

Reception and nursery class
17.04.18 - 25.05.18
6 week term
Cooking

Links with parents

- Stay and play session -
Thursday 17th May

Trips and events

- Trip to the Living Rainforest
(reception)
- Pets at home (nursery)
- Transition to year one
- Arts week

List of stories

A variety of stories about animals

- Dear Zoo
- Percy the Park Keeper
- The snail and a whale
- Octonauts
- Barry the Fish with Fingers
- Sharing a shell
- Tinga Tinga stories

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- Bog baby
- Yucky worms
- Hooray for fish
- Surprising sharks
- Dogs
- Argh spider

Animals

Term 5

2017/18



At the end of this term;

- Children will be able to discuss different animals, their features and their habitats
- They will have an understanding of how we care for animals

Children's interests and strengths are recorded through observations and are used to inform future topics.

Important dates:

- St Georges day - 23rd April
- May day - 1st May

Personal, social and emotional development
Term 5

| Making relationships | | | |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 22-36 months | 30 – 50 months | 40 -60 months | ELG |
| | Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children | Initiates conversations, attends to and takes account of what others say | They take account of one another's ideas about how to organise their activity. |

| Self-confidence and self awareness | | | |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 22-36 months | 30-50 months | 40 -60 months | ELG |
| | Is more outgoing towards unfamiliar people and more confident in new social situations. | Can describe self in positive terms and talk about abilities. | They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. |
| | Confident to talk to other children when playing, and will communicate freely about own home and community | | |

| Managing feelings and behaviour | | | |
|----------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 22-36 months | 30-50 months | 40-60 months | ELG |
| | Aware of own feelings, and knows that some actions and words can hurt others' feelings. | Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. | They work as part of a group or class, and understand and follow the rules. |

Personal, social emotional development – Term 5

Continuous provision and everyday practice

Continue with weekly circle times - providing opportunities for asking one another questions

Provide opportunities for children to play in small groups – responding and learning from one another

Supervise children’s play and model playing cooperatively

Supervise children in resolving their own conflicts

Continue to reinforce sharing; taking turns to use limited equipment e.g. bikes, computer etc.

Work in pairs and small groups - classroom activities

Encourage children to talk to adults and peers in pairs and small groups

Continue to encourage children to communicate needs

Join in discussions about stories and books that emphasise moral issues

Continue to work positively with parents –encourage to visit/share skills

Work towards independence during small tasks

Develop confidence in talking to other children and to adults

Children to talk about whether they have any pets – how do they look after them

Children to talk about their friendships – what makes them a good friend

Talk about one another in positive terms

If I was an animal I would be...(name and animal and say why)

Cause and consequence circle time activities

How are you kind ? Circle time

Children sharing and evaluating their own work

Communication and language

Term 5

Listening and attention

| 22-36 months | 30 – 50 months | 40 -60 months | ELG |
|--------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| | Is able to follow directions (if not intently focused on own choice of activity). | Two channelled attention – can listen and do for short span | They give their attention to what others say and respond appropriately, while engaged in another activity. |

Understanding

| 22-36 months | 30-50 months | 40-60 months | ELG |
|--------------|---------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| | Beginning to understand 'why' and 'how' questions | Listens and responds to ideas expressed by others in conversation or discussion. | They give their attention to what others say and respond appropriately, while engaged in another activity |

Speaking

| 22-36 months | 30-50 months | 40-60 months | ELG |
|--------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------|
| | Builds up vocabulary that reflects the breadth of their experiences. | Introduces a storyline or narrative into their play. | Children express themselves effectively, showing awareness of listeners' needs |
| | Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' | | |

Communication and language – Term 5

Continuous provision and everyday practice

Provide children with regular carpet sessions to help develop listening and attention skills

Ask children comprehension questions throughout adult led sessions to help improve listening and understanding

Encourage children to question instructions/games and activities

Encourage children to explain their own knowledge during discussions

Provide a variety of opportunities for sitting and listening i.e. to adults, to other children, to CDs etc.

Reading stories without pictures - discussing

Plenty of group tasks – children communicating with one another to reach an agreed goal

Plenty of role play – Adults to model use of role play corner

Physical development

Term 5 - Gym

| Moving and handling | | | |
|----------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 22-36 months | 30 – 50 months | 40 -60 months | ELG |
| | Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles | Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. | They move confidently in a range of ways, sagely negotiating space |
| | Holds pencil near point between first two fingers and thumb and uses it with good control | Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. | |

| Health and self-care | | | |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 22-36 months | 30-50 months | 40 -60 months | ELG |
| | Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom | Practices some appropriate safety measures without direct supervision | They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently |
| | | Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks | |

Physical development – Term 5

Continuous provision and everyday practice

Children engage in weekly P.E sessions – gym and apparatus
Children explore travelling across the apparatus in different ways i.e. over, through

Continue to reinforce how to set up and use the apparatus safely

Continue to reinforce how to jump from the apparatus, landing safely

Morning challenge – letter formation

Work on balancing and rolling

Children work on reducing their letter size and writing on lines

Continue to work on correct letter formation

To ensure all children are holding pencils correctly

Promote fine motor control, hand/eye coordination by using threading, providing jigsaws, sewing, small construction, cutting and chopping

Make collages/models using scissors, glue, tape, paper, junk

Children to explore sensory tables to aid fine motor skills i.e. cornflour, sand, wet paint, dry foods, cooked foods etc.

Daily writing table with a variety of mark making activities for fine motor development

Experiment with drawing lines and circles using fine and gross motor skills

Use paintbrushes and mark-makers

Play with sand and water toys

Model with dough, clay, rolling pins, junk and cutters, etc.

Provide opportunities that give children manipulative skills e.g. cooking, painting, playing instruments.

Provide children with opportunities for using simple tools i.e. pencils and scissors

Literacy
Term 5

| Reading | | | |
|---------------------|----------------------------------------------------------|-------------------------------------------|------------------------------------------------|
| 22-36 months | 30 – 50 months | 40-60 months | ELG |
| | Enjoys rhyming and rhythmic activities. | Continues a rhyming string. | Children read and understand simple sentences. |
| | Shows awareness of rhyme and alliteration. | Begins to read words and simple sentences | |
| | Listens to stories with increasing attention and recall. | | |

| Writing | | | |
|---------------------|--------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------|
| 22-36 months | 30-50 months | 40-60 months | ELG |
| | Sometimes gives meaning to marks as they draw and paint | Continues a rhyming string | They write simple sentences which can be read by themselves and others |
| | Ascribes meanings to marks that they see in different places | Can segment the sounds in simple words and blend them together | |
| | | Attempts to write short sentences in meaningful contexts | |

Literacy – Term 5

Continuous provision and everyday practice

Continue to teach children the alphabet during regular phonics sessions

Discuss authors and begin to look at books by the same author

Continue to use 'name' recognition self registration

Continue guided reading sessions (reception)

Update words for reading in the environment

Wording in the role play corner – animal research centre

Talk about pictures in books – comprehension

Retell familiar stories in role play and small world etc.

Join in with daily stories, rhymes and songs

Children choose to look at books alone and with others

Bring books to school and take reading books home (reception)

Provide children with opportunities for reading their own work aloud to small groups

Provide a variety of opportunities and resources for mark making

Practice forming letters using pens, pencils, crayons, chalks, paints, sand, dough

Form letters in name using pens, paints, sand, by labelling models

Opportunities for writing in all areas of the classroom – clipboards, dry wipe boards etc.

Provide activities to develop fine motor – popping bubbles, threading activities and small construction

Work on rhyming using picture books and games

Opportunities for independent writing (name, labels, captions, sentences, stories)

Weekly reading 1-1 with adult

Regular phonics sessions

Children to produce a written piece of work each week

Maths
Term 5

| Number | | | |
|---------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 22-36 months | 30 – 50 months | 40-60 months | ELG |
| | Knows that numbers identify how many objects are in a set | Counts actions or objects which cannot be moved. | Using quantities and objects, they add two single-digit numbers and count on to find the answer |
| | Sometimes matches numeral and quantity correctly | In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting | Using quantities and objects, they subtract two single-digit numbers and count back to find the answer |
| | Realises not only objects, but anything can be counted, including steps, claps or jumps | | |

| Shape, space and measure | | | |
|---------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 22-36 months | 30-50 months | 40-60 months | ELG |
| | Shows interest in shape by sustained construction activity or by talking about shapes or arrangements | Orders two or three items by length or height | Children use everyday language to talk about weight, to compare quantities and objects and to solve problems. |
| | Uses shapes appropriately for tasks | Orders two items by weight or capacity. | Children use everyday language to talk about capacity to compare quantities and objects and to solve problems |

Continuous provision and everyday practice

Continue to sing number songs and rhymes (warm up activities)

Errors in counting backwards and forwards using puppet (missing number, repeated number, wrong order)

Recite number names in order, continuing the count forwards or backwards from a given number

Recognise numerals 1-9, then 0 and 10, then 10 and beyond

Children order numbers 0-5, 0-10 and then 0-20

Solve simple practical problems and respond to “what could we try next?”

Estimate a number and check by counting

Recognise numerals 1-9, then 0 and 10, then 10 and beyond

Measure heights using large plastic bricks and count

Compare heights and weights of children. Order heights of groups of children

Weighing objects - using scales weigh and compare mass of

Measuring height using hand spans

Measuring length using footprints

For further ideas at this point please refer to maths progression planning

Understanding of the World
Term 5

| People and communities | | | |
|-------------------------------|-------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 22-36 months | 30 – 50 months | 40-60 months | ELG |
| | Recognises and describes special times or events for family or friends. | Enjoys joining in with family customs and routines | They know that other children don't always enjoy the same things, and other children don't always enjoy the same things, and are sensitive to this. |

| The world | | | |
|---------------------|---------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 22-36 months | 30-50 months | 40-60 months | ELG |
| | Shows care and concern for living things and the environment. | Looks closely at similarities, differences, patterns and change | Children know about similarities and differences in relation to places, objects, materials and living things |

| Technology | | | |
|---------------------|--------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 22-36 months | 30-50 months | 40-60 months | ELG |
| | Knows that information can be retrieved from computers | Uses ICT hardware to interact with age-appropriate computer software | Children recognise that a range of technology is used in places such as homes and schools. |

Understanding of the world – Term 5

Continuous provision and everyday practice

Observe things closely, record through drawing and modelling – look for interesting objects during Nature detectives

Discuss changes, patterns, similarities and differences e.g.
Observe and record the weather daily

Use small world and role play to explore other lives and environments

Find out about the world through looking at books, pictures, artefacts, talking to visitors

Parents to provide photographs of special events for children to discuss

Circle times – children talk about specific special events. Encourage children to respond with questions

Talk to children about their interests – how do they differ from their friends?

Searching for mini beasts

Animals around the world

Different habitats

Pets that we have at home

Visits – Pets /rain forest

Provide children with a variety of IT resources - I pads, laptops

IT - Talking tin lids

Expressive arts and design

Term 5

| Exploring and using media and materials | | | |
|------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 22-36 months | 30 – 50 months | 40-60 months | ELG |
| | Explores colour and how colours can be changed. | Explores what happens when they mix colours. | They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |
| | Beginning to be interested in and describe the texture of things. | Experiments to create different textures. | |
| | | Selects appropriate resources and adapts work where necessary | |

| Being imaginative | | | |
|--------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 22-36 months | 30-50 months | 40-60 months | ELG |
| | Creates movement in response to music. | Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. | They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |
| | Engages in imaginative role-play based on own first-hand experiences | | |

Role play opportunities: Animal research centre/vets

Expressive arts and design – Term 5

Potential spontaneous learning opportunities

Weekly EAD provision:

- Introduce children to a wide variety of art materials and how to use them safely
- Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.
- Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.
- Modelling with junk, clay, dough, construction
- Explore tools for painting; brushes, sponges, rags and fingers, use these tools to print patterns

Name colours and experiment with them

Making habitats/homes for animals

Making up stories about animals and adventures

Singing animal songs

Looking at animal prints and patterns

Making creatures from clay

Observational drawings

Colour mixing – using primary colours

Preparing for arts week

Textures of animals i.e. animal skin and fur