

**Mortimer Hall Pre-school – Weekly room plan (including continuous provision) – w/c 11.06.18**

Notes / Comments from last week... Due to staff sickness we did not manage to do the phonic / writing focus group with many of the children. Those who did the activity reacted really positively and most of them were attempting to write names on their own work and some of them were saying the phonic sound for the initial letter of their name (e.g. 'R' for R.....) when they picked up their name cards. Staff need to encourage this and the recognition of other letters especially with the older children.

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In order to ...	We will provide (Resources / Equipment)	Area	Curr. Area
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..We will continue with a focus on speaking / writing / phonics to encourage children to be confident when writing / recognising their own names and knowing the phonic sound for at least the initial letter of their name. This will help children moving to other settings in ..The children will be encouraged to learn through play by taking part in a variety of activities inside and outdoors to ensure that they have the opportunity to develop in all areas. When planning activities we will use our key person knowledge of the children take in to account the individual needs and preferences of each of the children.

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..Explore and find out what is hidden in the dough, <u>use hands and tools to find things and talk about what they find, then hide it for somebody else to find</u>	Dough with insects hidden in it. Cutting tools and scissors. Adults to use descriptive commentary and open ended questions to encourage speech/language	Malleable	PSED, CL, PD, UW, EAD
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..Promote large motor movements when mark making on the floor and wall.	Various size paint brushes and chalks. Adults to encourage description of what they are 'drawing'.	Messy Play	C L, PD, EAD
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..Recognise and name different colours, make choices and use stampers. Copy/ write/make marks for name in the card	Card, various colour paints and a mixture of stampers for making Fathers Day card. Talk about meaning of Fathers day.		PSED, CL, PD, Lit, UW, EAD
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Encourage interest in numbers, being able to count 1:1 / number recognition up to 5 for younger children and 10 for the older ones.	Number puzzles number shapes, displays and our song of the week (5 little speckled frogs)	Puzzle table	CL, PC, Maths,
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Encourage jaying in groups, showing friendly behaviour, taking part in imaginative role play based on their own experiences and to begin to understand about caring for others.	"Nursery" area with dolls, cots, bottles, blankets, pushchairs, potties, etc. We have also provided some rag dolls because the children like to put them up their shirt so that they have a baby in their tummy and provided some baby books for children to read to the babies.	Home Corner	PSED, CL, PD, Lit, Maths, UW, EAD
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..Promote mark making by having white boards in the garden as not all children like to use the table. Encourage children to describe what they have drawn/written.	..White boards / pens, adults to encourage discussion about what the children have drawn/written	Mark making	PSED, CL, PD, Lit
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..Ensure that book area is calm and quiet, children can look at books 1:1, small groups with /without an adult, listens to the story. Learn that books should be treated carefully.	..A quiet, comfortable area to sit, wide range of age appropriate books. Adults to model how books should be treated and to read to the children. Talk about the story with children to ensure they have understood/		PSED, CL, Lit, UW
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Promote physical development by using small motor skills to put the track together and then push the trains along it. To take turns and share and play alongside each other. Use imagination for small world / role play.	Brio train and track. Adults to encourage turn taking/sharing using timer if necessary. Encourage then to talk about where they are going/what they are doing.	Construction	PSED, CL, PD, Maths, UW, EAD
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Be able to climb up/down steps – younger children one step at a time and older children using alternate feet. Understand up/down.	Boxes and steps with adult support when / if required	Indoor Physical	PD, UW, EAD
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<u>Turn simple equipment on/off and use the keys to make music.</u>	<u>Musical keyboards – ensure that we have enough batteries.</u>	I.T.	<u>UW, EAD</u>
<u>Encourage large muscle development by pedalling / scooting/running/chasing /throwing/ .kicking. encourage small motor skills by using dabbers, white boards/making marks with paint brushes/water and chalks. Predicting which car will go the fastest.</u>	<u>Bikes, scooters, balls, paint dabbers, paper, brushes/water, chalks. Adults to encourage children to predict which car will go down chute fastest.</u>	Outside area	<u>PSED, CL, PD, Lit, Maths, UW, EAD</u>
Notes / Comments (add during the week)			

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