

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
<p>21/04 Farmer duck</p> <p>4 days bank holiday Mon Food and farming themed week</p>	<p><b>Speaking</b> (Sing a large repertoire of songs.) Vocab of a farm talking about animals Farm songs CL: LA&amp;U CL: S PD:FM L: W UTW: TNW Story sack Take the hat farm animals (S&amp;LP 1)</p>	<p><b>Self-regulation</b> (Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'.) Question, who what why in relation to ducks feelings, Story feelings CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR Zen den 'Toddlers Farm'</p>	<p><b>Fine motor</b> (Use one-handed tools and equipment, for example, making snips in paper with scissors.) Chopping blueberries for whole school fruit salad CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD:FM UTW: PC&amp;C</p>	<p><b>Comprehension</b> (Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.) Role play story CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM L:C L: WR L: W EAD: BI&amp;E On the farm EY phonics L&amp;S describe it find it</p>	<p>Teach 'L' l-ea-f, l-i-d, l-o-ck, l-o-g</p>	<p><b>Number</b> (Know that the last number reached when counting a small set of objects tells you how many there are in total 'cardinal principle') Counting CL: LA&amp;U CL: S M: N</p>	<p><b>Past &amp; Present</b> (Plant seeds and care for growing plants.) Talking about where our food comes from. Various visitors and animal experiences CL: LA&amp;U CL: S UTW: TNW EAD: CWM EAD: BI&amp;E Place beans in zip seal bag so we can see what happens. Forest school: see separate planning</p>	<p><b>Creating With Materials</b> (Create closed shapes with continuous lines and begin to use these shapes to represent objects.) Finger painting chicks, CL: LA&amp;U CL: S PD:FM L: W M: N EAD: CWM Seed pulses pictures Starch resist Painting animals Music lesson: see planning</p>
<p>28/04 - 05/05</p> <p>The Gruffalo</p>	<p><b>LA&amp;U</b> (Understand 'why' questions, like: "Why do you think the caterpillar got so fat?") Asks questions who, what, where, when following Gruffalo appearance CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR L:C L: WR L: W UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E (S&amp;LP3)</p>	<p><b>Building Relationships</b> (Play with one or more other children, extending and elaborating play ideas.) Can play in a group ability to collaborate Gruffalo dance CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM EAD: CWM EAD: BI&amp;E Zen den 'Fernando the silver fox'</p>	<p><b>Fine Motor</b> (Use a comfortable grip with good control when holding pens and pencils.) Painting a Gruffalo <b>Gross Motor</b> (Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.) Gruffalo dance CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N EAD: CWM</p>	<p><b>Comprehension</b> (Engage in extended conversations about stories, learning new vocabulary.) Joins in with repeated refrain CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR L:C L: WR L: W</p>	<p>Teach 'J' j-a-m, j-u-g, j-e-t, j-ee-p,</p>	<p><b>Numbers</b> (Say one number for each item in order: 1,2,3,4,5.) Counting number line Help Gruffalo find a mouse. CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E</p>	<p><b>People, Culture &amp; Community</b> (Begin to understand the need to respect and care for the natural environment and all living things.) bug hunt CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C M:NP UTW: TNW Forest school: see separate planning</p>	<p><b>Creating with Materials</b> (Draw with increasing complexity and detail) Painting Gruffalo <b>BI&amp;E</b> (Respond to what they have heard, expressing their thoughts and feelings.) Gruffalo dance CL: LA&amp;U CL: S PD: GM PD:FM L:C L: WR L: W M: N M:NP EAD: CWM EAD: BI&amp;E Music lesson: see planning</p>
<p>05/05</p> <p>Oliver's vegetables</p> <p>4 dausy bh</p>	<p><b>Speaking</b> (Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.) Using descriptive language to describe veg CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR (S&amp;LP2)</p>	<p><b>Managing Self</b> (Show more confidence in new social situations.) Trying new foods even if we think we don't like them CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM UTW: TNW</p>	<p><b>Fine Motor</b> (Start to eat independently and learning how to use a knife and fork.) Preparing veg using knives CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E</p>	<p><b>Word Reading</b> (Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.) Labelling vegetables CL: LA&amp;U CL: S L:C L: WR L: W M: N M:NP</p>	<p>Teach 'V' V-a-n, v-e-t</p>	<p><b>Numerical Patterns</b> (Make comparisons between objects relating to size, length, weight and capacity.) How does your beanstalk grow? MO p41 (using beans from bags) Sizes and weights using potatoes CL: LA&amp;U CL: S PD: GM PD:FM</p>	<p><b>The Natural World</b> (Understand the key features of the life cycle of a plant and an animal.) Life cycle of a plant planting/growing vegetables CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM UTW: P&amp;P UTW: PC&amp;C UTW: TNW</p>	<p><b>Creating with Materials</b> (Explore different materials freely, in order to develop their ideas about how to use them and what to make.) Blossom trees Green colour mixing Veg printing CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L: W M: N</p>

		EAD: CWM EAD: BI&E <b>Zen den 'extraordinary thinkers'</b>		UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E		L:C L: WR L: W M: N M:NP UTW: TNW EAD: CWM EAD: BI&E	EAD: CWM EAD: BI&E <b>Forest school: see planning</b>	M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E <b>Music lesson: see planning</b>
<b>12/05</b> <b>Duck in the truck</b>	<b>Speaking</b> (May have problems saying: some sounds: r, j, th, ch, and sh, multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.) <b>Into science Moving things</b> CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E <b>(S&amp;LP2)</b>	<b>Managing self</b> (Become more outgoing with unfamiliar people, in the safe context of their setting.) <b>Road safety - Bikes, Trikes and Cars</b> CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E <b>Zen den 'Super power listening'</b> <b>Rhymes</b> <b>People who help us</b>	<b>Fine Motor</b> (Use a comfortable grip with good control when holding pens and pencils.) <b>Drawing animals</b> <b>Gross Motor</b> (Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.) <b>Large portable equipment</b> CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E	<b>Reading</b> (Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.) <b>Joins in with repeated refrain</b> CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E	Teach 'W' w-i-g, w-e-b, w-ai-v (wave)	<b>Numbers</b> (Recite numbers past 5.) <b>Making and using own Counting wands.</b> <b>Counting ducks</b> (Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5) <b>Bikes trikes and cars</b> CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E	<b>The Natural World</b> (Explore how things work.) <b>Into science pushing pulling</b> <b>Drawing ducks on computer</b> CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E <b>Forest school: see planning</b>	<b>Creating with Materials</b> (Develop their own ideas and then decide which materials to use to express them.) <b>Clay mud</b> <b>Welly walk</b> <b>Muddy prints</b> <b>Drawing cars</b> <b>Design a bag for sheep's wool</b> CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E <b>Music lesson: see planning</b>
<b>19/05</b> <b>The giant jam sandwich</b> <b>Bee day</b>	<b>LA&amp;U</b> (Know many rhymes, be able to talk about familiar books, and be able to tell a long story.) <b>Listening to rhymes in the story</b> <b>Following instructions</b> CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E <b>(S&amp;LP3)</b>	<b>Building Relationships</b> (Develop appropriate ways of being assertive.) <b>Working together</b> <b>Selecting materials</b> CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E <b>Zen den 'Bees and Bugs "</b>	<b>Gross Motor</b> (Use large-muscle movements to wave flags and streamers, paint and make marks.) <b>Making kites</b> (Use one-handed tools and equipment) <b>Making favourite sandwich</b> (Make healthy choices about food, drink, activity and toothbrushing.) <b>Healthy eating</b> CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E	<b>Comprehension</b> (Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.) <b>Recognise rhyme in story.</b> <b>Rhyming words.</b> <b>Silly soup</b> CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E	Teach 'Y' Y-a-p,	<b>Number</b> (Fast recognition of up to 3 objects, without having to count them individually (subitising)).( Solve real world numbers up to 5.) <b>Picnic time (MO p18)</b> CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E	<b>The Natural World</b> (Use all their senses in hands-on exploration of natural materials.) <b>Use camera to record picnics make books</b> CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E <b>Forest school: see separate planning</b>	<b>Creating with Materials</b> (Take part in simple pretend play, using an object to represent something else even though they are not similar.) <b>Bakers shop</b> (Join different materials and explore different textures.) <b>Designing a kite</b> (Listen with increased attention to sounds.) <b>Listen to the beat</b> CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E <b>Music lesson: see planning</b>