

## Word Flower 1

Owl  
Family  
Happy  
Sad  
Feeling



## Expressive Arts and Design Focus

**Creating with Materials** 42m – Gives meaning to creative play i.e. structures, drawing, painting and playdough

### Provocations;

Provide a range of enticing opportunities for children to give meaning – painting tables, charcoal experiences, mixed media opportunities. Provide images of owls, worm, nests, birds to encourage children to create their own using a variety of media

Add feathers, buttons to playdough.

**Adults Role** – Model creating and giving meaning to structures, drawings, paintings – alongside children.

Adult's to scribe children's labels for their creations.

Photograph children's work to display and make a book of our creations

## Understanding the World Focus

**The natural World** 36m Uses all of their senses in hands on explorations of natural materials.

### Provocations;

Tuff trays – leaves, sticks, compost, cones, conkers, feathers

Go for a sensor/ listening walk – touch trees, bark, leaves,

Sensory trays – shredded Wheat, Compost with pipe cleaner worms, spaghetti, cheerio's etc.

**Adults Role** – Provide children with the vocabulary linked to different textures in a range of sensory situations. Build children's tolerance gradually, enabling them to desensitise over a period of time – introduce dry textures before set textures.

## Mathematics Focus

**Shape** – 36m Categorises by shape and size.

### Provocations;

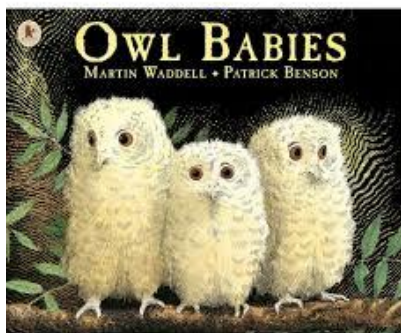
Provide woollen / fabric worms of different lengths to compare size

Provide pipe cleaner worms of different lengths to feed the birds

Provide tape measures and rulers

Sort a range of objects into categories Big and Small

**Adults Role-** Model and support the use of size vocab Big / Small. Support children to compare size of objects



## Personal, Social and Emotional Development Focus

**Self-regulation** – 36m – Begins to understand how others might be feeling

**Managing self** 36m - Is increasingly independent in meeting own care needs- washing/drying hands etc.

### Provocations;

Chunked visuals to support self- care routines – i.e. washing hands – incentives to encourage – i.e. stickers

Emotions boards – children's faces - Owl faces.  
Emotions stories / books, emotions cards and cookies

**Adults Role** – Over emphasis of characters emotions in focus book. Draw attention to – label children's emotions. Introduce and Support children to use of emotions boards. Continue to support children when washing hands use 'Wash Wash Wash your hands songs'

## Communication and Language Focus

**Listening, Attention and Understanding** 36m Repeats and uses action words /phrase from familiar

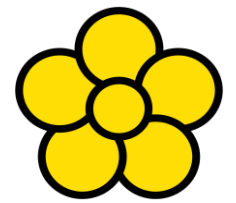
**Speaking** 36m -Asks for help if they need it.

### Provocations;

Dressing and undressing in coats, waterproofs, wellies, shoes.

Share a range of stories and songs i.e Owl babies, Two little Dickie Birds

**Adults Role** : Use active listening cards during all group activities. Model and support good listening during together times. Celebrate children's good listening and asking for help use stickers



## Word Flower 2

Nest / Tree  
Waiting / Sitting  
Flap/ Swoop  
Flying

## Physical Development Focus

**Gross motor skills** – 36m To move around the environment with increasing control

### Provocations;

Stop and Go games – Freeze dance and movement rhymes

Moving in different ways, fly like an owl, wriggle like a worm, float down like a leaf.

Ball games and bubbles.

Provide a range of pathways for the owls to fly safely.

**Adults Role** – support children to stop and look before moving off the carpet. Support children to find a safe place to sit at together times.

## Learning Intentions

9.10.23

## 'Owl Babies'

## Moving the learning forwards from...

-Some children have begun to notice and collect Autumnal leaves and seeds.

-Children have noticed the owl in mosaic at the entrance to nursery

Children have begun talking about families and who lives in their house

## Provision prompts/ Together Times

Books:- Owl Babies, <https://www.youtube.com/watch?v=bXP66T2wp-k>

I can only Draw Worms, 10 on a Twig

Songs:- Two little Dickie Birds, There's a worm at the Bottom of the Garden

Introduce vocab of size big, small, – order owls, worms

Make Cheerio bird feeders,

Go on a listening walk – Owls are good at listening what can we hear.

Introduce Prepositions on, under, in – invite the children to sit the owls in different positions

Introduce the question 'Where' – play Where's the owl, worm – hiding in different places

Introduce the story, use story sack/puppets, watch animated story – explore families and emotions Happy and sad – Introduce Emotion Board

## Literacy Focus

**Reading:** -36m –Enjoys sharing books with adults

-36m - Repeats words or phrases from familiar stories.

### Provocations;

The Owl Babies– Puppets and story sack – Branch, collect leaves to make a nest

Watch animation of Owl babies

Create tuff tray with props for retelling of story -

Story map making

Read other owl stories and look at non-fiction text.

**Adults Role** – Animated story telling, emphasis of repeated refrains. Modelling use of props / context / retelling of story.

