

<b>Notes / comments from last week:- Children were talking about Twinkle, twinkle little star – use this to speak about rhyming and encourage children to decide which words rhyme with each other . Phonics letter ‘S’</b>			
<b>In order to....</b>	<b>We will provide (resources/equipment)</b>	<b>Room area</b>	<b>Curriculum Area **</b>
Continuous provision – as we have some new and some unsettled children we will use KP support to ensure they are well supported to settle when left. We will continue to observe children and use input from parents along with the records from Tapestry so that we plan good next steps for the children and ensure we are covering all areas of the EYFS. We will encourage more phonics (especially with older children) in small groups and at group time.		All areas	PSED/CL/PD/Lit/MD/KU/EAD
Encourage children to use verbal skills to think / say rhyming words	Use our nursery rhyme topic to encourage children to understand what rhyming means – use phonic sounds and let them work out what rhymes – include using made up words	Nursery rhyme / display table / area	PSED/CL/Lit/MD
Engage in role play and acting out scenarios that they have seen	Home corner (bedroom) – beds, table, chairs, dolls, cots, pushchairs and dressing up cloths, etc. Explore natural resources – talk about what things feel like, look like – e.g. rough/smooth, heavy/light	Home corner Tuff tray	PSED/CL/PD/KU/EAD
Learn to use simple IT equipment	Use laptop to watch/listen to rhyme of the week and use the ‘play’ laptops/electronic games	Main hall	PSED/CL/Lit/KU/EAD
Use drawing/writing table to make marks and write letters – use envelopes and post letters – developing small motor skills	Writing area – provide various size/colour paper to make picture/letters and then use name/photo cards to put them in picture pocket. Use nursery rhyme resources for phonics, matching and colouring, etc	Writing area	PSED/CL/PD/Lit/MD/KU/EAD
Developing large motor skills/muscles by climbing and balancing	Slide – turn taking, playing co-operatively and using imagination. Talk / think about turn taking and up / down, fast / slow, etc	Indoor – large physical play area	PSED/CL/PD/KU
Construction area in main hall	Main hall – Happy Land	Main hall on table	PSED/CL/PD/MD/KU/EAD
Develop small motor skills and imagination	Main hall – tuff tray – as above Garden – large plastic blocks Inside/Outside – musical instruments and paint dabbers	Main hall – Tuff tray Weather permitting – garden plastic bricks /musical instruments and paint dabbers	PSED/CL/PD/Lit/MD/KU
Encourage physical/muscle development in garden by running, pedalling, scooting, etc	Garden – bikes, cars, scooters, cones to make obstacle . Musical instruments, paint dabbers. Weather permitting use wooden circles to make stepping stones in the garden	Garden	PSED/CL/PD/KU/EAD
Notes:- (add during the week)			

PSED	CL	PD	Lit	MD	KU	EAD
Personal, social and emotional Development	Communication and language Development	Physical Development	Literacy Development	Maths Development	Knowledge and Understanding Development	Expressive Art and Design Development