

Around the world in 30 days



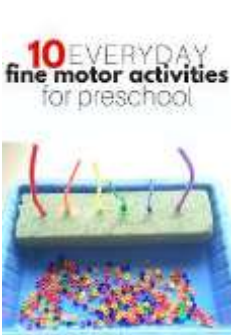



Preschool- Spring 2

2024



Blue- Caterpillars Green- Butterflies (school starters)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus	Around the world				Around England/Dorchester Week 6- Easter	
Events	Breakfast from around the world	Parents evening- Tuesday 27th February	Trip to Tesco 7th March- World Book day	Trip to cafe	Trip to the park	Wednesday 27th March from 2 O'clock Easter craft event- all parents/carers invited
Jigsaw (Personal Social and Emotional Development) Focus- Healthy Me	Focus- Everybody's Body I know the names for some parts of my body and am starting to understand that I need to be active to be healthy	Focus- I like to move it! I can tell you some of the things I need to do to be healthy	Focus- Food glorious food I know what the word 'healthy' means and that some foods are healthier than others	Piece- Sweet dreams I know how to help myself go to sleep and that sleep is good for me	Piece- Keeping clean I can wash my hands and know it is important to do this before I eat and after I go to the toilet	Piece- Safe adult I know who my safe adults are and how to stay safe if they are not close by me

Physical development	<p><u>Gross motor</u></p> <p>Use large and small motor skills to do things independently Go up steps and stairs, or climb up apparatus, using alternate feet. Enjoy starting to kick, throw and catch balls. Able to build independently with a range of appropriate resources</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks Start taking part in some group activities which they make up for themselves, or in teams Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p><u>Fine motor</u></p> <p>Develop manipulation and control (one handed tools). Holds mark making tools with thumb and all fingers. Use large and small motor skills to do things independently, for example attempts to do zips, and pour drinks. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand Use a comfortable grip with good control when holding pens and pencils.</p>					
Squiggle whilst you wiggle helps to develop children's mark making skills with a focus on developing letter like shapes.	<p>Week 1 Focus- right side- two circles</p> <p>To develop circle like shapes (letters c o a d)</p>	<p>Week 2 Focus- right side- two circles</p> <p>To develop circle like shapes (letters c o a d)</p>	<p>Week 3 Focus- spinning around and putting all of the movements together</p> <p>To develop circle like shapes (letters c o a d)</p>	<p>Week 4 Focus- to make arch like shapes to the left</p> <p>To develop 'hump' shapes (letters m n r u)</p>	<p>Week 5 Focus- to make arch like shapes to the right</p> <p>To develop 'hump' shapes (letters m n r u)</p>	<p>Week 6 Focus- to make two arch like shapes to the left and then to the right</p> <p>To develop 'hump' shapes (letters m n r u)</p>
Fine motor activities	Children will take part in a range of activities to help to develop their fine motor skills.					
						

<p>Scissor skills We will continue to help to support children to develop their scissor skills. There are six stages</p>	<p>Stage 1 Learning to Hold and Open/Close Scissors</p>	<p>Stage 2 Basic Snipping</p>	<p>Stage 3 Cutting Straight and Curved Lines</p>	<p>Stage 4 Cutting Simple Shapes</p>	<p>Stage 5 Complex Shapes and Patterns</p>	<p>Stage 6 Precision cutting, creating own cutting designs</p>
<p>Physical Development</p>	<p>Theme-head, shoulders,knees and toes To explore different body parts and how they move.</p>	<p>Theme-head, shoulders,knees and toes To explore different body parts and how they move and remember and repeat actions.</p>	<p>Theme- transport To express and communicate ideas through movement exploring directions and levels.</p>	<p>Theme- transport To create movements and adapt and perform simple dance patterns.</p>	<p>Theme- morning routine To copy and repeat actions showing confidence and imagination.</p>	<p>Theme- my journey to school To move with control and coordination, linking, copying and repeating actions.</p>
<p>Physical Development</p>	<p>We will try a range of exotic fruits and vegetable by introducing the children to exotic fruits and vegetables such as plantains, kiwis, oranges, mangoes, miniature bananas, sweet potatoes, litchis, and/or passion fruit. We will discuss food and how this helps to keep us healthy. We will continue to link this with oral hygiene.</p>					
<p>Phonics</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word.</p> <p>Children will continue to develop their listening skills by playing and taking part in a range of games linked to hearing and remembering sounds. They will continue to listen to a range of stories, sing rhymes and play games to develop their understanding of rhymes.</p> <p>They will practise tuning into sounds that they can hear in a word and will play games where they are encouraged to identify the initial sound in a word. They will also play games where they are asked to match objects by the initial sound that they make, for example marble and monkey have the m sound at the beginning.</p> <p>Practitioners will ensure that children hear oral blending throughout the day by including this in our daily routines (such as instructions and reading stories).</p> <p>Children will also take part in activities which continue to develop their knowledge and ability to hear syllables.</p>					
<p>Communication and Language, Writing, Reading</p>	<p>2-3 years Beginning to know many rhymes. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Frequently asking questions. Identifies action words by following simple instructions e.g. show me jumping</p> <p>Begin to understand more complex sentences, e.g. put your toys and sit on the carpet Learn new words rapidly and use them in communicating. Begin to talk about familiar books.</p>					

Uses language to share feelings, experiences and thoughts.
Beginning to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Communication and Language- Listening, Attention and Understanding

Enjoy listening to longer stories and can remember much of what happens
Can understand simple questions about 'who', 'what' and 'where'
Can listen to simple stories and understand what is happening.

Speaking

Use a wider range of vocabulary.
Understand a question or instruction that has two parts
Use longer sentences of four to six words.

Comprehension

Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom

Listen to a story and comment on the events

Writing

Attempt to write their name in a way that they or others can recognise
Discuss the marks they make, e.g. "this says car"
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page.

Literacy

We have a Preschool character called Custard who will travel to all different parts of the world and will share his travels with us. The children will be encouraged to draw and write messages to Custard, asking him a range of questions in order to learn new things about the countries that he is visiting. We will also meet another travelling companion called Paddington!



Create a role-play aeroplane for children to explore together as they go on an adventure around the world. Set out rows of chairs, provide costumes

and invite them to take on roles as pilots, flight attendants and passengers and decide on different destinations to visit.

Invite children to take turns to sit on a 'magic carpet' and say a sentence about somewhere they would like to visit. This could be a specific place or more general. Support children to add details to their sentences to describe the place or say why they would like to go there.

Create a photo booth for children to use with props, such as suitcases, sunglasses, hats and postcards. Invite children to work together to take photos to create holiday photos. These could be placed into photo albums for children to talk about together.

Talk about places that are special to the children. These could be local places or places further away where they may have been on holiday or to see family and friends. Encourage the children to share their ideas and thoughts with others and how these special places make them feel.

Provide a variety of different types of clothing for children to explore and practise putting on that would be needed for different weather conditions around the world. Include different types of hats, scarves, gloves, coats, sunglasses and shoes.

Decorate a cardboard box to look like an aeroplane. Act out a story line with a focus on introducing and modelling new vocabulary.

We will provide a range of opportunities for children to develop their listening and communicating skills. We will create 'world explorer' bags for children to use in role-play activities. We will add different types of clothing, binoculars and maps.

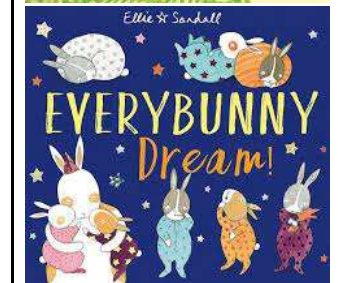
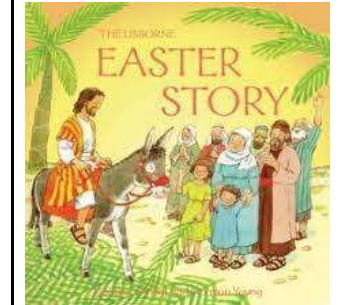
We will encourage the children to make their own postcards with a focus on them being able to make marks and give meaning. Our older children will be encouraged to write their names by finding their name card independently.

Discuss ways of keeping in touch with people who live far away. Talk about writing letters, phone calls, video calls and emails. Children could draw pictures to send to families or friends in other places to show that they care for those people even when they are far away.

Set up a passport area. Provide photos of each child inside a paper passport. Invite each child to find their passport and write their name under their photo.

Butterfly children- Can you make a suitcase- what things would you put inside if you were going on holiday?


Texts



Maths- Caterpillars

React to changes of amount in a group of up to three items.
Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
Recites some number names in sequence
Beginning to recite numbers past 5.
Beginning to show finger numbers up to 5.
Beginning to recognise numerals of personal significance.
Beginning to categorise objects according to properties such as shape or size.

	<p>Beginning to use positional language. Notice patterns and arrange things in patterns. Climb and squeezing selves into different types of spaces Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Children will continue to explore positional language through a range of activities and experiences. They will sing songs, introducing them to positional language and actions, they will play with toys and will focus on them being in/on/under/to the side and they will play games such as hide and seek.</p> <p>Our daily routines ensure that our children get plentiful opportunities to practise their mathematical skills. Things such as songs, counting how many children are in the line, counting snack and toys.</p> <p>Children will sing a variety of songs to help develop their mathematics. They will recite number names, be encouraged to show their 'number fingers' and begin to talk about how old they are and link these with the numeral.</p> <p>Children will continue to develop their understanding of size, shape and weight through practical hands-on experiences. They will sort items, be encouraged to build using a range of resources where practitioners will model mathematical language and encourage 'noticing' skills. For example "I can see that this is the biggest block, this is the middle one and this is the smallest block."</p> <p>Children will explore patterns in a range of ways such as through music and rhythm, objects and patterns such as dots and stripes.</p>					
<p>Maths- Butterflies</p>	<p>Composition of 4 Children will continue to explore how numbers are composed of smaller numbers.</p>	<p>Counting 5 Children focus on counting 5 objects</p> <p>Numeral 5 Children are introduced to what the numeral 5 looks like and match the numeral 5 to the quantity.</p>	<p>Recognise pentagons Children learn that pentagons are 2-D shapes that have 5 sides. They will be asked to identify them by counting their sides</p> <p>Composition of 5 Children explore the composition of number 5 using Numicon pieces to make a shell for Sammy the Snail</p>	<p>Composition of 5 Children explore the composition of 5</p>	<p>Consolidation – Subitising Subitise counters on a 5 frame and objects arranged in dice patterns. Then, show the matching amount on your fingers.</p>	<p>Consolidation – Counting and numerals</p>
<p>Understanding the world objectives</p>	<p>Talk about the differences between materials and changes they notice. (Snow, Ice melting) Notice differences between people. (culture wheels, family days/ photos) Beginning to plant seeds and care for growing plants.</p>					

	<p>Explore collections of materials with similar and/or different properties.</p> <p>Beginning to use all their senses in hands on exploration of natural materials (curious to explore and make own choices).</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Explore how things work</p> <p>Plant seeds and care for growing plants</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Show interest in different occupations</p>		
Understanding of the World	Week 1-4	Week 5	Week 6
	<p>We will display a large map of the world. Requests for postcards to arrive from all over the world has been made. Once these arrive, we will hang the postcards around the map, pinpointing the locations. We will then spend time learning about this country/location. We will spend time comparing countries to our own, finding out what makes the same and what makes them different.</p> <p>We will locate countries on our globe.</p> <p>We will talk about where different animals live and discuss how they have adapted to live in different climates.</p> <p>We will discuss different time zones and that when we are awake different parts of the world are asleep.</p> <p>We will look at different ethnicities and will find out more about what the geography of the country looks like, what animals are native to it and the types of food that are eaten there.</p> <p>We will link our postcard deliveries to previous learning where we learnt about the postal service and how postcards were being delivered to us. We will recap the story of 'The Jolly Postman.'</p> <p>We will visit a post office, Tesco to purchase different food from around the world</p> <p>We will learn about how to look after our world</p> <p>We will make a range of food from around the world following a recipe. For example, children</p>		<p>We will spend time exploring our local environment</p> <p>We will...</p> <p>visit our local parks</p> <p>visit a cafe</p> <p>take walks around our local environment</p> <p>We will plant seeds and watch them grow over time.</p> <p>We will learn about how to take care of them.</p>  <p>We will spend time looking at a range of plants and will begin to be able to identify part of a plant and what they need to grow. This will link with our Summer one topic which is 'Sunshine and Sunflowers.'</p> <p>We will learn about how others celebrate Easter (if at all) and will share our own experiences of Easter celebrations.</p>

will make a small pizza from Italy.

We will discuss the role that other people have around the world, be that postal workers, pilots, etc. We will re-read the story of The Jolly Postman.

Talk about ways that the children can help to look after the planet, such as switching off taps and recycling. We will take part in a litter pick around our school grounds and talk about how this helps to look after our local environment and wildlife.

We will compare the homes that we live in to other homes. We will make a range of homes using different resources (linked with Expressive Arts and Design).



We will continue our learning around the seasons. We will look for signs of spring and what this looks like for us in our country. We will think about the weather and will discuss things such as clothing and activities that we may do/wear now that it is Springtime. We will then compare our weather and experiences to other parts of the world and identify if they are the same or different and why.

We will go on nature trails and will plant a range of seeds.



<p>Discovery RE</p> <p>Theme: Easter</p> <p>Key Question: What is Easter?</p> <p>Religions: Christianity</p>	<p>Week 1</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>
	<p>Focus- Easter and signs of Spring</p>	<p>Focus- Easter and Springing into Life</p>	<p>Focus- Easter- what is it?</p>	<p>Focus- The Easter story, the beginning</p>	<p>Focus- The Easter story, the middle</p>	<p>Focus- The Easter story, the end</p>
<p>Expressive Arts and Design/FMS activities</p>	<p>Begin to use their imagination as they consider what they can do with different materials.</p> <p>Explore their voices and enjoy making sounds. (loud, quiet, fast, slow)</p> <p>Manipulate and play with different materials using various tools like scissors, cutters, hammers.</p> <p>Beginning to make simple models which express their ideas.</p> <p>Makes marks intentionally. (in flour, sand, pens, crayons, paint etc)</p> <p>Freely explores paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Develop storylines through small-world or role-play.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>					
<p>Expressive Arts and Design/FMS activities</p>	<p>We will explore a range of musical instruments and will use our map of the world to locate where they originate from</p> <p>We will create our own musical instruments.</p>			<p>We will explore Spring and will link this with our creative activities. Children will have a range of opportunities to use a range of tools and materials to create</p>	<p>Easter</p> <p>We will take part in a range of easter craft activities</p>	



We will make flags linked to the countries that we have received postcards from.

Tam-tam

We will set pots, pans, and various sizes of metal cans on the floor. Using utensils, children can enjoy creating African sounds and rhythms.

African

We will play and watch African music for the children to observe and then invent your own dance steps.

dance



We will create our own rain stick using a range of junk modelling.

We will create 'our world' using a range of resources, ensuring that children have opportunities to develop different techniques of weaving, tearing, cutting and sticking.



We will explore artwork from around the world, using a range of equipment and experimenting with textures.

pieces of art. Our focus will continue to be on the process of them taking part in these activities rather than on the finished product.



We will make easter nests





We will make flags using a range of resources and equipment.



We will add images of different buildings alongside building bricks and construction. We will invite the children to recreate the landmarks by carefully positioning, connecting and balancing the materials.

Children will be encouraged to develop their own story lines through a range of opportunities, such as small world.

