

### Physical Development

- Use the parachute, shaking high, low, fast, slow, listening when to stop.
- Using large paper to practice holding a pencil, making lines and marks.
- When being active in the hall, talk about effects on the body, what we can do to help, sitting etc.
- Develop scissor control. Have different size rainbows for them to cut out as well as cutting along lines etc.
- Continue to develop gross motor skills through Yoga, large scale painting and with space hoppers.

### Mathematical Development

- Make several rainbows separating each colour so they are cut out for the children to use like a puzzle to fit inside each other.
- Continue to encourage counting how many children are in each day and a child to count along to number line.
- Play Kim's game, focusing on the objects being added or taken away.
- Whilst playing with the children ask questions such as "can you pass me **two** bricks? Cars? Pens? etc" with their chosen activity.

### Understanding the World

- Talk about the Christmas period, describing special times with their family.
- Talk about what makes the children different to their friends, hair/eye colour, size etc and what similarities they have, same amount of siblings.
- Be able to operate a simple program on the ipad such as a drawing program.
- Plant vegetables outside, watching them grow and taking care of them. Talk about what they need to grow.

### Expressive arts and design

- Mix rainbow colours and explore how colours can change.
- Make musical instruments, tapping out rhythms on a drum, then children to repeat.
- Move to songs such as 'Baby Shark', 'Gummy Bear' and 'Go Noodle' songs following actions and movements.
- Have a variety of colourful paper, materials with different textures to collage with.

### Over the rainbow. Pre-School



Spring 1

### Literacy

- Name cards to be introduced to the mark making area, to encourage copying letters from their names, P/S.
- Adults asking children what their marks represent on paper, writing it for them, encourage children to the mark-making table.
- To story map with the children, emphasising how a story is structured e.g start, middle, end, adding characters, place etc.
- To focus on the following three stories. 'The Little Red Hen', 'Owl Babies' and 'The Three Billy Goats Gruff'.

### Communication and Language

- Continue with PALS developing the children to share feelings, experiences and thought amongst a small group.
- Whilst joining the children's play, use prepositions, such as "Can you put the person on top of the house?" etc.
- After story time, ask the children questions about the book. For example, **who** went to the moon? **What** did the caterpillar nibble through? **Where** was goldilocks asleep?

### Personal, Social and Emotional Development

- For the children to play simple games in small groups, developing sharing and turn taking skills.
- Give the children responsibilities to carry out tasks during the day, wiping the table ready for snack, giving the books bags out at the end of the day etc.
- Support the children with helping each other instead of always asking an adult.
- To put 'mini me' photographs of the children in the classroom for use in their play, so they can begin to ask their friends to join their play, using the photos of them and tell their own stories.
- To support the children with dealing with their own emotions and difficult social situations.