • extend and create ABAB patterns – stick, leaf, stick, leaf • notice and correct an error in a repeating pattern • begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ 	<p>Shapes – triangle, square, rectangle, circle, side, point, corner, curve, straight, symmetrical</p> <p>Measurement – long, short, tall, heavy light, big, small, longer, shorter, taller, heavier, lighter, longest, shortest, tallest, heaviest, biggest, smallest, o’clock</p> <p>Number – 0,1,2,3,4,5,6,7,8,9,10, more, fewer</p> <p>Time: summer, sunny, weather, days of week, first, next, before, after, day, night, minute</p>	
UW	<ul style="list-style-type: none"> • use all their senses in hands-on exploration of natural materials • explore collections of materials with similar or different properties 	<p>We will use hands on exploration of living things to look closely at how plants grow.</p> <p>We will plant seeds and observe them closely over time, showing</p>	<p>Look at photos of Chinnor. Where are they? What type of building can you see? What are they made of? Compare with pictures of buildings in other communities/countries.</p> <p>Create maps and talk about directions.</p>

<p>find out more about the world</p>	<ul style="list-style-type: none"> • talk about what they see, using a wide vocabulary • begin to make sense of their own life story and family's history • show interest in different occupations • explore how things work • plant seeds and care for growing plants • understand the key features of the life cycle of a plant and an animal • begin to understand the need to respect and care for the natural environment and all living things • explore and talk about different forces they can feel • talk about the differences between materials and changes they notice • continue developing positive attitudes about the differences between people • know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<p>care towards living things and nurturing it to help it grow. We will conduct simple science experiments - what helps and stops plants growing We will talk about the things we observe in the natural world and discuss the changes that we can see around us. We will learn about the seasons and how the weather changes and affects the natural world around us.</p> <p><u>Vocabulary:</u> plant, carrot, root, stem, leaf, petal, shoot, bud, caterpillar, chrysalis, butterfly, hen, egg, chick, cow, calf, oats, barley, flour, mill, grind, straw, barn, tractor</p>	<p>Link to different types of journeys eg holidays – where did you go? How did you get there? What did you take? Who did you go with?</p> <p>Roll tractors in paint to look at the different tracks they make.</p> <p>Farm visit – What can we see, hear, touch and smell at Middle Farm? What does Farmer Alan do on the farm? What does he look after and how? Does he have help?</p> <p>JoJo and Gran Gran</p>
<p>EAD</p> <p>be creative and imaginative</p>	<ul style="list-style-type: none"> • take part in simple pretend play, using an object to represent something else even though they are not similar • begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses • make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • explore different materials freely, to develop their ideas about how to use them and what to make 	<p>Children will explore materials freely and decide how to use them to create desired effects. They will explore colour mixing. With careful observation, children will paint and draw We will sing songs related to our topic, learning the words and introducing actions.</p> <p><u>Vocabulary:</u> Art – mix, blend, powder paint, dab,</p>	<p>Role play – variety of props (especially hats) that children use to dress up as the ones driving the vehicles eg hats: captain's, a taxi cab driver's, pilot's, conductor's, helmet, etc. steering wheel, train whistle, gear stick, headphones.</p> <p>Create garage, - car wash, fixing: travel agents,</p> <p>Road safety – zebra crossing, road signs, traffic lights,</p> <p>Make trails – 'snail' PVA patterns, Car Tracks: dip the wheels of cars in paint and "drive" them around on paper to make tracks.</p>

	<ul style="list-style-type: none"> • develop their own ideas and then decide which materials to use to express them • join different materials and explore different textures • create closed shapes with continuous lines and begin to use these shapes to represent objects • draw with increasing complexity and detail, such as representing a face with a circle and including details • use drawing to represent ideas like movement or loud noises • show different emotions in their drawings and paintings, like happiness, sadness, fear • explore colour and colour mixing • show different emotions in their drawings – happiness, sadness, fear • listen with increased attention to sounds • respond to what they have heard, expressing their thoughts and feelings • remember and sing entire songs • sing the pitch of a tone sung by another person ('pitch match') • sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs • create their own songs or improvise a song around one they know • play instruments with increasing control to express their feelings and ideas 	<p>palette, print, draw, fold, rub, same, symmetrical</p> <p>Music – fast, slow, pulse/beat, loud, soft (see PD)</p>	<p>Charanga music + shakers</p>
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