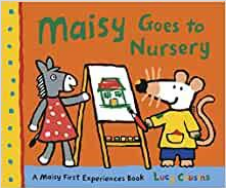
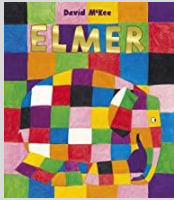
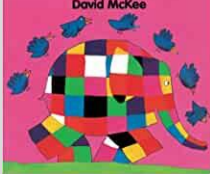
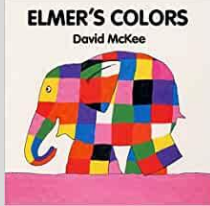
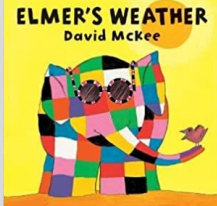

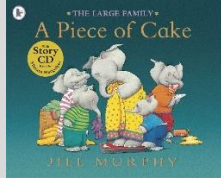


Theme: Elmer and Friends

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|---|--|--|---|--|---|
| Texts | Maisy Goes To Nursery  | Elmer  | Elmer and friends ELMER'S FRIENDS  | Elmer's Colours ELMER'S COLORS  | Elmer's weather ELMER'S WEATHER  | Five Minutes Peace  | A piece of Cake  |
| Communication and Language | <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions Sing a large repertoire of songs. Start a conversation with an adult or a friend and continue it for many turns Use talk to organise themselves and their play | | | | | | |
| PSED | <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. Play with one or more other children, extending and elaborating play ideas. Find and talk about solutions to conflicts and rivalries. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Understand gradually how others might be feeling | | | | | | |
| SCARF | Marvellous me! | | I'm Special! | | People Who Are Special to Me! | | |
| Physical Development Gross Motor Development | <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Match their developing physical skills to tasks and activities in the setting. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | | | | | | |
| Fine Motor Development | <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and tooth brushing. | | | | | | |
| Reading | <ul style="list-style-type: none"> Know that: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book Page Sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes | | | | | | |

