

THEMES	C&L	PSED	PD	Literacy	Mathematics	UW	EAD
<p>Week 1 4.01.22 Goldilocks and the Three Bears.</p> <p>Week 1 and 2. Settling in new children.</p>	<p>Uses a wide range of vocabulary. Talk about things children did in the Easter holidays and talk about aspects of the stories and about bears. Use talk to organize themselves in their play. Act out the story of Goldilocks and the three bears.</p>	<p>Settling new children. 1) Finds ways of managing transitions, for example from their parent to their key person. (PSE) 2) Express preferences and decisions. They also try new things and start establishing their autonomy. (PSE) 3) Develop friendships with other children. (PSE) 0-3years. Older children also settling back into nursery.</p>	<p>1) Learn to use the toilet with help then independently. (PD) 2) Use large and small motor skills to do things independently. (PD) 0-3years. Fine Motor skills: Shaving foam and paintbrushes. P.E with Mr Ovey.</p>	<p>Engage in extended conversations about stories learning new vocabulary. Read stories and non-fiction books about bears. Learn new vocabulary linked with bears. Read Goldilocks and the Three Bears. Phonics – the letter T.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity. Talk about the size of Goldilocks and the three bears and encourage children to use language to describe their size.</p>	<p>Continue developing positive attitudes about differences between people. Settling new children. Talk about what they see using a wide vocabulary.</p>	<p>Remember and sing entire songs. Sing some nursery rhymes and some familiar songs Take part in simple pretend play. Act out the story of Goldilocks and the three bears. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Free choice in the creative area.</p>

<p>Week 2 3.05.22 Goldilocks and the Three Bears. Settling in new children.</p>	<p>Be able to tell a long story. Talk about what happens in the story of Goldilocks and the three bears. <i>Use talk to organize themselves in their play.</i> Act out aspects of the story of Goldilocks and the three bears.</p>	<p>Settling new children. 1) Finds ways of managing transitions, for example from their parent to their key person. (PSE) 2) Express preferences and decisions. They also try new things and start establishing their autonomy. (PSE) 3) Develop friendships with other children. (PSE) 0-3years. (New children) <i>Understanding gradually how others might be feeling.</i> Help older children to understand how new children may be feeling about starting nursery. Explain why they may be crying.</p>	<p>Younger children: 1) Learn to use the toilet with help then independently. (PD) 2) Use large and small motor skills to do things independently. (PD) 0-3years. P.E with Mr Ovey and other classroom tasks. <i>Use one-handed tools and equipment.</i> 1) To cut out themed shapes independently and use masking tape to make puppets. 2) Letter formation for the letter O. 3) Pencil control: Themed mazes.</p>	<p>Engage in extended conversations about stories learning new vocabulary. Read Goldilocks and the Three Bears. Learn new vocabulary linked with the story of Goldilocks. Read other stories linked with the story of Goldilocks. Phonics – the letter O.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity. Talk about the size of Goldilocks and the three bears and encourage children to use language to describe their size. Introduce vocabulary of height and length, heavy and light.</p>	<p>Continue developing positive attitudes about differences between people. Settling new children. <i>Talk about what they see using a wide vocabulary.</i> Children can play with porridge oats in the play tray. They can fill and compare different sized containers. (Maths link with making comparisons.)</p>	<p>Remember and sing entire songs. Sing some nursery rhymes and some familiar songs <i>Take part in simple pretend play.</i> Act out the story of Goldilocks and the three bears. <i>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</i> Ask children to make a teddy bear collage using a range of materials.</p>
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Themed vocabulary: Goldilocks, three, bears, porridge, bowls, chairs, beds, big, medium, small, too big, too soft, just right.

Phrases: Who's been eating?
Who's been sitting?
Who's been sleeping?

Maths vocabulary: Size: Big and small / little, biggest, smallest.

Height: Tall, short, Taller, shorter, tallest, shortest.

Length: Long, short, longest, shortest, longer, shorter.

Weight: heavy, light, lighter, heavier, heaviest, lightest.

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Week 3 09.05.22 Brown Bear Brown Bear what do you see?	Talk about what they see using a wide vocabulary. Make a puppet from the story and use binoculars to encourage children to say what they can see.	1) Finds ways of managing transitions, for example from their parent to their key person. (PSE) New Children. Increasingly follow rules and understand why they are important. Recap on our Golden rules.	Use one-handed tools and equipment. To cut out themed shapes independently and use masking tape to make puppets.	Engage in extended conversations about stories learning new vocabulary. Name colours and animals in the story. Phonics – the letter i.	Understand position through words alone. Each day ask questions about the position of an object. Talk to children about the positional language display linked with the story.	Talk about what they see using a wide vocabulary. 1) Look at the development of the tadpoles. Ask children if they can see any froglets yet. 2) Make a puppet from the story for each child and encourage them to say the rhyme from the story.	Explore colour: Children use the coloured painting pens and create their own pictures.

Themed Vocabulary: Brown bear, red bird, yellow duck, blue horse, green frog, purple cat, white dog, black sheep, goldfish, monkey, children, teacher. Phases:
 What do you see? I see a.....

Maths: Positional language: on, in, beside, next to, between, under, behind, in front of.

Week 4 16.05.22 We're going on a Bear Hunt. (WK1)	Be able to tell a long story. Learn the phrases from the story of the bear hunt.	Use large and small motor skills to do things independently. (NC) Increasingly follow rules and understand why they are important. Remind children the importance of looking after our books and book area.	Use one-handed tools and equipment. 1) Make headbands for the toys or themselves using strips of paper. 2) Use black tray with objects and tweezers and ask children to have a go at picking them up.	Engage in extended conversations about stories learning new vocabulary. Read stories and non-fiction books about bears. Learn some bear facts. Phonics – the letter n.	Describe locations, using words like in front of and behind. Re-enact the bear hunt route, talking about the learnt phrases, under , over , and through .	Use all their senses in hands on exploration of natural materials. Talk about the different environments in the story. Feel and talk about the bark on the trees in forest school. Help children make some rubbings of it.	Draw with increasing complexity and detail. Ask children to have a go painting their very own bear. Play instruments with increasing control. Use the bear hunt journey and create sounds for each environment using the instruments.
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<p>Week 5 23.05.22 We're going on a Bear Hunt. (WK2)</p> <p>Thursday: Queen's Jubilee.</p>	<p>Use talk to organise themselves in their play. Encourage children to go on their own bear hunt as they play.</p>	<p>Learn to use the toilet independently. (NC) Develop their sense of being part of a community. Learn about all the activities people are enjoying celebrating the Queen's Jubilee.</p>	<p>Use large muscle movements to wave flags and streamers, paint and make marks. 1) Wave flags and streamers for Queen's jubilee. 2) Use paint and objects to make marks on large pieces of paper outside.</p>	<p>Engage in extended conversations about stories learning new vocabulary. Read stories and non-fiction books about bears. Learn some bear facts. Phonics – the letter g.</p>	<p>Describe a familiar route. Encourage children to re-enact the route in the bear hunt story in their play. Describe the bear hunt story route using pictures and the objects in the black tray. Use number pawprints 1-10 to show the journey the bear has been on.</p>	<p>Use all their senses in hands on exploration of natural materials. Make a journey in the black tray going through natural environments, such as grass, water, ice and twigs.</p>	<p>Draw with increasing complexity and detail. Ask children to have a go painting their very own bear. Create their own songs or improvise a song around one they already know. Have some instruments outside and encourage children to make up their own songs.</p>
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Themed vocabulary: Family, dad, Mum, boy, girl, baby, dog.
Grass, river, snow, snowstorm, forest, dark, cave.
Bear, wet nose, googly eyes, furry ears. Fur, claws, paws, pawprint.

Maths vocabulary: Under, over, through, numbers 1-10.

Other: Queen's Jubilee, celebration, flags, red, white and blue. Crown.