

Provide a range of construction resources – blocks, Lego, mobile.

Provision for creating bridges over the sensory tray or fabric rivers etc.

Explore colour mixing and effects of creating new colours- art piece



Adults to role play friendly behaviours within friendship, e.g. when someone is sad how to help them.

Sand timers to tolerate delay- lots of praise given when they do wait well.

Provide strategies when a child is upset for prolonged time, '... Is sad, would you like to read a book or do a puzzle'

## Expressive Arts and Design

22-36 • Experiments with blocks colours and marks.

30-50 Joins construction pieces together to build and balance.

30-50- Explores colour and how colours can be changed.

40-60 Constructs with a purpose in mind, using a variety of resources.

**Adults Role – Teach joining techniques.**

**Challenge to extend children's thinking i.e. How will you create stilts for your building? Why are stilts important for your building / what are they for?**

## Understanding the World

22-36 Notices detailed features of objects in their environment.

30-50 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

30-50-Developing an understanding of growth, decay and changes over time.

30-50 Shows care and concern for living things and the environment.

40-60- Looks closely at similarities, differences, patterns and change.

**Adults Role – to provide vocabulary for the changes occurring in the environment. Together times to show changes to fruit over time.**

Objects for counting

Counting in daily activities, footsteps, claps, children etc.

Containers for number division (baskets, coloured plates).

**Adults Role- small group work for the specific counting objectives, together times surrounding numerals- raise exposure.**

## Personal, Social and Emotional Development

22-36 Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do

22-36 Growing ability to distract self when upset, e.g. by engaging in a new play activity

30-50 Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.

30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

**Adults Role – Explain delay when given, patience and waiting their turn. Encourage friendly attitudes, challenge negative attitudes children give to other children or adults.**

## Communication and Language

16-26 Beginning to ask simple questions.

22-36 Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

30-50 Beginning to use more complex sentences to link thoughts (e.g. using and, because).

30-50 Questions why things happen and gives explanations. Asks 'who, what, when, how'.

30-50 Listens to others one to one or in small groups, when conversation interests them.

30-50 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

30-50 Listens to stories with increasing attention and recall

30-50 -Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences

**Adults Role – model and support the language of questioning. Introduce extending language such as because and then.**

Share Billy goats gruff story and then follow each story with who/what/where questions.

Emphasise repeated refrains

Encourage children to use/ask questions about changes within their environment.

Model language of who/what/where/how/why.

- Pencil grips
- Fine motor games
- Objects for cutting (cucumber, watermelon)
- Snack to support cutlery development (spaghetti, noodles)

## Planning 3<sup>rd</sup> May 2021

### Childs Voice

Children have enjoyed the construction play planning over the last two weeks.

As springtime is beginning the children have enjoyed planting and seeing the changes that are occurring.

Still a keen interest for stories and books.

### Moving the learning forward

Continue to develop pencil control as well as control using tools, particularly cutlery ready for school in September.

Link construction play to a storyline

## Physical Development

22-36 Shows control in holding and using jugs to pour, hammers, books and mark making tools.

22-36 Beginning to use three fingers (tripod grip) to hold writing tools.

22-36 (Health) Feeds self competently with spoon

30-50 Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

**Adults Role – Support pencil grip development and cutlery use, physically and teaching methods e.g. fingers down on the knife.**



## Literacy

22-36M Repeats words or phrases from familiar stories.

30-50 • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

30-50 Describes main story settings, events and principal characters.

40-60 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

**Adults Role –**

**Model reading and emphasise book structures, characters, settings and emphasis key refrains or vocabulary within books.**

Billy goats gruff theme

- Copies of the book
- Story sacks
- Animals and bridge to enable re-enacting
- Masks/ puppets for re-enacting.