

ASHTON WEST END PRIMARY AND NURSERY SCHOOL
 Nursery Half Termly Planner April to May 2018 Class NL Mrs Long
 Traditional Tales, castles,

	Week 1	Week 2	Week 3	Week 4(4 day week)	Week 5	Week 6
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Jack and the beanstalk TBAT demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults TBAT initiate conversations, attend to and take account of what others say TBAT explain own knowledge and understanding, and asks appropriate questions of others. TBAT take steps to resolve conflicts with other children e.g. finding a compromise TBAT describe self in positive terms and talk about abilities TBAT confidently speak to others about own needs, wants, interests and opinions. TBAT inhibit own actions/behaviours e.g. stop themselves from doing something they shouldn't do TBAT understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. TBAT show an awareness of the boundaries set, and of behavioural expectations in the setting. TBAT begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Remind children of the nursery rules. Introduce new reward system to encourage appropriate behaviours Share news about what we did over the holidays Introduce small tasks to give children responsibility Encourage children to share Encourage children not to hurt each other What is it to be poor/rich? How can we help others? Do we go into others house without knocking/being invited? What do you think could be at the top of the beanstalk?</p> <p>Links- C&L, UW, PD</p>	<p>Jack and the Beanstalk TBAT demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults TBAT initiate conversations, attend to and take account of what others say TBAT explain own knowledge and understanding, and asks appropriate questions of others. 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Do we go into others house without knocking/being invited? What do you think could be at the top of the beanstalk?</p> <p>Links- C&L, UW, PD</p>	<p>Goldilocks and the Three Bears TBAT demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults TBAT initiate conversations, attend to and take account of what others say TBAT explain own knowledge and understanding, and asks appropriate questions of others. TBAT take steps to resolve conflicts with other children e.g. finding a compromise TBAT describe self in positive terms and talk about abilities TBAT confidently speak to others about own needs, wants, interests and opinions. TBAT inhibit own actions/behaviours e.g. stop themselves from doing something they shouldn't do TBAT understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 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Stranger danger</p> <p>Links- C&L, UW, PD</p>	<p>Goldilocks and the Three Bears TBAT demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults TBAT initiate conversations, attend to and take account of what others say TBAT explain own knowledge and understanding, and asks appropriate questions of others. TBAT take steps to resolve conflicts with other children e.g. finding a compromise TBAT describe self in positive terms and talk about abilities TBAT confidently speak to others about own needs, wants, interests and opinions. TBAT inhibit own actions/behaviours e.g. stop themselves from doing something they shouldn't do TBAT understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. TBAT show an awareness of the boundaries set, and of behavioural expectations in the setting. 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Introduce new reward system to encourage appropriate behaviours Share news about what we did over the holidays Introduce small tasks to give children responsibility Encourage children to share Encourage children not to hurt each other Discuss the wolf's behaviour and why he behaved as he did. What could we take to grandma's house to make her feel better? - What makes you feel better when you are poorly? Discuss stranger danger and who to go to for help</p> <p>Links- C&L, UW, PD</p>	<p>Little Red Riding Hood TBAT demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults TBAT initiate conversations, attend to and take account of what others say TBAT explain own knowledge and understanding, and asks appropriate questions of others. 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Discuss the wolf's behaviour and why he behaved as he did. What could we take to grandma's house to make her feel better? - What makes you feel better when you are poorly? Discuss stranger danger and who to go to for help</p> <p>Links- C&L, UW, PD</p>

Jack and the Beanstalk
 TBAT listen to stories with increasing attention and recall
 TBAT join in with repeated refrains and anticipates key events and phrases in rhymes and stories
 TBAT maintain attention, concentrate and sit quietly during appropriate activity
 TBAT show understanding of prepositions such as ‘under’ ‘on top’ ‘behind’ by carrying out an action or selecting correct picture
 TBAT begin to understand ‘why’ and ‘how’ questions
 TBAT listen and respond to ideas expressed by others in conversation or discussion
 TBAT use a variety of questions
 TBAT use simple sentences (e.g. “Mummy gonna work”)
 TBAT retell a simple past event in the correct order (e.g. went down the slide, hurt finger)
 TBAT begin to use more complex sentences to link thoughts (e.g. using and, because)
 TBAT use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
 TBAT use a range of tenses (e.g. *play, playing, will play, played*).
 TBAT use vocabulary focused on objects and people that are of particular importance to them.
 TBAT build up vocabulary that reflects the breadth of their experiences.
 TBAT use talk in pretending that objects stand for something else in play, e.g. ‘*This box is my castle.*’
 TBAT link statements and sticks to a main theme or intention.
 TBAT use talk to organise, sequence and clarify thinking, ideas, feelings and events.
 TBAT introduce a storyline or narrative into their play.

Continue to encourage the children to talk to staff and make friends and to talk about matters of interest to them. Staff to ask children about their likes and dislikes, children to be encouraged to answer.
Children to find and write their name on entry
 Children to hear and repeat the initial sound of their name
 Talking in full sentences
 Asking simple questions
Using vocabulary related to the theme/topic- Jack and the beanstalk, plants
Describe the characters in the story
Join in with repeated refrains and phrases in the story
Retell the story

Links- PSE, Literacy, EAD

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Find out about St George and the dragon, bake scones and design shields, find out about castles?

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 Asking simple questions
Using vocabulary related to the theme/topic
Describe the characters in the story
Join in with repeated refrains and phrases in the story
What would you do if you were Little Red Riding Hood and met the wolf?
Retell the story

Links- PSE, Literacy, EAD

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What would you do if you were Little Red Riding Hood and met the wolf?
Retell the story

Links- PSE, Literacy, EAD

LITERACY

Jack and the Beanstalk
 TBAT recognise rhythm in spoken words
 TBAT join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
 TBAT begin to be aware of the way stories are structured.
 TBAT suggest how the story might end.
 TBAT listen to stories with increasing attention and recall.
 TBAT describe main story settings, events and principal characters.
 TBAT hear and says the initial sound in words.
 TBAT sometimes gives meaning to marks as they draw and paint.
 TBAT ascribe meanings to marks that they see in different places.
 TBAT give meaning to marks they make as they draw, write and paint.
 TBAT begin to break the flow of speech into words.
 TBAT segment the sounds in simple words and blend them together.
 TBAT write own name and other things such as labels, captions.
 TBAT attempt to write short sentences in meaningful contexts.

Continue to develop fine motor control by providing pencil play sheets, play dough and cutting skills. Encourage the children to make marks in the writing and workshop areas and say what they have written. Encourage children to write their names
 Describe the characters
 Retell the story
 Sequence the story
 Draw the characters
 Draw the setting
 Draw what happens at the beginning/middle/end of the story
Phase 1 phonics

Links – PD, C&L, PSE, EA&D

TARGET: TBAT introduce a storyline or narrative into their play.

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Use non fiction books to find out about castles/ plants
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 Encourage children to write their names
 Describe the characters
 Retell the story
 Sequence the story
 Draw the characters
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 Draw the characters
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 Draw what happens at the beginning/middle/end of the story
Phase 1 phonics

Links – PD, C&L, PSE, EA&D

TARGET: TBAT introduce a storyline or narrative into their play.

Little Red Riding Hood
 TBAT recognise rhythm in spoken words
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 TBAT listen to stories with increasing attention and recall.
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 Describe the characters
 Retell the story
 Sequence the story
 Draw the characters
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 TBAT attempt to write short sentences in meaningful contexts.

Use non fiction books to find out more about wolves?
 Continue to develop fine motor control by providing pencil play sheets, play dough and cutting skills. Encourage the children to make marks in the writing and workshop areas and say what they have written. Encourage children to write their names
 Describe the characters
 Retell the story
 Sequence the story
 Draw the characters
 Draw the setting
 Draw what happens at the beginning/middle/end of the story
Phase 1 phonics

Links – PD, C&L, PSE, EA&D

TARGET: TBAT introduce a storyline or narrative into their play.

Jack and the Beanstalk
 TBAT know that numbers identify how many objects are in a set.
 TBAT sometimes matches numeral and quantity correctly
 TBAT separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.
 TBAT compare two groups of objects, saying when they have the same number.
 TBAT count up to three or four objects by saying one number name for each item.
 TBAT count actions or objects which cannot be moved.
 TBAT select the correct numeral to represent 1 to 5, then 1 to 10 objects.
 TBAT count an irregular arrangement of up to ten objects.
 TBAT estimate how many objects they can see and checks by counting them.
 TBAT use the language of 'more' and 'fewer' to compare two sets of objects.
 TBAT find the total number of items in two groups by counting all of them.
 TBAT say the number that is one more than a given number.
 TBAT find one more or one less from a group of up to five objects, then ten objects.
 TBAT recognise numerals 1-5
 TBAT count objects to 10 and beginning to count beyond 10
 TBAT count out up to 6 objects from a larger group
 TBAT recognise numicon 1-10 and sequence them in the correct order
 TBAT use positional language.
 TBAT show interest in shape by sustained construction activity or by talking about shapes or arrangements.
 TBAT begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
 TBAT begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
 TBAT select a particular named shape.
 TBAT describe their relative position such as 'behind' or 'next to'.
 TBAT order two or three items by length or height.
 TBAT order two items by weight or capacity.
 TBAT use familiar objects and common shapes to create and recreate patterns and build models.

Counting beans
 Selecting beans from a larger group
 Estimating how many beans are in a container
Share beans between friends- talk about who has most/fewer and whether it is fair
 Capacity using beans
 Where is the Giant- positional language?
 Size ordering and language related to size

TARGET: TBAT use language related to fractions

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 Selecting beans from a larger group
Estimating how many beans are in a container
 Share beans between friends
 Capacity using beans
Where is the Giant- positional language?
 Size ordering and language related to size
Shape castles
TARGET: TBAT use language related to fractions

Goldilocks and the Three Bears
 TBAT know that numbers identify how many objects are in a set.
 TBAT sometimes matches numeral and quantity correctly
 TBAT separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.
 TBAT compare two groups of objects, saying when they have the same number.
 TBAT count up to three or four objects by saying one number name for each item.
 TBAT count actions or objects which cannot be moved.
 TBAT select the correct numeral to represent 1 to 5, then 1 to 10 objects.
 TBAT count an irregular arrangement of up to ten objects.
 TBAT estimate how many objects they can see and checks by counting them.
 TBAT use the language of 'more' and 'fewer' to compare two sets of objects.
 TBAT find the total number of items in two groups by counting all of them.
 TBAT say the number that is one more than a given number.
 TBAT find one more or one less from a group of up to five objects, then ten objects.
 BAT recognise numerals 1-5
 TBAT count objects to 10 and beginning to count beyond 10
 TBAT count out up to 6 objects from a larger group
 TBAT recognise numicon 1-10 and sequence them in the correct order
 TBAT use positional language.
 TBAT show interest in shape by sustained construction activity or by talking about shapes or arrangements.
 TBAT begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
 TBAT begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
 TBAT select a particular named shape.
 TBAT describe their relative position such as 'behind' or 'next to'.
 TBAT order two or three items by length or height.
 TBAT order two items by weight or capacity.
 TBAT use familiar objects and common shapes to create and recreate patterns and build models.

How many spoonful of porridge is needed to fill the container?
Order objects into small/medium/large
Sharing cakes/food (using language related to fractions and sharing)
Comparing sizes- small, medium, large
 Have large/medium/small bowls-can you fill the bowl so it is almost empty/half full/almost full/full?
 Fill bowls with porridge- which bowl has the most/least?
 Positional language

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Use shapes to create a picture of Grandma's cottage?
 Share the food in grandma's basket with a friend- how much do you have altogether?
Double the number of cakes in grandma's basket
Positional language

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Count the number of cakes in Grandma's basket
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UNDERSTANDING THE WORLD

Jack and the Beanstalk
 TBAT show an interest in different occupations and ways of life
 TBAT to show an interest in the lives of people who are familiar to them
 TBAT remember and talk about significant events in their own experience
 TBAT recognise and describe special times or events for family or friends
 TBAT know some of the things that make them unique and can talk about some of the similarities and differences in relation to their friends and families.
 TBAT notice detailed features of objects in their environment
 TBAT comment and ask questions about aspects of their familiar world such as the place where they live or the natural world
 TBAT talk about some of the things they have observed such as plants, animals, naturals and found objects
 TBAT develop an understanding of growth, decay and changes over time
 TBAT show care and concern for living things and the environment
 TBAT know that information can be retrieved from computers
 TBAT seek to acquire basic skills in turning on and operating some ICT equipment
 TBAT know how to operate simple equipment e.g. turns on CD player and uses remote control
 TBAT use a simple age appropriate program
<http://www.bbc.co.uk/programmes/p01f1fd>
 Jack and the beanstalk programme
What is inside a bean?
What does a bean need to grow?
Planting beans and seeds
 What is a castle?
 Parts of a castle

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Have a broken chair with cameras, magnifying glass etc- who has done it?
Find a way to keep Goldilocks out of the classroom to stop her eating all the porridge- write notes to Goldilocks
 Make a house for the Three Bears and compare the sizes
 Have a tea party
 Where do bears live? What do they like?

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Make a house for grandma- explore different types of homes
 Healthy/unhealthy food choices
 Talk about grandparents
 Learn about the woods- who lives there, what kind of trees are there?
 Learn about wolves- where do they live? What they are like?
Bake cakes for grandma
Find a way to help Little Red Riding Hood cross the woods to get to Grandma's house- positional language

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EXPRESSIVE ARTS AND DESIGN

Jack and the Beanstalk
 TBAT understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
 TBAT begin to be interested in and describe the texture of things.
 TBAT realise tools can be used for a purpose.
 TBAT develop preferences for forms of expression.
 TBAT begin to build a repertoire of songs and dances.
 TBAT explore the different sounds of instruments.
 TBAT explore what happens when they mix colours.
 TBAT use simple tools and techniques competently and appropriately.
 TBAT sing to self and makes up simple songs.
 TBAT make up rhythms.
 TBAT build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
 TBAT use available resources to create props to support role-play.
 TBAT capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
 TBAT create simple representations of events, people and objects
 TBAT choose particular colours to use for a purpose.
 TBAT introduce a storyline or narrative into their play.
 TBAT play alongside other children who are engaged in the same theme.
 TBAT play cooperatively as part of a group to develop and act out a narrative.

Planting
Puppets
Mark making on a giant scale
Mark making on a small scale
Design own seed packet
Build a castle
Build a beanstalk

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Baking scones
Planting
Puppets
Mark making on a giant scale
Mark making on a small scale
Design own seed packet
Build a castle
Build a beanstalk

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Explore hard/soft materials
Porridge playdough
Sensory porridge play
Make porridge for snack
Sing Goldilocks and The Three Bears song
Build houses for the bears and compare sizes
Draw/ paint the characters from the story

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Explore hard/soft materials
Porridge playdough
Sensory porridge play
Make porridge for snack or make flapjacks?
Sing Goldilocks and The Three Bears song
Build houses for the bears and compare sizes
Dra/paint the characters from the story

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Draw/paint characters from the story
Sequence the story
Build Grandma a house
Tree rubbings
Stick puppets
Make a basket for Grandma
Make a bag/box to carry a cake
Make flowers for grandma

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CONTINUOUS PROVISION and OUTDOOR PLAY</p>	<p>Jack and the Beanstalk</p> <p>Explore what a traditional tale is Go on a fairy tale scavenger hunt Set up a builders' role play Read a range of traditional tales Retell our own stories Puppets of traditional tales Story stones of traditional tales</p>	<p>Jack and the Beanstalk</p> <p>Explore what a traditional tale is Go on a fairy tale scavenger hunt Set up a builders' role play Read a range of traditional tales Retell our own stories Puppets of traditional tales Story stones of traditional tales</p>	<p>Goldilocks and the Three Bears</p> <p>Explore what a traditional tale is Go on a fairy tale scavenger hunt Set up a builders' role play Read a range of traditional tales Retell our own stories Puppets of traditional tales Story stones of traditional tales</p>	<p>Goldilocks and the Three Bears</p> <p>Explore what a traditional tale is Go on a fairy tale scavenger hunt Set up a builders' role play Read a range of traditional tales Retell our own stories Puppets of traditional tales Story stones of traditional tales</p>	<p>Little Red Riding Hood</p> <p>Explore what a traditional tale is Go on a fairy tale scavenger hunt Set up a builders' role play Read a range of traditional tales Retell our own stories Puppets of traditional tales Story stones of traditional tales</p>	<p>Little Red Riding Hood</p> <p>Explore what a traditional tale is Go on a fairy tale scavenger hunt Set up a builders' role play Read a range of traditional tales Retell our own stories Puppets of traditional tales Story stones of traditional tales Come to Nursery dressed in PJs with favourite traditional tale and read them throughout the day.</p>
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