

**Spring 2 2022**

<b>Week Beginning</b>	<b>February 21<sup>st</sup> - March 11<sup>th</sup></b>	<b>March 14<sup>th</sup> – Friday 1<sup>st</sup> April</b>
<b>TERM EVENTS</b>	Denise S. – visiting all day 28 <sup>th</sup> Feb. – SEND – accessing the curriculum. 2 <sup>nd</sup> March Preparation – Parents Conference	16 <sup>th</sup> Parents Conference
<b>Core Books</b>	'Ravi's Roar' 'Runaway' Pancake'	'Three Little Pigs'
<b>Core Rhymes/Songs</b>	Two Little Butterflies 'I have 10 Little Fingers'	Old Macdonald Baa Baa Black Sheep
<b>Poetry Basket</b>	Pancakes	Hungry Birds
<b>Key interests /projects/themes /Planning in the moment/ Provocations</b>	Pancake Day 1 <sup>st</sup> of March World Book Week Spring – planting	Chicks Arrive 14 <sup>th</sup> March Animals from Eggs – fiction and non-fiction books Planting Seeds – fiction and non-fiction books Planting activities.
<b>Special Events/ Festivals/Cultural/ Religious Events</b>	Pancake Day Preparing for Chicks Arrival.	Easter Chicks arriving Monday 14 <sup>th</sup> March
<b>Equality, Diversity and Inclusion</b> (Anti – Racist Education/ Gender, EAL, Disabilities and Different abilities)	Know our Friends' names – name games and songs. Mini Me's puppets The Family Book I Believe I Can	Mini Me's puppets playing in doll's house – developing narratives. Support children who only play alone or alongside others to play with others in a group – facilitated by an adult and where appropriate  Family Book reading - continue
<b>Personal Social Emotional Development</b> (including keeping safe/healthy) Skills, Knowledge and Understanding	Talk about own feelings and begin to manage own emotions – use <b>Colour Monster book as well and feelings charts.</b>  RAVI's Roar – text 'Sometimes' I am Angry (Campbell Books)	During children's interactions in class support children to consider own and each other's needs and feelings, and respond to these appropriately  'Sometimes I ...emotions. (Campbell Books series – exploring emotions)  Read books and stories about being kind and helpful, such as 'I Like To Be Kind' by Campbell Books

	<p>Try out new activities and build on the skills they are already learned.</p> <p>To enjoying playing circle games, simple board games co-operatively.</p> <p>Become increasingly independent and confident in nursery –teach children to select activities and resources (ensure these are motivating, accessible and labelled), begin to toilet independently, <b>wash and dry hands (properly)</b> explain <b>why</b> they need to wash hands and when, <b>wipe their nose</b> independently, put on their own <b>coats/jackets</b>.</p> <p>Washing Hands –‘I don’t to wash my hands!’ princess story. ‘Singing Walrus’ – Please and Thank you. Excuse Me. Tidy Up Song.</p>	<p>‘Sometimes I ...emotions. (Campbell Books series – exploring emotions)</p> <p>Become increasingly independent and confident in nursery –teach children to select activities and resources (ensure these are motivating, accessible and labelled), begin to toilet independently, <b>wash and dry hands (properly)</b> explain <b>why</b> they need to wash hands and when, <b>wipe their nose</b> independently, put on their own <b>coats/jackets</b>.</p> <p>Washing Hands –‘I don’t to wash my hands!’ princess story. ‘Singing Walrus’ – Please and Thank you. Excuse Me. Tidy Up Song</p> <p>Opportunities to practise and build on skills they have already learned – eg. new ways of joining materials or learning to use the saw in woodwork.</p>
<p><b>Physical Development</b> <i>Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</i></p>	<p>Gross – throwing bean bags into and through hoops. Throwing and catching own beanbag – throwing to teacher/friend. Circle games – ‘Ring a round a rosie’ – move in circle together. Farmers in the Dell. – move in circle. Fine MotorTo learn early woodwork skills and safety rules – introduce tap tap, and using small wooden hammers to tap golf tees into clay/pumpkin. Transferring rice with spoon one bowl to the other.Peg boards (need to order). Threading – pasta – string, pipe cleaners/colanders/ threading cards. Playdough – rolling snakes, rolling balls, using a rolling pin, cutting through playdough.</p>	<p>Gross – throwing bean bags into and through hoops. Throwing and catching own beanbag – throwing to teacher/friend. Circle games – ‘Ring a round a rosie’ – move in circle together. Hopping and jumping – in and out of hoops, playing hopscotch game. Fine MotorTo learn early woodwork skills and safety rules – introduce tap tap, and using small wooden hammers to tap golf tees into clay/pumpkin. Transferring rice with spoon one bowl to the other.Peg boards (need to order). Threading – pasta – string, pipe cleaners/colanders/ threading cards. Playdough – rolling snakes, rolling balls – 10 frame – using a rolling pin, cutting through playdough</p>
<p><b>Communication and Language</b> <i>Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</i></p>	<p>Develop attention skills, focusing on an activity for an appropriate amount of time. Listen to stories, use visuals/props/instruments to support this. Special interventions to improve attention, such as Bucket Time (see individual assessments) Language related to the Core Books Language related to ‘Spring Season’ - Planting, Growth Language related to feelings and emotions. Montesorri – Grace and Courtesies – ‘Please’ – ‘Thankyou’ – ‘Excuse me’</p>	<p>Develop attention skills, focusing on an activity for an appropriate amount of time. Listen to stories, use visuals/props/instruments to support this. Special interventions to improve attention, such as Bucket Time (see individual assessments) Language related to ‘ light and dark – night, day, morning, afternoon, evening. Language related to feelings and emotions. Montesorri – Grace and Courtesies – ‘Please’ – ‘Thank you’ – ‘Excuse me’</p>

		<ul style="list-style-type: none"> <li>Model sentences of appropriate length for the child with whom you are communicating. This could be, "Seed in pot," or "You put the seed in the pot," or "You put the seed in the pot so that it can begin to grow."</li> </ul>
<b>Makaton Sign(s) of the Week</b>	Start, finish, book, read,	book, read,
<b>Literacy</b> <i>Skills, Knowledge and Understanding            Activities/ Resources/            Opportunities</i>	Become familiar with Core Book Recite as a group – acting out the story adults support Begin to recognise own name – select own badge. Mark making on black paper – fireworks, space pictures. Experiment with colour and mark making using different media. Name Cards – Follow a picture recipe to make pancakes  Copying pattern cards in sand tray. Learn to write the First Letter in their Name.	Become familiar with Core Book Recite as a group – acting out the story adults support Begin to recognise own name – select own badge. Mark making on black paper – fireworks, space pictures. Experiment with colour and mark making using different media. Name Cards – Follow a picture recipe to make pancakes  Copying pattern cards in sand tray. Learn to write the First Letter in their Name.
<b>Mathematics</b> <i>Skills, Knowledge and Understanding            Activities/ Resources/            Opportunities</i>	Math Trajectories – Activities – 1:1 – Small groups – Group time. Dominoes – (different kinds – matching pictures, matching dots, On-going provision	Math Trajectories – Activities – 1:1 – Small groups – Group time. Dominoes – (different kinds – matching pictures, matching dots On-going provision
<b>Understanding the World</b> <i>Skills, Knowledge and Understanding            Activities/ Resources/            Opportunities</i>	Seasons – Spring – Earth rotating around the sun. Globes - make a from Paper Mache - support Animals that come from eggs, animals that are born.	Night Time and Day Time – ordering routines of the day. Animals that come from Eggs. Planting
<b>Expressive Arts and Design</b> <i>Skills, Knowledge and Understanding            Activities/ Resources/            Opportunities</i>	<ul style="list-style-type: none"> <li>Helicopter Stories</li> <li>Whole Group Singing – Building up a repertoire of our favourite songs –</li> <li></li> </ul> Self-Portrait – for new children and 2 <sup>nd</sup> for other children to show progress.  Paper Mache	Helicopter Stories Dragons <a href="https://www.youtube.com/watch?v=2weW4Py1sIM">https://www.youtube.com/watch?v=2weW4Py1sIM</a>  Printiing
<b>Letters and Sounds</b>	<b>Letters and sounds</b> – rhythm and rhyme. <ul style="list-style-type: none"> <li>Read and listen to rhyming stories</li> </ul>	<b>Letters and sounds</b> – rhythm and rhyme <ul style="list-style-type: none"> <li>Read and listen to rhyming stories</li> <li>Favourite rhymes – predicting rhymes</li> </ul>

	Move to the beat ('Step in Time') Clapping out syllables in children's names – names of familiar objects – 'hel-i-cop-ter' – el-eph-ant' etc.	• Rhyming soup			
<b>Other</b>					

**Evaluation/ Next Steps/ what went well/ significant challenges/ comments etc**

.