

Ready, Steady, Grow!

	Week: 1 Week beginning: 15th April	Week: 2 Week beginning: 22nd April	Week: 3 Week beginning: 29th April	Week: 4 Week beginning: 6th May	Week: 5 Week beginning: 13th May	Week: 6 Week beginning: 20th May
Focus	Planting seeds	Plants and flowers	Minibeasts	Lifecycles	Animals and birds	Healthy Eating
Characteristics of Effective Learning	Lenny Lion's Learning Zoo: Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake					
Communication and Language	Focus Rhyme: Five Fat Peas WellComm focused activities		Focus Rhyme: There's a Tiny Caterpillar on a Leaf WellComm focused activities		Focus Rhyme: It's Raining, It's Pouring WellComm focused activities	
	B-3: I enjoy singing, music and toys that make sounds; I can listen and respond to a simple instruction; I can understand simple instructions; I can recognise and point to objects if asked about them; I listen to other people's talk with interest; I can make myself understood; I am starting to say how I am feeling, using words as well as actions; I am starting to develop conversation, often jumping from topic to topic; I am developing pretend play; I am developing my speech sounds; I can listen to simple stories and understand what is happening, with the help of the pictures; I can identify familiar objects and properties for practitioners when they are described; I can understand and act on longer sentences; I understand simple questions about 'who', 'what' and 'where'. 3-4: I enjoy listening to longer stories and can remember much of what happens; I can pay attention to more than one thing at a time; I can use a wider range of vocabulary; I can understand a question or instruction that has two parts; I can understand 'why' questions; I can sing a large repertoire of songs; I know many rhymes, I can talk about familiar books, and I can tell a long story; I am developing my communication and pronunciation; I can use longer sentences of four to six words; I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions; I can start a conversation with an adult or a friend and continue it for many turns; I can use talk to organise myself and my play.					
Personal, Social and Emotional Development	SCARF: Being my Best – What does my body need?		SCARF: Being my Best – I can keep trying		SCARF: Being my Best – I can do it!	
	B-3: I am finding ways to calm myself; I am establishing my sense of self; I can express my preferences and decisions; I am trying new things and starting to establish my autonomy; I can engage with others through gestures, gaze and talk; I can use engagement with others to achieve a goal; I am finding ways of managing transitions; I am thriving as I develop self-assurance; I can play with increasing confidence on my own and with other children; I feel confident when I am taken out around the local neighbourhood, and I enjoy exploring new places; I feel strong enough to express a range of emotions; I am growing in independence; I am beginning to show 'effortful control'; I am increasingly able to talk about and manage my emotions; I notice and ask questions about differences; I am developing friendships with other children; I can safely explore my emotions beyond my normal range through play and stories; I can talk about my feelings in more elaborated ways; I am learning to use the toilet with help, and then independently.					

	3-4: I can select and use activities and resources, with help when needed; I am developing my sense of responsibility and membership of a community; I am becoming more outgoing with unfamiliar people; I am showing more confidence in new social situations; I can play with one or more other children, extending and elaborating play ideas; I can find solutions to conflicts and rivalries; I can increasingly follow rules, understanding why they are important; I can remember rules without needing an adult to remind me; I am developing appropriate ways of being assertive; I can talk with others to solve conflicts; I can talk about my feelings; I am understanding gradually how others might be feeling; I am becoming increasingly independent in meeting my own care needs; I can make healthy choices.					
Physical Development	Healthy Movers: Whatever the Weather Squiggle While You Wiggle	Healthy Movers: Munch Crunch 5-a-day Squiggle While You Wiggle	Go Noodle: Go Bananas Song Squiggle While You Wiggle	Yoga for Kids: Creepy Crawlly Insect Positions Squiggle While You Wiggle	Cosmic Kids Yoga: Jungle Safari Squiggle While You Wiggle	Healthy Movers: Yum Yum Squiggle While You Wiggle
	B-3: I enjoy moving when outdoors and inside; I can pass things from one hand to the other; I am gradually gaining control of my whole body through continual practice of large movements; I can clap and stamp to music; I am enjoying starting to kick, throw and catch balls; I can build independently with a range of appropriate resources; I can walk, run, jump and climb, and I am starting to use the stairs independently; I can spin, roll and independently use ropes and swings; I can sit on a push-along wheeled toy, use a scooter or ride a tricycle; I can use large and small motor skills to do things independently; I am showing an increasing desire to be independent; I am starting to eat independently and learning how to use a knife and fork; I am developing manipulation and control; I can explore different materials and tools. 3-4: I am continuing to develop my movement, balancing, riding and ball skills; I can go up steps and stairs, or climb up apparatus, using alternate feet; I can skip, hop, stand on one leg and hold a pose for a game; I can use large-muscle movements to wave flags and streamers, paint and make marks; I am starting to take part in some group activities which I make up for myself, or in teams; I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm; I can match my developing physical skills to tasks and activities in the setting; I can choose the right resources to carry out my own plan; I can collaborate with others to manage large items; I can use one-handed tools and equipment; I can use a comfortable grip with good control when holding pens and pencils; I am showing a preference for a dominant hand; I am becoming increasingly independent as I get dressed and undressed.					
Literacy	Focus Text: Jasper's Beanstalk Nursery Rhymes		Focus Text: Titch Nursery Rhymes		Focus Text: Jack and the Beanstalk Nursery Rhymes	
	B-3: I can ask questions about the book; I can make comments and share my own ideas; I can add some marks to my drawings, which I give meaning to. 3-4: I can use some of my print and letter knowledge in my early writing; I can write some or all of my name. Daily story time – all children Daily rhyme time – Nursery children Nursery RWInc Speed Sounds (Set 1 sounds) – pre-school children Pinny Time/Fred Talk					
Mathematics	Sequencing Nursery Rhyme Sequence Daily Sequencing	Positional Language On or under In or out	More than/Fewer More Fewer More or fewer	2D Shape Circles Triangles Rectangles	3D Shape Cubes and cuboids Cylinders	Consolidation More and fewer Positional language

	Hungry Caterpillar <u>Focus Rhyme:</u> 5 Little Men in a Flying Saucer	In front or behind <u>Focus Rhyme:</u> Humpty Dumpty	<u>Focus Rhyme:</u> One Elephant Went Out to Play	<u>Focus Rhyme:</u> Ring-a-ring-a Roses	Spheres <u>Focus Rhyme:</u> London Bridge is Falling Down	Sequencing
	B-3: I can climb and squeeze myself into different types of spaces; I can build with a range of resources; I can complete inset puzzles. 3-4: I can make comparisons between objects relating to size, length, weight and capacity; I can select shapes appropriately; I can combine shapes to make new ones.					
Understanding the world	Exploring the weather Weather experiments Exploring healthy food choices Regrowing vegetables and fruits Making fruit salad Planting seeds Exploring plants and flowers Sunflower competition Growing plants and flowers Looking for minibeasts and making habitats Life cycles – tadpoles, chickens, stick insects Caring for our plants and animals Making seed bombs Visit from Mark's Ark Chicks and caterpillars					
	B-3: I can repeat actions that have an effect; I can explore materials with different properties; I can explore natural materials, indoors and outside; I can explore and respond to different natural phenomena in my setting and on trips; I can make connections between the features of my family and other families; I notice differences between people. 3-4: I can use all my senses in hands-on exploration of natural materials; I can explore collections of materials with similar and/or different properties; I can talk about what I see, using a wide vocabulary; I am beginning to make sense of my own life-story and family history; I can show interest in different occupations; I can explore how things work; I can plant seeds and care for growing plants; I understand the key features of the life cycle of a plant and an animal; I am beginning to understand the need to respect and care for the natural environment and all living things; I can explore and talk about different forces I can feel; I can talk about the differences between materials and changes I notice; I am continuing to develop a positive attitude about the differences between people; I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photos.					
Expressive arts and design	Painting flowers Vegetable printing Make a healthy eating rainbow Drawing plants and flowers Creating butterflies Using different materials to make animals and birds Make a bug hotel Shadow drawings					

	<p>B-3: I am starting to develop pretend play, pretending that one object represents another.</p>
--	--

	<p>3-4: I can remember and sing entire songs; I can sing the pitch of a tone sung by another person; I can sing the melodic shape of familiar songs; I can create my own songs or improvise a song around one I know.</p>
--	--