

## Planner Key

 Personal, Social and Emotional Development
  Communication and Language (CL)
  Physical Development
  Maths
  Literacy
  Understanding the World
  Expressive Arts and Design
  Possible Garden Activity

		Area	British Values Parental input Adult initiated Children’ s choice	<u>INTENT</u>  <b>Learning Intention:</b> (What will I learn, understand or Know how to do?)	<u>IMPLEMENTATION</u>  <b>Activities:</b> (What will I be doing in order to work towards, learn, understand and/or practise the learning intention?) <u>Including ICT links</u>	<b>Key vocabulary:</b>  What words will I learn and begin to be able to know, use and understand?	<u>(Implementation)</u> <b>Differentiation:</b> (How else will we be able to access the activity?)		<b>Target children:</b>  Which children is this activity planned for? Based on observations.
Monday	CL	Adult initiated		- To listen to stories with increasing attention and recall. - To describe main story settings, events and principal characters. - To retell a story in order.	<u>Story &amp; Drama Play: ‘The Train Ride’ by June Crebbin</u> <u>Story &amp; Drama Play: Elmer by David Mckee</u> The children will listen to and engage with the focus stories in small groups (indoors/outdoors).	Active listening What happens next? Who are the main story characters?	-The child will be asked simple direct questions to scaffold their learning.	-The child will be encouraged to make predictions about what may happen next. -The child will be encouraged to join in with repetitive phrases.	
	PSED	Child initiated		-To play alongside and with others in small or large groups.	<u>Child-Initiated Play</u> Practitioners will support children in child-initiated play – role-play games, board games, various construction and creative resources.	Play together; share toys; take turns; wait patiently.	Children to be encouraged to set their own tables in small or in big groups, to generate play ideas and rules to follow in their games. Practitioners will observe the children’s interactions, creativity and problem-solving skills.		
	Maths	Adult initiated		-To show an interest in shape and space by playing with shapes or making arrangements with objects.	<u>Shape Trains</u> The children will be using pre-cut shapes to make their own interpretation of a train.	Shape, same, different, train, circle, triangle, square, rectangle.	-The child will be given fewer shapes. -The practitioner will model making arrangements with shapes.	-The child will be encouraged to construct with 3D shapes.	
Tuesday	EAD	Adult initiated		-To be able to ascribe meaning to the marks they make	<u>Getting to know me drawing</u> The children are to create a self-portrait by looking in the mirror. Children have time to study their nose, eyes, mouth, etc...and how all of this fits together.	Face, head, eyes...	-Children to use their fingers to mark a face and other facial features. Focus on head, eyes, nose, and mouth.	- Children to use their fingers to mark a face and other facial features. Focus on head, eyes, nose, and mouth.  -Ask children to mark other features like hair, eyebrows etc.	
	CL/PSED	Adult initiated		- To be able to recognise and talk about different feelings.	<u>All About me - We are all different!</u> The children will look in a mirror and make a range of different faces to reflect a range of emotions. Practitioners will then take a selection of photographs to create an emotions board.	Sad Happy Tired Sick Angry Surprised	-The children will be asked simple questions in relation to basic emotions.	-The children will be asked more complex questions about emotions and feelings.	
	PSED			-To demonstrate friendly behaviour, initiate conversations and form good relationships with adults and peers.	<u>Keyperson time (Fine Motor/Shapes and Colours)-</u> Teachers to work with their own key children at planned activities.	Keyperson	-The practitioners will work 1:1 with children on their next steps.	-The child will be asked open ended questions. -They will be encouraged to consider why they have a chosen a toy/activity.	

Wednesday	Literacy	Adult initiated	-To be able to relate feelings to events.	<u>Pip and Posy – book observation</u> Children to listen the story related to different feelings and events. They will be encouraged to relate the feelings to their own experiences.	How do you feel today? What makes you happy/sad?	-The child will be asked simple questions related to feelings such as sad, happy, angry etc.	-The child will be asked more complex questions to stretch their learning e.g. Why do you think he is sad now? What is that you can do to make your friend happy? What will you do if you see another child in the playground is unhappy?	
	EAD/CL	Adult initiated	-To explore colour and how colours can be changed.	<u>Discover and Do!</u> Children will experiment by painting their hands with two primary colours. They will rub their hands together to find out what happens.	Primary colours. Secondary colours	-The child will be encouraged to think about colours, to name them accurately and to experiment with mixing them together.	-The child will be encouraged to mix any primary colours of their choice with black or white and see what happens next.	
	EAD	Adult initiated	- To be able to hold and use different tools / toys purposefully.	<u>Mark making on big paper with trains</u> The children will enjoy pushing trains through trails of paint.	Moving Up/Down Left/Right Around	-The child will work together as a team, by sharing and taking turns on the resources.	-The practitioner will divide the paper into more pieces and separate the children into groups to work collaboratively.	
			-To paint cooperatively with a familiar adult.  -To experiment using different colours through sensory exploration.	<u>Free painting</u> The children will choose what they would like to paint by using different resources such as paint, glitter, brushes, rollers, stamps etc.	Paint Colours Bright Dark Spread	-The child will be encouraged to explore different resources supported by an adult.	-The child will be given a variety of resources to paint independently.	
Thursday	Maths/EA	Adult initiated	-To begin to express own preferences and interests. -To start to categorize objects according to their properties.	<u>My favourite colour</u> Children to sort objects into different groups according to their colour e.g. yellow items in a yellow hoop. Children to talk about their favourite colour.	Primary colours Secondary colours	-The child will only be given two different colours for this sorting activity.	-The child will be provided with more than two colours for this sorting activity.	
	PD	Adult initiated	-To have fun with various mark making tools (pencil grip assessment).	<u>Learning Journals Activity</u> Children to make a special drawing - 'This is what I drew on my first day in Willow', and also create/decorate their learning journal cover by using various mark making tools.	Learning Journal Key Person	-The child will follow instructions and answer simple questions.	-The child will be encouraged to adapt their work according to feedback from a practitioner.	
	C&L	Adult initiated	- To name and use numbers in various nursery rhymes and songs.	<u>Rhymes and songs</u> Children to choose a book, rhyme or song with numbers e.g. 5 little men in a flying saucer. Encourage children to count by asking questions like: 'How many (objects) do we have left?', 'How many were there altogether?' etc.	Nursery rhymes Rhyming words	-The child will be asked simple open-ended questions to develop language. -Practitioner to ensure the child is using correct pronunciation of numbers. -Practitioners will use puppets to help the children to 'see' and understand the concept of counting.	- Children will be encouraged to sing alternative counting stories/songs.	
Friday	Maths	Adult initiated	-To share and take turns with playdough resources. -To be able to talk about ingredients for making play dough. -To recognise different shapes (in cutters).	<u>Play dough - Shapes</u> Children will use playdough and a variety of modelling tools/cutters to create various shape models. Practitioners will encourage the children to try different methods and discuss ideas.	Shapes, circle, triangle, square, rectangle, star, kite, pentagon, hexagon.	- Children will be encouraged to use and share the resources together, focus on turn taking. -Practitioners will encourage children to discuss shape and size.	-Children will be encouraged to find their own materials to add to the playdough. - Children will be encourager to predict – 'will your shape be longer/bigger than mine?'	

	<b>PSSED</b>	Adult initiated / Child initiated.	-To be able to play with a group of children. -To generate new ideas in role play games. -To use mathematical language in play situations.	<u><i>Role play –Home corner!</i></u> Children will work in small/key groups to role-play a ‘meal time’. The practitioner will ask questions as they set up, ‘how many plates will we need, how many guests are we expecting? etc...	Can we play together? Sharing, taking turns and playing collaboratively	-Children will be asked simple questions to support language development.	-Children will be asked more complex questions to stretch their learning.	
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**Additional activities:**

**Golden Rules and Book of the Week:** *Elsa Elephant, We Work Hard, We Don’t Waste Time.*

**Recycling Week:** Introducing the classroom our recycling bags (yellow bag (paper) and pink bag (plastic))//Junk modelling

**Rosh Hashanah:** 21.09.20- Apple printing

Learning and incorporating the **three learning skills** during circle time: “We listen, we look, we concentrate”

**Show and Tell** – 25.09.20 – Family photo

**Songs:** (“Hello”, “Head, Shoulders...”, “this is the way we go to school”)