

Personal Social and Emotional Development

Objectives:

Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Understand gradually how others might be feeling

Activities:

- Interviewing a Scientist about their job
- Discussion on how The Little Red Hen character might feel and why
- Revisiting class charter
- Zones of Regulation
- Think Equal stories

Communication and Language

Objectives:

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Activities:

- Role play props and masks to act out The Little Red Hen
- Opportunities to look at themed books independently and share as a group
- Singing Easter songs and rhymes
- Creating story maps to retell a story
- Learning new vocabulary linked to theme
- Learning new songs linked to theme such as: 'Chick, Chick Chicken' and 'The Chicken Life-cycle Song'
- Making bread and talking about what we will need
- Debating which toast topping is the best
- Having a conversation about how to make egg on toast
- Continuous provision enhancement based around SACRE Syllabus story – based around The Easter story (RE)

Physical Development

Objectives:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Go up steps and stairs, or climb up apparatus, using alternate feet. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Begin to use one-handed tools and equipment, for example, making snips in paper with scissors.

Activities:

- Using climbing apparatus to practise walking on steps/ stairs
- Weekly PE session (Gymnastics)
- Moving in different ways to act out characters
- Story innovation for The Little Red Hen
- Creating nests for a hen
- Opportunities to move, balance and climb up steps on the climbing frame and tree
- Opportunities to ride the trikes and scooters
- Opportunities to play with the footballs/ bat & ball

Literacy

Objectives:

Use knowledge of print to write initial sounds in words. Use a comfortable grip with good control when holding pens and pencils. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Write some letters accurately. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

Activities:

- Daily Little Wandle Phonics session
- Daily Handwriting session
- Gross motor opportunities e.g. waving flags/streamers
- Mark-making opportunities – e.g. sand/mud/slime/ paper/ magnetic boards/ chalk boards, with fingers/paintbrushes/chalk/paint etc
- Pen and pencil opportunities in continuous provision
- Daily name mark-making
- Storytimes and songs/rhymes
- Reading for pleasure opportunities both indoors and outdoors
- Rhyming song and games
- Syllable clapping songs and games e.g. 'Hickety Pickety Bumble Bee'
- Alliteration songs and games

		<ul style="list-style-type: none">• Daily opportunities for mark-making and name writing• Fine motor activities using one-handed tools e.g. tweezers, spoons and scissors	<ul style="list-style-type: none">• Writing an ingredients list for baking bread• Creating a cycle chart using marks and writing on the life cycle of a chicken• Opportunities for reading and writing in both indoor and outdoor continuous provision• Activities linked to our theme such as mark-making about the chicken life cycle and folk tales such as The Little Red Hen
Trips/Visitors:	Expressive Arts and Design	Understanding the World	Mathematics

Visit from a parent/carer – reading folk tale stories

Topic/Theme:

Tell me a Story: “Folk Tales”

Texts:

The Little Red Hen
Egg to Chicken

WOW Moment:

Baking bread

Theme Specific Vocabulary:

fairy tale
story
real pretend
change
egg chicken hatch
bake mix

Objectives:

Create closed shapes with continuous lines and begin to use these shapes to represent objects.
Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Use drawing to represent ideas like movement or loud noises.

Activities:

- Creating small worlds using construction resources for story-telling
- Pattern mark-making to represent movement and loud noises
- Drawing features/expressions on character faces – empathising with the character
- DT – making an egg and toast breakfast
- Music sessions – ‘This is Me’ unit

Objectives:

Use all their senses in hands-on exploration of natural materials.
Explore collections of materials with similar and/or different properties.
Understand the key features of the life cycle of an animal.
Talk about what they see, using a wide vocabulary.
Begin to talk about the differences between materials and changes they notice.
Continue to make sense of their own life-story.

Activities:

- Baking bread and talking about changes
- Exploring light and dark – making shadows, using torches and the dark tent (Science)
- Exploring the life cycle of a hen (Science)
- Continuing our learning journey timeline and recalling memories (History)

Objectives:

Recite numbers past 5.
Say one number for each item in order: 1,2,3,4,5.
Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
Show ‘finger numbers’ up to 5.
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Make comparisons between objects relating to size, length, weight and capacity.

Activities:

- Counting 6 objects with 1:1 correspondence and exploring a 10-frame
- Arranging 6 objects on a 10-frame
- Comparing the height of different objects using the words ‘tall’ and ‘short’
- Comparing the length of different objects using the words ‘long’ and ‘short’
- Comparing the mass of different objects using the words ‘heavy’ and ‘light’ (using a balance scale)
- Comparing the capacity of different containers using the words ‘full’ and ‘empty’ (pouring from one container to another)