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)



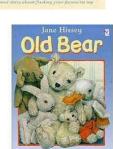


2Explore

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?
- Peronal 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.





Shirtey Hughes

DOGGER

Communication and Language

- Answer and ask I wonder... guestions
- 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

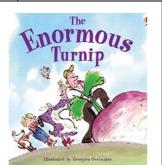
- Express needs and feelings and accept the needs of others, displaying sensitivity
- Express their ideas and feelings
- Select and use activities and resources independently
- To play with one or more other children, extending and elaborating play ideas
- Share resources both indoor and outdoor
- Take 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 halance
- DANCE with Zoe from Swindon Dance
- Work on ball skills throwing, catching, kicking and

Week 3-29/4/24 - Isn't it amazing how food grows? Book: The Enormous Turnip

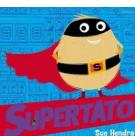
- Introduce the story retell in small groups drama
- Story map on long wallpaper to retell the story then independently in books
- Create a Role Play Garden Centre (soil and seeds)
- Plant and care for seeds, flowers and plants indoors and in the outdoor area
- Talk about how plants grow and what they 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.





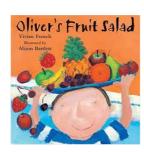
Week 5 -13/5/24 - Isn't it amazing how food grows? Books: Oliver's Vegetables/ Fruit Salad and Handa's Surprise

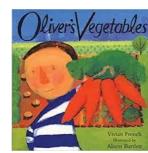
- Compare and explore plants growing in different environments/ countries look at Handa's Surprise fruits that grow in a hot climate/ Explore foods from countries around the world (Italy, France, India)
- Be able to create a balanced meal discuss those foods which are healthy/ unhealthy; also discuss healthy habits relating to sleep, keeping clean and screen time. Make a healthy meal using a paper plate.
- Prepare snacks safely and understand hygiene within food preparation chop fruit to make an exotic fruit salad serve with cream
- Take on the role of a chef, farmer, supermarket worker through Drama/role play
- Make links to previous learning how do vegetables grow? Extend where does fruit grow in comparison to vegetables?
- Be able to use a range of imperative verbs when giving instruction spread, mix, cut, chop, slice, roll, push –
- Literacy write instructions 'how to make a fruit salad'
- Write invitations to our picnic (Reading buddies)
- Walk to ASDA to look at fruit and vegetable aisle
- African Animal small world
- Balance beanbags on our heads
- Explore colours and paint fruit bowls Paul Cezanne











Week 6 – 20/5/24 – Isn't it amazing how bread rises? Book: The Little Red Hen

- Experience the story in many media; book, telling, puppets and video
- Work on a large story map together bringing in actions for connective language.
- Literacy draw and label own story maps extending previous story mapping of the enormous turnip.
- Farm small world discuss farms with animals drawing on previous learning.
- Make bread together, watch at different stages and talk about why it rises. What is yeast? Cook and enjoy bread at snack time with bread and jam.
- Make and play with own dough using flour and water (cooking table). How does it feel?
- Make sandwiches spreading butter.
- Sensory builders tray wheat grains plus cooking equipment
- What is a windmill? Make pin wheels put outside in the tyre garden.
- Use pessel and mortar to grind grains.









