

| Notes / comments from last week – To celebrate 50 year since ‘The Very Hungry Caterpillar’ was published we will be using this book as a basis for our activities this half term. We will also be sending an activity home each week for any parents that would like to take part. | | | |
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| In order to.... | We will provide (resources/equipment) | Room area | Curriculum Area ** |
| Continuous provision We will read and talk about ‘The Very Hungry Caterpillar’ – think and talk about what the caterpillar eats and thinking and talking about healthy eating. We will encourage use of physical equipment both indoors and outside. Writing / reading opportunities to be provided inside/outside | | All areas | All areas – inside/out PSED/CL/PD/Lit/ MD/KU/EAD |
| Craft activity / Talk about feelings /caring for others/healthy eating | Start a large wall collage and make small caterpillar pictures to take home | Main Hall | PSED/CL/PC/KU/EAD |
| Construction area in main hall | Main hall – brio track and trains (stage) Large plastic blocks with dinosaurs Tuff tray with Happy Land | Main hall | PSED/CL/PD/MD/KU/ EAD |
| Personal, social and emotional development | We will be using KP support to help settle new children and re- settle returning children Home corner – kitchen with sofa, cots, dough, etc. | KP support | PSED/CL/KU |
| | | Main hall | PSED/CL/LIT/KU/EAD |
| Develop small motor skills and imagination | Water play – tipping, pouring, measuring, etc Tubes, channels in to tuff tray for cars, small balls etc | Outside Inside and/or out | PSED/CL/PD/Lit/MD/ KU/EAD |
| Promote independence and pride in their own abilities | Use songs for tidy up and washing hands to encourage children to understand / get used to routine of the setting. Use minimal adult support and lots of encouragement. Use name picture to put own pictures, etc in pockets | Tidy up / hand washing time Inside | PSED/CL/PD/KU |
| Gross motor development Using trampoline indoors | Use barrel and tunnel to go over, under and through (use descriptive language – over, up, through, etc) | Main hall | PSED/CL/PD |
| Encourage physical/muscle development in garden by running, pedalling, scooting, etc | Garden – bikes, cars, scooters, rockers, stepping stones, footballs. Use chalks to make marks on the patio. Paint dabbers with coloured paper. Water play. Tubes/channels in to tuff tray with cars/balls etc, Musical instruments and encouraging moving in time to the sound. | Garden | PSED/CL/PD/KU/EAD |
| | | Weather permitting | PSED/CL/PD |
| Notes:- | | | |

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