

THEMES	C&L	PSED	PD	Literacy	Mathematics	UW	EAD
Week 1 06.06.22 The Three Little Pigs.	Uses a wide range of vocabulary. Talk about things children did in the holidays and talk about aspects of the story of the three little pigs. Use talk to organize themselves in their play. Act out the story of the three little pigs.	Settling back into nursery after a week off. Develop appropriate ways of being assertive. Talk about the phrases in the story of the three little pigs when the little pigs say no to the wolf about letting him in.	Use a comfortable grip with good control when holding pens and pencils. Fine Motor skills: Themed colouring sheets. Pencil control mazes. P.E with Mr Ovey.	Engage in extended conversations about stories learning new vocabulary. Read a variety of stories. Learn new vocabulary linked with the story of The Three Little Pigs. Phonics – P RWI -P Words that rhyme with Pig. Fred talk pig, pin, pet, pot, pen. Words that begin with P.	Begin to describe a sequence of events, using words such as 'first' and 'then'. Talk about the sequence of events in the story of 'The Three Little Pigs and other stories.	Talk about what they see using a wide vocabulary. Explore what real straw and twigs /wood feel like. Ask children to collect sticks in forest school.	Remember and sing entire songs. Learn three little piggies' song. Use instruments with increasing control. Choose an instrument to illustrate one of the three little pigs or the wolf. Assist the narrator with the story, playing their instrument when their character is active in the story. Take part in simple pretend play. Act out the story of the three little pigs. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Free choice in the creative area and include straw and sticks for their pictures.

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Week 2 13.06.22 The Three Little Pigs. Father's Day Sunday 19th of June.	Uses a wide range of vocabulary. Read the vocabulary cards about the 'Three little Pigs' to the children. Use talk to organize themselves in their play. Act out the story of the three little pigs using small world play for the story of 'The Three Little Pigs.'	Remind children of the golden rules and the importance of no playing under the tables. Talk about book area rules. Then display them.	Use a comfortable grip with good control when holding pens and pencils. Fine Motor skills: Themed colouring sheets. Adult Led: Holding pencil correctly to write name in Father's Day cards. Pencil control mazes. Adult led: Name writing for Father's Day cards. P.E with Mr Ovey.	Engage in extended conversations about stories learning new vocabulary. Read a variety of stories. Learn new vocabulary linked with the story of The Three Little Pigs. Phonics – G RWI -G Words that rhyme with get. Fred talk get, got, goat. Words that begin with G.	Match quantities to numerals. In groups learn numbers to five and link them with quantities.	Talk about what they see using a wide vocabulary. Explore what real straw and twigs /wood feel like. Which one is stronger?	Remember and sing entire songs. Learn three little piggies' song. Use instruments with increasing control. Choose an instrument to illustrate one of the three little pigs or the wolf. Assist the narrator with the story, playing their instrument when their character is active in the story. Take part in simple pretend play. Act out the story of the three little pigs. Explore colours. Adult led Use paint and scrappers to make a front cover for Father's Day cards.

Vocabulary: Pig, pink playdough, little, three, first, second, third, house, straw, sticks, bricks, wolf.
Phrases from the story: Then I'll huff and puff and blow your house down.
 Not by the hair of my chinny chin chin I will not let you in.
Phonics: Words that begin with G
 Fred talk: gap, got, get.

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Week 3 20.06.22 Mini Beasts 1 Sports Day Practise.	Be able to tell a long story. Be able to remember and tell some of this week's minibeast stories. Know many rhymes. Learn Incy Wincy spider.	Talk about their feelings. Talk about the feelings of the ladybirds in the story and the importance of being kind and sharing, link it to our golden rule we are kind and helpful.	Use one-handed tools and equipment. Use pegs to give the spiders 8 legs. Cutting skills sheets.	Engage in extended conversations about stories learning new vocabulary. Read 'The Bad-Tempered Ladybird.' The very busy spider. Phonics – Revise letters: M,	Match quantities to numerals. In groups learn numbers to five and link them with quantities. Flashcards 0-10 Describe locations, using words like in front of and behind. Read silly spider.	Talk about what they see using a wide vocabulary. Look at pictures of minibeasts and learn some facts. What minibeast can they name?	Be able to tell a long story. Play with the various minibeasts and create stories. Paint with increasing complexity and detail. Paint spiders. Remember and sing entire songs. Learn butterfly, ladybird and bumblebee songs.
Week 4 27.06.22 Mini Beasts 2. Phonics: Assess what pictures and sounds children know. Practise Sports Day.	Talk about what they see using a wide vocabulary. Learn a new fact about a minibeast every day.	Increasingly follow rules and understand why they are important. Remind children the importance of looking after our books and book area. Display book rules.	Match their developing physical skills to tasks and activities in their setting. Sports day races. Use one-handed tools and equipment. Making minibeast headbands and wrists bands.	Engage in extended conversations about stories learning new vocabulary. Read stories and non-fiction books about minibeasts. Phonics – Revise all first 10 letters. Learn letter formation for 'A'.	Talk about and identify patterns. Look at spots on ladybirds. Solve mathematical problems. Make doubles for ladybirds. Recite numbers past 5. Sing 'The ants go marching one by one.'	Use all their senses in hands on exploration of natural materials. Talk about the different environments where children may find minibeasts. Look for real minibeasts at forest school.	Develop their own ideas and decide which materials to use to express them. Ask children to make their very own minibeast. Remember and sing entire songs. There's a spider on the floor. Note rhyming words.

Themed vocabulary: Names of minibeasts on word mat: Spider, earwig, snail, millipede, crane fly, slug, fly, woodlouse, ladybird, dragonfly, ant, wasp, worm, caterpillar.

Books: The Bad-Tempered Ladybird, The very Busy Spider, A story about a bumblebee.

Phonics: Revise all pictures and sounds for first 10 letters of RWI.

Maths vocabulary: Counting to 10 and matching numerals and quantities.

Week 5 04.06.22 The seaside.	Uses a wide range of vocabulary. Talk about the items children need to take to the beach,	Be able to express a point of view and to debate with an adult or a friend, using words as well as gestures. Talk about some scenarios about keeping safe in the summer. Discuss what should we do?	Use a comfortable grip with good control when holding pens and pencils. As children practise writing their name encourage them to hold a pencil correctly.	Write some or all of their name. Practise name writing 1 to 1 with school group children. Phonics – Revise all pictures and sounds for first 10 letters. Learn letter formation for 's'.	Counting quantities. Provide a fill, pennies and ice cream toys for children to buy. Talk about and identify patterns. Talk about patterns on shells.	Use all their senses in hands on exploration of natural materials. Use language to describe patterns, shapes and feel of the different shells.	Draw with increasing complexity and detail. Observational drawings of shells using pastels. Sing a large repertoire of songs. See music planning. Sing 'Going to the seaside.'
Themed vocabulary: Describing shells: Shells, patterns, lines, curves, circle, round, rough, smooth, bumpy At the beach: sand, sea, waves, sandcastle, pebbles, swimming costume / trunks, sun cream, hat, sunglasses, beach toys, bucket and spade, flip flops.							
Week 6 11.07.22 Sea Creatures	Uses a wide range of vocabulary. Learn some facts about sea creatures and say which one is your favourite and why.	Be able to express a point of view and to debate with an adult or a friend, using words as well as gestures. Read some scenario cards from one decision. What should we do?	Use large muscle movements. Can you move like a sea creature? Use a comfortable grip with good control when holding pens and pencils. Name writing.	Write some or all of their name. Practise name writing 1 to 1 with school group children. Phonics: Flashcards of first 10 letters, name the pictures and the sounds in small groups.	Talk about and identify patterns. Talk about the various shapes, colours and patterns of the different sea creatures.	Explore and talk about different forces they can feel. Explore floating and sinking.	Develop their own ideas and then decide which materials to use to express them. Ask children to have a go at making their very own sea creature. Ask children what they would like to use out of junk, collage or paint.
Themed vocabulary: Names of sea creatures - shark, dolphin, stingray, manta ray, puffer fish, clown fish, angel fish, jellyfish, starfish, seahorse, octopus, lobster, squid. Long, spiky, round, thin, fat, short, smooth, bumpy. Float, sink, floating, sinking, heavy, light, heavier, lighter, metal, plastic, feather, cup, plate, boat, stone, pom pom and other objects.							

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Week 7 18.07.22 The Rainbow Fish.	Uses a wide range of vocabulary. Talk about going to school and the summer holidays.	Talk about feelings. Talk about how the rainbow learnt to share and how it made him feel happy.	Use a comfortable grip with good control when holding pens and pencils. Name writing.	Write some or all of their name. Practise name writing 1 to 1 with school group children.	Describe a familiar route. Ask children to talk about the route they do to the field? What do they pass on the way? Take photos.	Explore and talk about different forces they can feel. Explore floating and sinking.	Explore colour and different textures. Make a class rainbow fish using a mixture of materials and colours. <i>Sing a large repertoire of songs.</i> See music planning.
Themed vocabulary: Float, sink, floating, sinking, heavy, light, heavier, lighter, metal, plastic, feather, cup, plate, boat, stone, pom pom and other objects. Rainbow, fish, shiny, blue, scales, sparkling, silver, dazzling, glide, ocean, cave, octopus, sea, friends. Maths vocabulary: Blue fence, forest school, exercise equipment, bike track, adventure trail, field, steps, corridor, hall. Next to, beside, up, along, through.							