

SUBJECT	Week 1 2.01.17	Week 2 9.01.17	Week 3 16.01.17	Week 4 22.01.17	Week 5 30.01.17	Week 6 6.02.17	
PSED	Attends to and takes account of what others say. Can describe self in positive terms and talk about abilities. Talk about how they and others show feelings. Talk about their own and others' behaviour and its consequences (understands that own actions affect other people).						
	Support children in linking openly and confidently with others, and responding to what other children have said. Make fortune cookies and write inside positive adjectives about themselves and each other. Pretend to be a Chinese Dragon, working together to make it move. Read The Gruffalo's Child – talk about how the characters feel and look at the story from their point of view. Read The Bad-Tempered Ladybird – talk about the character's feelings and the impact on others. Compare the art activities they have completed and talk about their preferences and why. What were they good at/ not?						
PHYSICAL DEVELOPMENT	Holds pencil near point between first two fingers and thumb and uses it with good control. Knows the importance of good health and can talk about ways to keep healthy. Increased control when pushing, patting, throwing and catching. Experiment with moving in different ways. Shows understanding of the need for safety when tackling new challenges, and manages some risks.						
	Continue with dough gym and fine motor activities in the morning. Grow vegetables. Make a stir fry. Read The Very Hungry Caterpillar and sort food into healthy and unhealthy. Use chopsticks. Talk about the dangers of snow and ice and how to stay safe. Play Jack Frost games and get the children to move in different ways.						
COMMUNICATION & LANGUAGE	Joins in with repeated refrains and anticipates key events and phrases in stories. They respond to what they hear in stories with relevant comments, questions or actions. Beginning to understand 'why' and 'how' questions. Use talk to organise, sequence and clarify thinking. Use past, present and future tense accurately when talking about events that have happened or are to happen in the future.						
	Read a variety of stories and stop at points to encourage the children to join in. Read a story several times to encourage repetition. Ask questions (including 'how' and 'why') during story time and encourage children to respond and ask their own questions. Provide opportunities for children to speak and listen, ensuring they take turns and focus on what each has to say. Circle time. Provide opportunities for children to participate in meaningful speaking .e.g. to present ideas, explain how they have made something, justify why they think something. Use ipads for children to record their conversations. Get them to retell the Gruffalo's Child story and ask questions about the book.						
EXPRESSIVE ARTS	Explores the different sounds of instruments.						

& DESIGN	<p>Explores what happens when they mix colours. Use simple tools to effect changes. Manipulates materials to achieve a planned effect.</p> <p>Use musical instruments, exploring tempo, beat. Provide opportunities to mix primary colours and see the affect – coloured ice. Make snowflakes, snow, ice sculptures. Make fortune cookies. Read Star by Eric Carle and make stars to achieve the same effect. Printing to make caterpillars. Make minibeasts using playdough, pipe cleaners etc. Make Easter cards. Create Chinese writing using thin brushes.</p>
LITERACY	<p>Can segment the sounds in CVC words and blend them together. Naming and sounding the letters of the alphabet. Read some common irregular words. Uses some clearly identifiable letters to communicate meaning, representing some sounds in sequence. Knows that information can be retrieved from books and computers. Can write a recipe. Attempts to write short sentences in context. Write a different part of a story.</p> <p>Model segmenting and blending. Continue to link letter sounds to names, showing links between the sound something makes and its name. Introduce tricky words – to, no, go, into. Demonstrate writing letters in sequence. Show what happens if the letters aren't next to each other. Write Easter card. Make a non-fiction book – life cycle of a caterpillar. Write own hungry caterpillar stories (changing the insect and/or food.)</p>
MATHS	<p>Count on and back from 0 – 20. Can say 1 more or 1 less than a given number. Can add two 1 digit numbers together. Can subtract two 1 digit numbers. Floating and sinking – capacity. Measuring – length.</p> <p>Chinese takeaway role play area with coins. Number lines, objects, pictorial representations. Introduce adding, subtracting, equals symbols into the environment. Different ice balls. Which ones sink etc? Measure plants and record how much they have grown.</p>

UNDERSTANDING THE WORLD	<p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Talk about how environments might vary from one another.</p> <p>Make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Show care and concern for living things.</p>
	<p>Explore Chinese New Year and how their culture is different to ours.</p> <p>Look at the Easter story and the relevance of the egg (new beginnings).</p> <p>Look at changes of melting ice.</p> <p>Talk about whether everything freezes and make predictions.</p> <p>Grow plants and observe changes. Keep a diary to record changes.</p> <p>Talk about the importance of looking after plants and what they need to survive.</p>