

Personal, Social & Emotional Development

- Grow in independence relating to the key routines of Cherry Class
- Thrive and grow in self-assurance
- Develop positive relationships and confidence in key Cherry Class staff
- Develop friendships with other children
- Begin to show 'effortful' control over emotions and engage in 'talk' about how they are feeling
- Engage with toilet training routines
- _begin to notice differences between themselves and others

Communication & Language

- Use single words in context within Cherry Class and for those who are able, start to develop phrases and short sentences in a conversation
- Make themselves understood with words, gestures and a mixture of both!
- Show understanding of language in familiar routines and situations
- Listen to other people's talk with interest
- Listen with interest to stories and show an understanding of what is happening with pictures to aid.
- Develop ability to concentrate on and explore a play activity/resource/loose part of choice

Physical Development

- Support access for children to develop dens, tunnels and small spaces, using appropriate and range of resources.
- Encourage children to build and practice skills such as kicking, throwing and catching a ball.
- Learn to jump/climb/spin and encourage risky play when outside to test their own boundaries.
- To be able to ride a scooter/ tricycle.
- Encouraging children to be independent when getting ready managing zips, buttons and pouring drinks (self-care).
- Develop ability to manipulate and control using vast resources.

Ideas for interactions, activities and continuous provision

- Engage with the 'rhythm of the day' – self registration, coat on and off, shoes on and off, finding peg, Good Morning time, tidy up time, story time, home time.
- Engage with new now and next board to support routine and develop understanding.
- Regular praise for achievements relating to C of EL**
- Engaging with morning and departure greetings and songs, approaching key staff with needs (spoken or in gesture), interacting with key staff in play, engaging in 'chat' relating to the home and all about me boards – add on Autumn chat.
- A whole group approach to learning in the morning to do with topic activities to encourage interaction and blossoming friendships, facilitate opportunities to join in with friends in play.**
- On-going discussion between staff and children when situations arise and praising children when they are able to wait, share, stop, help, give, thank.
- Close communication with parents/carers to ensure consistency in approach between home and school, especially with toilet training**
- Supporting key children with own choice boards in the morning aiming to provide understanding, routine, choice and play within the classroom.
- Staff to use feeling lanyards to communicate children's feelings/needs also to support SEN.**

Ideas for interactions, activities and continuous provision

- Engage in language as part of 'everyone around the table', circle time, story and song time, snack time and as part of general play activities with staff and other children.
- Engage with now and then/next discussions add on – use board to support. Staff use simple gestures and language to question children and encourage them to explain/say what is happening (e.g. putting out the snack, picking up a story etc. Snack now consisting designated snack area – talk the children through new routine using now and then. (See Physical Development). Children to use snack wall first to establish what is for snack – new fruits to try.
- Regular and short (duration) opportunities for listening to staff and other children (e.g. home time – what have you enjoyed today?) Taking turns at hand washing and home time.**
- Daily story sessions in whole/small group with the adult encouraging children to point out matters of interest in the pictures and to talk/answer questions about what they are listening to. Learning the story of Jack and The Beanstalk, exploring new life and, farm stories, stories surrounding growing, buds, seeds, flowers etc.
- Provide a range of differing play resources/loose parts and toys that children can explore on their own to show concentration and development schemas. Add on Jack and the beanstalk puppets/story, farm yard, farm animals, grass, characters farmer, sheepdog, hay, materials etc.**

Ideas for interactions, activities and continuous provision

- **Children in Cherry to plan and build small spaces/dens used during play. Having necessary building materials to support group/independent play such as boxes, tape, material, pegs. Supporting this play through building nests, cosy places small animals would need to be born, bird hide outs.**
- Access outside daily to develop gross motor skills above and equipment to provide these play opportunities encouraging children to join in with skill based games. Start gardening and using gardening tools safely, what are the tools called? what do we use them for? Planting first set of vegetables.
- **Cherry staff to take opportunities during routines for children to have "I will try" attitude surrounding independence e.g. going home/outside. Add on during snack –children to pour own milk, collect plate, collect snack, sit at the table. To hold small cup and drink, put away snack when finished – using words "I'm finished"**
- Providing opportunities and a range of play resources/tools to support manipulation and control e.g. play dough, gluing and sticking, pre/scissors skills surrounding topic based. New life display pictures.
- **Pancake faces – to eat and make - skills to use cut/chop, roll, count, group, taste.**
- Pancake playdough

Child-Led Topics and Activities

Other topics and activities may be used in response to children's interests. All adult-led topics may be adapted or removed depending on the responses of the children. Core Mathematical and Communication and Language skills will be central to all adult led activities and adult intervention within child initiated learning.

Cherry Class Spring 2 2022



What I see outside (new life) – a vehicle for exploration
The story of Jack and the Beanstalk
Celebrations & Festivals –Mother's Day Shrove Tuesday, Easter
World book day

Key Vocabulary

Celebrate family Easter Mother's Day Pancake

Beanstalk Jack Daisy

Magic beans buds sprouts seeds flower snowdrop daffodil

Colour Giant Harp Golden Egg Castle Hen Axe Poor

Jacks Mother Warmer Chicks Lambs calves Blossom Bluebells

Biscuits Buns Cake Cupboard Shopping Stripes Tiger Sophie

Literacy

- enjoy topic songs and rhymes, sitting for small amounts of time and joining in/copying.
- Copy movements or gestures.
- Share favourite books with familiar adults within the class exploring questions, comments own ideas.
- help develop play around children's favourite stories at the present time.
- daily opportunities for children to access mark making and free drawing
- notice some print such as numbers and letters in the environment and familiar logos

Ideas for interactions, activities and continuous provision

- Creating a quiet and listening space to provide daily songs and rhyme time in the story corner collectively.**
- use songs and rhymes the children can join in independently using own fingers/gesture movements. Song bag and children to choose own song and to use this opportunity to introduce Thrive activities and games using story puppets/teddies.
- provide topic/children's interest books and a safe place to enjoy and talk about books of their liking. Adults to support language and small sentence making during these times.**
- support play around favourite stories providing props/resources and joining in/modelling play.
- Support children using various mark making tools to access and draw meaning to their marks.**
- Place numbers around Cherry class to refer to in conversation, eg, number of children here today. Encourage recognition of first letter of name on peg
- Encourage children to be readers as they recognise logos – McDs, Morrisons, Sainsbury's Wilkos etc.

Expressive Arts and Designs

- move and dance to music.
- make/enjoy rhythmical repetitive sounds.
- explore a range of sound-makers and instruments and use them in different ways.
- take part in songs, rhymes, actions, sounds and rhythm.
- develop a sense of pretend play and using objects to represent another.
- explore and investigate materials using all senses.
- support their imagination with various materials to create.
- make simple models to express ideas/interests.

Mathematics

- supporting children combining objects like stacking plates and cups and using objects to put inside/take out.
- take part in finger songs/rhymes to encourage counting and explore number.
- react to changes of amount in a group.
- compare amounts using vocabulary lots, more and same.
- Develop counting-like behaviour such as sounds, pointing or saying some numbers sometimes in sequence in everyday play/learning.
- climb and squeeze into types of spaces.
- Complete inset jigsaws/puzzles.
- compare size/weight using words like bigger/little/smaller/high/low.
- notice patterns and arrangements.

Ideas for interactions, activities and continuous provision

- using everyday resources/loose parts within the classroom to provide opportunities to count, group.**
- Staff to encourage/explore and model number play using vocabulary above during topic activities for example – 1, 2, 3, 4, 5 speckled frogs
- topic jigsaws to complete and challenge.**
- creating patterns of spring using paint, loose parts.
- Sorting size with various loose parts objects or natural objects – seeds, buds, flowers, petals, stems.**
- Empty and full add on - nearly full new water play jugs.**
- opposites on/off, bumpy/smooth, sweet/sour(pancakes).
- pancake number flip.**

Ideas for interactions, activities and Continuous provision

- having daily access within Cherry provision to support musical ideas and making their very own music up or making a musical instrument.**
- learning spring songs and new life.
- giving the children a chance to fill in missing gaps in songs or key story.**
- update art corner with various materials children can work with to create and make making links with topic.

What it's like to be Jack/Giant.

Understanding the World

- Explore natural materials indoors and outside.
- Explore and respond to different phenomena in the world around them.
- Make connections and celebrate features of their own families and peers.
- Notice differences between people.

Ideas for interactions, activities and continuous provision

- having daily opportunities to explore/discover natural objects and the world around them using senses. Encourage the children to describe (What I see)**
- Notice and talk about differences in our families and how we celebrate – Mother's Day, Easter (eg. When talking about Mother's Day - I went to Grandma's house to celebrate and you stayed at home)
- Creating and building own nesting habitats to support key topic new life.**
- New life walks – spotting buds, sprouts, flower (daffodils, snow drops, crocuses.)
- making a special card for important people in their life in celebration of Mother's Day.**
- Joining in with World Book Day – dressing up and reading/sharing our favourite stories.
- **Celebrate Easter by making cards to take home**
- Celebrating the Hindu festival of colour Holi – cotton wall hammer paint splats, Holi spring tree, Holi dance baby shark version, ice paint.**

Related Stories and Songs

Jack and the Beanstalk
The Runaway Pancake
The Tiger who came to tea
Pancakes Pancakes
Festival of Colours
Apple Tree Farm books.
The Runaway Chapatti

Five Little Speckled Frogs
Give Little Ducks Went Swimming One Day