

Finding our voices; learning through play!



**Week 2**  
**Mama Built a Little Nest**  
 By Jennifer Ward  
 How do different birds build their nests?

**CL:** During teacher created stories join in with repeated refrains.  
**PSED:** When being read to, identify simple emotions being felt by characters. Know a range of more complex emotions (confused, nervous, shy etc.).  
**PD:** Stop a rolling ball with both hands. Know when teeth should be brushed (point in the day). Open and close a selection of toothpaste containers. **Re-introduce Brilliant Brushers scheme.**  
**L:** Listen to teacher models of narratives when talking about their play. Identify words with matching initial sounds when they hear them.  
**M:** Make patterns with resources, although these may not repeat. Identify the next colour or shape in an AB pattern.  
**Complete patterns using coloured bird eggs.**  
**UW:** Knows the names of and recognises Nursery teaching staff. Know the name of and recognise the school's Headteacher. **Take Nursery to Mr Evans' office to meet our headteacher.** Knows what to do with rubbish. Identifies recyclable materials independently. **Sort materials into natural materials for the owls, and manmade.**  
**EAD:** Makes marks. Draws circles and lines. Begin to print with a range of large objects e.g. Potatoes, sponges, 3D shapes. **Create prints of the bird's nests using a range of materials.**  
**OL:** Names and talks about animals they have encountered in person. Explore foxes, owls and squirrels (images/ soft toys). Can the children name these animals? Talk about where abouts these three animals live and what they eat. Children can have a go at making a home for their chosen animal using natural resources around forest school. For example, making a nest for an owl.  
**Key Vocabulary:** bird, nest, beak.

**Week 3**  
**I Can Do It by Myself**  
 By Caryl Hart  
 How does it make me feel when I do things by myself?

**CL:** Talk about previous experiences. Talk about previous experiences in and out of school. **Talk about what we could do when we were a baby, what we can do now, and what we have yet to learn.**  
**PSED:** Observe teacher models of completing instructions. Listen to and attempt to follow a single-step instruction alone.  
**PD:** Ride a balance bike using a walking motion for movement. Place shoes on the floor in the correct position (right and left). **Put on your own shoes after Forest School.**  
**L:** Make marks using sand, water and mud. Make marks during different types of play and begin to talk about these marks. **Copy and make marks using different materials.**  
**M:** Use resources in their play and talk about their length, weight and capacities using modelled language. **Children to make and drink their own squash, measuring a smaller quantity of squash and a larger quantity of water. Explore length when measuring themselves.**  
**UW:** Compares their life outside of school with their peers. **Talk about things you do at home with your friends - what is the same/different?**  
**EAD:** Use pre-made paints (the three primary colours). Mix colours to form an appropriate consistency. **Use red, yellow and blue to paint pictures, then mix them to create new colours making a colour wheel.**  
**OL:** January is National Bird Watching month. Look around forest school to see what birds and how many birds are about. Make bird feeders using lard and seeds, or threading cheerios onto pipe cleaners.  
**Key Vocabulary:** myself, help, I can

**Week 4**  
**Chicken Licken**  
 By Mara Alperin  
 Why does Chicken Licken think the sky is falling down?

**CL:** Follow instructions and provide simple responses to demonstrate their understanding.  
**PSED:** Join in with Learning Through Play, at times alongside their peers. Play with friends rather than alongside them and display enjoyment in this.  
**PD:** Jump to avoid a rope being swung in a circle.  
**L:** Repeat words, actions and sounds made by the teacher. Join in with refrains when they are being read to.  
**M:** Assign made marks to numbers from 0-10. Write numbers when Learning Through Play. **Count acorns and write the numbers.**  
**UW:** Talks about changes they can spot when growing plants in school. Uses examples in school to identify changes in plants and animals. **Growing a plant for Chicken Licken.**  
**EAD:** Listen with increased attention to different sounds. Copy an adult when shown simple beat. **Explore musical instruments making a Chicken Licken bird band.**  
**OL:** Talks about changes in growing plants. Explore saplings and compare these to the older trees. Children can explore making their own sapling by finding a stick, pushing it into the ground and pushing leaves onto the twigs.  
**Key Vocabulary:** acorn, bird, sky

**Week 1**  
**Pip and Posy – The Snowy Day**  
 By Camilla Reid  
 What is 'snow'?

**CL:** Respond to their name being called. Recognise when the teacher is addressing the whole class or an individual.  
**PSED:** Explore the environment and discover favoured play. Play with friends across a range of opportunities. **Make it known that they need the toilet.**  
**PD:** Jump, over a painted line, forward, backwards and side to side. Step and jump from point to point, staying in the marked area each time. **Rinse hands where soap may have been applied for them.** Turn the tap on independently when hand washing.  
**L:** Introduce themselves by saying their own name. Recognise their own name. **Introduce self-registration and identifying our own name for the board.**  
**M:** Join in with everyday counting as part of the classroom's routines. Demonstrate 'touch counting' when counting objects up to 10. **Counting snowballs onto mittens.**  
**UW:** Takes part in 'Daily News' to discuss days and dates. Can name the 7 days of the week in order. **Introduce children to our routine of singing the days of the week.** Experience and talk about hot and cold weather. Suggests materials to heat and cool. **Make snow ice lollies, talking about freezing and cold materials.**  
**EAD:** Enjoys using hands, feet, and fingers to paint. Print with hands, fingers and feet. **Use hands and fingers to create snowy pictures.**  
**OL:** Experience and talk about hot and cold weather. Explore and talk about what we need to wear when it is cold and when it is warm.  
**Key Vocabulary:** snow, footprints, sledge

**Feeling Frosty**

**Nursery**

**Week 5**  
**Little Red Riding Hood**  
 By Mara Alperin  
 How can I keep myself safe whilst out for a walk?

**CL:** Use short phrases when asking and responding to questions.  
**PSED:** Communicate their feelings of thirst and hunger. Inform teachers when they are hungry or thirsty and know what to do. Talk about their favourite fruits and vegetables.  
**PD:** Use both hands to tear paper and other tear-able materials.  
**L:** Explore props and costumes from familiar stories. Retell familiar stories in their own words. **Retell the traditional tale LRRH, dressing up as characters from the story and making role-play character spoons.**  
**M:** Create shapes using loose parts and learn the names of these. **Use loose parts from LRRH walk in the Forest to make shapes. Name a circle, triangle, square and rectangle.**  
**UW:** Familiarises themselves with the school environment. Follows maps around the classroom to explore the environment. Creates maps of their classroom and other parts of the school which are significant to them. **Create a map for LRRH to get through school without bumping into the wolf.**  
**EAD:** Begin to watch performances for short periods of time. Dress up and role-play as different characters and people in our community.  
**OL:** Explore animals (soft toys) or images that we would find at forest school (badger, fox, squirrel, pigeon) and name their different features including: head, body, legs, tail, wings, etc). What animals can we find in our forest school today?  
**Key Vocabulary:** Woods, Grandmother, path

**Physical Education**

**Week 1:** To follow instructions including jumping forwards, backwards, side to side and arm and leg movements.  
**Week 2:** To roll a ball using both hands and stop a ball that has been rolled to you using both hands. **To stop a rolling ball with both hands.**  
**Week 3:** To step and jump from point to point, staying in the marked area each time. **To jump, over a painted line, forward, backwards and side to side.**  
**Week 4:** To jump to avoid a rope being swung in a circle.  
**Week 5:** To ride a balance bike using a walking motion for movement. **To push an object around the classroom and outdoor area with wheels, manipulating pace and direction.**  
**Week 6:** To ride a balance biked using a walking motion for movement with confidence.

**Phonics**

**Week 1:** Phase 1. Aspect 4. Rhythm and rhyme. See last terms activities, e.g. Silly soup. Nursery rhymes.  
**Week 2:** Phase 1. Aspect 5. Alliteration. Pink pig, terrifying tiger, sleepy snake, big bear. Pick animals out of a hat.  
**Week 3:** Phase 1. Aspect 5. Alliteration. Tony the train goes clickety clack, what's that on the track? Pink pig. Crying cow.  
**Week 4:** Phase 1. Aspect 5. Alliteration. Thinking of alliteration for our name.  
**Week 5:** Phase 1. Aspect 5. Alliteration Silly soup – what can we use to create our silly soup? A bear, a banana, a bug etc).  
**Week 6:** Phase 1. Aspect 6. Voice Sounds.

**Music**

Sing Up! Term 3 – This is Me!

**Week 1:** Children explore different ways to say hello and learn that people use different words and languages at home. They join in with a simple song and actions together.  
**Week 2:** Children talk about who is in their family and learn that families can be different and special. They sing together and take turns sharing.  
**Week 3:** Children listen to a musician playing the handpan and describe what they hear. They explore sounds and express their thoughts and feelings.  
**Week 4:** Children respond to questions about themselves, including their likes, belongings and features. They begin to notice similarities and differences between themselves and others.  
**Week 5:** Children build confidence by exploring what they can do and what they might like to be in the future. They sing, move and talk about different roles and jobs.  
**Week 6:** Children celebrate what makes them unique and special. They sing together, create self-portraits and keep a steady beat using clapping or instruments.

**Maths**

**Week 1:** Counting 4 – Take and give 1, 2, 3.  
**Week 2:** Shape, Space and Measure 4 – Match, talk, push and pull.  
**Week 3:** Subitising 3- Talk about dots.  
**Week 4:** Comparison 2- Compare and sort collections.  
**Week 5:** Pattern 4 -Lead on own repeats.  
**Week 6:** Shape, Space and Measure 5- Start to puzzle.

**Week 6**  
**My First Chinese New Year**  
 By Karen Katz  
 What is Chinese New Year?

**CL:** Respond appropriately to questions asked, verbally.  
**PSED:** Play and decide when they have achieved what they wanted. Work with teachers to set themselves a play-related goal.  
**PD:** Push an object around the classroom and outdoor area with wheels, manipulating pace and direction. Copy arm and leg movements of their teacher when dancing. **Dance like the characters in the story celebrating Chinese New Year.**  
**L:** Talk about their experiences out of school to their teacher. **Talk about different celebrations that we have.**  
**M:** Explore quantities by adding to and taking away from them. Add to and take away from groups during play. **Add and take away food from a Chinese banquet.**  
**UW:** Names and talks about animals they have encountered in person. Names features of different animals (diet, body parts etc.). **Name foods from the story and sort in different ways.** Can name religious festivals celebrated, over more than one religion. **Talk about our experiences of celebrations.**  
**EAD:** Explore different materials freely how they chose, e.g. playdough, junk modelling. Uses tools for a purpose, e.g playdough tools to make patterns and shapes, or cello tape to join junk modelling materials. **Create playdough animals using a range of cutters. Make junk-model animals from the Chinese zodiac.**  
**OL:** Knows what to do with rubbish when litter picking our forest area. Identifies recyclable materials independently when sorting rubbish in the classroom.  
**Key Vocabulary:** Chinese, New Year, feast