



## Key Learning Opportunities

### Personal, Social and Emotional Development

- To build constructive and respectful relationships
- To express their feelings and consider the feelings of others.

### Communication and Language

- To extend vocabulary, by learning and using new vocabulary.
- To articulate their ideas and thoughts in well-formed sentences
- To describe events in some detail
- To use talk to help work out problems and organise thinking and activities.

### Physical Development

- To develop their small motor skills so that they can use a range of tools competently, safely and confidently
- To use their core strength to achieve a good posture when sitting at a table or on the floor.
- To develop the foundations of a handwriting style which is fast, accurate and efficient.
- To develop an effective pen grip.

### Literacy

- To develop the ability to form lower case and capital letters correctly.
- To spell words by identifying the sounds and then writing the sound with letters.
- To begin to form marks, letters, phrases and full sentences.

### Mathematics

- To recognise numerals

### Expressive Arts and Design

- To explore, use and refine a variety of artistic effects to express their ideas and feelings.
- To return to and build on their previous learning, refining ideas and developing their ability to represent them.
- To create collaboratively, sharing ideas, resources and skills.

## Resources

- A selection of mark making tools, including selections of pencils, pens, whiteboard pens, chalk, crayons, felt pens, pencil crayons, highlighters.
- Paper, card, envelopes, postcards, recipe and letter templates, whiteboards.

### Enhancements

Think about the time of the year and how this can naturally link to festivals, communities, seasons e.g. Christmas cards, thank you letters

## Intended Experiences

- Making decisions about the resources they need
- Handling and using resources appropriately
- Managing and organising resources, getting things out and tidying away
- Playing alongside and with others
- Communicating, sharing ideas, negotiating and co-operating
- Making notes, lists, postcards, recipe books, birthday cards, fact files
- Retelling stories and events
- Talking about what they are doing, sharing their ideas

## Role of the Adult

### Play alongside

- Observe children and take note of their key interests
- Respond to their requests and ideas
- Suggest possibilities to extend their mark making
- Consider additional stimulus and add this immediately if to hand or the following day/week
- Write/draw alongside children to take learning forwards, suggest ideas and show what's possible

### Role model / direct teach

- Model correct formation using a memorable phrase and demonstrating a correct pen grip
- Model the starting position and direction for forming letters correctly.
- Model language, correct and/or extend vocabulary
- Model composing ideas orally before writing

### Raise questions to stimulate ideas and add challenge

- I wonder what other patterns/marks/letters you could make?
- Can you tell me about...?
- Can you?

### Use appropriate language linked to key learning

- Communities and festivals (celebrations, Christmas, Diwali, New Year, Eid)
- Seasons (autumn, winter, spring, summer)
- Family (mum, dad, aunt, uncle, sister, cousins, neighbours)