THEMES	C&L	PSED	PD	Literacy	Mathematics	UW	EAD
Week 1 4.01.22 Goldilocks and the Three Bears.  Week 1 and 2. Settling in new children.	Uses a wide range of vocabulary. Talk about things children did in the Easter holidays and talk about aspects of the stories and about bears. Use talk to organize themselves in their play. Act out the story of Goldilocks and the three bears.	Settling new children. 1)Finds ways of managing transitions, for example from their parent to their key person. (PSE) 2)Express preferences and decisions. They also try new things and start establishing their autonomy. (PSE) 3)Develop friendships with other children. (PSE) 0-3years. Older children also settling back into nursery.	1)Learn to use the toilet with help then independently. (PD) 2)Use large and small motor skills to do things independently. (PD)0-3 years. Fine Motor skills: Shaving foam and paintbrushes. P.E with Mr Ovey.	Engage in extended conversations about stories learning new vocabulary. Read stories and non-fiction books about bears. Learn new vocabulary linked with bears. Read Goldilocks and the Three Bears. Phonics – the letter T.	Make comparisons between objects relating to size, length, weight and capacity.  Talk about the size of Goldilocks and the three bears and encourage children to use language to describe their size.	Continue developing positive attitudes about differences between people. Settling new children. Talk about what they see using a wide vocabulary.	Remember and sing entire songs. Sing some nursery rhymes and some familiar songs Take part in simple pretend play. Act out the story of Goldilocks and the three bears.  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.

Goldilocks and the Talk about what happens in the story of Goldilocks and the Three Bears.  Settling in new Talk about what happens in the story of Goldilocks and the three bears.  Settling in new Talk about what happens in the story of Goldilocks and the three bears.  Settling in new Talk about what happens in the story of Goldilocks and the three bears.  Settling in new Talk about what help then independently. (PD) (PD) (PD) (PD) (PD) (PD) (PD) (PD)	Week 2	Be able to tell a	Settling new	Younger children:	Engage in	Make	Continue developing	Remember and sing
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striling in new children.  Settling in new children.  Settling in new dearts.  Use talk to organize themselves in their play. Act out aspects of the story of Goldilocks and the three bears.  In the bears.  Act out dispects of the story of Goldilocks and the three bears.  In the bears.  In t	Goldilocks	Talk about what	1)Finds ways of	toilet with help then	conversations	between	differences between	Sing some nursery
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1 11/07 NE (17/10)								
Themed vocabulary: Goldilocks, three, bears, porridge, bowls, chairs, beds, big, medium, small, too big, too soft, just right.	Thomad year	hulanı: Coldilooks		howle chaire had	l s hig modium smal	l too big too soft i	lust right	

Phrases: Who's been eating?
Who's been sitting?
Who's been sleeping?

Maths vocabulary: Size: Big and small / little, biggest, smallest.

Height: Tall, short, Taller, shorter. tallest, shortest. Length: Long, short, longest, shortest, longer, shorter. Weight: heavy, light, lighter, heavier, heaviest, lightest.

THEMES	C&L	PSED	PD	Literacy	Mathematics	UW	EAD
Week 3 09.05.22 Brown Bear Brown Bear what do you see?	Talk about what they see using a wide vocabulary. Make a puppet from the story and use binoculars to encourage children to say what they can see.	1)Finds ways of managing transitions, for example from their parent to their key person. (PSE) New Children. Increasingly follow rules and understand why they are important. Recap on our Golden rules.	Use one-handed tools and equipment. To cut out themed shapes independently and use masking tape to make puppets.	Engage in extended conversations about stories learning new vocabulary. Name colours and animals in the story.  Phonics – the letter i.	Understand position through words alone. Each day ask questions about the position of an object. Talk to children about the positional language display linked with the story.	Talk about what they see using a wide vocabulary.  1) Look at the development of the tadpoles. Ask children if they can see any froglets yet.  2) Make a puppet from the story for each child and encourage them to say the rhyme from the story.	Explore colour: Children use the coloured painting pens and create their own pictures.
What do you	see? I see a	ar, red bird, yellow dua in, beside, next to, be	_		iite dog, black shee	ep, goldfish, monkey, children	, teacher. Phases:
Week 4 16.05.22 We're going on a Bear Hunt. (WK1)	Be able to tell a long story. Learn the phrases from the story of the bear hunt.	Use large and small motor skills to do things independently. (NC) Increasingly follow rules and understand why they are important.	Use one-handed tools and equipment.  1) Make headbands for the toys or themselves using strips of paper.  2) Use black tray	Engage in extended conversations about stories learning new vocabulary. Read stories and non-fiction books about bears.	Describe locations, using words like in front of and behind. Re-enact the bear hunt route, talking about the learnt	Use all their senses in hands on exploration of natural materials. Talk about the different environments in the story. Feel and talk about the bark on the trees in forest school. Help children make some rubbings of it.	Draw with increasing complexity and detail. Ask children to have a go painting their very own bear.  Play instruments with increasing control.

Learn some bear

Phonics – the

facts.

letter n.

phrases, **under**,

over, and

through.

Use the bear hunt

sounds for each

journey and create

environment using the instruments.

Remind children

looking after our

books and book

area.

the importance of

with objects and

tweezers and ask

children to have

a go at picking

them up.

Week 5 23.05.22 We're going on a Bear Hunt. (WK2) Thursday: Queen's Jubilee.	Use talk to organise themselves in their play. Encourage children to go on their own bear hunt as they play.	Learn to use the toilet independently. (NC) Develop their sense of being part of a community. Learn about all the activities people are enjoying celebrating the Queen's Jubilee.	Use large muscle movements to wave flags and streamers, paint and make marks.  1) Wave flags and streamers for Queen's jubilee.  2) Use paint and objects to make marks on large pieces of paper outside.	Engage in extended conversations about stories learning new vocabulary. Read stories and non-fiction books about bears. Learn some bear facts. Phonics – the letter g.	Describe a familiar route. Encourage children to reenact the route in the bear hunt story in their play. Describe the bear hunt story route using pictures and the objects in the black tray. Use number pawprints 1-10 to show the journey the bear has been on.	Use all their senses in hands on exploration of natural materials.  Make a journey in the black tray going through natural environments, such as grass, water, ice and twigs.	Draw with increasing complexity and detail. Ask children to have a go painting their very own bear. Create their own songs or improvise a song around one they already know. Have some instruments outside and encourage children to make up their own songs.
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Themed vocabulary: Family, dad, Mum, boy, girl, baby, dog.

Grass, river, snow, snowstorm, forest, dark, cave.

Bear, wet nose, googly eyes, furry ears. Fur, claws, paws, pawprint.

Maths vocabulary: Under, over, through, numbers 1-10.
Other: Queen's Jubilee, celebration, flags, red, white and blue. Crown.