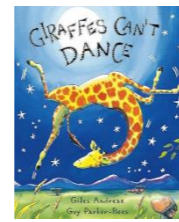


Week 1 – 15/4/24 – Isn't it amazing how music is made!

Books: The Bear and the Piano/ Giraffes can't dance



PARENTS MEETINGS – TUESDAY AND THURSDAY

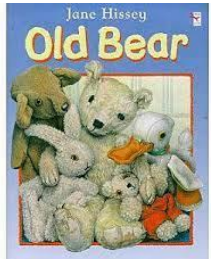
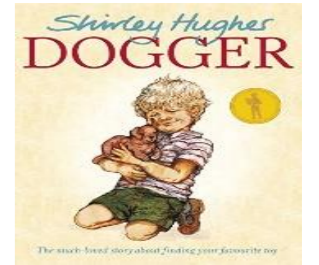
- Explore using bodies to make music/ body percussion
- What is an Orchestra?
- Use different household objects to make music
- Go on a sound hunt/ record sounds using sound buttons for each other to guess
- **Literacy -Listen to different pieces of music and describe it in writing**
- Draw a picture whilst listening to a piece of music – children to draw what they can see/imagine
- Create own musical instruments using recycled materials
- Play a variety of instruments and continue a steady beat
- Improvise and perform to peers – reception concert
- Meet musicians and hear them talk about their instruments.
- Mr Smith to play his ukulele
- Tell a story to music.
- Look at musical notes/ write on music paper.
- Start each day with a piece of music to discuss.
- Sing I am the Music Man and other songs
- Create music using 2 simple/ 2 explore – talk about how music follows patterns (rhythms) and create some of our own. Record on paper so that others can follow (link to maths; revisit ABAB patterns)



2Explore

Week 2 – 22/4/24 – Isn't it amazing how toys have changed!

Books: Dogger/ Old Bear



- Discuss/compare/sort baby, toddler and children's toys. Consider what they are made of/how they work/what they can do
- Make observational drawings of baby and children's toys.
- Sort toys 'baby toys' and children's toys' write simple labels to match toys.
- Make a class word bank of vocabulary to describe different toys
- Ask children what their favourite/first toys were as 4/5 year olds and discuss what we find out. What has changed?
- **Bring in favourite toy and talk about it to the class. Write about it in literacy...My toy is....**
- Look at their 'precious toy'. Was it their first toy, why is it so special to them?
- Personal timeline – past, present future
- Share stories about toys/old toys – discuss key issues e.g. how the toys look/how their owners feel about their toys etc. Why are our toys precious to us?
- Create a role play toy shop
- Make an old fashioned toy/ Roly Poly/ Junk toys (Nuffield D&T – wheels/ toys that roll)
- In provision – marbles, dominoes, rubiks cube, ker plunk – taking turns – snap, happy families, uno.



Communication and Language

- Answer and ask I wonder... questions
- Listen attentively to what they hear
- Take part in Big Book sessions/ Book Talk/Poetry talk and Think, pair, share/talk partner discussions.
- Engage in non-fiction and discuss to develop a deep familiarity with new knowledge and vocabulary
- Listen to and talk about selected non-fiction
- Use role-play areas and small world (both indoor and outdoor) independently
- Talk about themselves and their families
- Explain their own creations/drawings/writing
- Talk about what happened/might happen next in a story
- Use phrases from a well-known story
- Learn and use new vocabulary through the day
- Talk about and explain their own creations
- Share a homework project with peers (favourite toy and trip to the garden centre)
- Express opinion – likes and dislikes

**Abbey Meads Ash & Oak Class
Topic Planning – Term 5 2024
Isn't it amazing?**



PSED

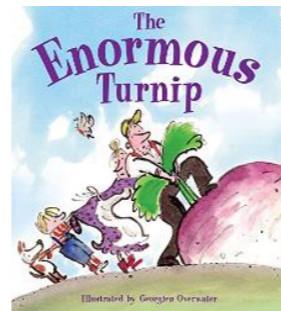
- Express needs and feelings and accept the needs of others, displaying sensitivity
- Express their ideas and feelings
- Select and use activities and resources independently
- To play with one or more other children, extending and elaborating play ideas
- Share resources both indoor and outdoor
- Take turns
- Understand expectations and follow golden rules
- Participate in Circle Time opportunities
- Take part in snack time discussions and use manners
- Show resilience when trying new activities
- Show perseverance when something is hard
- Understand and explore our 5 senses

PD

- Access funky finger activities in provision
- Use balance bikes and big resources in the outdoor area
- Use equipment and navigate space safely
- Form recognisable letters
- Hold a pencil in the tripod grip
- Use a range of small tools to manipulate materials to create a desired effect
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Begin to develop my own body strength, co-ordination and balance
- DANCE with Zoe from Swindon Dance
- Work on ball skills – throwing, catching, kicking and trapping.

Week 3- 29/4/24 - Isn't it amazing how food grows?

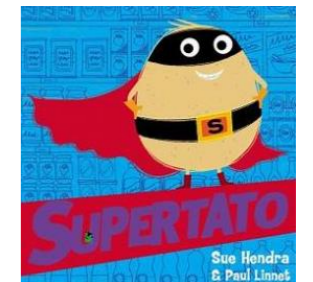
Book: The Enormous Turnip



- Introduce the story – retell in small groups – drama
- **Story map on long wallpaper to retell the story – then independently in books**
- Create a Role Play Garden Centre (soil and seeds)
- Plant and care for seeds, flowers and plants indoors and in the outdoor area
- Talk about how plants grow and what they need to grow and survive – label a plant together and understand the lifecycle of a bean/ plant/ flower
- Use observational drawing to paint (water colour) draw plants in the immediate environment
- Go on a Welly Walk to explore flowers and plants within the school grounds/local community – link to the season of Spring.
- Talk about forces – push and pull – tug of war to pull up the turnip
- Play stuck in the mud in PE.
- Make and write seed packets/ price items in the gardening centre
- Name and learn to use different gardening equipment
- Talk about farms which grow food as oppose to those which have animals/ look at farming machinery – link to story.

Week 4 - 7.5.24 (4days) - Isn't it amazing how food grows?

Book: Supertato



- Role play vegetable shop – using a selection of real veggies – scales to weigh and price
- Read printed shopping lists and collect those vegetables in a basket
- Write our own shopping lists
- Name vegetables and discuss how they grow (above or below ground)
- Wash and scrub vegetables
- Chop veggies to make our own soup for snack
- Look at recipe books
- Vegetable printing – revisit pattern making
- Super hero play – what are your own super powers? Link to vegetables being good for us which is why they have super powers.
- Design capes/ make super hero masks and badges
- Playdough the evil pea (green dough)
- Paint superhero vegetables.
- Dig and use tools outdoors
- **Literacy- designing (painting) and writing about our own super power, then making it using a potato.**

