

September 2021 – July 2022

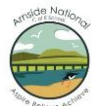
Our Curriculum	Seasonal Display / Table Possible lines of enquiry
<p>We offer a high quality, broad and balanced curriculum which has four main elements:</p> <p>Our curriculum is flexible and is adapted weekly and in the moment. The plans set here are a starting point to support new experiences. They are all expendable following planning in the moment cycle, observe, plan, teach, outcome.</p>	<p>AUTUMN 1 Title: All about Me - Healthy Me Key Questions: What do I need to do to help keep healthy? Where have I come from? Who is in my family? Key Images: ✓ Children eating healthy snacks. ✓ Children washing their hands. ✓ Children talking about family members, past & present. Key Artefacts: ✓ Family trees ✓ Baby photographs ✓ Fruit and healthy snacks</p> <p>AUTUMN 2 Title: All about Me - Into the woods Key Questions: What happens in the season Autumn? What is hibernation? Why does Christmas matter to Christians? Key Images: ✓ Autumnal scenes ✓ Leaves starting to change colour. ✓ Weather change – clothing ✓ Autumn vocabulary Key Artefacts: ✓ Hibernating animals ✓ Autumn/Winter clothing ✓ Celebration items – Diwali, Bonfire Night and Christmas</p> <p>SPRING 1 Title: The World Around us - Our wonderful World Key Questions: What happens in the season Winter? What do we wear to keep warm? Where do Polar bears live? Why do some birds fly south? What is Chinese New Year? Key Images: ✓ Children wearing winter clothing. ✓ Key winter symbols (bare trees, snow, ice) ✓ Outdoor Scenery Key Artefacts: ✓ Winter animals ✓ Winter clothing</p>

Nursery Medium Term Planning (Spring)



Home Learning Focus	
<p>AUTUMN TERM</p> <ul style="list-style-type: none"> ▪ Funky fingers activities ▪ Creative stories ▪ Autumnal and seasonal walks ▪ Confidence to ask to use the toilet. <p>SPRING TERM</p> <ul style="list-style-type: none"> ▪ Holding a pencil with a tripod grip ▪ Doing up a zip independently ▪ Holding a pair of scissors correctly ▪ Dressing yourself independently ▪ Throwing and catching a ball/object <p>SUMMER TERM</p> <ul style="list-style-type: none"> ▪ Supporting transitions ▪ Nursery to Reception ▪ Get your child ready for their new routine by switching their mealtimes to match those of the school day. ▪ Encourage your child to explore new environments and interact with new people. ▪ Talk to your child about what they are most looking forward to at school. ▪ Let your child practice putting their new school uniform on and taking it off 	<ul style="list-style-type: none"> ✓ Role play Chinese restaurant. ✓ Lunar New Year traditional artifacts <p>SPRING 2</p> <p>Title: The World Around us - Protect our planet</p> <p>Key Questions: What changes are happening outside? Have you seen/heard baby animals? Why does Easter matter to Christians?</p> <p>Key Images:</p> <ul style="list-style-type: none"> ✓ Spring animals (eggs hatching, baby lambs) ✓ Buds appearing ✓ Spring vocabulary <p>Key Artefacts:</p> <ul style="list-style-type: none"> ✓ Spring animals ✓ Spring clothing ✓ Spring Vocabulary ✓ Symbolisation of Easter <p>SUMMER 1</p> <p>Title: Let's explore – All around us</p> <p>Key Questions: What do plants need to grow? How has seaside holidays and Arnside changed?</p> <p>Key Images:</p> <ul style="list-style-type: none"> ✓ Flower's blooming ✓ Summer Vocabulary ✓ Beehives ✓ Photographs of Arnside in the past <p>Key Artefacts:</p> <ul style="list-style-type: none"> ✓ Flowers ✓ Beans growing ✓ Insects-ant home, wormery <p>SUMMER 2</p> <p>Title: Let's Explore - Transport</p> <p>Key Questions: What is your favourite way to travel? When you went on holiday how did you get there? What is difference about rescue vehicles to normal vehicles? How do we keep safe on the roads?</p> <p>Key Images:</p> <ul style="list-style-type: none"> ✓ Models of transport ✓ People who help us ✓ Uniform <p>Key Artefacts:</p> <ul style="list-style-type: none"> ✓ Vehicles ✓ Dressing up uniform in the home corner ✓ Familiar reception items – reading diary, word boxes.
Trips & Visitors	
<p>Ashmeadow – Seasonal Walks Leighton Moss – Investigations Hayes – Father Christmas Trip Leighton Hall – Forest Schools Grange Over Sands – Seaside holidays from the past Haverthwaite Steam Train – Windermere Boat Fire Station & Coast Guard Visits</p>	
Role Play Area Possible Enhancements	
<p>Key opportunities for active learning: Diwali, Bonfire night, Christmas, Lunar year, Easter, Eid, Christmas workshop Chinese takeaway Outdoor bug hotel Planting in planters and nature garden</p>	


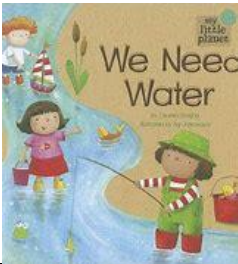
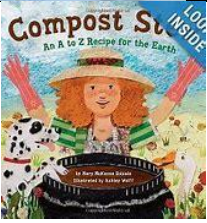
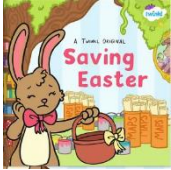
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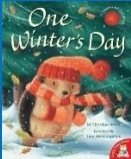






SPRING TERM




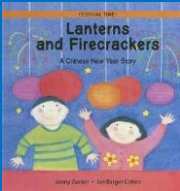


SPRING TERM	Focus Text	Phonics Phase One	Maths
	Focus Text: The Gruffalos Child 	Superheroes (31) Sound in the city – Aspect 1 Charge Up – Aspect 5 Escape from Jail – Aspect 7 Odd one out – Aspect 4 Superheroes in the Sky – Aspect 2	Number ✓ Review numbers 1 & 2 ✓ Show curiosity about numbers-offering comments, asking questions ✓ Know that numbers identify how many are in a set 1 & 2 ✓ Select a small number of objects from a larger group – give me one or two
	Focus Text: One Winter's Day 	Castle (32) Cross the Moat – Aspect 7 Watch me Roar! – Aspect 6 Castle Alliteration – Aspect 5 Who am I? – Aspect 6 Catch the Dragon! – Aspect 7	Number 3 ✓ Understand 3 is the number after 2 (1 more than) ✓ Understand what 3 means. ✓ Select 3 from a larger group. ✓ Triangle – naming a triangle when shown. ✓ Use a Triangle appropriately for pictures/models.
	Focus Text: Lanterns and Firecrackers A Chinese New Year Story 	Pirates & Mermaids (33) Overboard! – Aspect 5 Who Am I? – Aspect 6 Pirate Syllables – Aspect 4 Spy glass – Aspect 7 The pirates Treasure – Aspect 7	Number 3 ✓ To chant to 3 ✓ To recognise numeral 3 ✓ To represent 3 in different ways ✓ To select a Triangle from a group of shapes. ✓ Begin to be aware that a Triangle has 3 corners and 3 sides
	Focus Text The Tiger Who Came to Tea 	Space Aliens (34) Space Litter Picker – Aspect 7 Cheeky Aliens – Aspect 7 Build an Alien – Aspect 7 Planet Pairs – Aspect 5 Voices in Space – Aspect 6	Number 3 ✓ To subitise 3 ✓ Count 3 objects accurately. ✓ To know that 2 is one less than 3. ✓ To sort by a given criteria – triangle or circle? ✓ To order 3 things by height/length. ✓ Know the amount doesn't change if don't add or take anything away. ✓ To place 3 objects on a 5 frame Numberblocks: https://www.youtube.com/watch?v=Bkufsm9qia
	Focus Text: The Color Monster A story about emotions 	Magical Creatures (35) Cheeky Elves – Aspect 6 Magical Voices – Aspect 6 The Pixies' Toadstool – Aspect 7 Gnomes like Gold – Aspect 5 Over the rainbow – Aspect 7	SSM ✓ Find the odd one out ✓ Sort, match, label and begin to talk about objects ✓ What is the 'same' and 'different'?

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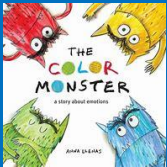




	<p>Focus Texts:</p> 	<p>Farm Animals (19) Long and Short – Aspect 6 Down on the Farm – Aspect 5 Find the Farmer – Aspect 2 Farm Rhyming Pairs – Aspect 4 Stamp around the Farm – Aspect 4</p>	<p>Number 4</p> <ul style="list-style-type: none"> ✓ Name a square and an oblong. ✓ Know what a corner is on a 2D shape. ✓ Know what a side is on a 2D shape. ✓ To select an oblong and a square from a selection of shapes
	<p>Focus Text:</p> 	<p>Jungle Animals (20) Jungle Sounds – Aspect 1 Gorilla Beat – Aspect 4 Guess My Jungle Animal – Aspect 2 Who's Hiding in the Jungle? – Aspect 7 Jungle I Spy – Aspect 7</p>	<p>Number 4</p> <ul style="list-style-type: none"> ✓ Recognise more and fewer than 4. ✓ To chant to 4 ✓ To compare amounts by applying a matching strategy. ✓ To use shapes appropriately. Sorting ✓ To sort shapes according to whether they have 4 corners or not. ✓ To notice similarities and differences between objects.
	<p>Focus Text:</p> 	<p>Under the Sea Splish, Splash, Splosh – Aspect 1 Happy Poppy Goes Snorkelling – Aspect 4 Watery Sounds Bingo – Aspects 1 Gone Fishing! – Aspect 7 Sounds from the Sea – Aspect 2</p>	<p>SSM</p> <ul style="list-style-type: none"> ✓ Copy a pattern with one attribute ✓ Begin to copy a pattern ABAB ✓ Explore pattern using actions ✓ Notice patterns in the environment ✓ Show an interest in shapes and space by playing with shapes or making arrangements with objects
	<p>Focus Text:</p> 	<p>Arctic Animals Robot Rick's Arctic Pics – Aspect 7 Arctic or Not? – Aspect 1 Arctic Animal Claps – Aspect 4 Rhyming Icebergs – Aspect 4 Fishing in the Arctic – Aspect 5</p>	<p>SSM</p> <ul style="list-style-type: none"> ✓ Continue to develop an understanding of measure ✓ Begin to develop an understanding of capacity ✓ Explore filling, pouring and using associated language – full, empty, half full.

Provision enhancement Ideas Spring














SPRING TERM	PSED/Literacy	Maths	PD/Malleable	Creative / KUW	Fine Motor
<p>Text –</p>  <p>Sound: o</p>	<p>Children's choice for letter work: Letter O hats Letter O dabbing Sheet Letter O Formation Sheet</p> <p>Children search for the letters of their name in the oats to be able to make their name. Use their name cards for support.</p>  <p>Small world area with toys from the Gruffalo's child for the children to rein act the story.</p> 	<p>Whole Class Activity Key Question: How do we measure the correct amount of ingredients? The whole class together will make Chocolate and apple crumble. Follow the instructions and the method for making apple and chocolate crumble. Key Vocab: ingredients, scales</p>	<p>Children to make a Gruffalo from the playdough and resources provided.</p>  <p>Making Gup out of cornflour and hand soap.</p>	<p>Key Question: What makes a shadow? Using torches, the children will make shadows using a cut-out character from the story. Discuss how the shadows are made. Key Vocab: light, silhouette, black</p>  <p>Completion of the floor book throughout the week</p> <p>Watch the Gruffalo's Child Watch The Gruffalo's Child Prime Video (amazon.co.uk) Painting Characters on the painting Easel</p>	<p>Key Question: Can I make a continual cut? The children first decorate their plate using the spotty rolling pin and green and yellow paint. Next the children follow cutting the line with a pair of scissors, carefully turning the plate as they cut. Finish by adding a red tongue and eye. Key Vocab: scissors, cutting, turning</p> 
<p>Text –</p>  <p>Sound : u</p>	<p>Key Question: How do you make a hot chocolate safely? One child at a time will make a hot chocolate with an adult. They are allowed to add any topping as they like. Discuss all the safety rules when it comes to making a hot drink. Why is drinking a hot drink in winter good for us? Key Vocab: Safe, hot, stir, chocolate.</p>  <p>Children's choice for letter work: Letter P hats Letter P dabbing Sheet</p>	<p>Children put the correct number of buttons onto the snowman stated by the number on the hat.</p> 	<p>To use a media of their choice to complete the bear picture in hibernation.</p>  <p>Children have a selection of fruit in the bowl. The children have to go through the routine of washing their hands, peeling and using safety measures to cut up the fruit.</p> 	<p>Key Question: Why do animals hibernate? Children stick a picture of the bear in the middle of the plate. They then use scrape tissue paper to stick around the outside of the bear to make them a nest, ready to hibernate for the winter. Whilst the children are sticking encourage conversation of why animals hibernate in the winter. Key Vocab: hibernate, winter, cold, food stores, autumn, spring</p> 	<p>Key Question: How can we make a hedgehog house? Together as a small group the children will be taken outside to the wildlife area. The children will have a selection of resources such as straw, twigs, moss and leaves. The children weave these objects into an old hanging basket to make a hedgehog house. Key Vocab: hibernation, hedgehog, winter, leaves, twigs, moss, straw.</p> 

	<p>Letter P Formation Sheet</p> <p>WELLBEING WEDNESDAY Key Question: Roger the routine rooster week 1 Key Vocab: routine, morning, evening, washing, brush, eat</p> <p>Key Question: What have you done that's kind for someone else? The children stick a picture of themselves into the centre of the paper and the teacher scribes around the outside the different ways the child suggests they can be kind. Key Vocab: helpful, share, kind, manners, good, smiling, caring.</p> 			<p>Two different slides, one rough and one smooth, which vehicle goes down the fastest?</p> 	<p>Children to independently make their own snowflake using pipe cleaners</p> 
<p>Text –</p>  <p>Sound: I</p>	<p>Key Question: Where did the Tiger come in the traditional Chinese story? (3rd) The Tiger is known as the king of all beasts in China. The zodiac sign Tiger is a symbol of strength, exorcising evils, and braveness. Many Chinese kids wear hats or shoes with a tiger image of for good luck</p> <p>Key Vocab: Tiger, braveness and strength, third</p>  <p>Children's choice for letter work: Letter U hats Letter U dabbing Sheet Letter U Formation Sheet</p>	<p>Key question: Can I recognise the number and count the corresponding amount of pompoms? Children turn over the Chinese number card, can they put the corresponding number of pompoms into the take away pot using the chop sticks Key Vocab: Numbers 1-5</p>	<p>Finger Gym Threading red, yellow and orange fire beads onto the Dragons mouth lace</p>  <p>Finger Gym Children have to move the wool noodles from the pan to the bowl using chop sticks</p> <p>Key Question: Why a lucky fish for Chinese New Year?</p>	<p>Key Question: This year is the year of the...? Read to the children the Chinese traditional tale about the race and explain that this year is the year of the Tiger. The children, make a tiger face using a paper plate and tissue paper Key Vocab: Tiger, zodiac, animals, rat, ox, rabbit, dragon, snake, horse, goat, monkey, rooster, dog, pig</p> <p>Investigation Table The children investigate the different Chinese objects, discuss</p> <p>Key question: What does blossom symbolise for Chinese New Year? At Chinese New Year people decorate their homes with fruit blossoms to symbolise the start of a cycle which will result in a</p>	<p>Key Question: Why do the celebrate using a dragon for Chinese New Year? Together we will discuss the importance of the dragon for Chinese New Year. We will make a dragon by concertinaing paper. Key Vocab: dragon, fold</p> <p>Key Question: Can I write my name in Chinese? The children will look at the Chinese alphabet. How is it different to ours? The children then have ago at writing their name in Chinese writing. Key Vocab: Chinese, letters, alphabet</p>


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	<p>WELLBEING WEDNESDAY Sienna the Serene Swan Key Question: What are emotions? 2. What affects how you feel? 3. How do you show emotions? 4. Why is reading emotions important? Key Vocab: emotions, feelings, joy, disgust, face, body</p> <p>Roleplay area Children role play being in a Chinese restaurant and takeaway being the customers and staff.</p>		<p>The fish has a symbolic meaning for the Chinese people, particularly when celebrating Chinese New Year. The Arowana Fish also known as the Dragon Fish is believed to have descended from a mythical dragon and have the power to bring happiness and</p>  <p>prosperity. It is also traditional to serve fish at the end of the New Year's evening meal, due to its name sounding similar to the words 'wish' and 'abundance' in the Chinese language. Chinese New Year is all about letting go of the negative and making way for a new happier year, the Chinese have many traditions which they undertake during the period of Chinese New Year to help to bring happiness, wealth and prosperity for the upcoming year.</p> <p>Children make a lucky fish Key Vocab: Lucky, happiness, wealth</p>	<p>plentiful crop of fruit later in the year. Peach blossoms symbolise long life, romance and prosperity so are favoured by single people looking for love in the coming year.</p> <p>Children do a range of different activities throughout the infant classrooms, nursery activity for all the infants to do will be a blossom tree. The children will use a stick to print the branches and then their finger prints and pink paint to make the blossom. Tissue paper could also be used.</p> <p>Key vocabulary: fruit, blossom, long life, prosperity & romance.</p> 	
<p>Text –</p>  <p>Sound: f</p>	<p>Key Question: What colour have you used? The children look at the different colours available, what colour have you used? Can you name anything that is the colour that you have used?</p> 	<p>Key Question: Can you use your fingers to stretch the elastic bands over the monster? Children use the different coloured elastic bands to cover the monster Key Vocab: stretch, pull, around</p> 	<p>Children's choice for letter work: Letter C hats Letter C dabbing Sheet Letter C Formation Sheet WELLBEING WEDNESDAY Yoga session with cosmic kids: Exploring feelings Yoga Club About Exploring Feelings (Week 78) 😊 😞 😠 Cosmic Kids Yoga - YouTube</p>	<p>Key Question: Can you name and sort colours? Children use the tweezers to pick up and colour pompoms and place them into the correct coloured pot.</p>  <p>Change the colours throughout the week</p>	<p>Key Question: What can I use to make a monster hat? Children use the different pieces of paper, media and fixing things to make a monster hat. Key Vocab: Colours used, stick, tape, glue, staple, staplers</p> 

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	<p>Key Vocab: Red, yellow, blue, green</p>	<p>Children independently make their own shape monster using the different resources available.</p> 	<p>Can the children match the cars? Children join the coloured cars together by using the correct coloured paint car.</p> 	<p>Key Vocab: pink, red, yellow, green, blue</p> <p>On Monday fill three jam jars with the primary colours and between each jar put an empty jar. Connect the six jars together using kitchen roll. Children observe what happens throughout the week.</p> 	<p>Children make a colour monster using their playdough and the different resources available</p> 
<p>Text –</p>   <p>Sound: b</p>	<p>https://youtu.be/PMCKXaFsmCA</p> <p>Key Question: Can you make a train from junk modelling materials? Children to cover and decorate a small box to create a carriage for a junk model train.</p> <p>Key Vocab: glue, stick, create,</p> <p>Using coloured pasta, the children tread them onto pipe cleaners that are pushed into the scissor block or polystyrene block. Discuss between peers what the best way of threading, what works and what doesn't.</p>  	<p>Key Question: What bin do these items go into? This recycling sorting game is a fun way to introduce kids to the basics of re-purposing waste! Put all the tokens face down on the table.</p> <p>Each player picks up one random token and decides which bin to place it into. Correct answers get one point, and the person with the most points at the end of the game wins.</p> <p>Key Vocab: metal, glass, plastic general waste</p> 	<p>Children's choice for letter work: Letter R hats Letter R dabbing Sheet Letter R Formation Sheet</p> <p>WELLBEING WEDNESDAY</p> <p>Key Question:</p> <ol style="list-style-type: none"> 1. What does peaceful mean? 2. When might you need to be peaceful? 3. What emotions mean you need to calm down? 4. Why is being peaceful important <p>Key Vocab: peaceful calm quiet relax emotion</p>	<p>Key Question: What picture can I make using pictures cut out from magazines and cards?</p> <p>Key Vocab: paper, recycle, cu, stick. Explanations of their picture</p> <p>Recycled Building is a toddler STEM activity using recycled material as building supplies. Using non-standard items, toddlers engineer tall towers.</p>  	<p>Key Question: What is the name of the product I'm using for printing? Children use a variety of different products to print with. Can they name what material it is made out of?</p> <p>Key Vocab: plastic, cork, metal, wood Using the coloured rice the children make shoots and runways out of cardboard tubing and tape.</p>  

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<p>Text –</p>  <p>Sound: j</p>	<p>On a tray place a large sheet of kitchen roll. Ask the children to use the per pets to squirt the coloured water onto the kitchen roll to make a pretty picture. Discuss what is happening</p>  <p>WATER PLAY for kids USING DROPPERS</p> <p>Discuss how we could collect and reuse water. What could we use the rain water for? Discuss how we can use the water to water plants. Children use a plastic milk bottle to make a watering can</p>  <p>Milk Jug watering can</p>	<p>Using the base of a plastic water bottle get the children to print a flower picture.</p>  <p>Pom, pom water transfer Fill one of the containers half way with water. Also place a towel underneath the containers to help mop up any water that spills out. Put the large pom poms into the water and let them soak up the water. This may take a few minutes so let your little play around with the pom poms in the water while they soak. Once the pom poms where nice and wet and heavy ask them to squeeze out all the water into the empty container. Children watch the empty container fill up</p> 	<p>Discuss floating and sinking with the children. Children experiment with a number of objects and discuss. Once they have sorted the objects into the two groups discuss how the corks are good for floating. Using three corks elastic band them together. Make a sail using square piece of paper and a small stick. Does their boat float.</p>  <p>Red Ted Art</p>	<p>Dinosaur Ice eggs Put a small dinosaur into the balloon and fill with water – freeze. The children then use a turkey baster and warm water to melt the dinosaur egg to release the baby dinosaur.</p>  <p>Colour Mixing Water Children have a variety of different coloured water and the children experiment using jugs and per pets to mix the colours to make another colour</p> 	<p>You need TWO containers for this. One will have water and the other will not – the large one is empty, the smaller is filled with water. Throughout the week change the different objects, numbers one day, letters another, objects another. Put the bath toys into the water filled container.</p> <p>Add in a slotted spoon. The children then scoop out the</p>  <p>objects, matching the letters to letters and numbers to numbers.</p>
<p>Text –</p>  <p>Sound: z</p>	<p>Bottle compost Key question: Why is compost important? We will need: Empty 2 Litre Soda Bottle Soil, leaves, grass, newspaper, spoiled produce, and anything else you can find in your home or yard that can be composted.</p>  <p>Soda Bottle Compost</p>	<p>Cheerio worms Can the children thread Cheerio's onto the pipe cleaner to make a worm, counting as they go? Stick eyes on to complete.</p>  <p>Key Vocab: numbers as high as they can go.</p>	<p>Finger print flowers Key question: What helps our flowers grow? Discuss how compost helps the environment and how it helps things to grow. Children to use their thumb to print a snapdragon flower.</p> 	<p>Sorting for compost Key question: What can be used to make compost? Children look at the poster of what you can and can't use to make compost. Ask the children to sort through the different things and place them into two different baskets things that can make compost and things</p>  <p>What can I compost?</p>	<p>Moving Worm Key Question: What makes good compost? Children use a strip of paper and snip along the lines, stick together in a loop attach the sticks and face and the children use the worm finger puppets to tell a story.</p>  <p>Key Vocabulary: worm</p>

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	<p>Cut the top off a 2-litre soda bottle and rinse it out well. Remove the label so that you can see everything inside the bottle well.</p> <p>Start with a layer of soil on the bottom and alternate between soil and compostable material. You can use just about any plant matter. We had some peas that were getting mushy in our fridge so we threw those in with some dead leaves, grass, and pine cones. Shredded newspaper would have been great in here too.</p> <p>When your soda bottle has been filled, add water so it can start composting. You don't want it to be sitting in water but you do want it to be damp all the way through. Let your compost sit for several weeks in a spot where it will get plenty of sunlight and won't be tipped over.</p> <p>Key vocabulary</p>		<p>Key vocabulary: environment, planet, flowers, worms</p>	<p>that can't be used to make compost.</p> <p>Key Vocab: Mix, green waste, brown waste, moist and air</p>	
	<p>Letters in soil Can the children make a letter in the soil using the pebbles?</p> 	<p>Children investigate, explore and explain the soil whilst playing and digging and incorporating number language</p> 		<p>Stick Worms Can the children wrap a pipe cleaner around the stick to make a worm? Finish with a pompom head and eyes.</p> 	<p>Worm Painting Children use the spaghetti and paint to make a worm picture.</p> 
	<p>Easter Card Key question: Why do we give cards?</p>	<p>Drawing petals</p>	<p>Easter Card Insert Key question: Can I form some letters correctly in my name?</p>	<p>Easter Basket Key question: what could I use to make an Easter basket?</p>	<p>String Egg Key Question: What does the egg represent at Easter Time?</p>

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<p>Text –</p> <p>Sound of the week : W</p>	<p>Together we discuss the importance of cards and we give them, when do we give them? Can the children think of other times that we give</p> <p>cards? Children make the Easter card by decorating a laminated sheet with glitter etc – laminate it and stick it in the pre-cut egg-shaped card. Decorate around the edge using the Easter stickers.</p> <p>Key Vocab: giving, gift, thoughtful, caring</p>	<p>Key Question: Can you draw the corresponding number of petals?</p> <p>With adult support the children look at the number in the middle of the flower, what is it? Can the child draw the</p> <p>correct number of petals around the edge of the flower? Make a note of which children are able to subitise.</p> <p>Key Vocab: Older children – numbers 1-10. Younger children numbers 1-5</p>	<p>Discuss and remind the child why we send cards. Decide together who the card is for and dependent on the child allow them to write or the adult scribes. Then the child is to write their own name at the bottom of the card.</p> <p>Key vocab: Name individual letters in each child's name.</p>	<p>Children look at a range of resources and chooses what</p> <p>would be best to use to make their Easter basket. With adult support the children will make their own Easter basket and decorate it</p> <p>Key Vocab: fixing, container, sticking, strong</p>	<p>Discuss with the children why eggs are used as a symbol at Easter time. What does this symbol represent? Explain to the children that we are going</p> <p>to make an egg decoration. Show the children the instructions and go through them one by one. Children complete their egg decoration. Remind the child why we have made it.</p> <p>Key Vocab: Easter, new life, birth</p>
	<p>Children independently</p> <p>complete the picture of the bird using the example to copy and discuss what they have done.</p>	<p>Children independently complete the colour by numbers.</p>	<p>Can the children independently make an egg wreath? Can some of the children do a repeating pattern using two attributes?</p>	<p>Children play in pairs turning over the cards, have they got that colour basket? If so they can keep that egg and place it in their basket.</p>	<p>Children independently</p> <p>complete the picture of the bird using the example to copy</p>