

Personal, Social & Emotional Development

- *SCARF Scheme (Safety, Caring, Achievement, Resilience & Friendship). Rights & Responsibilities - Looking after myself (hand washing & healthy eating), others (family, friends & feelings) & my environment (tidy, messy, tidy teams, safety & caring walk in the environment)
- *Circle time, small group & Foundation Base games & activities
- *Show confidence in trying new activities, talk about their ideas and choose the resources they need.
- *The Characteristics of Effective Learning, record observations on Tapestry (playing & exploring, active learning and creating & thinking critically)
- *'Tree of Success' reward system for behaviour & learning
- *Class rules for indoor & outdoor areas, routines & expectations – kind, polite, helpful & perseverance

Understanding of the World

- *Explore natural habitats
- *Learn about features in the environment
- *Wildlife observation & identification
- *Animal footprints
- *Food that forest animals eat
- *Log onto the computers using names & password - 2paint, Reading eggs & Mathseeds
- *Gruffalo.com – songs, resources, stories & games
<https://www.gruffalo.com/>
- *Maps – study the geography of the local area & create a map of where the animals might live in our school environment & where they might explore.
- *Animal habitats
- *Locations around the world where animals can be found
- *Explore the history of British woodlands, species of trees & native wildlife, animal behaviours, diets & habitats
- *Plant seeds in the outdoor area & observe growth. Draw pictures & label the different parts of the plants.
- *Den building

RE - Discovery programme –Signs of spring & The Easter Story

Communication & Language

- *Vocabulary – the language of books & wildlife, author, title, illustrator, blurb, bookshop, publisher, habitat, nature, wildlife, woodland, sea creatures, minibeasts, plants, growth, decay & species
- *Show & Tell
- *Engaging with stories, games & play
- *Discussion around Tapestry Online & Home Learning Journals – what have we learnt, how could we learn more & what are our next steps?
- *Additional fiction & non-fiction books for the children to read independently & share
- *Imaginative role play area & small world play
- *Snack, lunch & carpet time (Talk Partners)
- *Discussions about our school environment – woodland animals & habitats
- *Nursery Narrative – speech & language skills

EYFS

Julia Donaldson

Capture – Forest School Day.

World Book Day – 2nd March

Physical Development

- *Daily Storycise or yoga
- *Small group Learn to Move, Move to Learn
- *Fine motor activities – Funky Fingers & independent exploration
- *Early handwriting skills – hand & arm exercises (squeezing, pinching, twisting), mark making, patterning & letter formation.
- *Gross motor activities – throwing, bouncing, catching, running, hopping, skipping, kicking, walking, balancing, negotiating obstacles & space, stopping, climbing apparatus, gardening & welly walks.
- *Planting seeds in the Outdoor Area.
- *PE with Mrs MacSwiney
- Aerobics, Dance & Yoga – exploring music themes. low and high levels of movements, copying movements, selecting own movements to a theme & performing on camera.

Expressive Arts & Design

- *Role play
- *Explore mixed media to create pictures of wildlife
- *Move in different ways to represent different animals/creatures
- *Mark making with malleable materials
- *Traditional Songs, Nursery Rhymes & introduce new songs
- *Watch & sing with Julia Donaldson
<https://www.youtube.com/watch?v=GsqCpGZGoLI>
- *Use percussion instruments to accompany music
- *Voice & Sounds – loud, quiet, shout & whisper
- *Body sounds – clapping, tapping, clicking & stomping
- *Independent use & exploration of mixed media & materials.
- *Weekly structured EAD activities –
Monet inspired Snails, shell art, Gruffalo Crumble, paper weaving fish, tree collage using natural materials, leaf & bark rubbing, create your own creature using natural materials & Gruffalo mask making, clay work & natural materials on Gruffalo Day.

Literacy

- *Weekly fiction focus books – The Gruffalo, Sharing a Shell, A Squash & a Squeeze, The Smartest Giant in Town, Tiddler & The Snail & the Whale
- *Use non-fiction books to find information about woodland animals, sea creatures, farm animals & minibeasts.
- *Exploring & handling books – additional JD books (Stickman, Cave Baby, What the Ladybird Heard/Next, Room on the Broom, etc)
- *Fine motor skills – pencil grip, scissor skills, funky fingers & dough gym activities
- *Group reading & Home reading books
- *Role Play – Gruffalo cave & Vets with writing paper, mark making tools, book & labels
- *World Book Day – children to bring in their favourite book from home & dress up as a character from the book. Bedtime stories in the evening – Children to return in their pyjamas for stories & hot chocolate.
- Cherry Class
- *Begin phase 4 Little Wandle Letters & Sounds, Tricky Words & recap on previous phases 2 & 3.
- *Reading & writing three & four letter words (CVC, CVCC & CCVC).
- *Letter & caption writing, lists, letters, simple sentences, punctuation, connectives, story openers, rhyming words, adjectives, recording information, story mapping & structure.
- *Letter formation & handwriting practise.
- *Reading Eggs

Maths

- *Daily Mental Maths
- *Number recognition, ordering & formation 0-5, 0-10 & then 0-20.
- *Counting objects to 5, 10, then 20.
- *Repeat patterns – use shapes, pictures. colours & objects
- *Continue the day /date/ month/year/weather & seasons with daily calendar
- *Language of more /less than/ the same when comparing groups of objects
- *Exploration of size, weight & capacity
- *Positional language - for toys, themselves & objects.
- *2D shape names & characteristics
- *Use construction sets to make models of wildlife
- Cherry Class
- White Rose Maths – Growing 6, 7, & 8, Combining 2 amounts, Making pairs, Length & Height, Time, Building 9 & 10, Counting to 9 & 10, Comparing numbers to 10, Bonds to 10, 3D Shapes, Spatial Awareness & Patterns
- *Big Number song 0-60, then 70.
- *Addition & subtraction - finding total numbers of objects (concrete)
- *One more/less than a given number (add/take away to/from), using number lines
- *Counting in 2s, 10s & 5s