



<p><b>Personal Social and Emotional Development</b></p> <p>Pupils will learn what to do if they see a child upset, they will be told to try and comfort them and to tell a teacher.</p> <p>Linking to Valentine's Day, pupils will talk about what it means to be a good friend. They will make Valentine's Day cards for their friends.</p> <p>Pupils will use small world figures and real photos of animals as prompts to discuss different types of farm animals that they know. They will talk about their favourites and why they like those animals.</p>	<p><b>Communication and Language</b></p> <p>Pupils will hear a range of texts and stories, from the Nursery Reading Spine, read fluently and without interruption daily. These texts will be read repeatedly to support pupils understanding and enjoyment.</p> <p>Pupils will enjoy listening and respond to key texts linked to the topic 'Old McDonald Had a Farm'. Puppets, soft toys, and real objects will be used as props to support understanding of stories and texts.</p> <p>Pupils will learn new vocabulary linked to key texts and be encouraged to use new vocabulary throughout the day. Pupils will explicitly learn the names of farm animals and explore a range of different animal features. This vocabulary will also be used across a range of different contexts.</p>	<p><b>Physical Development</b></p> <p>Pupils will take part in running races outside and try to find out who can run the fastest! Can the children run faster than the Gingerbread Man?</p> <p>Pupils will play movement games based on different types of farm animals. They will explore using the space and create different actions for the farm animals, such as galloping like a horse, rolling in mud like a pig etc.</p> <p>Pupils will be shown how to access a range of provision in the classroom and how to use available resources safely, particularly scissors.</p> <p>Pupils will take part in 'Squiggle as you Wiggle' activities to develop their capability and motivation to write;</p>	<p><b>Literacy</b></p> <p>Key texts this term are;</p> <p><b>The Gingerbread Man- Traditional Tail</b></p> <p><b>Duck in a truck - Jez Alborough</b></p> <p>Pupils will hear the stories 'The Ginger Bread Man', 'Duck in a Truck' and 'A Squash and a Squeeze' read fluently and without interruption.</p> <p>Pupils will take part in echo storytelling and will join in with repeated refrains from key stories.</p> <p>When introducing a book, pupil attention will sensitively be drawn to parts of the books, for example, the cover, the author, the page number. Their attention will also be draw to where the text is, and how English print is read left to right and top to bottom.</p> <p>Pupils will explore mark making on gingerbread person templates. They will use marks to design their own gingerbread person.</p>
<p><b>Old McDonald had a Farm...</b></p> <div style="display: flex; justify-content: space-around;">   </div>			
<p><b>Characteristics of Effective Learning</b></p> <p><b>Creating and Thinking Critically- Thinking</b></p> <p>Adults will use the language of thinking and learning to model being a thinker. showing that they don't always know, are curious and sometimes puzzled, and can think and find out. This will be done through both group times and in the continuous provision. Adults will ask the children for ideas and encourage them to use their imagination to think of ways we can do things e.g. build a house using junk modelling, bricks, paper. Pupils will be encouraged to be inventive and to test out different ideas. Adults will always respect children's efforts and ideas, so they feel safe to take a risk with a new idea.</p>	<p><b>Expressive Arts and Design</b></p> <p>Pupils will be exposed to a range of different textures, such a play dough, cornflour, jelly, shaving foam, porridge/oats etc. They will be encouraged to explore textures with a range of senses. Pupils will be exposed to vocabulary which will enable them to describe and talk about textures and materials, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft', 'hard' 'sticky' 'slimy'.</p> <p>Pupils will use a range of dough tools, including dough shape cutters, rolling pins, crinkle cutters, extruders, knives and cutting tools. Pupils will experiment manipulating dough in a range of ways including pinching, twisting, stretching, rolling, squeezing and patting.</p> <p>Pupils will role play cooking and baking, bringing their own experiences into their play. They will be encouraged to pretend to bake gingerbread people and other tasty treats. Baking props, such as rolling pins, bun tins, cake tins, saucepans, bowls, spoons and plates will be added to the home corner and sand tray.</p>	<p><b>Understanding the World</b></p> <p>Pupils will discuss what types of food they eat at different celebrations, e.g. birthdays. Children will taste foods eaten during Chinese New Year and discuss which foods they like and which foods they dislike.</p> <p>Pupils will explore small world farm animals and farm vehicles to discuss different types of animals found on farms. They will explore adult and baby farm animals and begin to use their names. Pupils will be encouraged to talk about what they can see and make links to their own experiences.</p> <p>Pupils will explore the different crops that might be grown on a farm such as vegetables. They will follow a simple recipe using vegetables to make soup.</p>	<p><b>Mathematics</b></p> <p>Pupils will develop their understanding that when saying the names of the numbers in sequence, each object receives one count and one only one count. Children will have regular opportunities to practise touch counting, in a variety of playful contexts, inside and outdoor, sometimes going to higher numbers.</p> <p>Pupils will explore simple repeated ABAB patterns. They will match objects by colour/ size (such as compare bears/ farm animals) to duplicate a pre-made pattern.</p> <p>Pupils will create arrangements using 2D shapes. They will develop their ability to create simple picture using familiar shapes, such as a house/ rocket/ sun etc.</p>