

	20 <sup>th</sup> February	27 <sup>th</sup> February Tues-Pancake Tuesday	6 <sup>th</sup> February Tues-Staff Twilight Technology Week	13 <sup>th</sup> March	20 <sup>th</sup> March Mon- Caroline at Cluster Meeting Wed- Farm Visit	27 <sup>th</sup> March Thurs-Eggstravagaza
Special Events	Trip to the park	Monday- walk to Asda for ingredients Canada Sq Roof Garden	Use the ipads this week to complete simple programs and use age-appropriate software	Wednesday- walk to Asda for ingredients for baking	Mudchute Farm Visit 22.03.17	
Personal Social and Emotional Development	<p>Continue to share Jacob Bear and book. One child to take the book home weekly and put in pictures/mark making to show what they have done.  <b>PSED: SC&amp;SA</b> - Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities</p> <p>Regular circle times depending on children’s needs (e.g sharing, making friendships) – also related to <b>PD: Health and Self Care</b> – toileting, looking after belongings etc.</p> <p>Introduce <i>We are Looking For</i> behaviour chart – each week adults in the setting to look for different positive behaviours and let children know when we have seen it.</p>					
	<p>We are looking for – taking turns</p> <p><b>PSED: MF&amp;B</b> – Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p>We are looking for – super sharing/ kind hands</p> <p><b>PSED: MF&amp;B</b> – Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</p>	<p>We are looking for – kind words</p> <p><b>PSED: MF&amp;B</b> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>We are looking for – children who keep the classroom tidy</p> <p><b>PSED: MF&amp;B</b> Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>We are looking for – children who help their friends</p> <p><b>PSED: MR</b> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>We are looking for children who can listen to others in a group and respond to them.</p> <p><b>PSED:</b> Aware of own opinions Respond to the opinions of others in a small group</p>
Communication and Language	<p>Help children expand on what they say, introducing and reinforcing the use of more complex sentences when intervening in play                      Encourage children’s vocabulary by reading repetitive stories (core books) and playing repetitive games                      Small group vocabulary games for targeted children</p> <p><b>C&amp;L: Speaking</b> - Uses a range of tenses (e.g. play, playing, will play, played).</p> <p><b>C&amp;L: Understanding</b> – Understands use of objects (adults to model correct vocabulary and use of common classroom items)                      Responds to simple instructions (adults to give children clear and simple instructions in context)</p> <p><b>C&amp;L: Listening and Attention:</b> Listens to stories with increasing attention and recall – Continue with daily story times and core books.                      Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories – expect all children to join in on the carpet and in small group sessions</p>					

Physical Development	<p>Continuous provision – access to climbing equipment outside, bikes and games to allow children to use space appropriately, opportunities for large scale mark making</p> <p>Malleable area inside – sand and other malleable materials with a range of resources. Opportunities for cutting skills in free flow and planned creative activities.</p> <p>Continue name writing as part of focus activities and provide a wide range of mark making materials in the writing area and throughout the setting.</p> <p><b>Health and Self Care:</b> Putting coats on, learning how to put on and care for hats, gloves, scarves. Washing and drying hands.</p>					
	<p><b>Using the hall –</b></p> <p><b>PD: Moving and Handling</b> Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles</p>	<p><b>Using the hall –</b></p> <p><b>PD: Moving and Handling</b> Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles</p>	<p><b>Using the hall –</b> Throwing and catching with a partner</p> <p><b>EAD:</b> Uses movement to express feelings</p> <p>Creates movement in response to music</p>	<p><b>Using the hall –</b> Throwing, catching, rolling with a partner</p> <p><b>EAD:</b> Uses movement to express feelings</p> <p>Creates movement in response to music</p>	<p><b>Using the hall –</b></p> <p><b>PD: Moving and Handling</b> Can catch a large ball</p>	<p><b>Using the hall –</b></p> <p><b>PD: Moving and Handling</b> Can catch a large ball</p>
Literacy	<p>Continue with Phase 1 phonics – daily singing, voice sounds, body percussion</p> <p>Introduce more structured phonics sessions – to include listening for initial sounds and rhyme</p>					
	<p><b>Book Focus of the Week:</b> Spike’s Best Nest</p>	<p><b>Book Focus of the Week:</b> The Pig in the Pond</p>	<p><b>Book Focus of the Week:</b> The Farm Concert</p>	<p><b>Book Focus of the Week:</b> Who’s in the shed?</p>	<p><b>Book Focus of the Week:</b> Rumi and Rosy visit the farm</p>	<p><b>Book Focus of the Week:</b> Up the Haystack</p>
Maths	<p><b>SSM: balance and weight</b></p> <p><b>Numbers:</b> Children can recites numbers in order to ten</p> <p>-compares two groups of objects, saying when they have the same number.</p>	<p><b>SSM: Quantity and amounts</b></p> <p><b>Numbers:</b> separates a group of three or four objects in different ways</p>	<p><b>SSM: Longer and Shorter</b></p> <p><b>Numbers:</b> counts actions or objects that can be moved.</p>	<p><b>SSM:</b></p> <p><b>Numbers:</b> Finds one more or one less from a group of objects</p>	<p><b>SSM:</b></p> <p><b>Numbers:</b> counts objects to ten, and beginning to count beyond ten</p>	<p><b>SSM:</b></p> <p><b>Numbers:</b> Recording in maths- how can we record what we have found out when counting</p>
Understanding the World	<p><b>UTW: The World</b> Children use small world models to explore the idea of building a nest for a bird. Use what they</p>	<p><b>UTW: People and Communities</b> Pancake Tuesday- children to show interest in the lives of others by thinking about</p>	<p><b>UTW: Technology</b> Technology Focus: Know how to operate simple equipment, children to show an</p>	<p><b>UTW: People and Communities</b> The role of people who help us in the supermarket: children to show an interest</p>	<p><b>UTW: The World</b> Children can talk about what they have observed at the farm, plants, animals, natural and found objects.</p>	<p><b>UTW: The World</b></p>

	can find in their environment.	why Pancake Tuesday is a special time or event for others	interest in toys by pressing buttons. Bring in Robot and Bee bots for children to program.	in different occupations and talk to them about the jobs they do.		
Preparing the nursery garden for planting – digging and clearing. Beginning to plant bulbs and seeds and looking after plants and shrubs.						
Expressive Arts and Design				Easter Egg painting- creating a theme and back drop	Easter Egg painting- creating a theme and back drop	
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b>EAD: Media and Materials</b></p> <ul style="list-style-type: none"> <li>• Explores what happens when they mix colours.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> </div> <div style="width: 48%;"> <p><b>EAD: Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Chooses particular colours to use for a purpose.</li> </ul> <p>Captures experiences and responses with a range of media- such as music, dance and paint and other materials or words.</p> </div> </div>						