

### Personal, Social & Emotional Development

- Grow in independence relating to the key routines of Cherry Class
- Thrive and grow in self-assurance
- Develop positive relationships and confidence in key Cherry Class staff
- Develop friendships with other children
- Begin to show 'effortful' control over emotions and engage in 'talk' about how they are feeling
- Engage with toilet training routines

### Communication & Language

- Use single words in context within Cherry Class and for those who are able, start to develop phrases and short sentences in a conversation
- Make themselves understood with words, gestures and a mixture of both!
- Show understanding of language in familiar routines and situations
- Listen to other people's talk with interest
- Listen with interest to stories and show an understanding of what is happening with pictures to aid.
- Develop ability to concentrate on and explore a play activity/resource/loose part of choice

### Physical Development

- Support access for children to develop dens, tunnels and small spaces, using appropriate and range of resources.
- Encourage children to build and practice skills such as kicking, throwing and catching a ball.
- Learn to jump/climb/spin and encourage risky play when outside to test their own boundaries.
- To be able to ride a scooter/ tricycle.
- Encouraging children to be independent when getting ready-managing zips, buttons and pouring drinks (self-care).
- Develop ability to manipulate and control using vast resources.

### Ideas for interactions, activities and continuous provision

-Engage with the 'rhythm of the day' – self registration, coat on and off, shoes on and off, finding peg, Good Morning time, tidy up time, story time, home time

-Regular praise for achievements relating to C of EL

-Engaging with morning and departure greetings and songs, approaching key staff with needs (spoken or in gesture), interacting with key staff in play, engaging in 'chat' relating to the home and all about me boards – add on spring chat.

-'Everyone in the tuff tray' activities to encourage interaction and blossoming friendships, facilitate opportunities to join in with friends in play.

-On-going discussion between staff and children when situations arise and praising children when they are able to wait, share, stop, help, give, thank.

-Close communication with parents/carers to ensure consistency in approach between home and school.

### Ideas for interactions, activities and continuous provision

- Engage in language as part of 'everyone in the tuff tray', circle time, story and song time, snack time and as part of general play activities with staff and other children.
- Engage with now and then/next discussions
- Staff use simple gestures and language to question children and encourage them to explain/say what is happening (e.g. putting out the snack in the designated snack area, picking up a story etc.)
- Regular and short (duration) opportunities for listening to staff and other children (e.g. home time – what have you enjoyed today? Initial input during 'Everyone in the Tuff Tray', listening for my turn at hand washing and home time.
- Daily story sessions in whole/small group with the adult encouraging children to point out matters of interest in the pictures and to talk/answer questions about what they are listening to.
- Learning the story of Goldilocks and the Three Bears, exploring winter and recent snow, winter stories surrounding ice, snow, melt, freeze etc.
- Provide a range of differing play resources/loose parts and toys that children can explore and develop schemas. Adults to make purposeful interventions as children play to encourage new vocabulary and answers to what and where questions
- Provocations for Goldilocks and the three bears puppets/story, winter related play with snow blocks, silver/white materials, shiny materials, cotton wool, tin foil, Arctic/Antarctic animals, shaving foam, mittens, hat, gloves, scarves.

### Ideas for interactions, activities and continuous provision

- Children in Cherry to plan and build small spaces/dens to use during play. Ensure necessary building materials to support group/independent play such as boxes, tape, material, pegs. Supporting this play through igloo den building, making an Inuit house, shelters for birds or Arctic/Antarctic animals.
- Access outside daily to develop gross motor skills above and equipment to provide these play opportunities encouraging children to join in with skill based games.
- Cherry staff to take opportunities during routines for children to have "I will try" attitude surrounding independence e.g. going home/outside. Add on during snack –children to pour own milk, collect plate, collect snack, sit at the table. To hold small cup and drink, put away snack when finished – using words "I'm finished"
- Providing opportunities and a range of play resources/tools to support manipulation and control e.g. play dough, gluing and sticking, pre/scissors skills surrounding topic based. Winter/cold display pictures – winter trees and snowflakes.
- Making bear bread, skills – cutting, washing hands, chopping, giving out, counting, and sorting.

### Child-Led Topics and Activities

Other topics and activities may be used in response to children's interests. All adult-led topics may be adapted or removed depending on the responses of the children. Core Mathematical and Communication and Language skills will be central to all adult led activities and adult intervention within child initiated learning.

### Cherry Class



Spring 1  
2022

What I see outside (winter) – a vehicle for exploration

All about me/celebrating my family/my interests (New intake)

Goldilocks and the Three Bears

### Key Vocabulary

Winter cold freeze frozen ice frost melt chilly crunch

hot hard soft bears Goldilocks bouncy bowl

spoon bed woods forest house big medium small

icicle snowflake slippery white silver blue birds bird food

Robin Blackbird Bluetit Empty Full

## Literacy

- enjoy topic songs and rhymes, sitting for small amounts of time and joining in/copying.
- Copy movements or gestures.
- Share favourite books with familiar adults within the class exploring questions, comments own ideas.
- help develop play around children's favourite stories at the present time.
- daily opportunities for children to access mark making and free drawing.

## Mathematics

- supporting children combining objects like stacking plates and cups and using objects to put inside/take out.
- take part in finger songs/rhymes to encourage counting and explore number.
- react to changes of amount in a group.
- compare amounts using vocabulary lots, more and same.
- Develop counting-like behaviour such as sounds, pointing or saying some numbers sometimes in sequence in everyday play/learning.
- climb and squeeze into types of spaces.
- Complete inset jigsaws/puzzles.
- compare size/weight using words like bigger/little/smaller/high/low.
- notice patterns and arrangements.

## Understanding the World

- Explore natural materials indoors and outside.
- Explore and respond to different phenomena in the world around them.
- Make connections and celebrate features of their own family and the families of their peers.
- Notice differences between people.

## Ideas for interactions, activities and continuous provision

-Creating a quiet and listening space to provide daily songs and rhyme time in the story corner collectively. (snowflake snowflake, the mittens on my hands, winter animal song, warm clothes song)

-Use songs and rhymes the children can join in independently using own fingers/gesture movements. Song bag and children to choose own song and to use this opportunity to introduce Thrive activities and games using story puppets/teddies.

-provide topic/children's interest books and a safe place to enjoy and talk about books of their liking. Adults to support language and small sentence making during these times.

-support play around favourite stories providing props/resources and joining in/modelling play.

## Ideas for interactions, activities and continuous provision

-using everyday resources/loose parts within the classroom to provide opportunities to count, group.

-Staff to encourage/explore and model number play using vocabulary above during topic activities – please look at key vocab above

-topic jigsaws to complete and challenge.

-creating patterns of winter using paint, loose parts.

-sorting size with various loose parts objects, bears, bowls, spoons, teddies, beds.

-empty and full porridge oats exploring.

-opposites big/small, soft/hard, cold/hot.

## Ideas for interactions, activities and continuous provision

-having daily opportunities to explore/discover natural objects and the world around them using senses. Encourage the children to describe (What I see)

-Notice and talk about differences in our families and how we celebrate festivals, celebrations.

-Creating own and class shelter for the birds during winter time. Talking about feeding the birds and giving them fresh water.

-Creating own bird feeders.

- Designing and creating own snowflake – pegs and pom poms, cool blues, white, silver.

-winter walks/hunts and exploration

## Expressive Arts and Designs

-move and dance to music.

-make/enjoy rhythmical repetitive sounds.

-explore a range of sound-makers and instruments and use them in different ways.

-take part in songs, rhymes, actions, sounds and rhythm.

-develop a sense of pretend play and using objects to represent another.

-explore and investigate materials using all senses.

-support their imagination with various materials to create.

-make simple models to express ideas/interests.

## Ideas for interactions, activities and Continuous provision

-having daily access within Cherry provision to support musical ideas and making their very own music up or making a musical instrument.

-learning new winter songs.

-giving the children a chance to fill in missing gaps in songs or key story.

-update art corner with various materials children can work with to create and make.

What it's like to be Goldilocks/bear.

## Related Stories and Songs

Snowflake Snowflake      Winter Dance

The mittens on my hands

Winter animal song

Warm clothes song

Goldilocks and the Three Bears

I love you to the moon and back

Robins Winter song