

Mortimer Hall Pre-school adult focus weekly plan

w/c 15.01.18	Activity:	Area of learning:	Objectives:	Vocabulary / Questions
<u>Topic</u> <i>Humpty Dumpty</i>	Use adult support to encourage sharing / turn taking / playing together / making friends Encourage children to join in with 'Humpty Dumpty' Can recognise and write/copy own name on their pictures. When painting/drawing ask the children to describe the picture - write it on back of picture. Encourage children to recognise a shape and name it (e.g. square, circle, etc) Encourage small group and 1:1 play to help friendships. Use musical instruments and experiment to hear different sounds.	PSED CL PD Lit M UW EAD	<u>Making relationships</u> - seeks out others to share experiences and begin to form friendships with other children <u>Listening and attention</u> - Join in with repeated phrases in stories and rhymes <u>Moving and handling</u> - can copy/write some letters from their own name. <u>Writing</u> - sometimes give meaning to marks they make when they draw, write, paint, etc. <u>Shape, space and measure</u> - can select a particular named shape <u>People and communities</u> - beginning to have their own friends. <u>Exploring and using media and materials</u> - explores/learns how sounds can change.	Shall we make a? What can you see? Who is next? What happens to Humpty Dumpty? Who came to help him? Do you think you would be able to help him? Can you see your name? Would you like to write your name on? What a lovely picture would you like to tell me about it? Do you want to make a puzzle? Can you use the scissors? Can you see a square/circle/triangle, etc? Well done / that's good / good work / etc Who are you playing with today? Which instrument are you going to use? Can you make some music?
	Encourage and praise helping (e.g. at snack and tidy up times) Talk/think/listen about our favourite stories and rhymes Encourage children to find, put on and do up own coats (with support when needed). Small groups (and 1:1 in book corner) for stories, rhymes and action songs. Enc. children to look at and recognise numbers (use displays/ wooden numbers, etc) Play with small world equipment (e.g. cars/car mat/garages/brio train) Make collage pictures of Humpty Dumpty – colour in and cut up to make puzzle	PSED CL PD Lit M UW EAD	<u>Self confidence and self awareness</u> - welcomes/values praise for what they do <u>Speaking</u> - uses a wide variety of questions (e.g. why, what, where) <u>Health and self care</u> - dresses with help, e.g. puts/takes off on own coat, attempts to do it up. <u>Reading</u> - listens to /joins in with stories / rhymes in small groups and 1:1 <u>Numbers</u> - Recognises numerals 1 - 5 and numbers of personal significance. <u>The world</u> - enjoy playing with small world models. <u>Being imaginative</u> - choose a particular colour to use for a purpose	Please could you put the name cards out. Can you fetch the tray please? Who would like to help to tidy up? Which is your favourite book/story? Why do you like that book? Can you find your coat? Well done for putting your arms in your coat. Would you like me to help you to do it up? Today the story we are reading is Shall we say/sing...(nursery rhyme) Can you see number 1,2,3,4,5 + anywhere? How many? Can you see any other numbers ? Which is your favourite car/train - why? Do you know where your car/train is going? Which colour? / Which is your favourite?

PSED = personal, social and emotional development CL = communication and language PD = physical development
Lit = literacy M = mathematics UW = understanding the world EAD = expressive arts and design