

- Farm role play from story
- Masks and finger puppets- cutting
- Design sheets
- Decorating gingerbread cookies
- Designing own gingerbread men using shape



- Explore feelings and wishes of others.
- Enforce routines and boundaries of nursery.
- Use of sandtimers and calm voice to help children tolerate delay.

### 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 Responds to the feelings and wishes of others.
- 22-36 Shows understanding and cooperates with some boundaries and routines.
- 30-50 To tolerate delay when needs are not immediately met, and understands wishes may not always be met.

**Adults Role – To persist with the routines of nursery, explore effect our behaviour has on peers and others.**

### Communication and Language

- Focus on children understanding and development of rhyming
- 22-36 Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- 30-50 Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- 30-50 Beginning to use more complex sentences to link thoughts (e.g. using and, because)

**Adults Role – model and support story retelling and development of linking vocabulary**

- Model language of sentences within stories and when communicating with friends.
- Develop story retelling strategies vocabulary 'beginning, middle, end, next, because.'
- Model language of story telling
- Objects to support understanding.

- Pencil grip support
- Tracing of names
- Name cards
- Tweezers and fine motor strength games.
- Finger painting
- Writing sheets

### Expressive Art and Design

- 22-36 • Experiments with blocks, colours and marks
- 30-50 Developing preferences for forms of expression.
- 30-50 Uses various construction materials
- 30-50 Explores colour and how colours can be changed
- 40-60 Manipulates materials to achieve a planned effect

**Adults Role – Adult to stretch artwork into adding more textures/ colours, elongate creative process**

- Real flowers to observe and talk about how they change.
- Power point – Facts about spring
- Pictures of animals and their young – sheep/lamb etc.
- Vocabulary of spring: bulbs, grow, plant, flower, water, soil.

### Understanding the World

- Continue to notice changes in the environment and signs of spring
- 22-36 Notices detailed features of objects in their environment.
- 30-50 Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- 30-50 Developing an understanding of growth, decay and changes over time.

**Adults Role – to highlight the signs of spring and changes within the nursery garden.**

## Planning 8<sup>th</sup> March 2021

### Childs Voice

- Enjoying books and developing knowledge on characters, plot and setting.

### Moving the learning forward

- Focus on 'The gingerbread man' story
- High literacy focus around rhyming and repeated refrains.
- Imaginative role play of story

### Physical Development- Continue focus on developing fine motor skills and writing names.

- 22-36 Beginning to use three fingers (tripod grip) to hold writing tools
- 30-50 Can copy some letters, e.g. letters from their name.
- 30-50 Holds pencil near point between first two fingers and thumb and uses it with good control.

**Adults Role – model holding tools correctly, support to re adapt pen grip and tracing letters/**



- Objects to organise and categorise, varying colours etc.
- 3D shapes
- Categorising shape
- Looking at sides and corners

**Adults Role- Support children by highlighting shapes within play and properties of shapes e.g sides.**

### Mathematics

- Number
- 30-50 •Uses some number names accurately in play.
- Shape, space and measure
- 22-26 Beginning to categorise objects according to properties such as shape or size.
- 30-50 •Shows awareness of similarities of shapes in the environment.
- 30-50 Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.

### Literacy

- 22-36M Repeats words or phrases from familiar stories.
- 30-50 Shows awareness of rhyme and alliteration
- 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 sounds and actions, phonic focus.**
- Model book structure, character, settings and emphasis key refrains or vocabulary within books.

- Syllable clapping
- Rhyming work- silly soup
- Emphasis repeated refrains
- Clear what and who are characters.
- Encourage 'what comes next' thinking with questions.