

## Nursery- Medium Term Planning- Minibeasts – Summer -2024/2025

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	CoETL
<b>1 The Hungry Caterpillar</b>	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (Birth-3)</p> <p>Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule. (3 and 4 year olds)</p> <p>Take it in turns to talk about their favourite fruit. Have a variety of pictures of common fruit for the children to use as a reference</p>	<p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. (Birth-3)</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh</p> <p>multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' (3 and 4 year olds)</p> <p>Make a 'fruit salad' with the children. Children to each take turns adding a fruit into the bowl. Can the children join in with repeating the sentences when adding a fruit.</p>	<p>Develop manipulation and control. (Birth-3)</p> <p>Use one-handed tools and equipment (3 and 4 year olds)</p> <p>Children to have a go at threading of the leaf. <a href="#">Threading Activity to Support Teaching on The Very Hungry Caterpillar (twinkl.co.uk)</a></p> <p><a href="#">(Book)</a></p>	<p>Enjoy sharing books with an adult.</p> <p>Pay attention and responds to the pictures or the words.</p> <p>Repeat words and phrases from familiar stories. (Birth-3)</p> <p>Engage in extended conversations about stories, learning new vocabulary. (3 and 4 year olds)</p> <p>Read the Very Hungry Caterpillar to the children.</p>	<p><b>"Farm Animals"</b></p> <p>Session 1- Noisy Farm</p> <p>Session 2- Down on the Farm</p> <p>Session 3- The farmer claps her hands</p> <p>Session 4- Farm rhyming Pairs</p> <p>Session 5- Barn Corners</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (3 and 4 year olds)</p> <p>Children to each have shape finder. Go around the classroom and the children are to find an object and bring it back to the carpet. Does it match their magnifying glass?</p> <p>Children can take their shape finders home.</p> <p>Set a challenge for the children on Tapestry linked to this. <a href="#">(Home)</a></p> <p><a href="#">T-N-5090-2D-Shape-Spotter ver 1. pdf (twinkl.co.uk)</a></p>	<p>Understand the key features of the life cycle of a plant and an animal (3 and 4 year olds)</p> <p><a href="https://www.twinkl.co.uk/resource/t-t-983-life-cycle-of-a-butterfly-display-posters">https://www.twinkl.co.uk/resource/t-t-983-life-cycle-of-a-butterfly-display-posters</a> Life cycle of a caterpillar. Hide the pictures children to take it in turns to find the correct picture in the cycle.</p>	<p>Join in with songs and rhymes, making some sounds.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. (Birth-3)</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Create their own songs, or improvise a song around one they know. (3 and 4 year olds)</p> <p>Sing nursery rhymes with the children based on minibeasts- The ants go marching, Incy Wincy spider, Little Miss Muffet and introduce some new ones.</p> <p><a href="#">Finger Family (Insects Version)   CoComelon Nursery Rhymes &amp; Kids Songs - YouTube</a></p>	<p>Make independent choices.</p> <p><b>Inside- Children to choose what they want to play with and tell an adult.</b></p> <p><b>Outside- Children to have access to the shed to select resources they would like to play with outside</b></p>

<p><b>2</b></p> <p><b>The Hungry Caterpillar</b></p>	<p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. (Birth-3)</p> <p>Develop friendships with other children. (Birth-3)</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (3 and 4 year olds)</p> <p>Create a friendship caterpillar using handprints- children to say what we should do in nursery. (Be kind, share etc)</p>	<p>Listen to other people's talk with interest, but can easily be distracted by other things. (Birth-3)</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (3 and 4 year olds)</p> <p>Print the pictures. Children to have a look at them and describe what they can see. Work together as a large group.</p> <p><a href="#">Butterflies and Caterpillars Photo Pack - EYFS, Early Years, KS1, symmetry (twinkl.co.uk)</a></p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. (Birth-3)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors (3 and 4 year olds)</p> <p>Make a caterpillar headband <a href="#">Home</a></p> 	<p>Enjoy drawing freely Add some marks to their drawings, which they give meaning to. For example: "That saysmummy."</p> <p>Make marks on their picture to stand for their name. (Birth-3)</p> <p>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.</p> <p>Write some or all of their name. Write some letters accurately. (3 and 4 year olds)</p> <p>Draw the foods the caterpillar like to eat. Children to have the book as a support.</p> <p>Challenge- Children to write/ say the initial sounds <a href="#">Book</a></p>	<p><b>"Jungle Animals"</b></p> <p>Session 1- Jungle Sounds</p> <p>Session 2- The Tiger and the Ant</p> <p>Session 3- Guess my Jungle Animal</p> <p>Session 4- Noisy Jungle Song</p> <p>Session 5- Jungle I spy</p>	<p>Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (3 and 4 year olds)</p> <p><a href="https://www.twinkl.co.uk/resource/t-t-7567-the-very-hungry-caterpillar-display-numbers">https://www.twinkl.co.uk/resource/t-t-7567-the-very-hungry-caterpillar-display-numbers</a></p> <p>Give the children 2 numbers. Can they count the correct number of pictures to match the number? Challenge- Can they say 1 more?</p>	<p>Understand the key features of the life cycle of a plant and an animal (3 and 4 year olds)</p> <p>Children to have a go at acting out the life cycle of a caterpillar. Have pictures to support. Use toilet paper for children to wrap themselves into a cocoon</p>	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. (Birth-3)</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. (3 and 4 year olds)</p> <p>Make a playdough snail.</p>	<p>Participate in routines, such as going to their cot or mat when they want to sleep. (Active Learning)</p> <p><b>Children to act out the morning routine and be independent during snack time</b></p> <p>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p> <p><b>Have the guttering and hurdles available for the children to build with.</b></p>
<p><b>3</b></p> <p><b>The Very Hungry</b></p>	<p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Develop friendships with other children. (Birth-3)</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. (3 and 4 year olds)</p> <p>Show resilience and</p>	<p>Use the speech sounds p, b, m, w.. Are usually still learning to pronounce: /r/w/y s/sh/ch/dz/j f/t multi-syllabic words such as 'banana' and 'computer' (Birth-3)</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Develop their communication, but may continue to have problems with irregular tenses and</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Match their developing physical tasks and</p>	<p>Add some marks to their drawings, which they give meaning to. For example: "That saysmummy." (Birth-3)</p> <p>Write some or all of their name. (3 and 4 year olds)</p> <p>Children to use wax resist on top of their name.</p>	<p><b>"Under the Sea"</b></p> <p>Session 1- All Aboard the Submarine</p> <p>Session 2- Hoppy Poppy goes Snorkelling</p> <p>Session 3- Once I caught....</p> <p>Session 4-</p>	<p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Birth-3)</p> <p>Make comparisons between objects relating to size, length, weight and capacity. (3 and 4 year olds)</p> <p>Ordering length caterpillars.</p> <p><a href="#">t-t-19706-ordering-caterpillar-</a></p>	<p>Explore natural materials, indoors and outside (Birth-3)</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. (3 and 4 year olds)</p> <p>Look at pictures of a caterpillar when it is small and bigger</p> <p>Have they changed? If so, what has happened? What's</p>	<p>Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. (Birth-3)</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including</p>	<p>Do things independently that they have been previously taught.</p> <p>Have the IWB game o for the children to guess the minibeast. (Inside)</p> <p>Parachute- Children to play the games we</p>

<b>Caterpillar</b>	<p>perseverance in the face of challenge (Reception)</p> <p>Wrap a child up in the cocoon using toilet paper. Go through the life cycle of a butterfly as we go.</p>	<p> plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' (3 and 4 year olds)</p> <p>Children to get into teams and play the game. Encourage the use of sentences ( I think it is a ....)</p> <p><a href="#">Minibeast PowerPoint What Can You See? - Teaching Resources (twinkl.co.uk)</a></p>	<p>activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (3 and 4 year olds)</p> <p>Play fruit salad game with the parachute Children to be given a name of fruit and have to swap under the parachute with another fruit .</p>		<p>Gone Fishing</p> <p>Session 5- Dancing in the Deep</p>	<p><a href="#">lengths-activity-pack ver 1.pdf (twinkl.co.uk)</a></p> <p>(Book)</p>	<p>the next stage in their life?</p>	<p>details. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (3 and 4 year olds)</p> <p>Chalking minibests outside. Children to choose a picture and copy on the playground. Encourage them to look closely at what they look like.</p>	<p>played last week. (Outside)</p>
<b>4 Minibeasts</b>	<p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (Birth-3)</p> <p>Help to find solutions to conflicts and rivalries. For example,</p>	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (3 and 4 year olds)</p> <p>Children to sit on the 'special chair' and sing a rhyme pretending to be the teacher.</p>	<p>Develop manipulation and control.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. (Birth-3)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference</p>	<p>Make marks on their picture to stand for their name. (Birth-3)</p> <p>Write some or all of their name.</p> <p>Write some letters accurately. (3 and 4 year olds)</p> <p>Play a 'What's in the box? Initial Sounds Game' with the children. Show the children a selection of minibeasts whose names all begin with different initial sounds. Add them to the box, say the initial sound of one of their names and see which children can work out the minibeast. Introduce syllables and</p>	<p>"Minibeasts"</p> <p>Session 1- Bug in a rug</p> <p>Session 2- Incy Wincy Spider</p> <p>Session 3- Bug Art</p> <p>Session 4- Spider's Web</p> <p>Session 5- Earwigging</p>	<p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (Birth-3)</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Compare quantities using language: 'more than', 'fewer than'. (3 and 4 year olds)</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things. (3 and 4 year olds)</p> <p>Talk about using gentle hands when collecting minibeasts and using gentle hands with friends. Then go on a mini hunt in the outside area.</p>	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (Brth-3)</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing. (3 and 4 year olds)</p> <p>Children to create their own caterpillar using a pom poms and paint. Encourage a repeating pattern. (Book)</p>	<p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <p>Children to complete the maths challenge activity. (Inside)</p> <p>Name writing (Outside)</p>

	<p>accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive. (3 and 4 year olds)</p> <p>Print some 4- and 6-piece puzzles out. Children to complete them working together.</p> <p><a href="#">Fix the Picture Minibeasts Cutting Skills Activity Sheet (twinkl.co.uk)</a></p> <p><a href="#">Minibeast Themed Number Sequencing Photo Puzzles - minibeasts (twinkl.co.uk)</a></p>		<p>for a dominant hand.(3 and 4 year olds)</p> <p>Have some giant white chalks so the children can draw giant spiderwebs on the floor! Use the photos to support what they look like. <a href="#">Spiders and Webs Photo Pack</a></p>	clapping them for each of the minibeasts.		<p>principle'). (3 and 4 year</p> <p>Hide the minibeasts under a blanket Children to take it in turns to count the minibeasts. Give each child a new number to count.</p> <p>Challenge- Children to subitise and reason.</p>			
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## Nursery- Medium Term Planning- Seaside- Summer 2025 (2024-2025)

We ek	PSED	Communicati on and Language	Physical Development	Literacy	Phonics	Mathematics	Understandin g of the World	Expressive Arts and Design	CoETL
1 (Se asid e)	<p>Birth- 3 Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Develop friendships with other children</p> <p>3 and 4 year olds Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Place a beach ball on top of a parachute. Can the children work together to create waves and not let the ball fall off? Encourage teamwork and communication.</p>	<p>Birth-3 Recognise and point to objects if asked about them. Generally focus on an activity of their own choice and find it difficult to be directed by an adult</p> <p>3 and 4 year olds Use a wider range of vocabulary. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Introduce the new topic. Look at seaside pictures. Who has been to the beach before? What can they see in the pictures? What do they think they might need to take to the beach? <a href="#">Seaside Photos - Display Pack (teacher made) - Twinkl</a></p>	<p>Birth-3 Develop manipulation and control. Explore different materials and tools. 3 and 4 year olds Use one-handed tools and equipment, for example, making snips in paper with scissors Show a preference for a dominant hand.</p> <p>Provide a seaside tuff tray. Add tissue and string to it as the 'rubbish'. Children to use tweezers to clean the ocean up. Highlight why we need to clean the oceans up. Why do the children think the oceans need to be clean?</p> 	<p>Birth-3 Make marks on their picture to stand for their name. 3 and 4 year olds Use some of their print and letter knowledge in their early writing Write some or all of their name. Write some letters accurately.</p> <p>Children to have the magnetic letters. Can they spell their names? Do they know the sounds of their names? Children to then have a go at writing them. <b>(Book)</b></p>	<p>"Castle"</p> <p>Cross the Moat</p> <p>Mr Knight's Noisy Night</p> <p>Castle Alliteration</p> <p>The Queen's Jewels</p> <p>Catch the Dragon</p>	<p>Birth-3 Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>3 and 4 year olds Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Have a bucket in the middle of the children. Can they take it in turns to count out shells from a large group? Children select a number from a bag of numerals.</p>	<p>3 and 4 year olds Talk about the differences between materials and changes they notice.</p> <p>Children to help make ice lollies. As we are making them talk about the process and what they think might happen. <a href="#">How to Make Ice Lollies   Ice Lolly Recipes   Twinkl</a></p>	<p>Birth-3 Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>3 and 4 year olds Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Wax resist paintings. Have seaside related pictures available for the children to use. <b>(Home)</b></p>	



2 (sharing a shell)	<p>Birth-3 Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. 3 and 4 year olds Increasingly follow rules, understanding why they are important.</p> <p>Children to play 'I have who has...' game. Encourage the use of sentences.  <a href="https://www.twinkl.co.uk/resource/t-t-13408-sharing-a-shell-i-have-who-has-game">https://www.twinkl.co.uk/resource/t-t-13408-sharing-a-shell-i-have-who-has-game</a></p>	<p>Birth-3 Listen to other people's talk with interest, but can easily be distracted by other things.</p> <p>3 and 4 year olds Enjoy listening to longer stories and can remember much of what happens</p> <p>Read sharing a shell to the children. Ask questions.</p>	<p>Birth-3 Develop manipulation and control. Explore different materials and tools.</p> <p>3 and 4 year olds Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p> <p>Children to make a cupcake case sun. Using scissors can they cut out strips of paper to make the rays?  (Book)</p> 	<p>Birth-3 Make marks on their picture to stand for their name.</p> <p>3 and 4 year olds Write some or all of their name. Write some letters accurately.</p> <p>Father's Day Cards (Home)</p> 	<p>"Pirates and Mermaids"</p> <p>Crashing Waves</p> <p>Who am I?</p> <p>Noisy Pirates</p> <p>Spyglass</p> <p>Pirates Rhymes</p>	<p>Birth-3 Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>3 and 4 year olds Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Subitising pictures. Focus on 1-5 then as children get more confident work with higher number.  <a href="https://www.twinkl.co.uk/resource/number-reasoning-and-discussion-photo-pack-t-m-30306">https://www.twinkl.co.uk/resource/number-reasoning-and-discussion-photo-pack-t-m-30306</a></p>	<p>3 and 4 year olds Talk about what they see, using a wide vocabulary.</p> <p>Children to listen and sing along to the video all about the seaside.  <a href="#">EYFS: Listen and Play - At the seaside - BBC Teach</a></p>	<p>Birth- 3 Use their imagination as they consider what they can do with different materials</p> <p>3 and 4 year olds Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Retell the story in children's words. Have available resources for them to retell story.</p>	

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<b>3 (sharing a shell)</b>	<p>Birth -3 Be increasingly able to talk about and manage their emotions.</p> <p>3 and 4 year olds Begin to understand how others might be feeling.</p> <p>Children to watch 'Sharing a Shell'. Talk about the feelings of the characters.</p> <p><a href="#">(58) Animated Storytime   Sharing a Shell by Julia Donaldson and Lydia Monks   Picture Book Animation - YouTube</a></p>	<p>Birth-3 Understand simple instructions like "give to mummy" or "stop". Listen to other people's talk with interest, but can easily be distracted by other things.</p> <p>3 and 4 year olds Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Children to help make lemonade. Give children instructions to follow.</p> <p><a href="#">(Home)</a></p> <p><a href="#">Fair Trade Lemonade Recipe (teacher made) - Twinkl</a></p>	<p>Birth-3 Develop manipulation and control.</p> <p>3 and 4 year olds Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Children to have a go at the colouring sheet.</p> <p>Challenge- Can the children think about the colours of the characters in the book.</p> <p><a href="#">Colouring Sheets to Support Teaching on Sharing a Shell (twinkl.co.uk)</a></p>	<p>Birth-3 Ask questions about the book. Makes comments and shares their own ideas.</p> <p>3 and 4 year olds Engage in extended conversations about stories, learning new vocabulary.</p> <p>Have a look at the seaside topic books. What can the children see? Choose one as a class to read altogether.</p>	<p>"Space Aliens"</p> <p>Space Litter Pick</p> <p>Space Picnic</p> <p>Build an Alien</p> <p>Alien Guess what?</p> <p>Voices in Space</p>	<p>Birth- 3 Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.</p> <p>3 and 4 year olds Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Children to have a go at counting the sea creatures. Challenge- Can the children write the numeral?</p> <p><a href="#">(Book) Under the Sea I Spy and Count Activity to 10 (teacher made) (twinkl.co.uk)</a></p>	<p>Birth-3 Notice differences between people.</p> <p>3 and 4 year olds Show interest in different occupations.</p> <p>Look at the RNLI PP. Discuss what they do and where we might see them.</p> <p><a href="#">RNLI Information PowerPoint (teacher made) - Twinkl</a></p>	<p>3 and 4 year olds Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Get the children to lie down and close their eyes. Play the link. Children to focus and listen to what sounds they can hear.</p> <p><a href="#">EYFS: Listen and Play - Beside the sea - BBC Teach</a></p>	
<b>4 (Alight house)</b>	<p>Birth-3 Feel strong enough to express a range of emotions.</p>	<p>Birth-3 Listen to other people's talk with interest, but can easily be distracted by other things.</p> <p>3 and 4 year olds</p>	<p>Birth-3 Explore different materials and tools. Show an increasing desire to be independent, such as wanting to</p>	<p>3 and 4 year olds Develop their phonological awareness</p> <p>Have CVC</p>	<p>"Magical Creatures"</p> <p>I spy in the Fairy Garden</p>	<p>Birth-3 Counting-like behaviour, such as making sounds, pointing or saying some numbers in</p>	<p>Birth-3 Explore and respond to different natural phenomena in their setting and on trips.</p> <p>3 and 4 year olds</p>	<p>Birth-3 Start to make marks intentionally.</p> <p>Explore point, using fingers and other parts of their bodies</p>	

<b>Keeper's Lunch</b>	<p>Safely explore emotions beyond their normal range through play and stories.</p> <p>3 and 4 year olds Develop their sense of responsibility and membership of a community. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Children to have a boat race with the plastic boats. They can splash water to make the boats move.</p>	<p>Enjoy listening to longer stories and can remember much of what happens Use longer sentences of four to six words.</p> <p>Watch A Lighthouse Keeper's Lunch to the children. Stop periodically and ask the children questions about what is happening and what they can see.</p> <p><a href="https://www.youtube.com/watch?v=46wCRq50Wwg">https://www.youtube.com/watch?v=46wCRq50Wwg</a></p>	<p>feed themselves and dress or undress.</p> <p>3 and 4 year olds Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Children to have a go at making a telescope to look out to sea.</p> <p><a href="#">(Home)</a></p>	<p>objects out. Adult to sound talk them. Children to blend back together and find the objects.</p>	<p>Magical Voices</p> <p>Tangles-Up Tongues</p> <p>Gnomes like Gold</p> <p>Silly Centaurs</p>	<p>sequence Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>3 and 4 year olds Solve real world mathematical problems with numbers up to 5.</p> <p>Have a set of number 1-10. Get the children to order them and then hide the numbers. Mix numbers up or take them away can the children notice what has happened? Split into 2 groups.</p>	<p>Talk about what they see, using a wide vocabulary. Explore how things work.</p> <p>Explore light and dark. Take the children into a dark room. Can they see anything? What happens if the boats couldn't see? Switch on a torch acting as the lighthouse can they see now?</p>	<p>as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</p> <p>3 and 4 year olds Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Paint a lighthouse.</p> <p>Children to have available colours and pictures to create their own representation.</p> <p><a href="#">(Book)</a></p>	
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<p><b>5</b> <b>(A Light house Keeps Lunch)</b></p>	<p>Birth-3 Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>3 and 4 year olds Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Play the shopping trolley game. Children to work in teams.</p>	<p>Birth-3 Recognise and point to objects if asked about them.</p> <p>3 and 4 year olds Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Children to sing an ocean version of Old McDonald.</p> 	<p>Birth-3 Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>3 and 4 year olds Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Play parachute games. Trying to keep a ball on the parachute</p>	<p>Birth-3- Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>3 and 4 year olds Write some or all of their name Write some letters accurately.</p> <p>Draw a picture of their favourite lunch. What do they have in their basket? (Book)</p> <p><a href="https://www.twinkl.co.uk/resources/t-t-2547896-picnic-basket-template-activity-sheet">https://www.twinkl.co.uk/resources/t-t-2547896-picnic-basket-template-activity-sheet</a></p>	<p>"Witches and Wizards"</p> <p>Witch's Broomsticks</p> <p>Rhyming Spells</p> <p>Noisy Potions</p> <p>Robot Rick and the Wizards Party</p> <p>Dress the Witch</p>	<p>Birth-3 Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>3 and 4 year olds Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Positional language. Children to say where the cut out seagull is in relation to a chair.</p>	<p>Birth-3 Explore natural materials, indoors and outside 3 and 4 year olds Explore how things work. Explore and talk about different forces they can feel.</p> <p>Floating and sinking activity. Children to sort the objects into the 2 groups.</p>	<p>Birth-3 Make simple models which express their ideas.</p> <p>3 and 4 year olds Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Children to make a paper bowl jellyfish.</p> <p>(Home)</p> 	
<p><b>6</b> <b>(See aside)</b></p>	<p>Birth-3 Develop friendships with other children.</p> <p>3 and 4 year olds Show more confidence in new social situations.</p> <p>Children to bring</p>	<p>Birth-3 Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>3 and 4 year olds</p>	<p>Birth-3 Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress</p> <p>3 and 4 year olds Be increasingly independent Make</p>	<p>3 and 4 year olds recognise words with the same initial sound, such as money and mother</p> <p>Children to play the PP game.</p> <p><a href="#">h, b, f, l Initial</a></p>	<p>Phonic Games to be played with children during Phonics.</p>	<p>3 and 4 year olds - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using</p>	<p>3 and 4 year olds Talk about what they see, using a wide vocabulary Begin to understand the need to respect and care for the natural environment and all living things. Know that there are</p>	<p>Birth-3 Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>3 and 4 year olds Remember and sing entire songs.</p>	

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