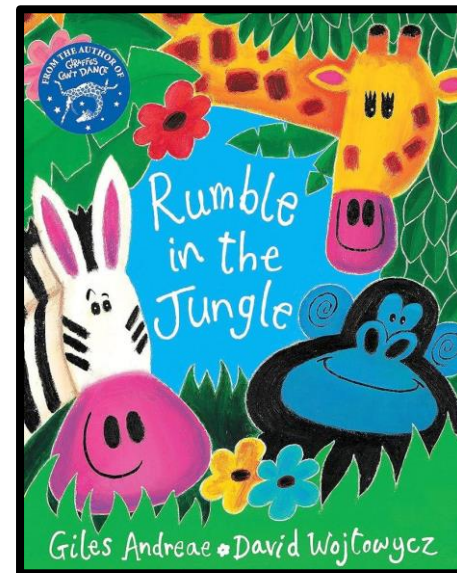
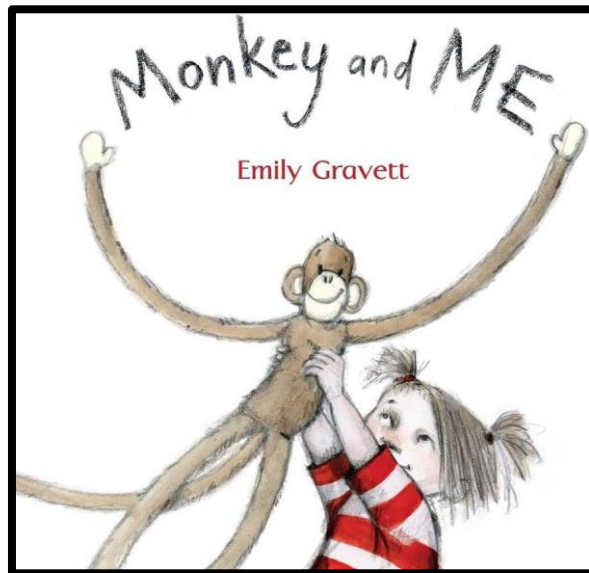


Nursery Spring 2 Term Teaching & Learning



Planning around a quality text, facilitating the holistic way young children learn


Key Learning Outcomes: Spring 2 – Also see full curriculum overview

Prime Areas of Learning		
Communication & Language	Personal, Social & Emotional Development	Physical Development
<p>Children learn to:</p> <p>Listening, Attention and Understanding</p> <p>Continue to enjoy listening to longer stories and remember much of what happens.</p> <ul style="list-style-type: none"> - Daily story time / weekly shared read, small group. <p>Begin to pay attention to more than one thing at a time.</p> <p>Begin to understand and follow a question or instruction that has two parts.</p> <ul style="list-style-type: none"> - Linked to: - self-organisation – daily routine – small group work. <p>Begin to listen to others in a small group.</p> <ul style="list-style-type: none"> - Daily group time / small group focus tasks. <p>Understand some simple 'why' questions.</p> <ul style="list-style-type: none"> - Demonstrate understanding by beginning to make comments on what they know/have experienced. <p>Speaking</p> <p>Use a wider range of vocabulary.</p> <ul style="list-style-type: none"> - Linked to: – jungle – animals – senses <p>Continue to develop and sing a large repertoire of songs. Recite some rhymes.</p> <ul style="list-style-type: none"> - Sing as part of a group, using mostly the correct lyrics and pay attention to how songs sound. <p>Begin to talk confidently about familiar books.</p> <p>Begin to tell longer stories.</p> <ul style="list-style-type: none"> - Small group shared read / 1:1 story. <p>Start a conversation with an adult or a friend and begin to continue it for many turns.</p> <ul style="list-style-type: none"> - Develop shared attention by responding to others thoughts. <p>Continue to use talk to organise themselves and their play.</p> <ul style="list-style-type: none"> - Begin to build relationships with others. <p>Use longer sentences that contain 4/6 words.</p> <p>Begin to join sentences with 'and'.</p> <ul style="list-style-type: none"> - Give and receive comment/instruction from others during play. <p>Begin to retell a simple past event in correct order.</p> <ul style="list-style-type: none"> - What did you do at the weekend? <p>Continue to develop communication, using future and past tense (not always correctly).</p> <p>Implementation, including Schemes/Proformas:</p> <ul style="list-style-type: none"> • Daily story time... <i>share a variety of carefully chosen fiction and non-fiction texts with the children using our booklist to support children's developing vocabulary - - themed texts linked to Literacy (monkeys, the jungle, animals).</i> • Concept Cat... <i>introduce children to new vocabulary using familiar characters, stories, props, Makaton signs. Words include: few, straight, forwards, whole, above, half</i> • Staff engage with children through high-quality interactions using the ShREC approach... <i>children will have opportunities to use talk to communicate their thinking, begin to solve problems and organise themselves and their play.</i> • Children will engage in regular singing sessions... <i>including learning some new rhymes but also singing familiar songs too.</i> 	<p>Children learn to:</p> <p>JIGSAW:</p> <p>Piece 4: Healthy Me</p> <p>Self-Regulation</p> <p>Talk about feelings using words like 'happy' and 'sad' and begin to use other words.</p> <p>With support, begin to understand and talk about how others might be feeling and the reasons why.</p> <ul style="list-style-type: none"> • How do we identify different feelings? <p>Begin to help to find solutions to conflicts and rivalries, <i>for example, accepting that not everyone can be Spider-Man in a game, and suggesting other ideas.</i></p> <p>With support, begin to talk with others to solve conflicts.</p> <p>Managing Self</p> <p>Begin to select and use continuous provision resources to achieve a set goal... <i>what could we use to...?</i></p> <p>Settle to an activity of choice for some time.</p> <p>Increasingly follow classroom routines and rules (with reduced practitioner guidance/reminders).</p> <ul style="list-style-type: none"> • Daily routine – small group work. • Visual timetable... <i>what happens next?</i> • Now & Next boards if appropriate. <p>Develop independence with self-care routines.</p> <ul style="list-style-type: none"> • Toileting / handwashing / brushing teeth. <p><i>I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.</i></p> <p><i>I can tell you some of things I need to do to be healthy</i></p> <p><i>I know what the word 'healthy' means and that some foods are healthier than others.</i></p> <p><i>I know how to help myself go to sleep and that sleep is good for me.</i></p> <p><i>I can wash my hands and know it is important to do this before I eat and after I go to the toilet.</i></p> <p>Building Relationships</p> <p>See themselves as part of a community.</p> <ul style="list-style-type: none"> • Wider school life – joining with reception outdoors. • Viking awards. <p>Play with one or more other children.</p> <p>Engage in pretend play with one or more children.</p> <ul style="list-style-type: none"> • Daily interactions during 'Do Time'. <p>Begin to share and take turns with others.</p> <p>Begin to extend and elaborate on play ideas with others.</p> <ul style="list-style-type: none"> • Start to negotiate different roles within play... <i>"you be the... and I'll be the..."</i> <p><i>I know who my safe adults are and how to stay safe if they are not close by me.</i></p> <p>Implementation, including Schemes/Proformas:</p> <ul style="list-style-type: none"> • Implementation of Jigsaw PSHE scheme (learning objectives highlighted in <i>blue italics</i>) ...<i>supported by managing self needs (toileting, handwashing), making healthy choices, talking about the importance of being healthy.</i> • Develop understanding of why my key worker is important to me, through circle times and daily interactions. 	<p>Children learn to:</p> <p>Get Set 4 PE</p> <p>Spring 2: Introduction to PE – Unit 1 (cont. from Spring 1)</p> <p>Gross Motor Skills</p> <p>Continue to develop throwing, catching and ball skills</p> <p>Continue to develop movement of walking, running</p> <p>Continue to develop climbing skills</p> <p>Continue to develop balancing skills</p> <ul style="list-style-type: none"> • Daily outdoor play • Weekly GetSet4PE lesson <p>Continue to jump with two feet and learn to hop on one foot</p> <p>Continue to develop riding skills</p> <ul style="list-style-type: none"> • Bikeability • Bike track outdoors <p><i>Develop moving safely and stopping with control.</i></p> <p>Use large muscle movements... <i>Squiggle Whilst You Wiggle</i></p> <p><i>Move safely and sensibly in a space with consideration of others.</i></p> <p>Begin to remember some sequences and patterns of movement related to music and rhythm</p> <ul style="list-style-type: none"> • Learn some simple dance / action routines to familiar songs <p><i>Use different travelling actions whilst following a path.</i></p> <p>Begin to match developing physical skills to tasks and activities in setting</p> <p>Choose the right resource to carry out chosen plan</p> <p><i>Use equipment safely and responsibly.</i></p> <p>Begin to take part in some group team activities</p> <p><i>Work with others co-operatively and play as a group.</i></p> <p><i>Follow, copy and lead a partner.</i></p> <p>Begin to collaborate with others to manage large items.</p> <ul style="list-style-type: none"> • Outdoor construction area • Link to learning behaviours <p>Fine Motor Skills</p> <p>Show a preference for a dominant hand</p> <ul style="list-style-type: none"> • Dough Disco <p>Use a range of one-handed tools and equipment</p> <ul style="list-style-type: none"> • Across provision: - pouring / filling – stirring / mixing – rolling – cutting/sticking – painting / drawing / mark making. <p>Continue to learn to use a knife and fork</p> <p>Continue to increase independence getting dressed and undressed</p> <p>Continue to develop a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none"> • Model tripod grip. <p>Implementation, including Schemes/Proformas:</p> <ul style="list-style-type: none"> • Implementation of the Get Set 4 PE scheme (learning objectives highlighted in <i>blue italics</i>) ...<i>weekly lessons in small groups across the week.</i> • Squiggle While You Wiggle... <i>implemented through indoor and outdoor activities, see weekly planning.</i>

<ul style="list-style-type: none"> Support children with beginning to answer how and why questions. Continue to share school values... <i>Care, Aspire and Achieve (Viking Awards)</i> Continue to reinforce Learning Behaviours and encourage the children's development of the Characteristics of Effective and Learning. Model and facilitate role playing in the domestic house, outdoor stage and small world area. Tales Toolkit. <p>Vocabulary: <i>listen, speak, take turns, hear, share, loud, quiet, my turn, your turn, our turn, magnet eyes, attention, first, next, then, today, yesterday, tomorrow, how, why, singing, song, story, care, aspire, achieve, determination, pride, creativity, collaboration, independence, curiosity</i></p>	<ul style="list-style-type: none"> Share a variety of chosen books to support initial understanding of the school's learning behaviours... <i>see book list for EYFS.</i> Daily 'Learn and Explore' time... model and encourage children to develop friendships, play co-operatively and begin to share and take turns appropriately. Zones of Regulation language used daily to support children's understanding of their feelings and how to overcome negative emotions... <i>red zone, blue zone, green zone, yellow zone.</i> Think Equal... <i>see weekly topic planning.</i> Support children to follow daily routines through visual timetable, verbal instruction and targeted 1:1 visual reminders. <p>Vocabulary: <i>healthy, exercise, head, shoulders, knees, toes, sleep, heart, active, wash, clean, safe adult, scared, trust, choice, care, independence, achieve, problem, solution, routine, zones of regulation: red zone, yellow zone, green zone, blue zone, calm, happy, ready, excited, angry, sad, frustrated, worried, nervous</i></p>	<ul style="list-style-type: none"> Daily opportunities to access outdoor play and enhancements outdoors... <i>large construction, performance and dance on the stage, climbing wall, mud kitchen, bike/scooter track, target games, ball skills, large mark making.</i> Pedal Day each half term. Bikeability... <i>learning how to pick up, get on and put down a balance bike, walking on the balance bike, stopping with control.</i> Fine motor opportunities... <i>threading, play dough, loose parts, cutting, sticking, tweezers, junk modelling.</i> Dough Disco... <i>weekly sessions.</i> Model and support effective pencil grip. Encourage correct formation through mark making recognisable letters and writing initial sound in own name/labels. Encourage children to draw freely... <i>using Literacy text, half term theme or celebrations as stimulus.</i> <p>Vocabulary: <i>forwards, balance, backwards, strong, straight, large, top, bottom, together, stretch, exercise, healthy, practise, unhealthy, next, thread, cut, hop, skip, jump, run, throw, catch, climb, step, strong, gentle, heavy, reach, balance, change direction, throwing, taking turns, copy, perform, remember, pattern, bend, spin, circling, pull, freeze</i></p>
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Specific Areas of Learning

Literacy... including Phase 1 Phonics	Mathematics	Understanding the World	Expressive Arts & Design
<p>Children learn to:</p> <p>Phase 1 Phonics / Reading <i>Continue to</i> develop phonological awareness</p> <ul style="list-style-type: none"> Join in with Phase 1 activities, aspects 1 to 7 <ul style="list-style-type: none"> Listen, remember & talk about different sounds: - Environmental - Instrumental - Body Percussion Rhythm and rhyme: develop awareness of words that sound the same Tune into alliterative words, <i>begin to</i> identify / hear some initial phonemes in words Explore and begin to talk about different voice sounds <i>Begin to</i> participate in oral blending/segmenting activities Clap syllables in own name ...<i>syllable</i> <p><i>Begin to</i> engage in conversations about stories and <i>non-fiction texts</i>, learning new vocabulary ...<i>information</i></p> <p><i>Continue to</i> develop and understand the five key concepts about print:</p> <ul style="list-style-type: none"> Handle books carefully & correctly Name some book parts ... <i>title / blurb</i> Print has meaning – recognise some new logos <i>Begin to</i> understand what a word / letter is ... <i>letter / word</i> Follow print left to right and <i>begin to</i> use 1:1 correspondence ...<i>follow, point, top, bottom, back to the beginning, under</i> Know where to start reading ... <i>first, last, beginning, end</i> <p>Read own name without visual support</p> <p>Writing <i>Begin to</i> use some print / letter knowledge in writing</p> <ul style="list-style-type: none"> Symbols – lines / circles Recognisable letters Left to right directionality Top to bottom directionality <p><i>Begin to</i> engage in purposeful mark marking <i>Begin to</i> draw a horizontal / vertical c/joss ... <i>cross</i></p> <ul style="list-style-type: none"> Attempt to write name, using name card, with some recognisable letters, some correctly formed <p>Implementation, including Schemes/Proformas:</p>	<p>Children learn to:</p> <p>Master the Curriculum: Spring 2: Number 6 / Height and Length / Mass and Capacity</p> <p>Numerical Pattern / Number Name and talk about patterns... <i>ABAB</i> Recite numbers to 5 Show and join in with number rhymes to 5, using props and fingers Use fingers to represent numbers with <i>increasing accuracy</i> Use some numbers names in play <i>with some accuracy</i> Sort and match objects accordingly e.g. <i>size / shape</i> <i>Begin to</i> compare quantities using ... <i>more than / fewer than</i> <i>Begin to</i> count up to sets of 5 objects (1:1 correspondence) <i>Begin to</i> understand and explore the 'cardinal principle' when counting objects</p> <ul style="list-style-type: none"> <i>Counting 6 objects</i> <i>Introduced to what the numeral 6 looks like and learn what it represents</i> <i>Match the numerals to the quantities</i> <p>Introduced to the idea that numbers are made up of smaller numbers</p> <ul style="list-style-type: none"> <i>Composition of 5</i> <i>Composition of 6</i> <p><i>Begin to</i> represent numbers with marks</p> <p>Shape, Space & Measure Select shapes appropriately in a <i>range of</i> contexts <i>Begin to</i> combine shapes to make new ones... <i>a longer rectangle</i> Talk about shapes... <i>size, corners, straight</i> Make comparisons between objects using appropriate vocabulary...</p> <ul style="list-style-type: none"> Size... <i>bigger, smaller, the same,</i> Length... <i>shorter, longer</i> <i>Tall and short / Long or short</i> <p><i>Begin to</i> investigate the mass of objects...</p>	<p>Children learn to:</p> <p><i>Begin to</i> understand and follow the daily routine with the use of a visual timetable ...<i>leading to showing an awareness of duration (short / long amount of time)</i> <i>Begin to</i> understand what might happen in the morning/afternoon <i>Begin to</i> use sequencing vocabulary / show an awareness of a sequence of events to complete an activity ...<i>before, next, after, end</i> Make sense of their own life story and family history ...<i>show an awareness of themselves / imitate everyday actions in play</i> <i>Begin to</i> remember or talk about something that has happened in the past <i>Begin to</i> develop an awareness of characters, events and settings from a long time ago... <i>traditional tales e.g. Cinderella</i></p> <p><i>Begin to</i> develop positive attitudes towards the differences between people</p> <ul style="list-style-type: none"> Celebrations: Mother's Day / Ramadan / Easter <p><i>Continue to</i> show an interest in different occupations through role-play e.g. <i>zoo keeper, jungle explorer, vet</i> <i>Begin to</i> know that there are different countries in the world ...<i>explore the Jungle</i> <i>Continue to</i> explore that there are different countries in the world and talk about a <i>range of</i> the differences they have experienced or seen in photographs... <i>comparing the Jungle to our gardens at home</i> Use all their senses in hands on exploration of natural materials Talk about what they see, using a range of vocabulary</p> <ul style="list-style-type: none"> Indoor/outdoor provision to reflect exploring natural materials... <i>how is this the same/different? Use magnifying glasses, containers, tweezers to explore.</i> 	<p>Children learn to:</p> <p>Drawing & Painting: Use mark-making to: - represent simple forms and movement / create shorter lines, curves, enclosed circles; discovering that lines can make shapes <i>Begin to</i> create closed shapes to represent objects / animals <i>Begin to</i> draw with increasing detail <i>Begin to</i> show different emotions in drawings e.g. <i>happiness/sadness</i> <i>Continue to</i> explore colour and begin to explore colour mixing ...<i>colour names, tones of colour (light/dark)</i></p> <p>Printing: Explore printing with natural and man-made objects... <i>repeat</i></p> <p>3D Modelling: <i>Begin to</i> use simple tools to manipulate and join different materials... <i>clay/playdough, loose parts, collage</i> <i>Begin to</i> affect change on materials ...<i>crumpling, tearing, cutting, scrunching</i></p> <p>Music: <i>Identify sounds in the environment and differentiate between them.</i> <i>Begin to</i> remember and sing entire songs. <i>Begin to</i> sing the pitch of a tone sung by another person ('pitch match'). <i>Begin to</i> sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. <i>Explore using voices to make a variety of sounds. Use voices to imitate nature sounds.</i> <i>Begin to</i> play instruments with increasing control to express their feelings and ideas. <i>Explore how to use our bodies to make sounds. Explore the sounds of different instruments.</i></p>

<ul style="list-style-type: none"> Daily story time, sharing fiction and non-fiction books chosen by children following their interests... <i>explore concepts about print through this.</i> Concept Cat (Word Aware) Read, Write, Inc (Phase 1 Foundational Phonics – Aspects 1-7, focusing on a different aspect per week and combining) Tales Toolkit – retell traditional tales and identify the character, setting, problem and solution. Children use available resources such as the apron or fabric strip to create and tell their own stories. Sharing stories through Think Equal, Learning Behaviours, Maths. Literacy planning follows a three-week cycle based around a high-quality text. Each cycle begins with a hook to engage the children, followed by daily inputs across the week which include a shared read, story retell and sequencing, role-play, model write. Children will be supported with their writing in a guided group task, along with carefully planned indoor and outdoor enhancements. The children’s guided task will provide opportunities to model key skills and rehearse strategies with practitioners and independently. There are regular opportunities to review and celebrate learning, and support children with developing next steps... <i>This half term’s texts are Monkey and Me – Emily Gravett and Rumble in the Jungle – Giles Andreae.</i> <p>Vocabulary: <i>label, front cover, back cover, author, book, character, setting, problem, solution, title, beginning, middle, end, first, last, in front, behind, question, name card, sequence, order, before, after...</i> see weekly planning for text related vocabulary.</p>	<ul style="list-style-type: none"> <i>Introduced to balance scales</i> <i>Heavier or lighter</i> <p><i>Begin to investigate the capacity of objects...</i></p> <ul style="list-style-type: none"> <i>Full or Empty</i> <i>Nearly Full or Nearly Empty</i> <i>Comparing Containers</i> <p><i>Begin to understand some positional language, with support within the wider environment</i></p> <p><i>Begin to use some language of time within the daily routine</i></p> <p><i>Begin to describe a familiar route</i></p> <p><i>Begin to describe a sequence of events ... first, next</i></p> <p>Implementation, including Schemes/Proformas:</p> <ul style="list-style-type: none"> Master the Curriculum: Number 6 / Height and Length / Mass and Capacity (learning objectives highlighted in <i>blue italics</i>)... <i>daily 10-minute input.</i> Indoor and outdoor enhancement activities to consolidate group time learning, taken from MTC or linked to half term topic. Concept Cat... understanding of language linked to capacity and positional. Encourage use of number vocabulary through play. Encourage children to begin mark making recognisable numbers, indoors and outdoors. <p>Number Songs: <i>Alice the Camel, Sing a Song of Six Pence, I’m a Little Bean, 5 Cheeky Monkeys swinging through the trees, When Goldilocks went to the House of the Bears.</i></p> <p>Concept Cat words: <i>wide, few, straight, forwards, whole, above</i></p> <p>Vocabulary: <i>number, how many altogether?, total, count, tall, short, length, height, long, weight, heavy, light, more, less, mass, balance, heavier, lighter, compare, full, empty.</i></p>	<ul style="list-style-type: none"> Model new vocabulary to describe sensory features and observations. <p><i>Begin to understand the need to respect and care for the natural environment ...explore Jungle habitat</i></p> <p><i>Continue to identify some key features about the current season</i></p> <ul style="list-style-type: none"> Indoor and outdoor provision to reflect exploration of natural phenomena using our senses; - Spring <i>...flowers beginning to grow, leaves on trees</i> Seasonal walk – features of Spring Begin to notice seasonal changes: Winter turning to Spring... <i>...identify changes of Spring in our local environment</i> <p>Explore how things work <i>Begin to explore and talk about different forces they can feel</i></p> <p><i>Continue to talk about the differences between materials and the changes they notice</i></p> <ul style="list-style-type: none"> Changes of state... <i>what happens when ice melts?</i> <p>Implementation, including Schemes/Proformas:</p> <ul style="list-style-type: none"> Beliefs & Values aims to enhance children’s understanding of different cultures, communities and celebrations. Teaching follows a cycle of sharing stories, drama, investigating artefacts, songs and dance, relevant to upcoming celebrations within our community. <i>This half term’s celebration includes: Mother’s Day, Ramadan, Easter</i> Children are provided with the opportunity to explore natural phenomena scientifically, e.g. <i>what happens when ice melts? what does soil feel like?</i> Build an awareness of different countries in the world by exploring the Jungle, Amazon Rainforest, including animals and people who live there... <i>talking about how these places are the same/different to where we live</i> Observe and talk about wild animals in the outdoor learning environment... <i>which animals live close by? where do they live?</i> Seasonal walk to the park to spot signs of Spring... <i>support our understanding of seasonal change.</i> <p>Vocabulary: <i>today, week, tomorrow, yesterday, same, different, change, remember, park, road, next to, journey, weather, school, Spring, change, season, plant, jungle, animals, rainforest, warm, flowers, garden, celebrate, special, important, home, family, friend.</i></p>	<p>Take part in simple pretend play and <i>begin to</i> using an object to represent something else</p> <p><i>Begin to</i> make imaginative and complex ‘small worlds’</p> <p><i>Begin to</i> respond to what they have heard, expressing their thoughts and feelings ... <i>feeling, happy, sad etc</i></p> <p>Domestic Role Play Themes:</p> <ul style="list-style-type: none"> Cleaning and Washing New Kittens <p>Implementation, including Schemes/Proformas:</p> <ul style="list-style-type: none"> KAPOW Music scheme... Exploring Sound – Finish unit throughout Spring 2. Artist study: Georgia O’Keefe... <i>Complete blossom paintings in Georgia O’Keefe style (wavy lines).</i> Adult Led – Week 1-3: Junk modelling... <i>‘monkey friend’</i> – link to a Literacy text (<i>Monkey and Me</i>). Children to label with initial letter or full name, scaffolded appropriately. Adult Led – Week 4-6: Junk modelling... <i>building shelters for jungle animals.</i> 3D modelling: using playdough to make models of jungle animals. Printing patterns and collage e.g., <i>zebra, tiger stripes, cheetah’s spots. Tear, rip, cut to stick on animal’s body.</i> Easter: Arts and crafts, making a card. Children will join in with role-play and story props developing storylines through pretend play - retelling stories using story maps, props, puppets, & story bags will encourage children to retell, invent, and adapt stories. Small world jungle scene with natural resources, animal figures and rhymes e.g., <i>down in the jungle, walking in the jungle.</i> Performance and stage: dressing up as a variety of different jungle animals, retelling or creating own stories, singing familiar rhymes. Using a variety of instruments to represent the sound of animals e.g., <i>drums for elephants stomping, xylophone for kangaroo bouncing.</i> <p>Vocabulary: <i>drawing, pencil, paint, brush, shape, colour, mix, rip, tear, stick, light, dark, decorate, artist, plan, cardboard, paper, cut, fold, glue, print, collage song, sing, loud, quiet, fast, music, instrument, sound, listen, copy, slow, repeat, think, long, short shake, control, space, balance, clap, start, stop, different, play, jump, hop, role, pretend.</i></p> 
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Characteristics of Effective Teaching & Learning

Playing & Exploring

Children learn to:

- Explore different resources and materials
- Make independent choices
- Follow their own interests
- Respond to new experiences

Active Learning

Children learn to:

- Participate in routines
- Develop a range of strategies to reach a goal
- **Begin to** correct their mistakes
- Keep on trying when things are getting difficult

Creating & Thinking Critically

Children learn to:

- Take part in pretend play
- Sort materials
- Feel more confident to develop their own ideas
- Concentrate on achieving something that is important

Events this half term...

Aspire Opportunities:

- Spring Walk
- Pedal Day

Parental Engagement:

- Stay and Play

Festivals, Celebrations and Events

- Mother's Day
- Ramadan
- Easter

Provision Enhancements: Indoors & Outdoors... (Week 1-3)

Writing Area...provide related photos / pictures as stimulus

- Label the toys in the suitcase
- Write name badges for the animals/ourselves
- Mark make story maps to show the order of animals visited
- Make posters of favourite animals
- Make signs for the animal homes
- Put horizontal crosses on a simple map to show where to find / place the animals on the small world scene

Reading Area / Listening

- Non-fiction and fiction animal/jungle books
- Sequence the story... on washing line by pegging animals together, ordering beginning/middle/end of story
- Read books to Monkey in the reading corner

Maths Area

- Sort and match animals... *size, number of legs*
- Count the number of animals
- Use small world resources to retell 5 Little Monkeys
- Mathematise the areas... *domestic role play, snack time*

Malleable / Area Creative...provide related photos / pictures as stimulus

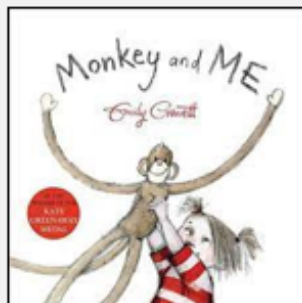
- Draw / paint animals and label...*dictate caption for adult to write*
- Use boxes to make things for the animals & label with name...*sofas / chairs, houses, suitcases*
- Make binoculars to look for animals or letters from their name
- Use play dough to make animals, food for the animals e.g., *bananas for monkey*
- Rice play – cook tea for monkey and me

Construction / Small World Area

- Build a house for an animal in the story
- Make a sofa / chairs the right size for one of the animal toys
- Build a vehicle for monkey to travel in

ICT Area

- Use a Tonie Box to record sounds for small world...*repeated refrain, animal sounds, instrument sounds for animals*
- Use simple painting programme to draw animals



Take monkey around the learning environment (indoors and outdoors). Show him different things. Use the repeated refrain:
*Monkey and me, monkey and me,
we went to see ...*

Role play: Home (See Sp 2 Domestic Role Play plan)

- When monkey comes to visit... make tea for monkey, make a bed for monkey and read him a bedtime story

Sand

- Make homes for the animals – with signs
- Make pathways between animals
- Mark where the animals are, using a horizontal cross shape
- Make animal tracks in the sand

Water

- Take small world monkey and person on a boat trip to see lots of wild animals – use repeated refrain
- Cook tea for Monkey – using pots and pans, washing up

Role play / Large - Scale Construction:

- Make different sized dens for the animals
- Make a sign for each den

Literacy / Writing / Mark – Making

- Walk and talk the story with monkey
- Chalk pathways for monkey to follow to visit the different animals
- Chalk the animals, animal foot prints

Mud kitchen – Outdoors

- Make a tea party for monkey and the other animals... count how many cups / plates / cakes etc needed, make a menu, serve tea party, wash up

Performance / Stage

- Make animal dances to the music from Carnival of the Animals... Lion, Elephant, Kangaroo
- Dance to African Music with Max the Monkey
- Perform 5 Little Monkeys – with instruments for sound effects

Small World / Nature Area – Outdoors

- Use natural resources to make beds / homes for the small world animals
- Scavenger hunt for the animals in the bushes and tally the number found
- Look for real wild animals – birds, minibeasts etc

Role play: Animal homes / Bike track

- Purposeful Reading / Writing Opportunities... *letters in envelopes for the different animals*
- Visit different animals on bikes – in the order of the story... use repeated refrains as they go... *Monkey and me ...we went to see some...*
- Can you find a way to carry monkey on the bike?

Target / Action games & Climbing Frame

- Animal skittles □ how many animals can you roll over?
- Ball targets – animal pictures on boxes or buckets...*roll, kick, throw*
- Obstacle course – choose an animal picture and move around the course like that animal
- Move like a monkey on the climbing frame...*up, down*

Provision Enhancements: Indoors & Outdoors... (Week 4-6)

Writing Area...provide related photos / pictures as stimulus

- Label the animals on the jungle pictures
- Write name badges for the animals/ourselves
- Mark make story maps to show the order of animals visited in the jungle
- Make posters of favourite animals
- Draw a map of the jungle and put an X shape for where you would find them

Reading Area / Listening

- Non-fiction and fiction animal/jungle books
- Sequence the story... on washing line by pegging animals together
- Read books with jungle animals in the reading area

Maths Area

- Sort and match jungle animals... size, number of legs, colour
- Count the number of animals
- Compare the length, weight or capacity of different objects
- Mathematise the areas... *domestic role play, snack time*

Malleable / Area Creative...provide related photos / pictures as stimulus

- Draw / paint animals and label ...dictate caption for adult to write
- Use boxes to make things for the animals & label with name ...*sofas / chairs, houses, suitcases*
- Make jungle scenes out of junk modelling resources
- Use food ingredients to make animal faces
- Create a 'blossom painting' in the style of Georgia O'Keefe

Construction / Small World Area

- Build a house for a jungle animal
- Build a vehicle for the zoo keeper to travel in
- Create a jungle scene

ICT Area

- Use a Tonie Box to record sounds for small world ...*repeated refrain, animal sounds, instrument sounds for animals*
- Use simple painting programme to draw animals



Take jungle animals around the learning environment (indoors and outdoors). Tell a friend or an adult a feature of the animal, e.g. *long trunk, black stripes, four legs etc.*

Role play: Home (See *Spr 2 Domestic Role Play plan*)

- A new pet has arrived in the house! How can we take care of the pet? What does it need? Explore taking care of a new animal.

Sand

- Make homes for the animals – with signs
- Make pathways between animals
- Mark where the animals are, using a horizontal cross shape
- Make animal tracks in the sand

Water

- Take small world monkey and person on a boat trip to see lots of wild animals – use repeated refrain
- Use natural materials in the water to create a jungle swamp scene e.g. leaves, soil, stones

Role play / Large - Scale Construction:

- Make different sized dens for the animals
- Create different towers and compare their height

Literacy / Writing / Mark – Making

- Walk and talk the story with jungle animals
- Chalk pathways for the zoo keeper to follow to visit different animals
- Chalk the animals, animal foot prints

Mud kitchen – Outdoors

- Make a tea party for the jungle animals... count how many cups / plates / cakes etc needed, serve tea party, wash up

Performance / Stage

- Make animal dances to the music from Carnival of the Animals... Lion, Elephant, Kangaroo
- Dance to African Music with Max the Monkey
- Perform 'Down in the Jungle' – with instruments for sound

Small World / Nature Area – Outdoors

- Use natural resources to make beds / homes for the small world animals
- Scavenger hunt for the animals in the bushes and tally the number found
- Look for real wild animals – birds, minibeasts etc

Role play: Animal homes / Bike track

- Purposeful Reading / Writing Opportunities... *letters in envelopes for the different animals*
- Visit different animals on bikes, singing "Down in the Jungle..."
- Learn the rules of the bike track... *high way code.*

Target / Action games & Climbing Frame

- Use the provided resources to play target games e.g. throwing quoits into a bucket
- Create obstacle courses and take jungle animals around the track
- Climb up the climbing frame like a monkey, stand tall like a giraffe, stomp from step to step like an elephant