

We



### Feelings

**Key Skills:** I understand the importance of looking after mine and other people's property, I can talk about different parts of my body, I know the difference between turn-taking and sharing, I can help other's when they are in need.

We



### Drawing

**Key Skill:** I can draw more of my pre-writing shapes. I can connect shapes together to create an image such as a fire engine.

### Words of the Week

Alarm, brush, construct, deliver, safe, imagination

### Write Dance – Gross Motor and mark making

I can practise my pre-writing shapes using big movements in the air.

I am learning to cross my midline.

I am practising to stretch my arms really high.

I am beginning to coordinate different parts of my body.

I can listen and move to different rhythms.

I can lie on my tummy and respond to music by making different marks.



# People Who Help Us



### Physical Development

I can move forwards/backwards at different speeds and change direction when instructed. I can move one arm to the next bar on the monkey bars. I can push a pedal on a trike. I can develop my balance skills along the log trail. I am learning some pre-writing shapes and developing my gross motor skills through Write Dance. I am growing in confidence with my scissor and tweezer skills. I can tear and scrunch paper into small balls. I can safely use a hammer to hit an object.

### Personal Social and Emotional Development

I am more confident in remembering my words to take turns and share in my play. I am starting to solve problems independently. I am beginning to notice when my friends are in need and can try to help them. I can remember rules without an adult reminding me and can explain the importance of them. I am beginning to find ways to regulate my emotions. I understand the importance of looking after mine and other people's property. I know the difference between fruit and vegetables and can explain the benefits of them.

### Communication and Language

I can follow instructions with two parts "first put on your coat and then line up". I can begin to use past tense in adult-led conversation. I can use new vocabulary in play. I can begin to use four to six word sentences. I can express my likes and dislikes. I can ask peers directed questions "would you like milk or water". I can use 'please' and 'thank you' without prompt from adult. I can sustain attention in a group for 15 minutes.

### Literacy and Phonics

I can continue a rhyming string. I can orally blend a CVC word. I can recognise words with the same initial sound. I can answer, what, who, how questions. I can talk about how a character is feeling using the ZoR. I can identify the characters and setting in a story.

### Maths

I can recognise that there are more/fewer than before using Nursery rhymes and visual prompts. I can apply mathematical knowledge to play using numbers to 3. I can recognise numerals to 3. I can show numbers to 3. I can show amount with fingers. I can sort items, giving a group a name.

### Characteristics of effective learning

I can find out and explore; I can play with what I know; I am willing to have a go; I can be involved and concentrate; I can keep on trying; I enjoy achieving what I set out to do; I have my own ideas; I can make links; I can choose ways to do things.

## Role Play Doctors Surgery/Post Office



### Tier 3 Vocabulary

- stethoscope • syringe • bandage • emergency • siren • crime • hose • patient

### Understanding the world

I know how firefighters keep up safe. I know that the police are not just for 'catching baddies'. I know about different parts of my body including the brain. I know how to post a letter. I can notice signs of winter.

### WOWs

- Police role play opening
- Colour Mixing
- Site Manager visit
- Police visit
- Posting Valentine's cards
- Arts Week