

PRESCHOOL PLANNING – TERM 2 Year A

Theme: Festivals and Celebrations • Focus Area: Expressive Arts & Design						
Maths	Literacy	Personal, Social and Emotional	Communication and Language	Physical development	Understanding the World	Expressive Arts & Design
<p><u>Numbers</u></p> <ul style="list-style-type: none"> Abacus Number cards Numbers with corresponding pegs <p>30-50 months</p> <ul style="list-style-type: none"> Represent numbers using fingers, marks on paper or pictures. Match numeral and quantity to 5. <p>40-60+ months</p> <ul style="list-style-type: none"> Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Finds the total number of items in two groups by counting all of them. <p>Printing using the numeral and quantity stamps.</p> <p>Number songs</p> <p>Daily counting who is here.</p> <p>Counting themselves when in line</p> <p>Build the number Caterpillar</p> <p>0-5, 0-10 (TW, CU)</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> A selection of story and poem books on display in the book corner that the children can either read themselves or ask an adult to read to them. <p>30-50 months</p> <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. <p>40-60+ months</p> <ul style="list-style-type: none"> Continues a rhyming string. <p>Look at poems and rhyming stories as a group eg Phonics Readers Collection.</p> <p>Look at picture books one-to-one allowing the children to tell the stories. These will then be sent home so that they can be shared with parents.</p> <p>Topic themed books in the topic area</p> <p>Read at least two group stories a day – before lunch and home time.</p> <p>Play the 'Rhyming Pairs' game.</p>	<p><u>Making Relationships</u></p> <ul style="list-style-type: none"> Home area – Cooker, Fridge, Microwave, sink, cupboards, toaster, tea pot, pots, pans, plates, bowls, cups and cooking utensils Babies – Dolls, Doll clothes baby bath and pram Fancy Dress – selection of both fantasy and work related outfits, helmets and accessories <p>Tum taking games</p> <ul style="list-style-type: none"> Dizzy Dinos Shopping List <p>Christmas party with games</p> <p><u>Self-confidence and self-awareness</u></p> <p><u>Managing feelings and behaviour</u></p>	<p><u>Listening and attention</u></p> <p>Listen to at least two group stories a day – before lunch and home time.</p> <p><u>Understanding</u></p> <p><u>Speaking</u></p> <p>Circle time</p> <ul style="list-style-type: none"> Weekend News Looking at different Feelings 	<p><u>Moving and Handling</u></p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Balancing Beams Stilts Stepping stones Hands and feet stepping stones Balls Play ground climbing equipment and bridge <p>Moving</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Beads and laces Tweezers Pegs and peg boards Sand pit – spades, forks, moulds and sieves Writing equipment – Pencils, Pens and Felt tips Drawing utensils – Crayons, Pencil Crayons and Highlighters. Paper – A4 plain white paper, sheets of wide lined paper, colouring in sheets and drawing books Jigsaw puzzles <p>Writing their name every day.</p> <p>Fine motor skills activities</p> <p><u>Health and self-care</u></p>	<p><u>People and communities</u></p> <p><u>The world</u></p> <p><u>Technology</u></p> <p>iPad Games</p> <ul style="list-style-type: none"> Lunch box monkey Monkey Maths 	<p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> Duplo Lego – bricks, vehicles, boards and people Cogs and boards Train set – tracks, trees, buildings, people, animals and trains Building blocks Creative table – small bits of paper, stickers, glue, tape, crayons, ribbon, pipe cleaners, paint Sand Pit – spades, sand molds, sieves <p>30-50 months</p> <ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.

<p><u>Shape, space and measure</u></p> <ul style="list-style-type: none"> • 2D shapes • Pegs and peg boards • Building blocks • Lego • Polygon puzzles <p>30-50 months</p> <ul style="list-style-type: none"> • Uses positional language. <p>40-60+ months</p> <ul style="list-style-type: none"> • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. <p>Modelling positional language Game - where's the present Look at 'Where's the Fox' flash cards</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Pen Control sheets Laminated with white board • Writing equipment – Pencils, Pens and Felt tips • Drawing utensils – Crayons, Pencil Crayons and Highlighters. • Paper – A4 plain white paper, sheets of wide lined paper, colouring in sheets and drawing books • Art easel - One side black board one side either white board or large paper, Chalk, pens and white board pens. • Stencils • Out door triangle art easel with paints two sides and crayons the other. <p>30-50 months</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>40-60+ months</p> <ul style="list-style-type: none"> • Writes own name • Continues a rhyming string. <p>Writing their name every day. Topic themed writing sheets out for writing on.</p>					<p>40-60+ months</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. <p>Musical instruments out in the classroom and natural items outside for investigating the sounds they make when taped with different sticks.</p> <p>Learn some Christmas carols and songs Salt dough tree decorations Create their own Christmas cards Decorate stocking bunting using different textures Messy play using different textures. Model language to describe how they look, feel, smell Dance till you drop: Learn 6 new dance routines using planning from twinkl.</p> <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Small vehicles – cars, lorries, vans and emergency vehicles • Train set – tracks, trees, buildings, people, animals and trains • People – Play Mobil characters and people of different occupations • Farm animals
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