

### 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 Autumn 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, outdoor opportunities, snack time and as part of general play activities with staff and other children. Encourage children to name things they see from the stimulus given, continually practise new vocabulary and respond particularly to who, what, where? questions as they explore in the above provocations and opportunities

-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 (eg. Putting out the snack, picking up a story etc. noticing changes in the weather, the trees, what the Gingerbread Man is doing, what we see on the Christmas tree) Familiarise children with new designated snack area

-Regular and short (duration) opportunities for listening to staff and other children (eg. home time – what have you enjoyed today? Put the red button on the gingerbread man, get the gold decoration for the tree ) Taking turns 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 The Ginger bread man, exploring Christmas stories, night stories.

### Ideas for interactions, activities and continuous provision

- Children in Cherry to plan and build small spaces/dens to use during play. Have necessary building materials to support group/independent play such as boxes, tape, material, pegs. Support this play through hedgehog den building, making post boxes.
- 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, hold small cup and drink.
- 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 work. Firework display pictures – mark make and chalk, stick and glue, paint and flick, marble painting,

### 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

Autumn 2  
2021

What I see outside (Autumn/Winter) – a vehicle for exploration  
Celebrations and tradition with my family  
The Very Lonely Firefly  
The story of the Ginger Bread Man  
Guy Fawkes  
Christmas

### Key Vocabulary

Boom sizzle flame hiss crackle firework pop light sparkle bang

Den shelter firefly lonely hedgehog hibernate "run run.....  
Gingerbread man oven bake

Cold rain(y) Wind(y) icy celebrate Christmas presents

## 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's and 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. "I'm a little hedgehog", Christmas songs, Firework rhyme.
- use songs and rhymes the children can join in independently using own fingers/gesture movements. Song bag and children to choose own song.
- 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.
- Support children using various mark making tools to access and draw meaning to their marks.

## 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.
- topic jigsaws to complete and challenge.
- creating patterns of autumn using paint, loose parts.

## 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)
- Talk about celebrations – going to see the fireworks, going to see Father Christmas, getting Christmas cards, making a Christmas list
- Play games to encourage and notice 'same' and different', for example, turning over to Christmas related cards, are they the same? (Children can say 'snap' when they are the same.
- Creating own and class shelter for hedgehogs – having a think where the hedgehog home would be safe, what does the shelter/den need.

## 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 autumnal, celebrations 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 a firefly – movements, torch, music.

## Related Stories and Songs

- I'm a little hedgehog
- Firework Rhyme
- The Gingerbread Man
- The Very Lonely Firefly
- Christmas and night stories
- Jingle Bells
- When Santa Got Stuck Up The Chimney