

### Mortimer Hall Pre-school adult focus weekly plan

w/c 19.3.18	Activity:	Area of learning:	Objectives:	Vocabulary / Questions
<p><b><u>Topic</u></b></p> <p><b><u>Easter</u></b></p> <p><b><u>and</u></b></p> <p><b><u>Numbers</u></b></p> <p><b><u>9 &amp; 10</u></b></p>	<p>Encourage children to join (maybe watch first) with small group play. Talk / think / listen about taking turns and sharing – talk about 'who's next' – making Easter cards. Using timer. Encourage children to wash / dry own hands. Small groups - end of session, stories, nursery rhymes and action songs. Use number wall display for number recognition Talk / listen / think about who we play with, use names of our friends and staff to encourage small group play Using instruments to make different sounds.</p>	<p>PSED</p> <p>CL</p> <p>PD</p> <p>Lit</p> <p>M</p> <p>UW</p> <p>EAD</p>	<p><u>Making relationships</u> - interested in others' play and starting to join in. <u>Listening and attention</u> - listens to others 1:1 or in small groups when conversation interests them. <u>Health and self care</u> - can usually manage washing and drying hands. <u>Reading</u> - listens and joins in with stories and poems 1:1 and in small groups. <u>Numbers</u> - can recognise numbers 1 - 5 and then 1 - 10 <u>People and communities</u> - shows an interest in the lives of people who are familiar to them. <u>Exploring and using media and materials</u> - creates sounds by banging, shaking, tapping or blowing.</p>	<p>What are they doing? Would you like to join in? Would you like to make Easter card ? Who will you give it to? Do you want me to help? Can you wash / dry your hands? Well done. That's very good. Thank you for helping me. Shall we say / sing a nursery rhyme / song / which is your favourite? Can you show me which is number 1 / 2 / 3 etc? How many? Can you give me some more? Can you make loud/quiet/fast/slow music? Do you like the sound? Which instrument is your favourite?</p>
<p><b><u>General</u></b></p>	<p>Encourage children to help tidy up before snack, lunch and at end of session and to collect tray, etc. Use simple instructions and statements (e.g. Who is on the bike? Can you fetch the tray please?) Using balance beam- sharing/turn taking with and without adult support. Drawing and painting - ask children what they are drawing and write it on the picture. Use wall collage/weather chart to talk about numbers, days of the week, etc Home corner/ dressing up/ dolls house / cars, garage and car mat Play in home corner - kitchen.</p>	<p>PSED</p> <p>CL</p> <p>PD</p> <p>Lit</p> <p>M</p> <p>UW</p> <p>EAD</p>	<p><u>Self confidence and self awareness</u> - enjoys responsibility of carrying our small tasks and welcomes praise for what they have done. <u>Understanding</u> - Understand 'who', 'what', 'where' in simple questions. <u>Moving and handling</u> – use balancing equipment using alternate feet. <u>Writing</u> - sometimes give meaning to marks as they draw and paint. <u>Shape, space and measure</u> - begins to use the language of size. <u>The world</u> - enjoys playing with small world models e.g. garage, train set, dolls house, etc. <u>Being imaginative</u> - engage in imaginative role play based on first hand experience.</p>	<p>Would you get me the .....please? Thank you. Can you help me to .....please? That is very kind of you. Can you balance on the beam? Would you like me to help you? Who is next?? Would you like to tell me about your drawing / painting? Shall we write it on your picture? Which is the biggest / smallest? Which is in front/behind/etc? Is that like your bedroom / kitchen, etc? Are you making the dinner? What are you making?</p>

**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**

