



Core Texts

The Very Hungry Caterpillar-Eric Carle

Books taken from Core Text 2 List: YEAR R

	Week 1 (4 day)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 (4 day)
PSED	<p><u>Emergent skills</u> Building Relationships Core Learning: Playing with others with the help of my keyworker and other adults in the class Practise waiting and turn taking with the help of my keyworker and other adults in the class My turn your turn activities in the class with visual support and support from keyworker and other adults in the class Sensory circuits through adult modelling</p>	<p><u>Emergent skills</u> Managing self Core Learning: Handwashing and Toileting routines including face washing with adult support Teeth cleaning with adult support Cutlery Skills with adult support Staying safe in the sun through adult modelling Sensory circuits through adult modelling</p>						<p><u>Emergent skills</u> Self-Regulation Core Learning: Recognising emotions in others with adult support Moving on and making new friends within transition sessions with support from key adult Sensory circuits through adult modelling</p>

<p><u>Developing skills</u></p> <p>Building Relationships</p> <p>Core Learning:</p> <p>Playing with others with visual support</p> <p>Practise waiting and turn taking with some adult support</p> <p>My turn your turn activities in the class with some adult support</p> <p>Sensory circuits with some adult support</p>	<p><u>Developing skills</u></p> <p>Managing self</p> <p>Core Learning:</p> <p>Handwashing and Toileting routines including face washing with minimal support</p> <p>Teeth cleaning with minimal support</p> <p>Cutlery Skills with minimal support</p> <p>Staying safe in the sun through adult modelling</p> <p>Sensory circuits with some adult support</p>	<p><u>Developing skills</u></p> <p>Self-Regulation</p> <p>Core Learning:</p> <p>Recognising emotions in others with adult support</p> <p>Moving on and making new friends within transition sessions with support from key adult</p> <p>Sensory circuits with some adult support</p>
<p><u>Extending skills</u></p> <p>Building Relationships</p> <p>Core Learning:</p> <p>Playing alongside and with others independently</p> <p>Practise waiting and turn taking independently, use of core boards</p> <p>My turn your turn activities independently, use of core boards</p> <p>Sensory circuits independently</p>	<p><u>Extending skills</u></p> <p>Managing self</p> <p>Core Learning:</p> <p>Toileting routines including face washing independently</p> <p>Teeth brushing using resources from workshop last term</p> <p>Sensory circuits independently</p>	<p><u>Extending skills</u></p> <p>Self-Regulation</p> <p>Core Learning:</p> <p>Recognising emotions in others through use of core boards with emotions to recognise different emotions</p> <p>Moving on and making new friends within transition sessions independently</p> <p>Sensory circuits independently</p>
<p>Themed Learning:</p> <ul style="list-style-type: none"> ▪ How friends are the same but different to me ▪ Being kind to Nature (looking after plants, caterpillars. Bugs etc) ▪ Healthy food 		

LISTENING ATTENTION AND UNDERSTANDING

Emergent skills – briefly joining with adult support

- Individual SaLT Plans
- Shared Stories – sensory input to engage attention
- Story Time – exploring sensory props. Anticipates some sensory input
- Song Time – Engage with support and sensory input
- Intensive Interaction
- Curiosity Programme
- Attention Bucket
- Story massage
- Aware of familiar routines and of audio cues for tidy up time.
- Recognising single symbols / 1 key word requests

Themed Learning:

- Sensory exploration / learning to recognise key words in TVHC
 - food words: apple, strawberry, plum etc.

SPEAKING

Emergent skills

- Individual SaLT Plans
- Joining in with songs / rhymes / stories using AAC where appropriate
- Making simple requests and comments using AAC where appropriate

Themed Learning: The Very Hungry Caterpillar

- Using AAC to give opinion on food e.g. “yum yum” / “yuck!”
- Using AAC to request favourite foods/activities

<p>LISTENING ATTENTION AND UNDERSTANDING</p> <p>Developing Skills – joining with increased independence and engaging with increased purpose.</p> <ul style="list-style-type: none"> • Individual SaLT Plans ▪ Shared Stories – gaze follows adult pointing. Listen to a short shared story 1:1 with an adult. Independently points to a picture ▪ Story Time - Engage with sensory aspects of story with increasing purpose. Anticipate repeated refrains/sensory input. Joins in with repeated refrains with support ▪ Song Time – Choose a favourite song. Anticipate key moments in song. Join in with some actions with support. ▪ Attention Autism – engage with minimal support for entire session. ▪ Respond to audio cues / requests to follow clear routines such as tidy up time. ▪ Following 2 key word requests <p>Themed Learning: TVHC</p> <ul style="list-style-type: none"> ▪ Identify familiar some familiar fruits and foods. ▪ Identify some familiar insects such as caterpillar, butterfly, spider etc. 	<p>SPEAKING</p> <p>Developing skills</p> <ul style="list-style-type: none"> ▪ Individual SaLT Plans ▪ Joining in with songs / rhymes / stories using AAC where appropriate ▪ Initiating simple requests and making comments – using AAC where appropriate <p>Themed Learning: TVHC</p> <ul style="list-style-type: none"> ▪ Recognising and finding familiar food and insect words ▪ Matching familiar food and insect words ▪ Creating simple sentences using AAC such as I see/I want
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	<p>LISTENING ATTENTION AND UNDERSTANDING</p> <p>Developing Skills – joining with increased independence and engaging with increased purpose.</p> <ul style="list-style-type: none"> ▪ Individual SaLT Plans ▪ Shared Stories – gaze follows adult pointing. Listen to a short shared story 1:1 with an adult. Independently points to a picture ▪ Story Time - Engage with sensory aspects of story with increasing purpose. Anticipate repeated refrains/sensory input. Joins in with repeated refrains with support ▪ Song Time – Choose a favourite song. Anticipate key moments in song. Join in with some actions with support. ▪ Attention Autism – engage with minimal support for entire session. ▪ Responds to audio cues / requests to follow clear routines such as tidy up time ▪ Following 2 key word requests <p>Themed Learning: Respect</p> <ul style="list-style-type: none"> ▪ Identify a range familiar insects and food items ▪ Join in with familiar phrases ▪ Sequence part of the story ▪ Question words: 'who?' and 'where?' 	<p>SPEAKING</p> <p>Developing skills</p> <ul style="list-style-type: none"> ▪ Individual SaLT Plans ▪ Joining in with songs / rhymes / stories using AAC where appropriate <p>Initiating simple requests and making comments – using AAC where appropriate</p> <p>Themed Learning: TVHC</p> <ul style="list-style-type: none"> ▪ Identifying familiar food and insect words ▪ Creating simple sentences using AAC such as I like / I don't like/ ▪ Question words: 'who?' and 'where?'
Physical Development	<p>Gross Motor- Multi-skills</p> <p><u>Emergent skills</u></p> <p>Core Learning:</p> <ul style="list-style-type: none"> • Jump from a small step • Roll ball in an intended direction, for example to knock down a skittle • Attempt to walk along a bench • Climb with support and pull themselves up on climbing equipment 	<p>Fine Motor</p> <p><u>Emergent skills</u></p> <p>Core Learning:</p> <ul style="list-style-type: none"> • Explore material in different ways. - squeeze, stretch, tear, with 1 hand or with 2 hands • Scrunching and tearing paper with 1 and 2 hands • Filling and emptying containers

	<p>Gross Motor <u>Developing skills</u></p> <p>Core Learning:</p> <ul style="list-style-type: none"> Move freely and with confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Walk along a PE bench without support Throw a small ball overarm Catch a large ball. 	<p>Fine Motor <u>Developing skills</u></p> <p>Core Learning:</p> <ul style="list-style-type: none"> Show control in holding and using jugs to pour, hammers, books and mark-making tools Use two hands to open and close scissors Using scissors to make snips in playdough
	<p>Gross Motor <u>Extending skills</u></p> <p>Core Learning:</p> <ul style="list-style-type: none"> Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Bounce and catch a large ball Travel with confidence and skill around, under, over and through balancing and climbing equipment Copy a sequence of gross motor movements after demonstration e.g., hop, jump, skip, hop. <p>Themed Learning:</p> <p>Gross Motor:</p> <ul style="list-style-type: none"> Moving like minibeasts 	<p>Fine Motor <u>Extending skills</u></p> <p>Core Learning:</p> <ul style="list-style-type: none"> Use one handed tools and equipment e.g. makes snips in paper with child scissors Use scissors to cut around simple shapes <p>Themed Learning:</p> <p>Fine Motor:</p> <ul style="list-style-type: none"> Action Songs Mark Making Minibeast themed fine motor activities

	<p>COMPREHENSION <u>Emergent skills</u></p> <ul style="list-style-type: none">▪ Recognising and linking Objects of Reference / photos for familiar Routines and activities▪ Curiosity Programme▪ Intensive Interaction▪ Attention Bucket▪ Story massage• Daily Book Share Sessions• Themed Learning: The Very Hungry Caterpillar Sensory Story - Responding to sensory story prompts, exploring sensory story props, anticipation of events within a familiar story.• Comprehension skills – Sensory exploration of Food Words apple, strawberry, plums etc.	<p>READING <u>Emergent skills</u></p> <ul style="list-style-type: none">▪ Daily Shared Reading▪ Daily Story Time▪ Book Corner▪ Recognising and linking Objects of Reference / photos <p>Phonics: Level 0 Phonics Activities from Phonics Progression Map – Smile Pack, story massage etc</p>	<p>WRITING <u>Emergent skills</u></p> <ul style="list-style-type: none">▪ Sensory Mark Making. Exploring sensory mark making media Encouraging making connection between movements and marks.▪ Developing exploring mark making using simple tools such as pressing switches, eye gaze, touch screen, sponges, paintbrushes, etc, as appropriate to individual learners.▪ Using Objects of Ref / Photos /Symbols to make simple choices
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COMPREHENSION <u>Developing Skills</u>	READING <u>Developing Skills</u>	WRITING <u>Developing Skills</u>
<ul style="list-style-type: none"> ▪ Attention Bucket ▪ Attending Stories/Shared Reading ▪ Anticipating routines and familiar activities <p>Themed Learning: The Very Hungry Caterpillar</p> <ul style="list-style-type: none"> ▪ Comprehension skills – Sensory exploration of and recognising/ identifying different foods in the story: apple, strawberries, plums etc ▪ Recognising /Matching / pictures ▪ Joining in with repeated refrains / familiar phrases (using AAC) 	<ul style="list-style-type: none"> ▪ Daily Shared Reading ▪ Daily Story Time ▪ Book Corner <p>Phonics: Level 1 – Voice Sounds</p> <ul style="list-style-type: none"> ▪ Listening to and matching voice sounds and objects – e.g. wheeee – yoyo; buzzzz – bee; pop, pop – bubbles etc ▪ Making voice sounds – matching objects/ photos/symbols to sounds using switches. ▪ Voice sounds bingo <p>See resources saved on U:DRIVE Shared Area >EYFS>Resources>Phonics>Level1>Voice Sounds</p> <p>If pupils need more challenge</p> <ul style="list-style-type: none"> ▪ Explore different ways of saying words (loud/quiet/low pitch/high pitch/cheerful/sad/cross) <p>See resources saved on U:DRIVE Shared Area >EYFS>Resources>Phonics>Level1>Voice Sounds</p>	<ul style="list-style-type: none"> ▪ Mark Making: Using natural materials as mark making tools to make deliberate marks. Feathers, leaves, sticks, mud paint - anything from outside! ▪ Outdoors Big Mark Making opportunities – large paper attached to fences / floors for squirting / rollers / big brushes, Sponges and soapy for window cleaning ▪ Making / Tracing / Following wiggly worm lines; spirally spider lines, bouncy bug (dotty lines) ▪ Using photos/symbols to make simple sentences such as I want / I see etc.

	<p>COMPREHENSION <u>Extending Skills</u></p> <ul style="list-style-type: none"> ▪ Daily Book Share Sessions ▪ The Very Hungry Caterpillar Sensory Story – Attending to whole story. ▪ Matching Food to appropriate day of the week ▪ Sequencing story ▪ Anticipating and joining in with familiar repeated phrases (AAC) ▪ Respond to simple questions about the story. 	<p>READING <u>Extending Skills</u></p> <ul style="list-style-type: none"> ▪ Daily Shared Reading ▪ Daily Story Time ▪ Book Corner <p>Phonics: Twinkl Phonics Level 2 See resources https://www.twinkl.co.uk/resources/twinkl-phonics/level-2-twinkl-phonics</p>	<p>WRITING <u>Extending Skills</u></p> <p>Using sensory and more formal methods of mark making to explore mechanics of writing:</p> <ul style="list-style-type: none"> ▪ Phonics: Level 2 GPCs ▪ Writing: letter formation – Following lines using a mark making tool ▪ Tracing name/ copying / independently writing motivating word/s ▪ Tracing / copying / independently writing Level 2 graphemes ▪ Make invitations to Stay and Play ▪ TVHC Sentence building
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Mathematics	<p>NUMBER <u>Emergent skills</u></p> <ul style="list-style-type: none"> ▪ Counting by rote to 3 /5/10 and beyond as appropriate. ▪ Maths counting songs, using flashcards and Objects of Reference to support. <p>Combining 2 groups/comparing quantities</p> <ul style="list-style-type: none"> ▪ Choose 2 different types of fruit from the story, adult-led counting total amount of both groups. ▪ Playing with a set of 2 different coloured bricks to make a tower, how many altogether? <p>Adult use of language of 'more/less' to compare e.g. there are more strawberries than pears etc, noticing and verbalising.</p>	<p>NUMERICAL PATTERNS <u>Emergent skills</u></p> <p>Sequencing</p> <ul style="list-style-type: none"> ▪ Matching picture-picture/picture -object ▪ Days of the week songs/rhymes ▪ Sequencing colours in 2-part simple pattern (caterpillars) ▪ Threading beads in a sequence ▪ Printing simple sequence
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<p>NUMBER <u>Developing skills</u></p> <p>Counting</p> <ul style="list-style-type: none"> ▪ by rote to 3 /5/10 and beyond as appropriate. ▪ Maths counting songs, using flashcards and Objects of Reference to support. <p>Combining 2 groups/comparing quantities</p> <ul style="list-style-type: none"> ▪ Choose 2 different types of fruit from the story, e.g. place the apples in the basket and then the strawberries, how many altogether? ▪ Explore number bonds to 5 using Numicon pieces. ▪ Making a tower with a set of bricks made up of 2 different colours, how many bricks altogether? ▪ Adult use of language of 'more/less' to compare e.g. there are more strawberries than pears etc, noticing and verbalising. 	<p>NUMERICAL PATTERNS <u>Developing skills</u></p> <p>Sequencing</p> <ul style="list-style-type: none"> ▪ Matching picture-picture/picture -object ▪ Days of the week songs/rhymes ▪ Sequencing and complete 2-part patterns (caterpillars) ▪ Threading beads in a sequence (more independently) ▪ Printing 2-part sequence
<p>NUMBER <u>Extending skills</u></p> <p>Counting</p> <ul style="list-style-type: none"> ▪ by rote to 10 and beyond as appropriate. ▪ Maths counting songs, using flashcards and Objects of Reference to support. <p>Combining 2 groups/comparing quantities</p> <ul style="list-style-type: none"> ▪ Choose 2 different types of fruit from the story, e.g. place the apples in the basket and then the strawberries, how many altogether? ▪ Explore number bonds using Numicon to 5/10 ▪ Count out...Choose 5 red bricks and 4 red bricks, how many altogether? ▪ Using comparative language when grouping/comparing 2 groups, 'more/less' ▪ Making a group of objects, then making another group with more/less. 	<p>NUMERICAL PATTERNS <u>Extending skills</u></p> <p>Sequencing</p> <ul style="list-style-type: none"> ▪ Days of the week songs/rhymes ▪ Sequence days of the week in order. ▪ Sequence a 3-part pattern/complex sequence (caterpillars) ▪ Threading beads 3-part pattern ▪ Printing 3-part sequence

	<p>Themed learning</p> <ul style="list-style-type: none"> Counting fruit/food items from the story TVHC (pictures/real food items/play foods). Counting days of the week. 	<p>Themed learning</p> <ul style="list-style-type: none"> Ordering food in correct order in the story Sequencing days of the week Sequencing lifecycle of the butterfly pictures, ordering and counting the number of stages. Printing/threading patterns (caterpillars) 	
<p>Understanding the World</p>	<p><i>Emergent skills</i></p> <p>Past and Present – Moving on</p> <ul style="list-style-type: none"> Now & next / daily schedule Positive transitions through the day following auditory cues alongside symbols now and next Transition day 	<p><i>Emergent skills</i></p> <p>People, culture and communities – Finding different adults around school</p> <ul style="list-style-type: none"> Recognising and locating staff in class using photographs to reinforce with full adult support Meet new class team for next year 	<p><i>Emergent skills</i></p> <p>The Natural World - Minibeasts</p> <ul style="list-style-type: none"> SOLA – weekly lessons Bug hunts, support to use magnifying bug observation pot Observe the changes of the lifecycle of a butterfly
	<p><i>Developing skills</i></p> <p>Past and Present – Moving on</p> <ul style="list-style-type: none"> Now & next / daily schedule Positive transitions through the day following verbal, now and next symbols with increased independence Transition day 	<p><i>Developing skills</i></p> <p>People, culture and communities Finding different adults around school</p> <ul style="list-style-type: none"> Recognising and locating staff in class recognising using photographs to reinforce with minimal adult support Meet new class team for next year 	<p><i>Developing skills</i></p> <p>The Natural World - Minibeasts</p> <ul style="list-style-type: none"> SOLA – weekly lessons Bug hunts, magnifying glasses with support and magnifying bug observation pot with minimal support Observe the changes of the lifecycle of a butterfly and link stages to symbols

	<p><u>Extending skills</u></p> <p>Past and Present – Moving on</p> <ul style="list-style-type: none"> ▪ Now & next / daily schedule ▪ Positive transitions through the day following verbal, now and next symbols independently ▪ Transition day 	<p><u>Extending skills</u></p> <p>People, culture and communities Finding different adults around school</p> <ul style="list-style-type: none"> • Independently recognising locating staff in class using photographs to reinforce • Go to the school office and take a message to one of the admin staff • Meet new class team for next year 	<p><u>Extending skills</u></p> <p>The Natural World - Minibeasts</p> <ul style="list-style-type: none"> ▪ SOLA – weekly lessons ▪ Bug hunts, magnifying glasses and magnifying bug observation pot independently ▪ Observe the changes of the lifecycle of a butterfly And sequence the order using widget symbols
	<p>Themed Learning</p> <ul style="list-style-type: none"> ▪ Summer – seasonal changes ▪ Caterpillar Life Cycle – raising caterpillars ▪ Bug Hotel <p>Exploring simple properties of objects e.g. hard /soft, bouncy/ not bouncy, rolls/doesn't roll etc</p>		
Expressive Arts	<p>Exploring and Using Media and Material</p> <p><u>Emergent skills</u></p> <ul style="list-style-type: none"> • Beginning to observe marks they make • Printing to mark make • Daily singing / exploring percussion instruments • Exploring natural resources • Simple colour mixing 	<p>Being Imaginative and Expressive</p> <p><u>Emergent skills</u></p> <ul style="list-style-type: none"> • Daily stories • Daily Dance – moving differently to different music beats and tempos • Engage and respond to sounds in the world around them • Dressing up – free choice • Home corner-Act out different daily routines through role play • Small world - minibeasts 	

<p>Exploring and Using Media and Material</p> <p><u>Developing skills</u></p> <ul style="list-style-type: none"> • Beginning to observe marks they make • Printing to mark make • Daily singing / exploring percussion instruments • Exploring natural resources • Creating in 3D – construction and junk and malleable modelling • Colour mixing – 2/3 colours in plastic bag 	<p>Being Imaginative and Expressive</p> <p><u>Developing skills</u></p> <ul style="list-style-type: none"> • Daily stories, acting out/copying actions for different parts of a story • Daily music and dance – copying move and responding to music • Identify and respond to sounds in the world around them • Dressing up – different types of minibeast • Home corner-Act out different daily routines through role play • Small world - minibeasts
<p>Exploring and Using Media and Material</p> <p><u>Extending skills</u></p> <ul style="list-style-type: none"> • Beginning to observe marks they make • Printing to mark make • Daily singing / exploring percussion instruments • Exploring natural resources • Creating in 3D – construction and junk and malleable modelling • Fruit collages using tissue paper • Colour mixing – colour wheels 	<p>Being Imaginative and Expressive:</p> <p><u>Extending skills</u></p> <ul style="list-style-type: none"> • Daily stories, acting out/copying actions for different parts of a story • Daily Dance and music – creating moves in response to music • Identify and respond to sounds in the world around them • Dressing up – different minibeasts • Home corner-Act out different daily routines through role play • Small world – minibeasts

Art & Design:

- create sculpture / painting using natural materials – painting with feathers / sticks etc. Printing with fruit / veg etc.
- Art forms from life , caterpillars, bugs etc to look at take photos
- Self Portraits – Transition work. Take a photo of each child, cut up and child sticks back together on a paper plate
- Creating homes for minibeasts using natural materials
- Fruity collages using tissue paper

Music:

- Daily singing
- Exploring instruments

Being Imaginative and Expressive:

- Daily singing
- Daily Dance
- Imaginative play opportunities, home corner, role play, Small world play

To Note:

- This plan is supported by a Continuous Provision medium term plan
- Suggested Enhanced Provisions will be amended to follow the children's interests as appropriate
- Texts may be modified or presented in a variety of ways to engage and extend
- Individual pupil progression through the SEYAP will shape the learning in all 7 areas to ensure challenge. This differentiation may be evidenced in different communication strategies, scaffolding of learning/task, expectation, presentation as well as difference in actual learning task/activity.
- Class Teachers may adapt or add to the medium-term planning ideas to support appropriate challenge & engagement for their learners

Minibeast Themed Continuous Provision Enhancements Plan Term 6 2023

Area of Provision	Area of Learning	Enhancement	Outcomes	Key Vocabulary and Questions
Book Corner	<ul style="list-style-type: none"> ▪ <i>Literacy: Reading, Pre-phonics & Phonics</i> 	<ul style="list-style-type: none"> ▪ Minibeast themed reading area with a selection of fiction and non-fiction books, enhanced with Reading hampers / book picnic, bunting, soft toys. 	<ul style="list-style-type: none"> ▪ To choose to engage with the reading area and resources ▪ To choose to look at books independently ▪ To choose to share a book with an adult or a peer 	<ul style="list-style-type: none"> ▪ Colour names ▪ Words related to shared text
Mark Making / Art Table	<ul style="list-style-type: none"> ▪ <i>Physical Development: Fine Motor</i> ▪ <i>Expressive Arts</i> 	<ul style="list-style-type: none"> ▪ minibeasts in jelly ▪ Painting with worms (spaghetti) ▪ Whisking bubble water ▪ Junk modelling bug house ▪ Printing with natural materials found outside ▪ Paper plate caterpillar 	<ul style="list-style-type: none"> ▪ To develop fine motor skills ▪ To use tools with control ▪ To develop mark making with increased intent 	<ul style="list-style-type: none"> ▪ Colour names ▪ Cutting, sticking, minibeast names
Small World / Role play	<ul style="list-style-type: none"> ▪ <i>PSED: Making Relationships</i> ▪ <i>Language & Communication: Expressive & receptive</i> ▪ <i>Understanding the World: The World</i> ▪ <i>Literacy: Mark Making</i> 	<ul style="list-style-type: none"> ▪ Create a small world forest floor for children to explore using soil, sand, gloop in tuff tray. ▪ Use natural materials such as twigs, leaves, grass to make small bug hiding spots/natural bug houses ▪ Home Corner used as a café for the minibeasts and hungry caterpillar – foods from the story to be incorporated ▪ Chopping fruit from the Hungry Caterpillar to make a fruit salad 	<ul style="list-style-type: none"> ▪ Sharing space / resources with adults/ peers ▪ Take turns ▪ To investigate and explore texture. ▪ To use language associated with size / colour / natural world ▪ To begin to develop imaginative play skills 	<ul style="list-style-type: none"> ▪ Minibeast names ▪ Dark, soft, hard, cool (textures of natural materials) ▪ clean, dirty ▪ chop, snip, sweet, crunchy
Maths Enhanced Provision	<ul style="list-style-type: none"> ▪ <i>Mathematics: Number; Numerical pattern</i> 	<ul style="list-style-type: none"> ▪ 5 little Speckled Frogs – enhance frog pool with numbers, a log and some toy frogs. 	<ul style="list-style-type: none"> ▪ To explore and recognise space and shape 	<ul style="list-style-type: none"> ▪ More, less, number names,

		<ul style="list-style-type: none"> Playdough Caterpillars – making the corresponding caterpillar body segments to match the chosen number Wiggly worms – long/short using playdough to roll different lengths. 	<ul style="list-style-type: none"> To say / identify numerals / number names 	full, empty, long, short
Sensory / Messy Play	<ul style="list-style-type: none"> <i>Physical Development: Fine Motor</i> <i>PSED</i> <i>Language & Communication</i> <i>Understanding the World: The World</i> <i>Expressive Arts</i> 	<ul style="list-style-type: none"> Jelly / slime / sand/soil – finding bugs Coloured rice / oats / sand etc Petal potion making Paint colour mixing Spray / Squirty bottles of coloured water Ice cubes with minibeasts – pipettes with warm water to drop onto the ice to free the bugs 	<ul style="list-style-type: none"> To explore natural resources To explore using different senses To communicate about resources 	Names of colours Smell, squeeze, poke, hard, soft, rough, smooth, dirty, clean, Mix. Stir, warm, cold, minibeast names
Investigation Construction Round Table	<ul style="list-style-type: none"> <i>Understanding the World: Natural world</i> <i>Language & Communication</i> <i>Physical Development: Fine Motor</i> <i>Maths: Numerical Pattern</i> 	<ul style="list-style-type: none"> Growing sunflowers – caring for plants for the bees/butterflies Provide some magnifying glasses for children to use. Encourage them to look closely at the natural materials Duplo/blocks bug houses 	<ul style="list-style-type: none"> To interact with objects independently To begin to communicate about what they are doing To make choices when creating 	<ul style="list-style-type: none"> Grow, water, light, dark, big, small. More, stop.
Outdoor Areas	<ul style="list-style-type: none"> <i>PSED: Building Relationships / Sense of Self</i> <i>Communication and Language</i> <i>Physical Development Gross & fine motor</i> <i>Literacy: Mark Making</i> <i>Reading</i> <i>Mathematics Number</i> 	<p><u>Multi-skills</u></p> <ul style="list-style-type: none"> Balance trails – balancing / jumping off Hoops / hopscotch – hopping and jumping Beanbags for throwing and catching/balancing <p><u>Mark Making</u></p> <ul style="list-style-type: none"> Squirty bottles and spray bottles Big paper on floor / fences with big paint brushes Ribbon sticks Chalks / chalk paint for walls / floor 	<ul style="list-style-type: none"> RESPECTING equipment – tidying up Turn taking Sharing resources / space Persevering To develop gross motor skills To move across a variety of surfaces with confidence To begin to make own dynamic risk assessments 	<ul style="list-style-type: none"> Verbs – hop, run, walk, jump, catch, throw etc. Adjectives – fast, quickly, slowly, carefully, high, low,

- *PSED: Building relationships*
- *Understanding the World: The World*

- Outdoor easel with paints

Den

- Build a reading Den

Soil / Sand Play

- Replace sand with soil if appropriate – add logs, twigs, leaves with minibeasts
- Flower pots / seeds / watering cans / rakes / spades
- Real / artificial flowers / vegetables

Water Play

- Flower petal / herb potion making
- Coloured water mixing
- Watering cans
- Squirty bottles
- Ice play – warm and cold