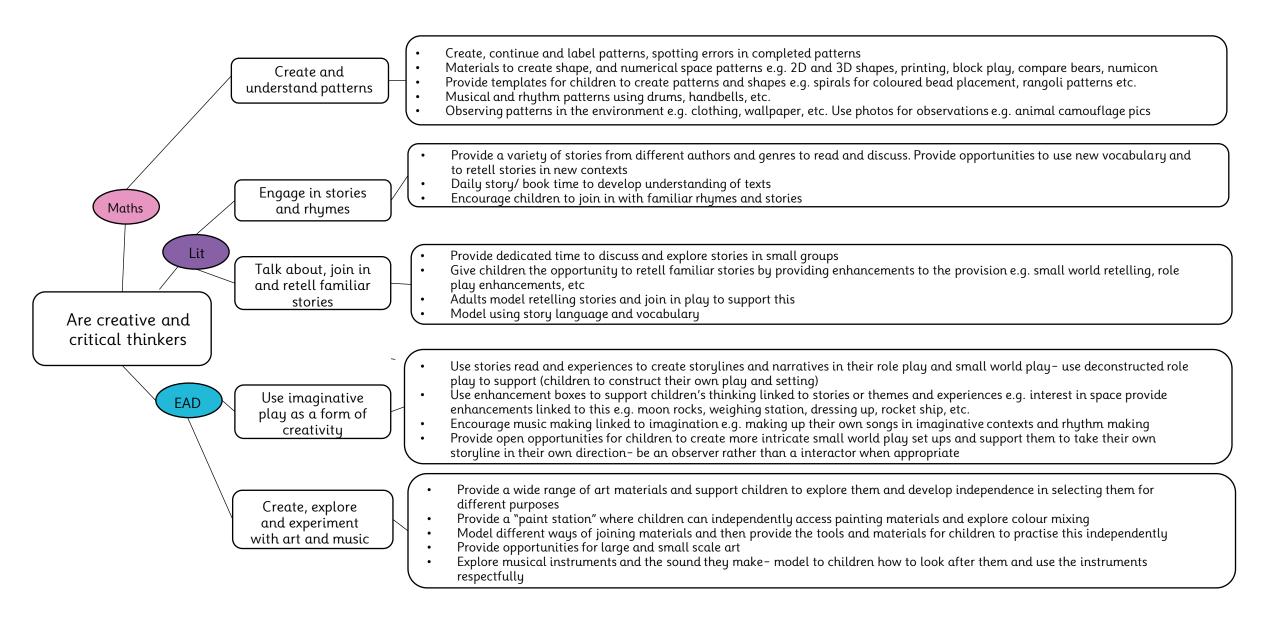
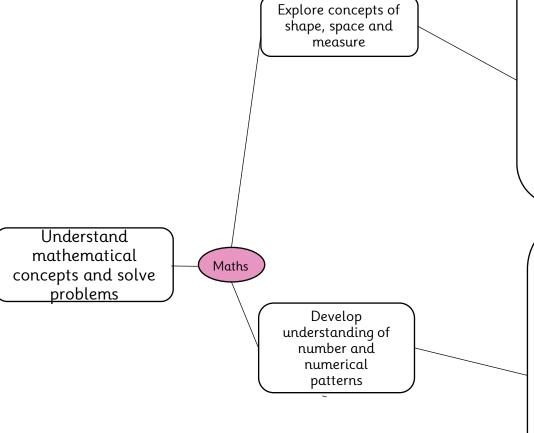
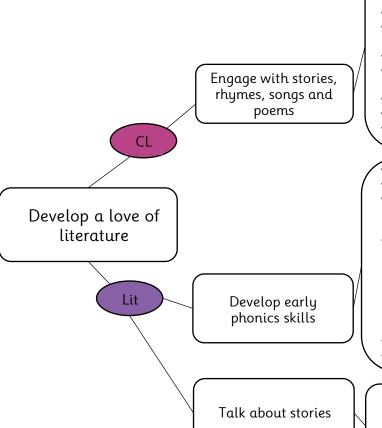


Plan activities where children can practise moving in different ways and at different speeds - provide a safe space for this



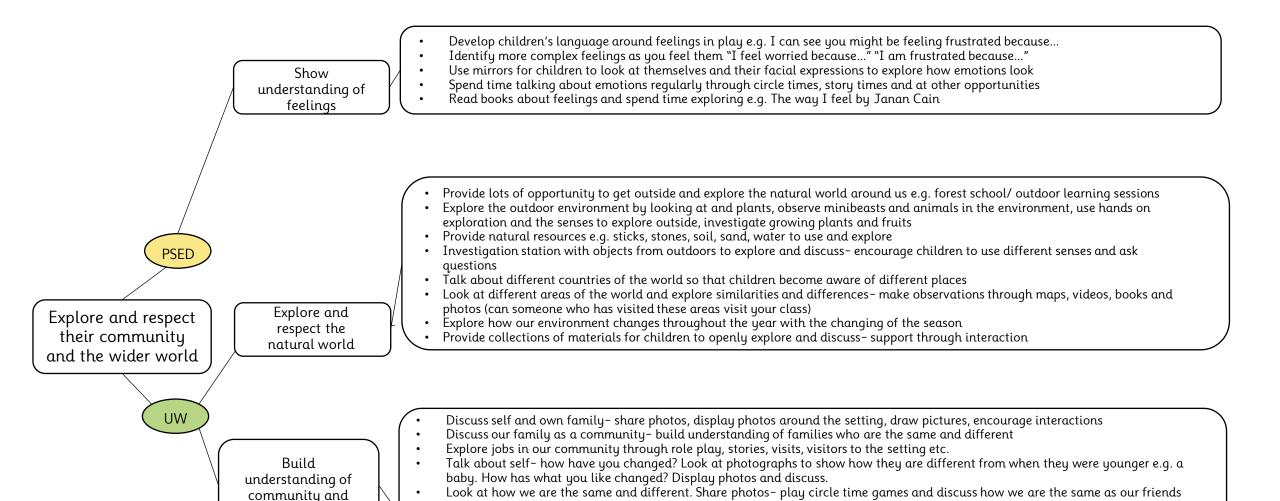


- Time- days of the week, times of day
- Provide time to discuss what day of the week it is
- Draw children's attention to different time of the day e.g. "I can see it's I2 o clock- it's lunchtime"
- Discuss the passing of time during circle times e.g. yesterday was Sunday, tomorrow is Tuesday, etc.
- Countdown to show passing of time e.g. advent calendar using tens frames to count to Christmas etc.
- Notice shapes in the environment with the children and model using mathematical language e.g. "yes, it is a big stick– it's very long" "what shapes can you see on the leaves?" "What shape do I need to make the tower?"
- Draw children's attention to the uses of 2D and 3D shapes e.g. balls won't stack so the shape must have a flat edge etc. Choose appropriate shapes to make models
- Provide resources to explore measure in the provision e.g. jugs, funnels, scales, boxes for fitting inside, etc.
- Explore spatial awareness by riding , construction activities, posting boxes, jigsaws, making a complete circuit with a train track
- Play games such as covering shapes with foil and encourage children to justify what they think it is
- Activities such as filling station to explore how much containers hold
- Help children to develop comparative language and notice equality
 - Support counting forwards and backwards by singing number songs support the concept of more and fewer by using concrete resources which you add and take away as you sing
 - Recite number names in order by practising counting- rote count past 5 to 10
 - Encourage children to recognise numbers quickly by playing the "show me" game where children show numbers up to 5 on their fingers, use the game as a time filler throughout the day to cement
 - Developing counting objects up to 5 by bringing into everyday experiences e.g. can you put 3 candles on the cake, how tall is your tower, etc.
 - Provide a range of loose parts and natural resources for children to explore more, fewer and count- use tens or fives frames to support understanding
 - Explore more and fewer by comparing towers of bricks, balls of playdough, loose parts, etc. Use frames to support the concept
 - Practise recognising number order by showing number cards and putting in order
 - Display number lines with concrete resources to match numerals
 - Create number displays which show representations of numbers to 5 e.g. numeral, finger numbers, concrete resources, pictures
 - Observe pictures and look for amounts e.g. look at conkers fallen from trees and ask "what do you see?" make marks to demonstrate what can be seen on the picture
 - Play "What is here?" Place small objects on a tray and hide shuffle around and reveal the objects what can you see? Change the amount and play again discuss more and fewer
 - Share objects in a range of ways (different visual representations) and realise that the amount is the same



• Sing nursery rhymes and songs

- Read books with repeated refrains e.g. Dear Zoo, traditional tales, etc. and encourage children to join in with these as they develop familiarity
- Retell familiar stories (with some aids such as a story map or sequenced pictures)
- Encourage children to join in when singing/reading
- Have a daily story time/ poetry reading/ singing (check out Reading Magic for a simple to implement 15 minutes daily linked to stories)
- Use props and puppets to support with singing rhymes and sharing stories
- Story sounds— when reading a story associate the sounds to different characters or objects e.g. when we see a train make the sound "ch, ch" and make animal noises in rhymes such as Old MacDonald or Dear Zoo
- Sing familiar rhymes and songs with sounds e.g. The wheels on the bus, Hickory-dickory-dock.
- Use language play from stories e.g. Goldilocks- pretend to be each bear and develop voice sounds
- Use lots of intonation and action songs
- Phonics teaching-phase one
- Spend time developing understanding of rhyming words- listening for them, identifying them and generating them
- Develop speech sounds e.g.
 - Games with mouth movements and mirrors e.g. blowing, sucking, kissing, tongue stretching
 - Make sounds with voices e.g. down the slide wheeee, be a clock, tick-tock, etc
- Tune into sounds
 - Listen to and identify sounds in the environment e.g. listening walks, listening moment, I hear with my little ear, etc
 - Hear sounds from instruments etc. and identify them
 - Identify initial, mid and end sounds in words (orally)
 - Identify rhyme- hear rhymes, continue rhyming strings and play with rhyme
 - Copying rhythms e.g. clapping rhythms, percussion, etc.
 - Listening to and playing musical instruments
- Develop oral blending and segmenting skills
- Listen for sounds in words and sequence them effectively
- Express preferences about stories have favourites and discuss
- Introduce a story voting system where children can select which story they would like to read
- Talk about stories why do you like it? Who is your favourite characters?
- Show links between stories e.g. the same author, stories with the same characters, similar settings, etc.



Share stories e.g. All are welcome, Around the World we go, The Great Big Book of Families, Once there were giants, etc.

and how we are different.

Talk about how it's okay to be different

life story