

Communication and Language (Prime Area)

Listening and Attention, Understanding, Speaking

Listen to stories and maintain attention, stay focussed, point at pictures when asked: e.g. where is the dinosaur? Name objects, understand simple sentences

Identify favourite books

Vocalise to attempt to join in rhyme

Does actions to rhyme, song or story

Respond with relevant comments

Join in rhymes and refrains

Talk about what they need

Talk about own experience in and out of hospital

Talk about self and family celebrations, how do we celebrate events, e.g. birthday, bonfire night, Christmas, Hanukah cards etc; make up own stories and songs



Plan
Spring 2017
Topic: The World Around Us



PSED (Prime Area)

Self-confidence and self-awareness:

to settle in, to choose resources independently, to have a go,

Managing feelings and behaviour:

express needs appropriately, asks for things, to take turns and share fairly, to follow rules and instructions(e.g. take shoes off when on slide)

Making relationships

is aware of others understand that others might have different needs and different cultures

play alongside others

communicate with others, negotiates roles and turn taking, talks about what they are doing



Literacy

Become aware of the mark they make (sensory)

Give meaning to the mark they make (emergent writing)

Ascribe meaning to the marks they see

Begin to break the flow of speech into words

Write own name, little books, class books, cards, gifts labels and lists, Easter party invitations, party menus.

Sounds: hearing, identifying and writing phase 2 sounds

Letter and sounds Phase 1 exercises

Possible texts:

Celebration books, children's favourite books

Information books

Space books: The Man on the Moon, Aliens Love Underpants

Books on animals from around the world, eg Handa's Surprise,

We're going on a Lion Hunt. Also a focus on different types of bears - books include Bear Hunt, Brown Bear. Towards Easter - Easter books, farm

Books eg Rod Campbell ones, Old MacDonald.



Knowledge of the World

Explore materials such as sand, wet and dry pasta, clay, water
Discuss events in own life. What do humans need? Talk about difference between people and animals.

Where do different animals live? What do they eat? Small world animals; maps and globes.

Inside and outside/light and dark - light boxes and torches

What's up in space? Small world rockets and space station.

Easter and new life: small world farm and farm babies

Paint programme, iPads and computer arts and programme,

Education city, busy things, beebots

Biscuits with Easter cutters

SEND: a range of sensory stimuli (tactile, visual, auditory and olfactory) to access the curriculum: e.g. lights, textures, bells, smells including the use of Makaton and pictures in print to support language.

EAD:

Music: to match movement to music, find the beat

Sing weather songs

Explore instruments and improvise (COLS sessions)

Imaginative play: to act out stories with Phil. To engage in imaginative play in the role play area and with small world set ups including space set, animals and farms. Sing Old McD and dress up in animal hats.

Use voice tone when joining in refrains at story time; visual art: make own maps.

Animal mask making; 3D cardboard rockets;

Prime areas are highlighted in blue because they are a priority in the EYFS curriculum

Physical Development (Prime Area)



Moving and Handling

Gross motor control:

Ball skills/skittles (Capital Kids Cricket) moving and handling (small and gross movements)(PE/SMS/GMS) A range of large motor skill games in the atrium and balcony, using tricycles, hula hoops, stilts, skipping ropes, bowling, parachute

Where staffing and weather permits - trips to local park to play ball and running games and to use climbing frames

Fine motor control:

A range of opportunities inside the classroom to develop small motor skills, threading, painting, drawing, pouring, filling and emptying, playdough, clay, construction.

Holding pens pencils paint brush with correct grip

Hand eye co-ordination tools and activities

Squeezing, patting, develop SMS through the use of malleable Cutting. Being able to control a piece of equipment to produce a desired effect

Travel around under over across as appropriate

Play the Bean activity game (runner bean, French bean, etc)

Health and Self Care

Express when they need the toilet/a change, food, drinks etc.

Talk about the effects of exercise on their bodies.

Maths

Practical maths - everyday problems, eg in home corner

Numbers: count from 1 to 5, the from 1 to 10, and from 1 to 20

Identify numerals to 5, to 10

Touch count to 10

Count out groups of objects to 10

Order numerals to 5, to 10

Big numbers eg 100

Shapes: identify simple basic shapes circle, rectangle and triangles; use shapes to make pictures identify similarities and differences between shapes



Sort by one or more criteria - eg winter clothes, warm and cold climate animals

patterns on Easter eggs

size - baby animals - big and small

Please note all our EYFS planning is flexible as we aim to work with the children's interests