

<p style="text-align: center;">Health and Wellbeing Play Provision Focus/ Wellbeing</p> <p>Experiences & Outcomes: HWB Milestones</p> <p>Learning Intentions: (Taking part in a group Christmas performance)</p> <p>*Use accurate pencil grip in writing activities. *Develop scissor control.</p> <p>*Undertake self-help skills to: put on coats/shoes, wash and dry hands, brush teeth.</p> <p>Success Criteria:</p> <p>*Use froggy grip during mark making activities. *Use accurate scissor hold and hold paper in hand.</p> <p>*Demonstrate control in putting on clothing/shoes and ask for help when needed.</p> <p>*Wash and dry hands without being reminded. *Participate in toothbrushing independently.</p> <p>Learning Experiences: Self help skills as part of routine. Focus on supporting pencil grip in mark making experiences in play and focus activities with adults. Scissor activities.</p>	<p style="text-align: center;">Literacy Play Provision Focus/ Communication</p> <p>Experiences & Outcomes: LIT 0-01a/0-11a/0-20a (Listen/Talk) (Reading) (Writing) ENG 0-12a/LIT 0-13a/LIT 0-21a (Reading) LIT 0-21b LIT 0-26a (Writing)</p> <p>Learning Intentions: (Drawing and labelling items in house/ people in family)</p> <p>*Draw recognisable items.</p> <p>*Write their name from memory or using a name card.</p> <p>*(Some children) Start to write initial sounds for some words that they know.</p> <p>*(Some children) Copy words for words they are interested in.</p> <p>Success Criteria:</p> <p>*Add detail to pictures and use appropriate colours.</p> <p>*Give words to be scribed onto their picture.</p> <p>*Write the first sounds in a word, e.g. t for table</p> <p>*Copy words that they request.</p>
<p style="text-align: center;">Numeracy Play Provision Focus/ Promoting curiosity, inquiry, creativity</p> <p>Experiences & Outcomes: MNU 0-01a, MNU 0-02a, MNU 0-03a, MTH 0-16a, MNU 0-20a/b/c</p> <p>Learning Intentions:</p> <p>Number: *Talk about and recognise numerals, e.g. house numbers *Count a range of items accurately. *Order numbers to 10. *Recognise numerals, shapes and colours.</p> <p>Holistic Assessment: Data Handling/Number (Mrs Mackenzie- planned holistic assess activity)</p> <p>*Make reasonable estimates. *Recognise and match numerals to amounts.</p> <p>*Count items that can be moved and items that cannot be moved, e.g. pictures.</p> <p>*Combine two groups. *Solve simple word problems using real life items.</p> <p>*Interpret information on simple picture charts.</p>	<p>Learning Experiences: Role play writing experiences and adult led writing opportunities related to houses/homes. Range of interesting resources and word cards to prompt writing in Mark Making area and role play area. Initial sounds games and activities. Focused mark making/ writing experiences for pre-school children. All children- drawing their family and items in their house. Name writing experiences using a range of materials, e.g. playdough, sand tray, etc.</p>
<p>Success Criteria:</p> <p>Number: *Talk about house numbers and say the numbers they know. *Count sets. *Accurately put numbers in order from 0 to 10+.</p> <p>Holistic Assessment (Data Handling/ Counting):</p> <p>*Estimate how many in a group and then count to check. *Label a set with a number card.</p> <p>*Accurately apply counting principles to count puppets, items and pictures.</p> <p>*Listen carefully to a real life problem and use real items, e.g. bird puppets, to solve problem. Count on from the first set, e.g if adding 3 and 2— 1,2,3, 4, 5 not 1,2,3 1,2</p> <p>*Answer questions about picture charts, e.g. how many people live in a flat? How many more blackbirds than robins?</p> <p>Learning Experiences:</p> <p>Number: Number line ordering, pictures of real life numerals on doors, house numbers, counting, shape and colour focus in Numeracy area. Range of sorting and data handling tasks related to sorting by colour, shape, etc.</p> <p>Holistic Assessment: Bird count and sorting resources in Numeracy area, bird counting experiences, adult led activities to count bird puppets and pictures, verbal problems using bird puppets, creating charts related to houses theme and bird count. Asking and answering questions about charts.</p>	<p style="text-align: center;">Other Curricular Areas Focus/ Promoting curiosity, inquiry, creativity</p> <p>Experiences & Outcomes: EXA 0-02a, EXA 0-04a, EXA 0-05a, EXA 0-07a, SOC 0-07a</p> <p>ART COMPETITION: A PLACE TO LIVE (houses, caravans, tents, etc.)</p> <p>Learning Intentions: (Theme: Houses/ Where I live)</p> <p>*Develop detail and form in representational drawings/paintings.</p> <p>*Observe key features in local environment, e.g. features of houses.</p> <p>*Enjoy talking about paintings from the National Galleries and respond to the work of artists</p> <p>Success Criteria:</p> <p>*Re-create observations and ideas in their own work, e.g. drawing familiar houses and places.</p> <p>*Develop own ideas using media to create pictures of places to live.</p> <p>*Create drawings that show recognisable form and detail.</p> <p>*Talk about the work of artists and use ideas from these pieces to create their own ideas.</p> <p>Learning Experiences: Range of house and places to live themed art pieces as part of free flow play experiences at creative area as well as planned adult led art activities. Walks in local area to identify types of housing and other buildings.</p>

Responding to children's interests and next steps in learning: Record of Provision in ELC Areas

<p>Mrs Porter</p> <p>Writing words and pictures- houses, name writing experiences</p> <p>Story Houses</p> <p>Role Play families/baby items; maybe Chinese restaurant later in month?</p> <p>Sand letters</p> <p>Water</p> <p>Playdough/Sensory</p>	<p>Miss Milroy/ Mrs Townsend</p> <p>Small World Farm (child request)</p> <p>Creative house pictures</p> <p>IWB</p> <p>Jigsaws Sequence daily routines</p> <p>Light Box letters, colours</p>	<p>Mrs Mackenzie</p> <p>Discovery Area Houses, family figures</p> <p>Numeracy Area bird count</p> <p>Displays Art Competition, Numeracy pictograph for houses</p> <p>Special Activities Data collection group time activities- which house I live in., Bird count</p>	<p>Mrs Mackenzie</p> <p>Outdoor</p> <p>Bird watching hide and den materials, binoculars</p> <p>House construction site</p> <p>Bird posters</p> <p>3D shape outdoor pictures</p> <p>Number street on fence with numbered houses on washing line.</p>
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SHANARRI Focus Characters

Sam the Safe Otter- Applying safe decisions in Nursery
Rosie the Responsible Dog- Listening to instructions and following rules, current children being responsible role model
Nancy the Nurtured Kangaroo Feeling secure when starting Nursery and forming relationships with key adults in the setting. Know how to look after a baby (role play area- drama)

PE in hall (Thu AM and PM)

Basic Moves- travelling and spatial awareness/ walk/run; Listening games, e.g. start/stop/change speed, change direction
(Mrs Mackenzie- observe all children)
Active Schools- Football (Mondays from 22nd Jan)

Messy Play Focus (Tuesday- AM and PM)

*Winter Fun- enjoying winter weather in messy play area, bird watch role play, ramps and cars, any snow/ice experiences with colour water droppers, making garden bird friendly (Mrs Watson- observe all children AM, Mrs Mackenzie- observe all children PM)

Planned Focus Table Activity

Curricular Area: Mark Making- Representational Drawings
Focus: Literacy/ Art

Learning Intention:

- *Develop form and detail in pictures.
- *Use a range of media to create interesting pictures.
- *Respond to the work of artists.

Success Criteria:

- *Add smaller details, including items and colours.
- *Apply own ideas to create art work related to houses.
- *Talk about the work of artists and start to use ideas in their own work.

Activity: All children—
 Art Competition- Use different media to create pictures of places that someone may live.
 Mark Making Activities- Draw picture of house and family and label these.

Key Worker Focus Observation (1)

Curricular Area:
Focus: Numeracy- Progress in basic Numeracy Skills

Learning Intention:

- *Use and apply basic counting principles
- *Recognise/name numerals, shapes and colours.

Success Criteria:

- *Say numbers in order (stable order).
- *Count items accurately using 1-1 principle.
- *Say numeral names, colour names and shape names.
- *Sort and match colours/ shapes.

Activity:
New Starts:
 Baseline checks in counting by rote, number recognition, counting items and naming shapes/colours. Sort by colour and shape.

All other children:
 Check progress in basic numeracy skills.
 Ordering numbers to 10+ (pre school children)

Observation about the child's learning and their talk about concepts related to numeracy concepts in play.

Key Worker Focus Observation (2)

Other Observation Information:

New Starts:
 Cutting skills
 Drawing in context in mark making area- pencil hold, stage of development

All:
 Highlight current progress in Drama (Other Curricular Areas) HWB- Know how to look after a baby

Learning Journeys for new starts w.c. 15th January
 All groups start Learning Journeys from 29th January

Mrs Mackenzie: Holistic Assessment for Counting and Data Handling- My house and bird count.