

Physical Development

- Use the parachute, shaking high, low, fast, slow, listening when to stop.
- Using large paper practice holding a pencil, making lines. Some children could represent a rainbow.
- When being active in the hall, talk about effects on the body, what we can do to help, sitting etc.
- Scissor control, have different size rainbows for them to cut out, more abled children to follow the lines.

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 I pad, drawing program.
- Plant veg outside, watching them grow and taking care of them.

Expressive arts and design

- To mix rainbow colours and explore how colours can change.
- Musical instruments, tapping out rhymes on a drum, then children to repeat.
- Move to music such as baby shark, gummy bear following actions and movements.
- Have a variety of colourful paper, materials with different textures to stick with.



Literacy

- Name cards to be introduced to the mark making area, to encourage coping letters from their names.
- Change the rhyme basket asking the children what rhymes they would like added.
- For an adult to be asking the 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, start, middle, end, adding characters, place etc.

Communication and Language

- Move from PALS to jigsaw Jenie, developing the children to share feelings, experiences and thought amongst a small group. Using the chime to listen and remain focussed.
- Whilst joining the children's play, use preposition's, such as "can you put the person on top of the house? put the train next to the track, put the baby under the blanket" etc.
- After Story time ask the children questions from 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 use 'The den' to play simple games in small groups, developing sharing and turn taking skills.
- To put mini me's of the children in the class room for them use in their play, so they can begin to then find the confidence to ask their friends to join their play, using the photos of them.
- 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.