

Physical Development (PD)

Moving and Handling:

22-36 Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. **(Children to create and use story shelves across different levels)**

Climbs confidently and is beginning to pull himself/herself up on nursery equipment

30-50 Moves freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking running, jumping, skipping, sliding and hopping.

Health and self care

Washing and caring for 'dirty farm animals'. Dentist and doctor surgery.

22-36 helps with clothing, e.g. puts on hats unzips zipper, takes off an unbuttoned shirt.

30-50 Observes the effects of activity on his/her body.

Dresses with help, becoming more independent. **Dressing suitably for weather conditions.**

Understands that equipment and tools have to be used safely. **Cutting skills, P.E. equipment, taking turns and sharing safely with a greater number of children.**

Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

PE:

Following the rules simple games

Winnie The Pooh Day- 18th Jan

Chinese new year- Jan 25th

Australia day – Jan 26th

Safer internet day- 4th Feb

Personal Social Emotional Development (PSED)

Making Relationships:

22-36 may form a special friendship with another child.

30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with adults and peers alike. **Welcoming new children.**

Self- confidence/Self awareness

22-36 Expresses his/her own preferences and interests.

30-50 Confident to talk to other children when playing, and will communicate freely about own home and community. **Drawing and role playing real life superheroes from our own experiences.**

Managing feelings and behaviour

22-36 responds to the feelings and wishes of others Shows understanding and cooperates with boundaries and routines.

30-50 is aware of his/her own feelings, and knows that some actions and words can hurt others.

Jigsaw: Dreams and goals

Understanding the world (UW)

The World:

22-36 Enjoys playing with small-world models such as farm, a garage, or a train track

30-50 Can talk about some of the things they have observed such as plants, animals, natural and found objects. **Sorting animals that belong on the farm and those that don't. 'Milking a cow'**

Developing an understanding of growth, decay and changes over time. **Looking at life cycle of a ladybird. Baby and adult farm animals. Cleaning 'dirty farm animals.'**

Technology:

22-36 Operates mechanical toys e.g. turns the knob

30-50 shows skill in making toys work by pressing parts of lifting flaps to achieve effects such as sound or movement.

Knows that information can be retrieved from computers. **Making Ladybird telephones for listening.**

People and communities

22-36 imitates everyday actions in pretend play and events from his/her own family and cultural background.

30-50 recognises and describes special times or events for family or friends. **Sharing our own experiences of real life superheroes.**

Shows interest in different occupations and ways of life.

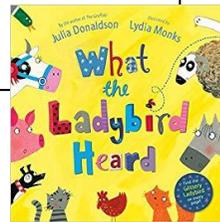
RE: Getting to know Jesus

What the ladybird heard?/Real-life Superheroes Topic Web Term 3 2020

Week 1/2/3: All about me- new intakes

Hook: Creating/building a tractor for the reading corner and story shelf building.

Memorable day: Real-life superhero day



Communication and Language (CL)

Listening and attention:

22-36 Recognises and responds to many familiar sounds e.g knock on the door

Shows interest in play with sounds songs and rhymes.

30-50 Joins in with repeated refrains and anticipates key events and phrases in rhymes. **Repeating repeated language.**

Is able to follow directions (if not intently focused on own choice of activity).

Understanding:

22-36 Understand who, what, why in simple questions.

30-50 is beginning to understand "why" and "how" questions Responds to simple instructions

Speaking:

22-36: Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

Uses a variety of questions (what, where, who)

30-50 Uses a range of tenses (e.g. *play, playing, will play, played*).

Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'

Uses intonation, rhythm and phrasing to make the meaning clear to others.

Builds up vocabulary that expresses the breadth of his/her experiences.

Expressive Arts & Design (EAD)

Exploring and Using Media and Materials:

22-36 Joins in singing favourite songs. **Farm songs and animal sounds.**

Experiments with blocks, colours and marks.

30-50

Explores and learns how sounds can be changed. **Listening walks, instrument parades indoors and outdoors.**

Is beginning to move rhythmically

Beginning to be interested in and describe the texture of things. **Texture table to explore.**

Uses various construction materials.

Joins construction pieces together to build and balance.

Realises tools can be used for a purpose.

Being Imaginative:

22-36 is beginning to use representation e.g. drawing a line and saying that's me.

30-50 is developing preferences for forms of expression.

Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role play. **Small world play and storyshelves.**

Making maps. Ladybug suncatchers. Ldaybird spot painting.