

Personal, Social and Emotional

Managing Feelings and Behaviour

22-36

*Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.

*Growing ability to distract self when upset, e.g. by engaging in a new play activity.

30-50

*Aware of own feelings, and knows that some actions and words can hurt others' feelings.

*Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

*Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.

*Can usually adapt behaviour to different events, social situations and changes in routine.

40-60+

*Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

*Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Suggested Activities Could Include:

'Rainbows Superhero Cape' reward system *Feelings puppets *Self-help skills- clothing, coat. * building dragons asking parents for recycling resources. *Role play- behaviour and feelings *Feelings board- what makes me happy/sad/angry etc * *photos from home., Pirate Penny, Task Sheets to go home, Parents to join in with mud play

Communication and Language

Choices and Alternatives, Speaking

22-36

Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

*Learns new words very rapidly and is able to use them in communicating.

30-50

*Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).

*Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).

* Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

*Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*. **Recognises own name*.

*Uses a range of tenses (e.g. *play, playing, will play, played*).

*Uses intonation, rhythm and phrasing to make the meaning clear to others.

*Uses vocabulary focused on objects and people that are of particular importance to them.

*Builds up vocabulary that reflects the breadth of their experiences.

*Uses talk in pretending that objects stand for something else in play, e.g., *'This box is my castle.'*

40-60+

*Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

*Uses language to imagine and recreate roles and experiences in play situations.

Suggested Activities Could Include:

*Talking bags *'If Only' story sack *Puppet play* New songs.

*Lifecycle of a duckling, sequence cards *Watching duckling eggs change *duckling diary

*Talking about creative processes **photos from home. *Pirate Penny story teller. *Task sheets to go home, Songs to learn at home- sending in videos, making own story sacks at home, Language bags

Sunny Skies Medium Term Planning

3-5

Focus Stories/Stimuli:-

Hook a Duck 5 Little Ducks Ducklings Mud Kitchen

Life Cycle of Ducklings Duck Hunt Prayer rug (Artefact's)

Egg and spoon races. Duck Masks Sound Lotto

St. George's Day info book. P:E (School) Moons and stars

Ugly Duckling Book/Songs Rangoli Patterns.

Pirate Penny story teller. Muslim Artefacts,

Partnership with parents – work, photos, tasks, videos, activities from

home. Recycled items for dragon making, play dough recipe, shape

hunt task sheet, song words given, sinking and floating exploration.

Creative bags, Story sacks

Term

Summer 1 2018

Topic

Working Together

Ducklings, St George's Day, Ramadan

Purpose for learning

To share experiences from home and nursery with parents and carers and influence home learning with the use of activity suggestions and sharing interests.

To learn about life cycles [ducklings], changes over time, and taking part in different celebrations.

Physical

Moving and Handling, Health and Self Care

30-50

* Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

*Holds pencil near point between first two fingers and thumb and use it with good control. *Can copy some letters, e.g. letters from their name.

*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.

40-60+

*Uses simple tools to effect changes to materials.

* Handles tools, objects, construction and malleable materials safely and with increasing control.

*Begins to use anticlockwise movement and retrace vertical lines.

*Begins to form recognisable letters.

*Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

*Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

* Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

*Shows understanding of how to transport and store equipment safely

Suggested Activities Could Include:

*Play dough ducklings/eggs *Mark Making tools-pencils *Self-help skills- rewards for putting on coat etc *Name writing *Duckling movements *Egg making-3D modelling trolley/fabric *Fabric duckling *Duck printing. *photos from home. *P:E physical skills. *Pirate Penny story teller. Task sheets- mark making /pencil grip/drawing shapes, Parents to join in with mud kitchen play

Literacy

Reading and Writing

30-50

*Fills in the missing word or phrase in a known rhyme.

*Enjoys rhyming and rhythmic activities. *recognises initial sounds.

*Shows awareness of rhyme and alliteration.

*Recognises rhythm in spoken word game, e.g. 'Humpty Dumpty sat on a ...'

*Sometimes gives meaning to marks as they draw and paint. * *Ascribes meanings to marks that they see in different places.

40-60

Begins to write some letters from their name. *links sounds to letters.*

Suggested Activities Could Include: - SATIPN *Sound Lotto *Duck songs *Story sack time *Initial sounds in their name *Name puddle-recog *Duckling life cycle drawing *Work Books *Own Story books *photos from home. *Pirate Penny story teller. Story sacks

Mathematics

Number and Shape Space and Measures

30-50

*Shows awareness of similarities of shapes in the environment. *Uses positional language. *recognises 0-5 and 2D shapes. *Recognises primary and secondary colours.

*Shows interest in shape by sustained construction activity or by talking about shapes or arrangement.

*Compares two groups of objects, saying when they have the same number.

*Shows an interest in number problems.

40-60

*counts objects and actions which cannot be moved. *Finds the total number of items in two groups by counting all of them.

Suggested Activities: Shape eggs *Guess the shape game *Shape hunt *Fabric egg-shapes *photos from home *Number rhymes *Number games (FOCUS) *Number Bridge* Number hunt.*sinking and floating.

Shape hunt task sheet

Understanding the World

The World, People and Communities/Tech

30-50

*Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

*Can talk about some of the things they have observed such as plants, animals, natural and found objects.*Talks about why things happen and how things work.

*Developing an understanding of growth, decay and changes over time. *Shows care and concern for living things and the environment.

*Knows how to operate simple equipment: turns on CD player and uses remote controls. *Knows that information can be retrieved from computers.

Suggested Activities Could Include:

*Duck hunt- explorers kit *Life cycle of a duck-sequence cards *duckling food prep *Cameras *Recordable magnifying glasses *Beebot *Planting *Schools on laptop *Photos from home. Family occupations- role play

Expressive Arts and Design

Exploring Media and Materials

30-50

*Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

*Beginning to be interested in and describe the texture of things.

*Uses various construction materials. *Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. *Joins construction pieces together to build and balance

*Understands that different media can be combined to create new effects. *

40-60+

Manipulates materials to achieve a planned effect.

*Constructs with a purpose in mind, using a variety of resources.

Suggested Activities:Play dough duckling *Duck printing *Egg texture art *Observational paintings **photos from home, 3D modelling-bring in from home, Songs to learn at home- sending in videos