

Pioneer - EYFS Nursery
Term 5 - Animals

 = Planned Activity

Week/ Book of the Week	C+L	PSED	PD	Literacy	Phonics	Maths	U+W	RE	EAD
WK1 - Rainbowfish	<p>3's: to understand simple stories with use of the pictures 3's Main: cut out stages of the topic book and then get the children to put it back together in the right order 3's Extension: do above with other familiar books</p>	<p>3's : to begin to talk about my own feelings, eg happy, sad, angry 3's main: 5 finger feelings 5's: To talk about feelings and understand why, such as 'i'm happy because...' 5's main: make 5 finger feelings as well and then talk about it in more depth</p>	<p>3's: to show control when pouring and digging 3's main: prepare the growing area for planting seeds 3's extension: begin to plant our own seeds using different utensils to dig holes and water the plants</p>	<p>3's: use logos and familiar prints, names or words in play. 3's main: set the garden up with different shop names and then use the bikes and cars to tick off what shops they see on their journey. 3's extension: to write their own shopping list</p>	<p>To explore the letter V through 'what's in the box' and 'play with sounds'. Objects to have in the Phonics area: Violin, Van, Volcano</p>	<p>3's: to play games that involve counting with actions week 1 maths planning</p>	<p>3's: to explore materials with different properties such as modelling clay, sand and water. 3's main: provide a tough tray with various materials in the exploration area and add water to each one to see what happens</p>	<p>3's and 5's: To explore what animals need to grow Objects to have in RE area:</p>	<p>3's: to explore making simple models such as trains, houses and a tower 3's main: use small construction area to encourage the children to build purposefully 3's extension: discuss what they have built and how they could improve it</p>
	<p>5's: to understand why questions such as 'why do we put our coats on when its raining?'</p>		<p>5's: to play and make up games in the garden with big objects 5's main: play in the large construction area to create something of their choice. working together to move the large construction and sharing the planks and crates with eachother with</p>	<p>5's: talk about rhythms and rhymes and things they notice in stories, poems or songs embedding literacy areas of need ready for reception 5's main: music and movement sessions where we use the musical</p>		<p>5's: explore mark making linked to numbers through games up to and beyond 5 week 1 maths planning</p>	<p>5's: to explore different materials and notice changes between them, such as what sand feels like wet and what it feels like dry 5's main: discuss what we notice has happened to the above materials</p>		<p>5's: to explore making their own small worlds using different materials such as wooden blocks and duplo 5's main: same as above allowing a choice of what they want to use for different parts of their construction 5's extension: discuss how they could improve their construction and</p>

			adult support 5's extension: to be able to continue their play without needing adult support. resolving their disagreements independently	instruments to explore different rhymes and rhythm 5's extension: starting to create their own rhymes and identifying rhymes in songs independently					what they would use next time
WK2 - Rainbowfish	3's: to understand simple stories with the use of pictures 3's Main: cut out stages of the topic book and then get the children to put it back together in the right order 3's Extension: do above with other familiar books	3's: to begin to talk about my own feelings, eg happy, sad, angry 3's main: 5 finger feelings 5's: To talk about feelings and understand why, such as 'i'm happy because...'	3's: to show control when pouring an digging 3's main: prepare the growing area for planting seeds 3's extension: begin to plant our own seeds using different utensils to dig holes and water the plants	3's: use logos and familiar prints, names or words in play. 3's main: set the garden up with different shop names and then use the bikes and cars to tick off what shops they see on their journey. 3's extension: to write their own shopping list	To explore the letter W and Y through 'what's in the box' and 'play with sounds'. Objects to have in the Phonics area: whale, water, white, wellies, witch	3's: to play games that involve counting with actions week 2 planning	3's: to explore materials with different properties such as modelling clay, sand and water. 3's main: provide a tough tray with various materials in the exploration area and add water to each one to see what happens	3's and 5's: to explore what animals need to grow Objects to have in RE area:	3's: to explore making simple models such as trains, houses and a tower 3's main: use small construction area to encourage the children to build purposefully 3's extension: discuss what they have built and how they could improve it
	5's: to understand why questions such as "why do we need to wear our coats when it's raining?"	5's main: make 5 finger feelings as well and then talk about it in more depth	5's: to play and make up games in the garden with big objects 5's main: play in the large construction area to create something of their choice. working together to move the large construction and sharing the planks and crates with each other with	5's: talk about rhythms and rhymes and things they notice in stories, poems or songs embedding literacy areas of need ready for reception 5's main: music and movement sessions where we use the musical instruments to		5's: explore mark making linked to numbers through games up to and beyond 5 week 2 planning	5's: to explore different materials and notice changes between them, such as what sand feels like wet and what it feels like dry 5's main: discuss what we notice has happened to the above materials		5's: to explore making their own small worlds using different materials such as wooden blocks and duplo main: same as above allowing a choice of what they want to use for different parts of their construction 5's extension: discuss how they could improve their construction and

			adult support 5's extension: to be able to continue their play without needing adult support. resolving their disagreements independently	explore different rhymes and rhythm 5's extension: starting to create their own rhymes and identifying rhymes in songs independently					what they would use next time
WK3 - Giraffes can't dance	3's: to understand simple questions about 'where' play hide and seek	3's: to enjoy and explore different places such as the school field, the forest and local area go to the filed to play large group games and trim trail after lunch where possible	3's: to explore different spaces like the trim trail linked to C&L	3's: engage in play linked to events in the stories or songs. read the book and create our own dances	To explore the letter Z through 'what's in the box' and 'play with sounds'. Objects to have in Phonics area:	3's: to play games that involve counting with actions during singing time act out the songs- 3 speckled frogs, monkeys on the bed etc	3's: to explore materials with different properties such as modelling clay, sand and water. 3's main: provide a tough tray with various materials in the exploration area and add water to each one to see what happens	3's and 5's: to explore what animals need to grow Objects to have in RE area:	3's: to explore making simple models such as trains, houses and a tower 3's main: use small construction area to encourage the children to build purposefully 3's extension: discuss what they have built and how they could improve it
	5's: to understand why questions such as "why do we wear our coats when it rains?"	5's: to show confidence transitioning from nursery to school, such as lunch time in the lunch hall and on the playground. begin to use lunch hall for lunch time where possible- trim trail after lunch	5's to take part in activities linked to looking after myself eg, brushing my teeth.: washing the babies and brushing their teeth then getting them dressed- talking about why it important	5's: play games and sing songs that support verbal segmenting and blending linked to phonics embedding literacy areas of need ready for reception		5's: to explore 2D and 3D shapes and how they are connected make playdough and use utensils to cut out different shapes from templates	5's: to explore different materials and notice changes between them, such as what sand feels like wet and what it feels like dry 5's main: discuss what we notice has happened to the above materials		5's: to create our own role-play and stories using a small world use a range of materials to create shelters for our animals

<p>WK 4 - Giraffes can't dance</p>	<p>3's: to understand simple questions about 'where' treasure hunt over at the trim trail</p>	<p>3's: to enjoy and explore different places such as the school field, the forest and local area go to the filed to play large group games and trim trail</p>	<p>3's to show more control over my body linked to C&L</p>	<p>3's: engage in play linked to events in the stories or songs. linked to phonics</p>	<p>To explore the letter QU through 'what's in the box' and 'play with sounds'. Objects to have in Phonics area: Queen, Quack,</p>	<p>3's: to play with numbers and songs with numbers that go forward and backwards. during singing sing songs like 5 little ducks and caught a fish alive</p>	<p>3's: to read stories that explore different cultures and countries book corner to have multi cultural books available and look at the different countries and the animals they have 5's: to begin exploring what different countries look like and differences through stories, role play and small worlds same as above but extend into creating their own interpretations of the countries using materials of their choice (paint, clay, bricks etc)</p>	<p>3's and 5's: to know that animals are special Objects to have in RE area:</p>	<p>3's: to explore a range of instruments such as, xylophone, whistle, bells and wooden beaters play hide the musial instruments and gett the children to guess which one it is from the sound</p>
	<p>5's to use my words to organise play such as "who wants to join my tea party?" make the home corner into a cafe and have some children be the customers etc</p>	<p>after lunch where possible 5's: to show confidence transitioning from nursery to school, such as lunch time in the lunch hall and on the playground. begin to use lunch hall for lunch time where possible- trim trail after lunch</p>	<p>5's: to take part in activities linked to looking after myself, eg, brushing teeth washing the babies and brushing their teeth then getting them dressed- talking about why it important</p>	<p>5's: play games and sing songs that support verbal segmenting and blending linked to phonics embedding literacy areas of need ready for reception</p>		<p>5's: to explore 2D and 3D shapes and how they are connected make their favourite animals out of precut shapes provided</p>			<p>5's: to create our own role-play and stories using a small world linked with UTW</p>
<p>WK 5 - Elmer</p>	<p>3's: to explore pretend play such as 'putting the baby to sleep' set up a baby dressing and changing table with</p>	<p>3's: to begin to show independence such as wanting to put my own coat on when getting</p>	<p>3's: to explore and use chunky mark making tools make patchwork artwork using chalks and other chunky mark making tools</p>	<p>3's: to make marks and give meaning to them eg that's mummy or letter in our names letter table with name cards and magnetic letters</p>	<p>To explore the letter QU and CH through 'what's in the box' and 'play with sounds'. Objects to have in Phonics area: chips, chicken, chase, chop</p>	<p>3's: to play with numbers and songs with numbers that go forward and backwards. during singing sing songs like 5 little ducks and</p>	<p>3's: to read stories that explore different cultures and countries book corner to have multi cultural books available and look at the different countries and the animals they have</p>	<p>3's and 5's: to know that animals are special Objects to have in RE area:</p>	<p>3's: to explore a range of instruments such as, xylophone, whistle, bells and wooden beaters play hide the musial instruments and gett the children</p>

	<p>everything the children need to feed, dress, soothe the babies</p>	<p>ready for the garden encourage all children to try to do their own coats using stickers etc as an incentive</p>				<p>caught a fish alive</p>		<p>to guess which one it is from the sound</p>	
	<p>5's: to use my words to organise my play such as "who wants to join my tea party?" make the home corner into a cafe and have some children be the customers etc</p>	<p>5's: to help solve problems and conflicts such as 'how can we all have a turn as spiderman?' use large construction outside to make an obstacle course together with minimal adult support, encouraging children to work together and ask each other for help</p>	<p>5's: to begin to think about direction, movement and control when using mark making tools create a map for Elmer to follow to find each of his other animal friends</p>	<p>5's: explore letters of their names recognise their names and write it same as above with activities to encourage name recognition and letter matching and sequencing embedding literacy areas of need ready for reception</p>		<p>5's: to think about sequences, first I eat lunch, then I wash my hands get the children to follow a recipe either for biscuits or playdough/salt dough</p>	<p>5's: to begin exploring what different countries look like and differences through stories, role play and small worlds same as above but extend into creating their own reflections of the countries using materials of their choice (paint, clay, bricks etc)</p>	<p>5's: . to play instruments with control to express their ideas, such as playing softly and loudly when instructed to . get the children to play their instruments in relation to the different type of feelings we may have</p>	
<p>WK 6 - Elmer</p>	<p>3's: to explore pretend play such as 'putting the baby to sleep' set up a baby dressing and changing table with</p>	<p>3's: to begin to show independence such as wanting to put my own coat on continue to encourage all children</p>	<p>3's: to explore and use chunky mark making tools make our own patchwork design with the chalks on the pavement outside</p>	<p>3's: retell and act out familiar stories in a range of ways act out book of the week, each taking on a role in small, supported groups</p>	<p>To explore the letter CH through 'what's in the box' and 'play with sounds' Objects to have in phonics area:</p>	<p>3's: to play with numbers and songs with numbers that go forward and backwards. use the interactive board to explore different number</p>	<p>3's: to read stories that explore different cultures and countries book corner to have multi cultural books available and look at the different countries and the animals they have</p>	<p>3's and 5's: to know that animals are special Objects to have in RE area:</p>	<p>3's: to explore a range of instruments such as, xylophone, whistle, bells and wooden beaters play hide the musical instruments and get the children</p>

<p>everything the children need to feed, dress, soothe the babies</p>	<p>to try putting their own coats on when getting ready for garden</p>					<p>games taking turns using the timers</p>			<p>to guess which one it is from the sound</p>
<p>5's: to use my words to organise my play such as "who wants to join my tea party?" linked with PSED</p>	<p>5's: to help solve problems and conflicts such as 'how can we all have a turn as spiderman?' make a group large elmer the elephant- provide materials and let them decide how they want to complete it</p>	<p>5's: to begging to think about direction, movement and control when using mark making tools complete mazes to get Elmer to the jungle talking about which way they need to get to the exit fastest</p>	<p>5's: explore letters of their name, recognise their name and write it small groups (1:3) work closely with those struggling with recognising their names others continue to practice putting magnetic letters in the right order using name cards for support embedding literacy areas of need ready for reception</p>			<p>5's: discover directions and positions through games and toys. copy finish and explore repeating patterns same as above but with patterns</p>	<p>5's: to begin exploring what different countries look like and differences through stories, role play and small worlds same as above but extend into creating their own refectons of the countries using materials of their choice (paint, clay, bricks etc)</p>		<p>5's: to play instruments with control to express their ideas, such as playing softly and loudly when instructed to . get the children to play their instruments in relation to the different type of feelings we may have</p>