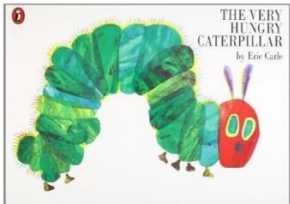
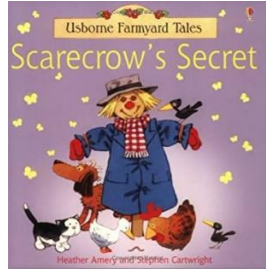
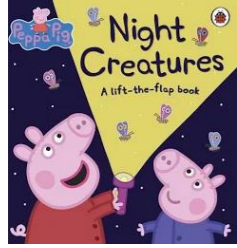


Prime Areas

Specific Areas  
WHOLE SCHOOL TOPIC: FOOD AND FARMING

Week / Big Book	Communication & Language	PSED	Physical Development	Literacy	Little Wandle	Mathematics	Understanding the world	Expressive Arts & Design
<b>Week 1</b> <b>Monday 21<sup>st</sup> - Friday 25<sup>th</sup></b> <b>April</b> <b>OLIVERS FRUIT SALAD</b> <b>Food and farming Theme</b> <b>Week.</b> 	<b>Speaking and listening</b> Children to name all fruit in the story 3-4 name all fruit and colours 0-3 begin to name fruits from the story CL L M UTW	<b>Managing self</b> Children to talk about favourite fruits, what they like and don't like and try new fruits. All children to discuss as a group what their favourite fruit is and what dislike after they have tried the fruit salad CL L PSED UTW	<b>Fine motor skills</b> Children to cut fruit using a knife for our Nursery fruit salad. 3-4 children to hold a knife the correct way and cut the fruit. 0-3 Children to begin to hold the knife and cut the fruit with support PSED PD UTW EAD	<b>Writing</b> Children to complete fruit pencil control sheet. 3-4 To hold a pencil correctly and follow the lines 0-3 to begin to hold the pencil in the correct way L PD CL PSED	<b>Monday-Friday Little wandle games</b> <b>Recap all phonemes 'Y'</b>	<b>Colour and number</b> Children to discuss colours of the fruits we use in our fruit salad and count how many we have used. 3-4 children to know all colours and count to 5 0-3 Children to begin to know colours and count to 5 M UTW EAD CL PSED PD	<b>The natural world</b> Children to talk about different fruits we would find in the supermarket 3-4 Children to name all fruits 0-3 Children to begin to name fruits UTW L PSED CL	<b>Creating with natural objects</b> Children to work as a group to make a fruit salad lots of talking about the fruit, shape and colours All children- make a fruit salad and eat. EAD UTW M L PD PSED CL
<b>Week 2</b> <b>Monday 28<sup>th</sup>- Friday 2<sup>nd</sup></b> <b>May</b> <b>TRACTOR TED MEETS ANIMALS</b> 	<b>Speaking and Listening</b> Children to remember the animals from the story talk about the noise they make where they live 3-4 full discussion on the animals 0-3 begin to know the animals and the noise they make CL L UTW PSED	<b>Managing self</b> Matching game, children to match animals to their young 3-4 Children to match all animals and young 0-3 Children to match a few animals to their young with support PSED CL PD UTW	<b>Gross motor skills</b> Children to build a barn for the animals using the wooden bricks All children to build a home for the farm animal of their choice. And talk about what they have made. CL PD PSE L UTW EAD	<b>Writing</b> Name practise Children to use name tracing cards 3-4 recognise their names, pencil grip and control. 0-3 recognise their name L CL PSED	<b>Monday-Friday Little wandle games</b> <b>Recap all phonemes 'Z'</b>	<b>Number</b> Matching animal to number sheet. 3-4 Children to complete to number sheet using numbers 1-5 0-3 Children to begin to match the number to the correct amount with support. M CL PD PSED	<b>Animals</b> Matching game, children to match animals to their young 3-4 Children to match all animals and young 0-3 Children to match a few animals to their young with support PSED CL PD UTW	<b>Creating with materials</b> Children to paint their favourite animal. 3-4 children to think about the correct colours when painting. 0-3 children to paint a recognisable farm animal EAD UTW PD PSED CL
<b>Week 3</b> <b>Tuesday 6<sup>th</sup>-Friday 9<sup>th</sup></b> <b>May</b> <b>HUNGRY CATERPILLAR</b> 	<b>Speaking and Listening</b> Children to order the days of the week 3-4 children to say and order the days of the week 0-3 begin to say days of the week in order CL L UTW M PSED	<b>Managing Self</b> Children to order the days of the week 3-4 children to say and order the days of the week 0-3 begin to say days of the week in order CL L UTW M PSED	<b>Fine motor skills</b> <u>Life cycle of a butterfly sheet</u> 3-4 Children to complete life cycle of a butterfly cutting and sticking 0-3 children to recognise life cycle of a butterfly with support. <u>Use of scissor control</u> UTW PSED PD EAD CL L	<b>Sequencing</b> Children to sequence the story using props 3-4 sequence the story using the language from the book 0-3 begin to sequence the story. CL PSED PD L UTW EAD	<b>Tuesday-Friday Little wandle games</b> <b>Recap all phonemes 'QU'</b>	<b>Colour</b> Children to complete Hungry Caterpillar pattern sheet 3-4 children to complete sheet 0-3 with support begin to recognise colour patterns. M CL PSED CL	<u>The natural world</u> <u>Life cycle of a butterfly sheet</u> 3-4 Children to complete life cycle of a butterfly cutting and sticking 0-3 children to recognise life cycle of a butterfly with support. UTW PSED PD EAD CL L	<b>Creating with materials</b> Finger printing caterpillars All children to create a caterpillar using finger prints EAD UTW PSED CL
<b>Week 4</b> <b>Monday 12<sup>th</sup>- Friday 16<sup>th</sup></b> <b>May</b>	<b>Speaking and listening</b> Children to play the matching card game.	<b>Managing self</b> Children to talk about and complete worksheet about pets	<b>Fine motor skills</b>	<b>Writing</b> Name practise	<b>Monday- Friday Little wandle games</b> <b>Recap all phonemes 'Ch'</b>	<b>Number</b> Children to use the scarecrow counting	<b>The natural world</b> Children to create a whole nursery scarecrow	<b>Creating with materials</b> Make a scarecrow paper plate

<p><b>SCARECROWS</b></p> 	<p><b>SECRET</b></p>	<p>3-4 Match all scarecrows to their partner 0-3 to match a few scarecrows CL PSED PD M</p>	<p>they have at home or in their family 3-4 independently draw their pet and label 0-3 with support draw their pet and label CL PSED PD L UTW EAD</p>	<p>Make a scarecrow paper plate All children to create a scarecrow face using paper plates and other materials Using scissors and other tools provided CL PSED PD UTW EAD</p>	<p>Children to use name tracing cards 3-4 recognise their names, pencil grip and control. 0-3 recognise their name L CL PSED</p>		<p>cards to order numbers 1-10 3-4 to order numbers 1-10 independently 0-3 to order numbers 0-5 CL PSED PD M</p>	<p>All children to work as a group to make a scarecrow CL PD PSED L UTW EAD</p>	<p>All children to create a scarecrow face using paper plates and other materials CL PSED PD UTW EAD</p>
<p><b>Week 5</b> <b>Monday 19<sup>th</sup> -23<sup>rd</sup> Friday</b> <b>May</b> <b>PEPPA'S CREATURES</b></p> 	<p><b>NIGHT</b></p>	<p><b>Speaking and listening</b> Children to retell the story using the pictures to help. 3-4 retell the story or part of the story 0-3 begin to retell the story and name the insects in the book. CL PSED L EAD</p>	<p><b>Managing self</b> Children to sort cards day and night 3-4 sort cards independently and to know the differences between day and night 0-3 sort cards into day and night with support CL PSED PD L</p>	<p><b>Fine motor skills</b> Create a handprint hedgehog using scissors, pencils and paints All children to produce art work using paints CL PSED PD UTW EAD</p>	<p><b>Writing</b> Name practise Children to use name tracing cards 3-4 recognise their names, pencil grip and control. 0-3 recognise their name L CL PSED</p>	<p><b>Monday-Friday</b> <b>Little wandle games Recap all phonemes 'Sh'</b></p>	<p><b>Number</b> Counting insects 3-4 children to count 10 objects with support 0-3 children to count 5 objects CL PSED PD M</p>	<p><b>The natural world</b> Link to forest school, look for slugs and snails All children to find slugs and snails underneath logs and tyres CL PSED PD UTW</p>	<p><b>Creating with materials</b> Create a handprint hedgehog All children to produce art work using paints CL PSED PD UTW EAD</p>