



CLL – Communication, Language, Literacy and Speaking

- Listens to and enjoys rhythmic patterns in rhymes and stories.
 - Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.
 - Rigid attention – may appear not to hear.
- Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'.
- Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.
 - Understands simple sentences (e.g. 'Throw the ball'.)
 - Copies familiar expressions, e.g. 'Oh dear', 'All gone'.
 - Beginning to put two words together (e.g. 'want ball', 'more juice').
 - Uses different types of everyday words (nouns, verbs and adjectives, e.g. *banana, go, sleep, hot*).

Activities/Experiences to include:

- Choosing between two items during snack time by using the name of the food.
- What is the in the bucket game – with a range of items comping familiar expressions and words
- Singing songs together particularly those listed below
- Visiting the school farm
- Story Café
- Embrace and fuel the children's love for pop up/ flap books

Other texts to include in addition:

- Peek- a – pet! by Marie Torres Cimarusti
- Peek –a –Zoo! By Marie Torres Cimarusti
- Who's that? By Rod Campbell – Non Fiction
- Touch and feel animals – Non Fiction

PSED – Personal, Social and Emotional Development

- Interacts with others and explores new situations when Supported by familiar person.
- Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.
- Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).
- Responds to a few appropriate boundaries, with encouragement and support.
- Begins to learn that some things are theirs, some things are shared, and some things belong to other people.

Activities/Experiences to include:

- Introduce circle time and playing short games
- Talking about pets and sharing photos
- Discussion of likes and dislikes of animals

Core theme:

Animals all around

Core Text:

Dear Zoo by Rod Campbell



PD – Physical Development

- Makes connections between their movement and the marks they make.
- Picks up small objects between thumb and fingers.
- Enjoys the sensory experience of making marks in damp sand, paste or paint.
- Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.
- Develops own likes and dislikes in food and drink.
- Willing to try new food textures and tastes.
- Holds cup with both hands and drinks without much spilling.
- Clearly communicates wet or soiled nappy or pants.

Activities/Experiences to include:

- Making zoo animals using a range of materials
- Sensory activities such as mash, gloop tapioca and custard
- Taking notice of different animal patterns
- Continuing exploring water and sand.

BV –British Values & Rights Respecting

Democracy-

Encourage sharing and working through problems together with the support of adults
Children to be able to choose activities and resources that interest them and this should influence planning.

Rule of law- Tightly linked to PSED – Managing feelings and behavior and knowing the clear consequences to actions if boundaries are crossed.

Individual liberty- Encourage Chn self- esteem and discovering activities and natural environments for themselves.

Songs to include

- 5 little ducks
- 5 little speckled frogs
- 5 naughty monkeys
- Incy wincy spider

Festivals/Celebrations/events:

Valentine's day

Activities and texts to be flexible according to children's interests and learning needs

