

Characteristics of effective teaching and learning are: Playing and Exploring; Active Learning; and Creating and Thinking Critically.

<p><b>Unique Child</b> Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</p>	<p><b>Positive Relationships</b> Children learn to be strong and independent through positive relationships with parents and/or a key person.</p>	<p><b>Enabling Environments</b> Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.</p>	<p><b>Learning and Development</b> Children learn and develop in different ways and at different rates, including children with special educational needs and disabilities.</p>
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EYFS Statutory Requirements	Key Skills in EYFS	Early Learning Goals	Continuous Provision	Planned Activities – Nursery Spring 2 2020
<p><b><u>Communication and Language</u></b> <b>(prime area)</b></p> <p><b>Listening and attention</b></p> <p><b>Understanding</b></p> <p><b>Speaking</b></p> <p><b>This involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.</b></p>	<p>Listen attentively</p> <p>Anticipate key events</p> <p>Make relevant responses</p> <p>Give attention to others</p>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Children have an opportunity to talk in class circle times and discussions, which help to promote good speaking, listening and understanding opportunities.</p> <p>Visual prompts displayed for "Good listening" skills</p> <p>Role play area linked to class topic/learning focus</p> <p>Daily story time</p> <p>"Superstar sticker books" are shared with classmates and adults (Nursery)</p> <p>"Summer holiday" book (Reception)</p> <p>Visual timetable</p> <p>Adults model expressive language and a rich vocabulary. They expand children's utterances; model correct language structures; comment on what children are doing as they play and learn; give clear directions and develop these to instructions with two or more actions; support verbal interactions between children; ask open questions and promote conversation</p> <p>Staff have completed Makaton basic training and beginning to incorporate some Makaton signing.</p>	<p><b>Week 1</b> Listening to and joining in with story "I want a pet". Role play in vet surgery area. Using vocabulary related to the "Pets" topic.</p> <p><b>Week 2</b> Listening to and joining in with story "Mog and the vet" and non-fiction books about pets. Role play in vet surgery area. Using vocabulary related to the "Pets" topic. World Book Day. Talking about home/school learning link page, "My Pets."</p> <p><b>Week 3</b> Listening to and joining in with story "Hairy McLary". Role play in vet surgery area. Using vocabulary related to the "Pets" topic. Talking about home/school learning link page, "My Pets."</p> <p><b>Week 4</b> Listening to and joining in with story "The Perfect Pet". Role play in vet surgery area. Using vocabulary related to the "Pets" topic. Talking about home/school learning link page, "My Pets."</p> <p><b>Week 5</b> Listening to and joining in with non-fiction book, "Vel". Role play in vet surgery area. Using vocabulary related to the "Pets" topic. Talking about home/school learning link page, "My Pets."</p> <p><b>Week 6</b> Easter themed activities and associated vocabulary. Role play in vet surgery area. Using vocabulary related to the "Pets" topic and Easter activities. Talking about home/school learning link page, "My Pets."</p> <p><b>Week 7</b></p> <p><b>Week 8</b></p> <p><b>Outcome</b> Children will have had opportunities to listen and join in with familiar stories, non-fiction books and rhymes, role play and using language related to the "Pets" topic. Parents/carers have had opportunity for home learning link with "My Pet" sheet.</p>

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<p><b><u>Physical Development</u></b> <b>(prime area)</b></p> <p><b>Moving and handling</b></p> <p><b>Health and self-care</b></p> <p><b>This involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.</b></p>	<p>Show good co-ordination (large and small scale)</p> <p>Move confidently</p> <p>Negotiate space</p> <p>Handle equipment and tools</p> <p>Understand the importance of exercise and diet for good health</p> <p>Talk about ways to keep healthy and safe</p> <p>Dress independently</p> <p>Wash independently</p> <p>Go to the toilet independently</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Children have access to indoor and outdoor learning environments</p> <p>Adventure playground</p> <p>Woodland school weekly</p> <p>Playdoh and tools</p> <p>Art materials e.g. brushes, scissors, collage box</p> <p>Opportunities for threading, lacing, jigsaw puzzles</p> <p>Sand - wet/dry</p> <p>Water play</p> <p>Mark making</p> <p>Dressing up</p> <p>Healthy eating – all children are offered daily fruit and milk/water (Reception children bring own water bottle)</p> <p>Wake and Shake</p>	<p>Week 1 Cat collage shapes for number display. Playdough – pet mats and animal shapes. Tracing cards and stencils of pets</p> <p>Week 2 Playdough – animal shapes and pet mats. Paper/collage vet for display. Tracing cat, dot-to-dot cat and lacing/threading cat. Painting pictures of own pets.</p> <p>Week 3 Cutting out dog outline – scissor control for NI especially. Dog outline for threading/lacing. Playdough – pets.</p> <p>Week 4 Making Mothers' Day cards. Tracing pets cards. Painting pictures of own pets. Playdough – pets</p> <p>Week 5 Painting pictures of own pets. Playdough – pets</p> <p>Week 6 Making an Easter card. Chalk Easter egg patterns. Egg and spoon races. Easter egg patterns and decorations.</p> <p>Week 7</p> <p>Week 8</p> <p>Outcome Children will have had many opportunities to develop fine and gross motor skills in many creative ways. Children will have been active in climbing time and dancing, as well as Wake and Shake and in the outdoor adventure play area. Children will have made a collage cat as well as a Mothers' Day card and an Easter card.</p>

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<p><b><u>Personal, Social and Emotional Development</u></b> <b>(prime area)</b></p> <p><b>Making relationships</b></p> <p><b>Self-confidence and self-awareness</b></p> <p><b>Managing feelings and behaviour</b></p> <p><b>This involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.</b></p>	<p>Play co-operatively, taking turns.</p> <p>Listen to the ideas of others.</p> <p>Show sensitivity to others.</p> <p>Form positive relationships.</p> <p>Try new activities with confidence.</p> <p>Speak to others.</p> <p>Ask for help.</p> <p>Talk about feelings.</p> <p>Talk about behaviour.</p> <p>Describe behaviour that is wrong.</p> <p>Work as part of a group or class.</p> <p>Follow rules.</p> <p>Adapt behaviour for the situation.</p> <p>Accept changes to routine.</p>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules.</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p>Well-resourced environment indoors and outdoors</p> <p>Area are clearly labelled, and most resources are organised to allow children to access them independently</p> <p>Children's work is displayed in the classroom</p> <p>Clear routines are established giving children a secure structured environment in which to work</p> <p>Visual timetable</p> <p>Children are encouraged to put their belonging into their lockers independently</p> <p>Children self-register in Nursery</p> <p>There are 4 whole school assemblies</p> <p>Weekly Woodland School sessions</p> <p>Circle time activities</p> <p>Positive behaviour management- reward bags, team points, head teacher awards, attendance cup, Superstar Sticker books, Behaviour posters on display in classrooms</p> <p>School rules displayed</p> <p>Class rules displayed</p>	<p>Week 1 Feelings Book – How are you feeling today?</p> <p>Week 2 Todd Parr "The Feelings Book" What makes you feel scared, linked to Mag story.</p> <p>Week 3 Todd Parr "The Kindness Book". How can you be kind?</p> <p>Week 4 Mothers' Day – why is your mum special? New entrant visits Mon – Thurs welcoming new friends</p> <p>Week 5 Feelings Book – what makes you feel happy? New entrant visits Mon – Thurs welcoming new friends</p> <p>Week 6 Feelings Book by Todd Parr. When do you feel lonely?</p> <p>Week 7</p> <p>Week 8</p> <p>Outcome Children will have had opportunities to talk about their feelings, to learn to understand the feelings of others and to learn to take turns and co-operate in games. New NI children will be settling into Nursery and learning Nursery routines. New entrant children will have visited and been looked after by existing NI and N2 children.</p>

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<p><b>Literacy</b> (specific area)</p> <p><b>Reading</b></p> <p><b>Writing</b></p> <p><b>This involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.</b></p>	<p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words.</p> <p>Read some common irregular words.</p> <p>Demonstrate to others an understanding of reading.</p> <p>Use phonic knowledge to write words.</p> <p>Write some irregular common words.</p> <p>Write simple sentences.</p> <p>Spell some words correctly.</p> <p>Spell some words in a phonetically plausible way.</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.</p>	<p>Recognising name on signing-in hand (Nursery), lockers and name cards</p> <p>Alphabet displayed in classroom and referenced daily</p> <p>Daily phonics (Reception)</p> <p>On-going phase 1 phonics (Nursery)</p> <p>Reading corner and book box</p> <p>Daily story time</p> <p>Literacy word wall (Reception)</p> <p>Labels on displays and resources</p> <p>Mark making equipment indoors and outdoors</p>	<p><b>Week 1</b> Listening to and joining in with story, "I Want a Pet" - introduction to new topic. Phonics - Phase 1 Aspect 2 Instrumental Sounds – Animal Sounds p20 Letters and Sounds</p> <p><b>Week 2</b> Listening to and joining in with "Mog and the Vet" story. Phonics - Phase 1 Aspect 3 Body Percussion – Roly Poly p24 Letters and Sounds. World Book Day</p> <p><b>Week 3</b> Listening to and joining in with "Hairy McLary" story. Phonics – Phase 1 Aspect 4 Rhythm and Rhyme Rhyming Soup p31 Letters and Sounds.</p> <p><b>Week 4</b> Listening to and joining in with story, "The Perfect Pet" Phonics - Phase 1 Aspect 5 Alliteration I Spy Names p36 Letters and Sounds. Writing names in Mothers' Day cards.</p> <p><b>Week 5</b> Listening to and joining in with non-fiction book "Vel". Phonics, Phase 1 Aspect 6 Voice Sounds Animal Noises p45 Letters and Sounds. "The Zoo Vet" on Smartboard from Twinkl.</p> <p><b>Week 6</b> Phonics, Phase 1 Aspect 7 Oral Blending and Segmenting Toy Talk p48 Letters and Sounds. Writing names in Easter cards.</p> <p><b>Week 7</b></p> <p><b>Week 8</b></p> <p><b>Outcome</b> Children will have listened and joined in with a variety of stories, rhymes and non-fiction books related to the Pets topic. Children will have practised writing their names in a variety of situations.</p>

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<p><b>Mathematics</b> (specific area)</p> <p><b>Numbers</b></p> <p><b>Shape, space and measures</b></p> <p><b>This involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measure.</b></p>	<p>Count reliably with numbers from 1 to 20</p> <p>Place numbers from 1 to 20 in order</p> <p>Represent numbers</p> <p>Add and subtract</p> <p>Solve problems</p> <p>Use measurements</p> <p>Recognise, create and describe patterns</p> <p>Describe objects and shapes</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems including doubling, halving and sharing.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Classrooms have maths area with maths equipment readily available.</p> <p>Number lines are displayed in classrooms and outside.</p> <p>Visual timetable.</p> <p>Days of the week on display in Reception.</p> <p>Maths working wall with relevant vocab in Reception.</p> <p>The children sing number songs and rhymes.</p> <p>Problem solving activities.</p> <p>Mathematical terms and language are modelled by adults.</p> <p>A variety of 2D and 3D shapes are available.</p> <p>Birthday displays in Nursery and Reception.</p> <p>Birthday calendar on display in Nursery and Reception.</p>	<p>Week 1 Whole class tally chart about pets + pictogram on Purple Mash. Collage cats for number wall, 1-10. Clock in vet role play area for appointment times.</p> <p>Week 2 Shape Mats – 2D shapes. Circles and triangles.</p> <p>Week 3 Counting and dice game – dog bowls and bones. Emphasise/teach 11 up to 5, extend up to 10 or beyond for more able children. Counting out from a large group of objects.</p> <p>Week 4 Conservation – do children understand that the total remains the same if the objects are rearranged? Counting out real dog biscuits and rearranging.</p> <p>Week 5 Pattern – continuing an AB pattern, copying an AB pattern and some children may be able to create their own AB pattern – using multilink cubes on grids.</p> <p>Week 6 Counters on Easter egg outlines – roll dice and count out counters from a larger group. Extend to 1 more/1 less for more able children. Easter egg patterns.</p> <p>Week 7</p> <p>Week 8</p> <p>Outcome Children will have been engaged in many opportunities to practice counting, subitising, recognising patterns and 2D and 3D shapes. Children will have also compared sizes and have been supported to use appropriate comparative language.</p>

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<p><b><u>Understanding the World</u></b> <b>(specific area)</b></p> <p><b>People and communities</b> <b>The world</b> <b>Technology</b></p> <p><b>This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</b></p>	<p>Talk about past and present events</p> <p>Show sensitivity to the likes and dislikes of others</p> <p>Know the similarities and differences between themselves and others</p> <p>Learn in familiar places</p> <p>Observe and describe environments</p> <p>Recognise the uses of technology</p> <p>Use technology for a purpose</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Christmas Celebrations and traditions</p> <p>Harvest Festival (Reception), Easter, Diwali, Chinese New Year etc</p> <p>Celebration of children's birthdays</p> <p>Visitors into school</p> <p>Visits to the local community (Reception)</p> <p>Woodland School – weekly</p> <p>Link with Mandinary School in the Gambia</p> <p>Globes and world maps inside and outside</p> <p>Small world toys to explore other environments</p> <p>iPads and IWB/Smartboard</p> <p>Beebots</p> <p>Remote controlled cars</p> <p>Communication headsets</p> <p>Easi-speak microphones</p> <p>Rechargeable torches</p> <p>Talk buttons (Nursery)</p>	<p><b>Week 1</b> What do children already know about our "Pets" topic. How do we care for pets? Using Purple Mash 2Paint on Smartboard to draw a pet. Looking at pictures and videos of pets on the internet with an adult.</p> <p><b>Week 2</b> Using Purple Mash 2Paint on Smartboard to draw a cat picture. Using the internet with an adult to find out about types of cats What do they eat? What colours are they?</p> <p><b>Week 3</b> Using Purple Mash 2Paint on Smartboard to paint a dog. Looking at pictures and videos of different types of dogs on the internet with an adult.</p> <p><b>Week 4</b> Using Purple Mash 2Paint to draw a pet picture on the Smartboard. Looking at pictures and videos of other pets on the internet with an adult. Mothers' Day – how do we celebrate?</p> <p><b>Week 5</b> Using Purple Mash 2Paint to draw a pet picture on the Smartboard. Looking at pictures and videos of different types of pets on the internet with an adult. "The Zoo Vet" – Twinkl story book on Smartboard.</p> <p><b>Week 6</b> Using Purple Mash 2Paint to make a pattern on an Easter egg shape on the Smartboard. Looking at pictures and videos of pets on the internet with an adult.</p> <p><b>Week 7</b></p> <p><b>Week 8</b></p> <p><b>Outcome</b> Children will have found out about how we look after our pets and about growth and change in an animal life cycle. Children will have used the Smartboard to draw with 2Paint. Children will have talked about celebrating Mothers' Day and Easter. Children may have used BeeBots, Wonderbug, torches, i-pads, camera and talk buttons.</p>

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<p><b><u>Expressive Arts and design</u></b> <b>(specific area)</b> <b>Exploring and using media and materials</b> <b>Being imaginative</b></p> <p><b>This involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings, through a variety of activities in art, music, dance, role-play, and design and technology.</b></p>	<p>Sing songs Make music Dance Use tools and materials safely Use media and materials imaginatively Represent ideas, thoughts and feelings through design, technology, art, music, role-play and stories</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>Opportunities for children to be creative indoors and outdoors. Construction toys. Role play area in each classroom, which is different each half term and is linked to the class topic. Role play cottage outside. Range of dressing up clothes and props. Musical instruments box – inside and outside. Craft resources, paint, scissors, glue etc are available. Daily Wake and Shake. Finger puppets and puppet theatre. Singing nursery rhymes and familiar songs as well as learning new songs. Whole school singing assembly (R) Small world play.</p>	<p>Week 1 Collage cat shapes for number display. Imaginative role play in the vet surgery area. Collage vet. Painting pictures of own pets.</p>
				<p>Week 2 Collage vet continued from week 1. 2D shape cats. Painting pictures of own pets. Imaginative role play in the vet surgery area.</p>
				<p>Week 3 Painting pictures of own pets. Role play in the vet surgery area. Dance – moving like pets.</p>
				<p>Week 4 Mothers' Day card. Imaginative role play in the vet surgery area. Painting pictures of own pets.</p>
				<p>Week 5 Painting pictures of own pets. Imaginative role play in the vet surgery area. Making a pet carrier with junk modelling resources.</p>
				<p>Week 6 Imaginative role play in the vet surgery area. Easter cards. Easter egg patterns and chalk patterns outside.</p>
				<p>Week 7</p>
				<p>Week 8</p> <p>Outcome Children will have been involved in making a pet carrier, painting pictures of their pets, a collage vet, an Easter card and a Mothers' Day card. The children will have taken part in singing and music making. The children will have had opportunities for imaginative role play in the vet surgery area.</p>