

Notes / comments from last week:- Make sure that we look at next steps and encourage children to take part in the activity planned to develop this. Confidence and self-esteem to be encouraged by using specific praise and encouragement during all activities ut especially at ‘news’ time			
In order to...	We will provide (resources/equipment)	Room area	Curriculum Area **
Continuous provision We will continue to observe the children to ensure that next steps are up to date and so that we can use the information gained to plan follow up next steps for the children. We will provide a wide range of activities to ensure all children’s interests are included.		All areas	PSED/CL/PD/Lit/MD/KU/EAD
Encourage children to count on a 1:1 basis up to 5/10 and to recognise numbers, use maths language e.g. more/less, high/low, bigger/smaller, etc At end of session play colour game – going to the colour corner that is called out.	Use the numicon with resources to count and recognise numbers. Ask informative questions – e.g. how many? / what if we had one more/less ?, which has the most / least ? Look for and recognise basic colours in the room and then go to that corner – this is good for learning to recognise colours and for physical activity.	All areas and all staff All areas and discussion with staff	PSED/CL/Lit/MD?PD
Engage in role play/small world play and to act out what they see around them	Use Happy Land Car mat, cars and garage with pipes, etc. Home corner Use core book area to enact ‘We’re going on a Bear Hunt’	Physical play (indoors) , home corner, stage area	PSED/CL/PD/KU/EAD
Learn to use simple IT equipment	Use tablet for age appropriate activities (AF) Use CD player to listen to the music / stories	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 to display them.	Writing	PSED/CL/PD/Lit/EAD
Develop large motor skills/muscles by climbing and balancing	Large rocker – encourage them to share/take turns and to work together to rock	Indoor – large physical play area	PSED/CL/PD/KU
Construction area in main hall	Main hall – Large wooden blocks	Main hall	PSED/CL/PD/MD/KU/EAD
Develop small motor skills, imagination, sorting and counting	Main hall – tuff tray with numicon, numbers and resources or sorting / counting (conkers, pom poms, tweezers, etc.)	Main hall – Tuff tray	PSED/CL/PD/Lit/MD/KU
Promote imagination and artistic skills	Use writing area – paper, coloured pens, scissors to make pictures for display and to take home.	Main hall and all areas	PSED/CL/PD/KU/EAD
Encourage physical/muscle development in garden by running, pedalling, scooting, etc	Garden – bikes, cars, scooters, rockers, footballs and baskets for collecting conkers. Paint dabbers	Garden	PSED/CL/PD/KU/EAD
Notes:- (add during the week)			

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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

