

Prime Area: Personal, Social and Emotional development (PSED)

Topic of OURSELVES to get to know the children.

Circle time activities: talking about likes/dislikes, what they enjoy/have enjoyed.

Helping children to use the provision in class independently.

Settling in routines: visual timetable, playtimes, class rules, fruit time, access to water, toilet, washing hands, how to use the areas, tidying up, home time routines, dinnertime routines etc.

Prime Area: Communication and Language (CL)

Speaking with parents to establish a smooth transition
Following instructions
Circle time activities
Singing
Children to bring in Family boxes to share with class (put on display)
Supporting children in developing listening & attention skills
Opportunities for children to talk with adults 1:1 and small group basis
Daily story sessions to encourage increasing attention and recall
Set up a listening area where children can listen to stories and rhymes
Regular Phase 1 activities to develop phonological awareness
Identifying any children with S&L needs

Prime Area: Physical Development (PD)

Painting self portraits
Making salt dough
Sensory play and exploration
PD session-balancing, travelling
Toileting
Helping the children to dress independently
Lunchtimes: encouraging the children to use a knife and fork and walking sensibly to/from
Encouraging children to use tools purposefully to develop fine motor skills

Literacy (L)

Story time
Poetry
Singing nursery rhymes
I spy games
Emergent writing assessments and encouraging children to mark-make
Phase 1 phonics – incl. oral blending
Literacy rich environment with written and printed words everywhere
Link to C&L in story times/drama



Expressive Arts & Design (EAD)

Singing – building up a repertoire of songs
Self portraits – looking through mirrors, understanding the process of using colours for a purpose
Salt dough
Collage – developing fine motor skills
Small world
Dressing up/role play
Dancing and movement games

Environment/Resources

*Listening and responsive adults
Organisation inside and out of workshop areas
Resources accessible and labelled
Use outside to provide/support all areas of learning*

Assessment

*Narrative observation & discussion with parents & child to be completed for all children by half-term
Providing appropriate support and differentiation for children with HA, LA, SEND, or EAL*

Understanding the World (UW)

Circle time activities
Getting to know your new environment
Stories to help children to make sense of different environments and new beginnings
Talking about family/home life/different languages – link to Family Box, show & tell etc.

Mathematics (M)

Begin to develop a repertoire of number rhymes and songs
Focus on rich mathematical environment, especially outside
Focus on numbers personal to children, their age, house number, telephone, siblings age etc
Provide activities which develop counting skills up to 10

Characteristics of Effective Learning (CoL)

Playing & Exploring:

Encourage children to 'have a go' and explore their new environment

Active learning:

*Encourage children to learn together and from each other
Encourage children to persist with an activity even when it is challenging*

Creating & Thinking Critically:

*Encourage open ended thinking
Model being a thinker, showing that you don't always know*