

Continuous Provision

Malleable slime, play dough, cornflour, pastry cutters, pipe cleaners, hammers and golf tees. Junk-modelling

Sand Different sized metal spoons and containers, jewels, measuring spoons, twigs,

Water Metal tea set, variety of bottles (mixed sizes), funnels, tubes, water wheels

Maths/Investigation Clocks, telephones, number stones, number books, calculators, puzzles, Numicon

Role Play Sticky notes, calendar, newspapers and magazines, dressing doll, notepads, menus

Creative Squiggle While We Wiggle, Dough Disco glitter and glue, junk modelling

Mark Making/Writing Pencils, crayons and felt pens, different types of paper, painting and play dough. Stapler, stencils and hole punch

Reading Sharing books to go home, name cards, reading area, logos within the environment

Small World Wooden dolls house, dinosaurs, farm, animals, story book figures and super heroes

Construction A variety of large and small construction materials, tubes and large wooden bricks

Outdoor Large and small construction, large sandpit, large water area, mud kitchen, risk taking opportunities, bikes and trikes, builder's yard with real bricks and tools

**Provision will be enhanced weekly based on the children's interests, next steps and levels of skill. This will be recorded on the weekly plan and evidenced in the environment plan*



This half term we will be:

- Learning about the artistic style of Andrew Goldsworthy
- Learning about the story of Easter
- Meeting and researching how people help us
- Making pancakes
- Learn how to take our shoes and socks off and put them on again independently.
- Exploring Forest School
- Learning how to make a water tight shelter for Incey Wincey Spider.

Celebrations and Events

Pancake Day World Book Day

Godly Play Easter

People who help us (visitors)

Dentistry day



Possible books/songs to support our learning...



You Choose (reading spine story)

The Three Billy Goats Gruff (Traditional)

Mr Wolf's Pancakes

Titus's Troublesome Tooth

Selection of Easter stories and rhyming stories

**A new nursery rhyme will be sent home every 2 weeks in our Nursery Rhyme Book*

Themes are a starting point in learning. These may be adapted at various points to allow the children's interests to flow through the teaching, learning and provision. The seven areas of learning and development that are used to shape our educational programme at The Meadows Primary School are as follows. All areas of learning and development are important and inter-connected. Many of these opportunities will be developed within children's daily purposefully planned play opportunities.

Communication and Language – Prime Area

Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Intent

Development Matters – Focus points

- To understand the differences in sounds, i.e. loud/quiet/fast/slow
- *To begin to follow instructions with 3-4 information carrying words.*
- Start/continue a conversation with an adult or a friend, taking turns in conversations.
- To begin to understand and use questioning words like 'what', 'why' and 'how'
- To begin to understand future and past tenses

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Sound hunts, explore musical instruments and different genre of music
- Staff to use clear and concise language, with visual aids if needed, when sharing instructions.
- Staff to construct language through conversations and play. New words emphasised and definitions explained, using children's ideas as starting points.
- Staff model conversations and conversation through play. Snack time conversations, using the magic ball as a listening and turn taking tool.
- Model questioning and highlight when we are asking questions
- Explore books, investigating the pictures and the language used in the story

Personal, Social and Emotional Development - Prime Area

Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Intent

Development Matters - Focus points

- I can explain feelings of happy, sad, excited and worried
- I display a desire to become increasingly independent by removing cardigans, shoes and socks. Also put on and zip our coat
- *I can enhance my learning by finding additional resources*
- I know and understand our school values of honesty and understanding
- *I can talk about my behaviour choices*
- I can show increasing confidence when meeting from our school and wider community.
- *I show an awareness of oral health*

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Discussions about our feelings add excited and worried to our feelings board. Feelings to be discussed every day at our feelings check in
- Staff to support to children with strategies to support and encourage independence
- Support the children to up level the knowledge and skills by seeking additional resources available around our classroom.
- Collective worship daily. Discussions about our values, rewards when the children show our school values.
- Staff to ensure that the children have time and space to talk about, and reflect their choices and behaviour
- Visitors will be coming into school to explain how they help us.
- Children encouraged to help each other throughout the session ('ask a friend'). Kindness is rewarded, outside visitors.
- Dental health day (15.03.23)

Physical Development – Prime Area

Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Intent

Development Matters – Focus points

- I can successfully take part in group games with support from an adult
- I can run skillfully and be able to negotiate space, kick and catch a large ball
- Use a comfortable grip with good control when holding pens and pencils
- I can move my body in a range of ways
- I can unzip, take my jacket off independently and hang it on my peg

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Ring games, playground games, parachute and lycra.
- Finger exercises, white board sessions, Make cards for a special lady (Mother's Day) and Easter cards
- Funky Fingers, variety of mark making resources, sound mats available
- Forest school (weekly) from March. Moving and planning the movement of planks, tyres and crates to create a climbing area. Working as a team to pack away resources, inside and outside.
- Weekly Yoga, Squiggle While We Wiggle and Dough Disco sessions.
- Staff to use strategies to support the children meet their own personal needs. Badges awarded when the children can put the coats on and again when they zip it up.

Literacy - Specific Area

Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Intent

Development Matters - Focus points

- I know that words that rhyme have the same sound at the end of the word
- I can spot and suggest rhymes
- I understand that stories have a sequence: beginning, middle and end.
- I can find and identify familiar letters in my name
- I recognize the syllables in my name
- I am beginning to notice that other children have the same sound at the beginning of their name as me
- I am beginning to ascribe meaning to marks I make
- Begin to use some of my print knowledge in my writing

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Classroom labelled with photographs and the written word
- Children have named self-registration cards and pegs with individualised stickers. Use self-registration cards to send children to a new task. As children begin to recognise their name remove the visual aid sticker
- Weekly story focus and book exploration
- Shared learning books sent home twice a week
- Work with children as they change their books, can they remember the story?
- Use of seesaw to engage and update parents and provide learning at home opportunities that support the literacy and phonic learning in school- Virtual classroom
- Develop pencil control by developing muscles through finger exercise,
- Dough Disco and Squiggle while we Wiggle
- Clip boards and writing opportunities within the environment
- Use rhyming books, nursery rhymes
- Use sticks, playdough, glitter, cornflour to write the initial letter of my name

Mathematics - Specific Area

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Intent <i>Development Matters - Focus points</i>	Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>
• I know that a group of objects can also be represented by a number • I now the number order beyond 5 when counting • I know the value and the numeral up to 4 • • I can link numerals and values from 1-5 • I show an awareness of 2d shapes, circle, square, triangle and rectangle. • To be able to sort shapes according to number of sides (circles and triangles) • I can correctly identify shapes circle, square, triangle and rectangle. <i>*See Development Matters for further guidance</i>	• Daily circle time incorporating a range of maths skills (counting the children, adults, boys and girls) • Counting songs and rhymes - familiar ones and introduce new ones • Use our fingers to count the days of the school week • Have a number of the week • Count actions using 1, 2 and 3 during physical and musical activities. • Count ingredients as we make pancakes • Daily using our fingers to find the number of the day. Look at different ways to make numbers up to 5. We need 8 outdoor passes to play outside. Show 'finger numbers' up to 5 • Use dice to dictate the number of actions • Use clear language to describe the properties of shapes. Use different games to explore shapes that are the same or different (shape hunts, parachute, lyrca) • Match shapes using physical shapes, the I pad and smart board • Use the magic bag to hide shapes that we have to describe.

Understanding The World - Specific Area

Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Intent

Development Matters - Focus points

- I know who celebrates Easter and what is its significance
- I know that it is spring
- I am continuing to develop a positive attitude about the differences between people
- To explore the weather and be able to identify what the weather is like
- I am beginning to think about buildings and structures and how they have changed over time

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Use books, media, and resources to explore Easter
- Godly play to help immerse our self in the Easter story
- Welcome visitors from different roles and explore how they help us.
- Daily weather song and weather check
- Use outdoor water proof clothes to explore in the rain, streamers to explore the wind
- Explore materials and how we can use them to make a water-tight construction; science assessment (Incy Wincy Spider)

Expressive Arts and Design - Specific Area

Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Intent

Development Matters - Focus points

- I know about different materials and what can be created with them
- I know how to use props appropriately for particular stories
- I can work collaboratively to create a shared product
- I can use puppets and dolls to retell stories
- I can use dressing up clothes to enhance my play and promote links with home and with stories.

**See Development Matters for further guidance*

Implementation

Activities/Provision/Teaching & Learning Opportunities

- Explore different materials and how they react to different circumstances (paper & water, fabric & water)
- Explore the artistic style of Andrew Goldsworthy
- Puppets, story sacks, godly play
- Use real tools in our outdoor builder's yard
- Working together to make a water tight home for Incey Wincey Spider (science assessment)
- Provide a selection of dressing up costumes inside and builder's clothes in the outdoor builder's yard