

	Wb 16 th April	Wb 23rd April	Wb 30 th April Thurs- Polling Day	Wb 7 th May Monday-Bank Holiday	Wb 14 th May	Wb 21 nd May
Special Events	Park Visit				Farm Visit	Canada Square Roof Garden?
Personal Social and Emotional Development	<p>Introduce class teddy and book. One child to take the book home weekly and put in pictures/mark making to show what they have done. PSED: SC&SA - 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 PD: Health and Self Care – 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>PSED: MF&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</p> <p>PSED: MF&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 – kind hands</p> <p>PSED: MF&B – 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>PSED: MF&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>PSED: MF&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>PSED: MR – Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</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. Also prompting children to say what they want i.e. “May I go to the toilet?” Or “I am going to play in the sand today.”</p> <p>Encourage children’s vocabulary by reading repetitive stories (core books) and playing repetitive games</p> <p>Weekly diary – looking back at what we have done, thinking about what we will be doing – using correct tenses and sequencing events (e.g next week, tomorrow, yesterday)</p> <p>Small group sessions going to address following area: C&L: Speaking - Uses a range of tenses (e.g. play, playing, will play, played). Questions: why things happen and gives explanations for things happening.</p>					

	<p>C&L: Understanding – 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) and positional language.</p> <p>C&L: Listening and Attention: Listens to stories with increasing attention and recall – Continue with daily story times and core books.</p> <p>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>Begin 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>Health and Self Care: Putting coats on, learning how to put on and care for hats, gloves, scarves. Washing and drying hands.</p>					
	<p>Using the hall – finding a space and moving around safely (running/stopping games)</p> <p>PD: Moving and Handling Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles</p>	<p>Using the hall – finding a space and moving around safely (running/stopping games)</p> <p>PD: Moving and Handling Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles</p>	<p>Using the hall – dancing to a range of different music. Encourage children to move different parts of their body to match the mood of the music</p> <p>EAD: Uses movement to express feelings</p> <p>Creates movement in response to music</p>	<p>Using the hall – dancing to a range of different music. Encourage children to move different parts of their body to match the mood of the music</p> <p>EAD: Uses movement to express feelings</p> <p>Creates movement in response to music</p>	<p>Throwing and catching with a partner</p> <p>PD: Moving and Handling Can catch a large ball</p>	<p>Throwing and catching of different sized ball and aiming at target throws. Include boules and basketball nets</p>
Literacy	<p>Continue with Phase I phonics – daily singing, voice sounds, body percussion (Clapping, repeating rhythm, clapping on your tummy, clicking)</p> <p>Introduce more structured phonics sessions – to include listening for initial sounds and rhyme</p>					

	<p>Jack and the Beanstalk</p> <p>Oral storytelling, character voices</p> <p>Write a letter to the giant from Jack</p> <p>Shared Reading – Concepts of Print, holding the book the right way up, turning pages one at a time, front and back cover, words vs picture</p>	<p>Jack and the Beanstalk</p> <p>HFW- up, the</p> <p>Writing a Mother's Day card- sunflowers?</p>	<p>Growing Plants (nonfiction)</p> <p>Reading from left to right</p> <p>Shared Reading – Looking at a nonfiction book – what is different? Photos or illustrations?</p> <p>the</p> <p>Fiction vs nonfiction</p> <p>Write some planting instructions</p> <p>Possible visit Flower Shop in Pepper Street or Florists in Asda</p>	<p>The Enormous Watermelon and, the</p> <p>Continue with planting instructions</p> <p>Shared Reading – Concepts of Print, holding the book the right way up, turning pages one at a time, front and back cover, words vs pictures</p> <p>Writing - labelling pictures from the visit</p>	<p>Jessie's Flower</p> <p>the, so</p> <p>Label our own flowers/plants with our names</p> <p>Easter</p>
Maths	<p>Counting Songs with visuals – Counting up to 10</p> <p>Counting along a numicon number line and matching objects</p> <p>Big and Small: Comparing tall and short objects *(Giant/fairy-have the chn</p>	<p>Counting objects and comparing different groups</p> <p>Numbers: Compares two groups of objects, saying when they have the same number. Tall and short- make a bean stalk and compare tall and</p>	<p>Using instruments to make sounds – counting the sounds</p> <p>Counting actions – learning when to stop counting</p> <p>Numbers: Realises not only objects, but anything can be</p>	<p>Counting Songs with visuals – counting forwards and backwards to 10</p> <p>Counting along a numicon number line</p> <p>Numbers: Recites numbers in order to 10</p>	<p>Sorting and matching shapes</p> <p>Making patterns with 2D shapes</p> <p>SSM: Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Making patterns with 2D shapes</p> <p>Naming and describing 2D shapes</p>

	match objects in the class to the giant teddy versus tiny fairy.)	short	counted, including steps, claps or jumps.			
Understanding the World	Plant cress in egg holders Potato planting Bedding plants UTW: The World Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Planting sun flowers-get books from the library UTW: The World Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Minibeast hunt – what can we find in the garden? Encourage children to draw/paint/record what they find UTW: The World Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Collecting interesting items from the garden and sharing in a small group. Children have individual small containers to collect their special things. UTW: The World Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Visit to the park – collecting different items and sharing what we find – is anything the same/different to our nursery garden? UTW: The World Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects.	
	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	Make magic beans for counting game	Make a tall and short beanstalk with the children	<ul style="list-style-type: none"> • Pictures with natural materials • Leaf printing 			
	EAD: Media and Materials <ul style="list-style-type: none"> • Explores what happens when they mix colours. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects tools and techniques needed to shape, assemble and join materials they are using. 			EAD: Being Imaginative <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.		

