

## Nursery- Medium Term Planning- Food- Spring 1 2025 (2024/2025)

W e e k	PSED	Communi cation and Language	Physical Developme nt	Literacy	Phonics	Mathematic s	Understandin g of the World	Expressive Arts and Design	CoETL
<b>1</b>	4 day week	4 Day Week	<p>Develop manipulation and control. Explore different materials and tools. (birth-3)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Show a preference for a dominant hand. (3 and 4 year olds)</p> <p>Cut out vegetables and stick down into book <b>(Book)</b></p>	<p>Enjoy sharing books with an adult.</p> <p>Pay attention and responds to the pictures or the words. (birth-3)</p> <p>Engage in extended conversations about stories, learning new vocabulary. (3 and 4 year olds)</p> <p>Children to have a look at the selection of topic books and reading books in nursery.</p>	<p>Sound of the week- 'u'</p> <p>Fire Fighters</p> <p>Session 1- The firefighters song</p> <p>Session 2- Fire Station Bingo</p> <p>Session 3- Time for Lunch</p> <p>Session 4- The Musical Fire Station</p> <p>Session 5- Sound Story</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'. (Birth-3)</p> <p>Compare quantities using language: 'more than', 'fewer than'. (3 and 4 year old)</p> <p>Sharing. Have the basket of fruit and share between the children. Does everyone have the same? What could we do? Use real fruit to demonstrate.</p>	4 Day week	<p>Join in with songs and rhymes, making some sounds. (Birth-3)</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match') (3 and 4 year olds)</p> <p>Sing 'Our favourite food song' (twinkl). What are the children's favourite foods?  <a href="https://www.twinkl.co.uk/resource/t-2547890-our-favourite-foods-song-powerpoint">https://www.twinkl.co.uk/resource/t-2547890-our-favourite-foods-song-powerpoint</a>  <a href="https://www.twinkl.co.uk/resource/t-2547890-our-favourite-foods-song-powerpoint">https://www.twinkl.co.uk/resource/t-2547890-our-favourite-foods-song-powerpoint</a></p>	<p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <p><b>Sharing toys out between the children to make it fair.</b></p>
<b>2 (O l i v e r' s V e g e t</b>	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their	<p>Enjoy listening to longer stories and can remember much of what happens (3 and 4 year olds)</p> <p>Read the book 'Oliver's Vegetables'</p>	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy</p>	<p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their</p>	<p>Sound of the week- 'r'</p> <p>Police</p> <p>Session 1- Police Sound Lotto</p> <p>Session 2- Chief in Charge</p> <p>Session 3- Meet the Police Officers</p> <p>Session 4- Walking the Beat</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p>	<p>Understand the key features of the life cycle of a plant and an animal. (3 and 4 year olds)</p> <p>Children to explore and match the cards to the source of food.  <a href="#">Food Origins</a>  <a href="#">Matching Cards</a></p>	<p>Start to make marks intentionally</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make (Birth-3)</p> <p>Children to design a cupcake and say what flavour they would like to make.</p>	<p>Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that</p>

<p>a b e s )</p>	<p>way to the front. (Birth-3) Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. (3 and 4 year olds)</p> <p>Play 'I went to the shop and bought...' Children to try and remember what everyone bought. Play as 2 small groups.</p>	<p>to the children.</p>	<p>choices about food, drink, activity and toothbrushing.</p> <p>Start to eat independently and learning how to use a knife and fork. (3 and 4 year olds)</p> <p>Children to wash hands and help with cutting up the fruit to make a fruit salad. <b>(Tapestry Obs)</b></p>	<p>name. (Birth-3)</p> <p>Write some letters accurately. (3 and 4 year olds)</p> <p>Have a selection of veg/fruit for children to choose from. Children to have a go at observational drawings Encourage correct colours and shape of the vegetables. <b>(Book)</b></p>	<p>Session 5- Crime Solvers</p>	<p>('cardinal principle').</p> <p>Show 'finger numbers' up to 5. (3 and 4 year olds)</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (Birth-3)</p> <p>Create a pictogram with the children on what their favourite fruits are. Have pictures to support.</p> <p>Challenge- Can they name what the most popular fruit?</p>	<p><a href="#">(teacher made) - Twinkl</a></p>	<p><a href="#">Cupcake Designs   Colouring Sheets   Twinkl (teacher made)</a></p>	<p>one go? – I need to find the big horse next."</p> <p>Cutting out the vegetables and sticking them down. Choosing what to do with them and how to arrange them.</p>
<p>3 (O liver's V e g e t a b l e s )</p>	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. (Birth-3)</p> <p>Show more confidence in new social situations. (3 and 4 year olds)</p> <p>Have a variety of vegetables that could be used in a soup. Children to have them in a box and pick one each. Children to describe the</p>	<p>Understand simple instructions like "give to mummy" or "stop". (Birth-3)</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." (3 and 4 year olds)</p>	<p>Make healthy choices about food, drink, activity and toothbrushing. (3 and 4 year olds)</p> <p>Healthy lunchbox <b>(Book)</b></p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> </ul> <p>recognise words with the same initial sound, such as money and mother (3 and 4 year olds)</p> <p>Phonics activity – 'Silly Soup'</p>	<p>Sound of the week- 'h'</p> <p>Doctors"</p> <p>Session 1- Hoppy Poppy's Plasters</p> <p>Session 2- Hospital Sounds</p> <p>Session 3-Dana's Children Ward</p> <p>Session 4- Find the Doctor</p> <p>Session 5- Poorly Ted</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3 and 4 year olds)</p> <p>Counting play fruit. Children to have a go at subitising the set of objects.</p>	<p>Explore natural materials, indoors and outside. (Birth-3)</p> <p>Use all their senses in hands-on exploration of natural materials. (3 and 4 year olds)</p> <p>Look at different vegetables. Children to look, feel etc Describe what they feel, smell and look like.</p>	<p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures (3 and 4 year olds)</p> <p>Collage their own vegetables. Print vegetable templates out. Children to collage them.</p>	<p>Do things independently that they have been previously taught.</p> <p>Putting their coats on and off. Having a go at their zips</p>

	smell, texture and look of the vegetable.	Make a silly Soup (Tapestry Obs)							
<b>4</b> <b>(O</b> <b>liver'</b> <b>s</b> <b>v</b> <b>e</b> <b>g</b> <b>a</b> <b>t</b> <b>a</b> <b>b</b> <b>l</b> <b>e</b> <b>s</b> <b>)</b>	Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. (3 and 4 year olds)  Make fruit smoothies (Home)	Can become frustrated when they can't make themselves understood. Start to develop conversation, often jumping from topic to topic. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). (Birth-3)  Hide fruit under a blanket. Children to name what fruit is missing.	Develop manipulation and control. (Birth-3) Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. (3 and 4 year olds)  Pencil control sheets. Encourage the correct grip of the pen/pencil <a href="#">Oliver's Vegetables Pencil Control Path Sheets - motor skills (twinkl.co.uk)</a>	Develop their phonological awareness. (3 and 4 year olds)  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (3 and 4 year olds)  In 2 groups children to have a go at helping write a list of vegetables from the story and their favourite vegetables.	Sound of the week- 'b'  Teachers and School Staff"  Session 1- Playground Helper Session 2- Lollipop Person Session 3- Missing Instruments Session 4- Arthur needs a rest Session 5- Who made that sound?	Baseline assessments and Early Language assessments	Baseline assessments and Early Language assessments	Baseline assessments and Early Language assessments	Respond to new experiences that you bring to their attention.  Making smoothies and trying new fruit. Following instructions
<b>5</b> <b>T</b> <b>h</b> <b>e</b> <b>e</b> <b>n</b> <b>o</b> <b>u</b> <b>r</b> <b>m</b> <b>o</b> <b>u</b> <b>s</b> <b>t</b> <b>u</b> <b>r</b>	Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.  Begin to show 'effortful control'.	Use the speech sounds p, b, m, w.  Are usually still learning to pronounce: -l/r/w/y - s/sh/ch/dz /j (Birth-3)  May have problems saying:	Develop manipulation and control.  Explore different materials and tools (Birth-3) Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using	Repeat words and phrases from familiar stories.  Ask questions about the book. Makes comments and shares their own ideas. (Birth-3)  Understand the five key concepts about print:	Sound of the week- 'f'  Vets"  Session 1- Name the Pet! Session 2- Night time at the Vet's Session 3- Copy Cats Session 4- Playful	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' (3 and 4 year olds)  Cut shapes from	Explore and talk about different forces they can feel. (3 and 4 year olds)  Children to look at book what force is used? (Pull) Children to have a go at pulling up a pretend turnip. (Skipping rope tied to something.) Children	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. (Birth-3)  Explore colour and colour-mixing. (3 and 4 year olds)  Vegetable printing. Children to explore the colours and mixing them whilst printing.	Participate in routines, such as going to their cot or mat when they want to sleep.  Morning routine available for the children

<p>ni p</p>	<p>For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (Birth-3)</p> <p>Children to work together to build a farm. Split into 2 groups, each group supported by adult to help children work together as a team.</p>	<p>- some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' (3 and 4 year olds)</p> <p>Children to be in 2 groups. Look at the pictures Can they notice the differences? <a href="#">The Enormous Turnip Spot the Difference Activity - difference (twinkl.co.uk)</a></p>	<p>the toilet, washing and drying their hands thoroughly. (3 and 4 year olds)</p> <p>Make clay cookies (Home)</p>	<p>print has meaning (3 and 4 year olds)</p> <p>Read the story 'The Enormous Turnip' to the children. Ask children key questions when reading the story.</p>	<p>Pets Session 5- A visit from the Vet</p>	<p>bread. Can children name the shapes? Challenge- Can they reason? (Book)</p>	<p>to one by one join the queue to pull the turnip up.</p>		<p>to practise and role play.</p>
<p>6 En ou rm ou s tur ni p</p>	<p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong</p>	<p>Generally focus on an activity of their own choice and find it difficult to be directed by an adult. (Recognise and point to objects if asked about them. Birth-3)</p> <p>Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay</p>	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. (3 and 4 year olds)</p> <p>Washing hands correctly (Book)</p>	<p>Notice some print, such as the first letter of their name, a bus or door (Birth-3)</p> <p>number, or a familiar logo.</p> <p>recognise words with the same initial sound, such as money and mother (3 and 4 year olds)</p> <p>Phonics activity which gets children to sort objects/pictures into hoops which have the same initial sound.</p>	<p>Sound of the week- 'l'</p> <p>Farm Animals"</p> <p>Session 1- Noisy Farm Session 2- Down on the Farm Session 3- The farmer claps her hands Session 4- Farm rhyming Pairs Session 5- Barn Corners</p>	<p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (Birth-3)</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (3 and 4 year olds)</p>	<p>Talk about what they see, using a wide vocabulary Explore how things work. (3 and 4 year olds)</p> <p>Children to see what happens to a piece of fruit over the course of a couple of weeks. Children to predict what will happen.</p>	<p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.(Birth-3)</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world</p>	<p>Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</p>

<p>impulse to grab what they want or push their way to the front. (Birth-3)</p> <p>Children to play group games. (Matching the farm animals etc)</p>	<p>attention to more than one thing at a time. (3 and 4 year olds)</p> <p>Play this for the children. Stop and ask them questions as it plays. <a href="#">EYFS: Listen and Play - The Enormous Turnip - BBC Teach</a></p>				<p>Make a Pizza- Children to count toppings they have etc <b>(Home)</b></p>		<p>equipment like animal sets, dolls and dolls houses etc. (3 and 4 year olds)</p> <p>Act out the story.</p>	<p>Build a train track for the trains.</p>
--	--	--	--	--	---	--	--	--

### Nursery- Medium Term Planning- Weather and Spring - Spring 2 2025 (2024/25)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	CoETL
<b>1 (As troll through the season s)</b>	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front (Birth-3)</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and</p>	<p>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.</p> <p>Can start a conversation with an adult or a friend and</p>	<p>Develop manipulation and control. Explore different materials and tools. (Birth-3)</p> <p>Show a preference for a dominant hand. (3 and 4 year olds)</p> <p>Dough disco. Have weather sounds playing in the background. <a href="#">EPIC THUNDER &amp; RAIN   Rainstorm</a></p>	<p>Pay attention and responds to the pictures or the words Repeat words and phrases from familiar stories</p> <p>Ask questions about the book. Makes comments and shares their own ideas. (Birth-3)</p> <p>Understand the five key concepts about print: print has</p>	<p>Sound of the week- 'q'</p> <p>Jungle Animals"</p> <p>Session 1- Jungle Sounds</p> <p>Session 2- The Tiger and the Ant</p> <p>Session 3- Guess my Jungle Animal</p> <p>Session 4- Noisy Jungle Song</p> <p>Session 5- Jungle I spy</p>	<p>Compare sizes, weights etc. using gesture and language- 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. (Birth-3)</p> <p>Make comparisons between objects relating to size, length, weight and capacity. ( 3 and 4 year olds)</p> <p>Children to have different sized</p>	<p>Explore and respond to different natural phenomena in their setting and on trips. (Birth-3)</p> <p>Talk about what they see, using a wide vocabulary. (3 and 4 year olds)</p> <p>Sort the pictures into seasons. What would you wear in Summer or Winter? <b>(Book)</b> <a href="#">Seasonal Clothes Pictures Sorting Activity - KS1</a></p>	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. (Birth-3)</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises (3 and 4 year olds)</p> <p>Autumnal picture. Think about the</p>	<p>Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</p> <p><b>Garden Centre role play</b></p>

	<p>suggesting other ideas. (3 and 4 year olds)</p> <p>Children to pretend to be different weathers. Move like the weather. Children to pick out of a hat what they are to act like.</p>	<p>continue it for many turns.</p> <p>Children to look at weather pictures and form their own opinion on what they think the weather is in the picture. Why do they think this?</p>	<p><a href="#">Sounds For Relaxing, Focus or Sleep   White Noise 10 Hours - YouTube</a></p>	<p>meaning (3 and 4 year olds)</p> <p>Read the book-A stroll through the seasons to the children. Talk about what they can see and what happens in each season.</p>		<p>jugs. How many cups of water do they think will take to fill them?</p> <p>Children to predict and reason behind their answers.</p>	<p><a href="#">Resources (twinkl.co.uk)</a></p>	<p>colours needed. <a href="#">(Home)</a></p> 	
<p><b>2 (Weather)</b></p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (3- and 4-year-olds)</p> <p>Children to choose a weather and as a group make a weather picture with all the features and things associated with that weather.</p>	<p>Can become frustrated when they can't make themselves understood. Start to say how they are feeling, using words as well as actions. (Birth-3)</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." (3 and 4 year olds)</p> <p>Have pictures of different weather.</p>	<p>Develop manipulation and control. (Birth-3)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand. (3 and 4 year olds)</p> <p>Children to make a snowflake. Use pipe cleaners or paint and glitter. <a href="#">(Home)</a></p>	<p>- count or clap syllables in a word</p> <p>Have a variety of pictures on the tuff spot from the seasons. Children to pick a photo each in turns and clap the syllables. Which one had the most claps? Which had the least?</p>	<p>Sound of the week- 'v'</p> <p><b>"Under the Sea"</b></p> <p>Session 1- All Aboard the Submarine</p> <p>Session 2- Hoppy Poppy goes Snorkelling</p> <p>Session 3- Once I caught....</p> <p>Session 4- Gone Fishing</p> <p>Session 5- Dancing in the Deep</p>	<p>Notice patterns and arrange things in patterns. (Birth-3)</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern. (3 and 4 year olds)</p> <p>Children to complete the repeating pattern.</p> <p><a href="#">Weather Complete the Pattern Activity (teacher made) (twinkl.co.uk)</a></p> <p><a href="#">(Book)</a></p>	<p>Explore natural materials, indoors and outside. (birth-3)</p> <p>Talk about what they see, using a wide vocabulary. (3 and 4 year olds)</p> <p>Go on a spring walk around the school forest school area. Can we see any signs of Spring? How do we know?</p>	<p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. (Birth-3)</p> <p>Sign the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know. (3 and 4 year olds)</p> <p>Children to learn new spring songs. <a href="#">Spring Song.pdf</a></p>	<p>Sort materials. For example, at tidy-up time, children know how to put different</p> <p>construct on materials in separate baskets.</p> <p>Sorting activity</p>

		Talk about feelings and use the feeling bears to support. How does the weather make you feel?							
<b>3 (Spring)</b>	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (Birth-3)</p> <p>Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. (3 and 4 year olds)</p> <p>Children to work together to design their own pair of wellies. Split into 2 groups. Each child to add a</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. (3 and 4 year olds)</p> <p>Look at the topic books related to weather. Children to vote which book they would like read to them. Ask questions as you read the book.</p>	<p>Develop manipulation and control. (Birth-3)</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. (3 and 4 year olds)</p> <p>Weather fine motor sheets. Children to follow the lines. Split into 2 groups. Encourage the correct grip. <a href="#">Weather Themed Pencil Control Path Worksheet</a></p>	<p>Make marks on their picture to stand for their name (Birth-3) Write some or all of their name. Write some letters accurately. (3 and 4 year olds)</p> <p>Children to make Mother's Day cards <a href="#">(Book and Home)</a></p>	<p>Sound of the week- 'w'</p> <p>Minibeasts"</p> <p>Session 1- Bug in a rug</p> <p>Session 2- Incy Wincy Spider</p> <p>Session 3- Bug Art</p> <p>Session 4- Spider's Web</p> <p>Session 5- Earwigging</p>	<p>React to changes of amount in a group of up to three items</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' (Birth-3)</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Experiment with their own symbols and marks as well as numerals (3 and 4 year olds)</p>	<p>Explore natural materials, indoors and outside. (Birth-3)</p> <p>Use all their senses in hands-on exploration of natural materials. (3 and 4 year olds)</p> <p>Look at the cherry blossom tree. In the car park/ Nursery outside area. Children to have a go at drawing it with chalks/crayons/pastels (Observational activity) <a href="#">(Home)</a></p>	<p>Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. (Birth-3)</p> <p>Play instruments with increasing control to express their feelings and ideas. (3 and 4 year olds)</p> <p>Have pictures of weather children to play the instruments like the sound of the weather. Bang- thunder Tap - rain Light taps - snowfall</p>	<p>Make more links between those ideas</p> <p>Seasonal paintings</p>

	<p>picture to the design.</p> <p><a href="#">Design a Pair of Wellies Activity - Fine motor skills (twinkl.co.uk)</a></p>		<p><a href="#">- fine motor skills (twinkl.co.uk)</a></p>			<p>Have some spring pictures for the children to count. Encourage 1:1 counting.</p> <p>Challenge- Children to write the number on a whiteboard..</p>			
<p><b>4</b> <b>(Three Little Pigs)</b></p>	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (BIRTH-3)</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important. (3 and 4 year olds)</p> <p>Play 3 little pigs bingo game</p> <p><a href="#">The Three Little Pigs Matching Cards and Board - Twinkl</a></p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures. (Birth-3)</p> <p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. (3 and 4 year olds)</p>	<p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. (Birth-3)</p> <p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (3 and 4 year olds)</p> <p>Children to work together to build a house for the 3 little pigs.</p> <p>Children can use large blocks and guttering etc.</p>	<p>Pay attention and responds to the pictures or the words</p> <p>Repeat words and phrases from familiar stories</p> <p>Ask questions about the book. Makes comments and shares their own ideas. (Birth-3)</p> <p>Understand the five key concepts about print:</p> <p>print has meaning (3 and 4 year olds)</p> <p>Read the story 3 little pigs. Ask the children questions as you read the story.</p>	<p>Sound of the week- 'x'</p> <p>Arctic Animals"</p> <p>Session 1- Pam's Snowy Ride</p> <p>Session 2- Arctic or Not?</p> <p>Session 3- The hare hopped over the iceberg</p> <p>Session 4- Rhyming Icebergs</p> <p>Session 5- Brilliant Body Sounds</p>	<p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (Birth-3)</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (3 and 4 year olds)</p>	<p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant and an animal. (3 and 4 year olds)</p> <p>Plant a seed/bulb. Keep in nursery for a few weeks so children can see what happens (Book)</p>	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (Birth-3)</p> <p>Explore colour and colour-mixing. (3 and 4 year olds)</p> <p>Bubble painting. Children to blow bubbles and then print on paper. (Home)</p> 	<p>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p> <p>Building/construction</p>



		<p>Draw out a story map, telling the story of 'The Three Little Pigs' Encourage the children to walk along the map, recalling key events from the story as they go</p>				<p>Children to make a pigs face using the loose parts. Can they subitise how many objects they have used?</p> <p>CHALLENGE- reasoning behind how they know.</p>			
<p><b>5</b> <b>(Thr</b> <b>ee</b> <b>little</b> <b>pigs</b> <b>)</b></p>	<p>Develop friendships with other children. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (Birth- 3)</p> <p>Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. (3 and 4 year olds)</p> <p>Play a game together. Children to play in groups and can select the</p>	<p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). (Birth-3)</p> <p>Children to have the construction stuff on the carpet. Give them 2 instructions to act on. Ask them to repeat the question.</p>	<p>Develop manipulation and control. (Birth-3)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand. (3 and 4 year olds)</p> <p>Children to have a go at weaving a placemat. Laminate for the children after. <b>(Home)</b></p> 	<p>Make marks on their picture to stand for their name. (Birth-3)</p> <p>Write some or all of their name. Write some letters accurately. (3 and 4 year olds)</p> <p>Have some red rectangles cut out. Children to have a go at writing their name on it to make a display.</p>	<p>Sound of the week- 'y and z'</p> <p>Seaside"</p> <p>Into the Sea Song</p> <p>On the Beach</p> <p>Sounds like the Sea!</p> <p>In the Rock Pool!</p> <p>Pam Visits the Seaside</p>	<p>React to changes of amount in a group of up to three items. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5. (Birth-3)</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3 and 4 year olds)</p> <p>Children to go and collect 3 objects. Show them a set that isn't 3 how do they know? Challenge- Children to collect another set of objects between 1 and 5</p>	<p>Use all their senses in hands-on exploration of natural materials Talk about what they see, using a wide vocabulary. (3 and 4 year olds)</p> <p>Go on a walk around the Discovery Centre to look for signs of Spring.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. (3 and 4 year olds)</p> <p>Children to explore the colours red and pink. Children to make their own shade of pink and paint a pig Children to add a face on how their pig is feeling.</p>	<p>Review their progress as they try to achieve a goal. Check how well they are doing.</p> <p><b>Weaving activity</b></p>

	game they want to play. (Book)'								
6- (3 Little Pigs)	<p>Safely explore emotions beyond their normal range through play and stories. (Birth-3)</p> <p>Begin to understand how others might be feeling. (3 and 4 year olds)</p> <p>Look at the clips. Name some emotions and children can select which feeling video they would like to watch.</p> <p><a href="#">Feeling Better - BBC Teach</a></p>	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (3 and 4 year olds)</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. (3 and 4 year olds)</p> <p>Children to have a go at following 'Jack Hartmann' action videos on YouTube.</p>	<p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. (Birth-3)</p> <p>Have a selection of books for the children to look at. They can choose what book they would like.</p>	<p>Sound of the week- 'j'</p> <p>Park"</p> <p>Ted's Walk to the Park"</p> <p>Silly See-Saw Song</p> <p>Sandpit Blends</p> <p>Which Slide?</p> <p>Hop, Little Poppy</p>	<p>Make comparisons between objects relating to size, length, weight and capacity. (3 and 4 year olds)</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Birth-3)</p> <p>Have small/bigger objects</p> <p>Children to have a go at using terms 'smaller/bigger'</p> <p>Challenge- Order the vegetables from smallest to largest (Book)</p>	<p>Show interest in different occupations.</p> <p>Children to have a look at what a farmer does. What does he drive/do? Ask the children first to see what they know. Use the small world farm to support.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. (3- and 4-year-olds)</p> <p>Children to make their own mask.</p>	<p>Use a range of strategies to reach a goal they have set themselves.</p> <p>Keep on trying when things are difficult.</p> <p>Making their own Enormous turnip mask</p>
7	Spring activities available for the children to take part in. Children to help with setting class up for next topic.								