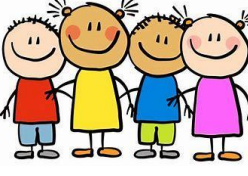





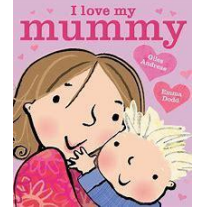
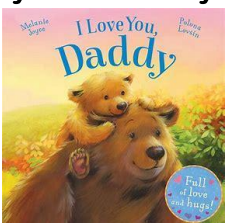
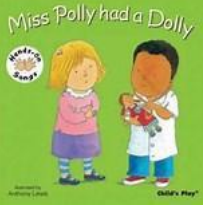
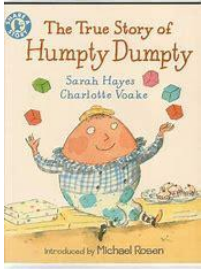
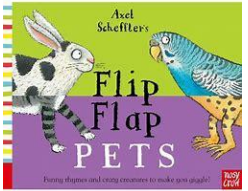


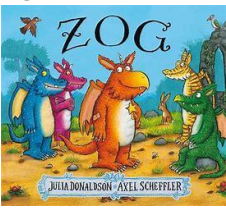
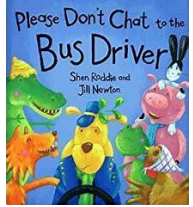
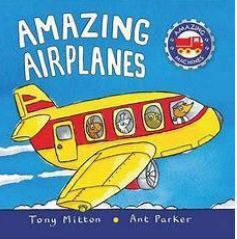
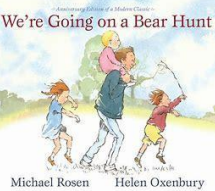
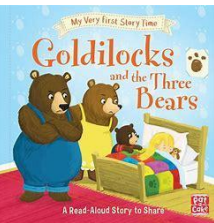


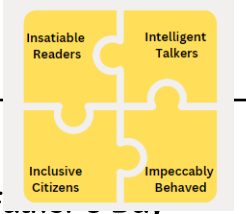
Nursery 2/3 yr olds	People of the world	What a wonderful world	How the world has changed	Creating a better world		
	<p>All about you</p> 	<p>Nursery Rhymes</p> 	<p>Pets (All about you - newbies)</p> 	<p>Prince and Princess</p> 	<p>Transport (All about you - newbies)</p> 	<p>Bears, Bears and More Bears</p> 
<p>Core Texts</p>	 <p>I love Mummy</p> <p>I love Daddy</p> <p>Who lives in my house?</p> <p>Dogger</p> <p>I love you blue kangaroo</p> <p>My favourite toys</p> 	 <p>Nursery rhymes</p> <p>True stories of each Nursery rhymes</p> 	<p>That's not my . . . Lulu gets a cat</p> <p>The flip-flap pets book</p>  <p>The velveteen rabbit</p> <p>Little rabbit Foo Foo</p> <p>The Mog series</p> 	 <p>The princess and the pea</p> <p>10 little princesses</p> <p>George and the dragon</p> <p>The little mermaid under the sea</p> <p>Rapunzel</p> <p>Cinderella</p> <p>Zog</p> 	 <p>Please don't chat to the bus driver</p> <p>Transport series - Tony Mitton</p>  <p>Hot air balloon</p>	 <p>We're going on a bear hunt</p> <p>Where's my Ted?</p> <p>Brown bear</p> <p>Colour bear</p> <p>Goldilocks</p> 
<p>Key vocabulary</p>	<p>Name, Mummy, Daddy, toys, house, family, I like, love</p>	<p>Nursery rhyme, rhyming, sing, join in,</p>	<p>Pet, animal, cat, dog, bird, fish, hamster, care, food, bed, walk, cage, tank</p>	<p>Prince, Princess, royal, castle, knight, horse, king, queen</p>	<p>Transport, travel, car, bus, bicycle, train, aeroplane</p>	<p>Bear, teddy bear, big, small, soft, head, ears, eyes, paws, legs, tummy</p>
<p>PSED</p>	<ul style="list-style-type: none"> Children are encouraged to be kind to others and share their toys. Children have the chance to sit together as a group throughout the session. Children are encouraged to talk about their feelings. During circle time, children are encouraged to discuss their emotions and linking them to stories. Children are given a choice on what toys they access. 				<p>Rising 3 Learning Goal:</p> <ul style="list-style-type: none"> Able to tell an adult when they need to use the toilet and are beginning to become more independent Able to wait for their turn, sometimes with an adult to support. Able to communicate their own feelings to others. Children have developed their own friendships with other children. Children understand how to use 'kind hands' with support from an adult. 	



<p>Physical Development</p> <p><u>Fine motor</u> Daily opportunities for Fine Motor Activities</p> <p><u>Gross motor</u> Weekly Yoga Lesson Wake up shake up Physical sessions</p>	<ul style="list-style-type: none"> Children will have access to a variety of fine motor tools during child initiated activities. Children will more confident and precise in the following movements and begin to combine them with ease and fluency: - <ul style="list-style-type: none"> Walking – travelling confidently in different directions including backwards Running – showing an understanding of how to increase speed and slow speed down Crawling – coordinating 4 limbs simultaneously, able to travel forwards and backwards in straight lines, commando crawl Jumping - showing control when landing on two feet. Beginning to swing arms to jump further Skipping – showing coordination to move with increasing speed Climbing – understand the need to check footing and hand grips. Show coordination in reaching a goal – traversing along a wall, climbing to the top of a wall Wave flags and streamers Children will begin to use the toilet and wash hand independently. 	<p>Rising 3 Learning Goal:</p> <ul style="list-style-type: none"> Children can grasp to make marks using things like chunky crayons / felts. Children can walk independently Children can use a spoon independently and feed themselves with ‘finger foods’. Able to kick a ball, with some awareness of the ‘target’. Children are able to jump with both feet leaving the ground.
<p>Communication and Language Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Daily story time</p>	<p>Children have a story read to them on a daily basis.</p> <ul style="list-style-type: none"> Every child will be spoken to and have a conversation with an adult. Adults to model key vocabulary linked to the topic. Adults model speaking in full sentences and repeat back grammatically/extending the phrases e.g. ‘car’ ‘It is a car’. Children will be encouraged to take part in self registration and join in with a hello song daily. Children participate in daily activities where Communication is always encouraged 	<p>Rising 3 Learning Goal:</p> <ul style="list-style-type: none"> Can focus on an activity for a short amount of time with an activity of their own choice. Can successfully pronounce multisyllabic words such as ‘banana’ or ‘computer’. Can understand and follow simple instructions such as ‘give that to me’ or ‘sit down’ etc. Can communicate and be understood by using simple phrases e.g. ‘my juice’, ‘all gone’ etc.
<p>Literacy Throughout the year:</p>	<ul style="list-style-type: none"> Children have a story read to them / shared with them every day. Children have access to a variety of mark making / writing materials within continuous provision. Children have access to a range of age appropriate books within continuous provision. Children have a music and movement exercise at the start of every session and encouraged to join in and sing along. Children have access to the whiteboard and pens to mark make freely. Children are encouraged to hold the mark making tools correctly for their age. During self-registration children are supported to select their picture and name to stick on a board to encourage name recognition. 	<p>Rising 3 Learning Goal:</p> <ul style="list-style-type: none"> Able to repeat words and phrases from a familiar story Make marks and give meaning to marks. Enjoy sharing a book with an adult. Able to identify sounds in the environment e.g. birds cheeping in the tree, cars beeping.
<p>Maths</p>	<ul style="list-style-type: none"> Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts through continuous provision. Children are encouraged to count daily when playing and building with resources. Jigsaws are available for children to play with.. Shapes and numbers are available in our everyday resources. Sorting toys and counting resources available for independent play 	<p>Rising 3 Learning Goal:</p> <ul style="list-style-type: none"> Engage in number songs and rhymes with an adult. Able to use gestures or simple phrases to compare objects e.g. small, big, heavy, little. Able to count orally within everyday contexts Able to count to 3 items. Can complete ‘inset’ puzzles.
<p>EAD</p>	<ul style="list-style-type: none"> Knows and sings familiar Nursery Rhymes with support from an adult. Create drawings and begin to talk about what they have creative. Take part in imaginative play with support from an adult (pretending to make a cup of tea, bake a cake etc...) Use materials to create different models. Able to successfully name most primary and secondary colours. 	<p>Rising 3 Learning Goal:</p> <ul style="list-style-type: none"> Knows and sings familiar Nursery Rhymes with support from an adult. Create drawings and begin to talk about what they have creative. Take part in imaginative play with support from an adult (pretending to make a cup of tea, bake a cake etc...) Use materials to create different models. Able to successfully name most primary and secondary colours.
<p>UTW</p>	<ul style="list-style-type: none"> self-portraits and our family photos are on show for the children to make connections between their families and other children’s families. Role Play area set up as a home. Real objects and cutlery available Children have access to natural materials both indoors and outdoors. Daily weather board 	<p>Rising 3 Learning Goal:</p> <ul style="list-style-type: none"> Know they live at home and are able to talk about it. Enjoy exploring natural materials both indoors and outdoors. Notice and talk about changes, such as the weather (rain, sun etc...) Make comments about their own families, using photos to support. Notice differences between people.



The Tithe Farm Way:
Resilient pupils who have a life-long love of learning and are ready, respectful and safe in their choices



Festivals and Celebrations	Halloween	Bonfire night Christmas	Chinese New Year Pancake day	Mother's Day Easter	St George's Day	Farm visit
Experiences				Growing caterpillars	Farm visit	