

**Big Adventures with Little Feet**

	Week: 1 Week beginning: 25th April	Week: 2 Week beginning: 2nd May	Week: 3 Week beginning: 9th May	Week: 4 Week beginning: 16th May	Week: 5 Week beginning: 23rd May
Focus	Around the World: Europe	Around the World: North, Central and South America	Around the World: Asia and the Middle East	Around the World: Africa	Around the World: Oceania
Characteristics of Effective Learning	Lenny Lion's Learning Zoo: Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake				
Communication and Language	Focus Rhyme: There's a Little Caterpillar on a Leaf	Focus Rhyme: Teddy Bears' Picnic	Focus Rhyme: Walking through the Jungle	Focus Rhyme: The Bear went over the Mountain	Focus Rhyme: The Wheels on the Bus
	<p>B-3: I enjoy singing, music and toys that make sounds; I can listen and respond to a simple instruction; I can understand simple instructions; I can recognise and point to objects if asked about them; I listen to other people's talk with interest; I can make myself understood; I am starting to say how I am feeling, using words as well as actions; I am starting to develop conversation, often jumping from topic to topic; I am developing pretend play; I am developing my speech sounds; I can listen to simple stories and understand what is happening, with the help of the pictures; I can identify familiar objects and properties for practitioners when they are described; I can understand and act on longer sentences; I understand simple questions about 'who', 'what' and 'where'.</p> <p>3-4: I enjoy listening to longer stories and can remember much of what happens; I can pay attention to more than one thing at a time; I can use a wider range of vocabulary; I can understand a question or instruction that has two parts; I can understand 'why' questions; I can sing a large repertoire of songs; I know many rhymes, I can talk about familiar books, and I can tell a long story; I am developing my communication and pronunciation; I can use longer sentences of four to six words; I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions; I can start a conversation with an adult or a friend and continue it for many turns; I can use talk to organise myself and my play.</p>				
Personal, Social and Emotional Development	Jigsaw: Relationships – My Family and Me!	Jigsaw: Relationships – Make friends, make friends, never ever break friends Part 1	Jigsaw: Relationships – Make friends, make friends, never ever break friends Part 2	Jigsaw: Relationships – Falling Out and Bullying Parts 1 & 2	Jigsaw: Relationships – Being the best friends we can be
	<p>B-3: I am finding ways to calm myself; I am establishing my sense of self; I can express my preferences and decisions; I am trying new things and starting to establish my autonomy; I can engage with others through gestures, gaze and talk; I can use engagement with others to achieve a goal; I am finding ways of managing transitions; I am thriving as I develop self-assurance; I can play with increasing confidence on my own and with other children; I feel confident when I am taken out around the local neighbourhood, and I enjoy exploring new places; I feel strong enough to express a range of emotions; I am growing in independence; I am beginning to show 'effortful control'; I am increasingly able to talk about and manage my emotions; I notice and ask questions about differences; I am developing friendships with other children; I can safely explore my emotions beyond my normal range through play and stories; I can talk about my feelings in more elaborated ways; I am learning to use the toilet with help, and then independently.</p>				

	3-4: I can select and use activities and resources, with help when needed; I am developing my sense of responsibility and membership of a community; I am becoming more outgoing with unfamiliar people; I am showing more confidence in new social situations; I can play with one or more other children, extending and elaborating play ideas; I can find solutions to conflicts and rivalries; I can increasingly follow rules, understanding why they are important; I can remember rules without needing an adult to remind me; I am developing appropriate ways of being assertive; I can talk with others to solve conflicts; I can talk about my feelings; I am understanding gradually how others might be feeling; I am becoming increasingly independent in meeting my own care needs; I can make healthy choices.				
Physical Development	Healthy Movers: Hot Hot Hot Treasure	Cosmic Kids Yoga: The Very Hungry Caterpillar	Healthy Movers: Aiming High	Cosmic Kids Yoga: Lulu the Baby Lioness	Healthy Movers: Steering
	B-3: I enjoy moving when outdoors and inside; I can pass things from one hand to the other; I am gradually gaining control of my whole body through continual practice of large movements; I can clap and stamp to music; I am enjoying starting to kick, throw and catch balls; I can build independently with a range of appropriate resources; I can walk, run, jump and climb, and I am starting to use the stairs independently; I can spin, roll and independently use ropes and swings; I can sit on a push-along wheeled toy, use a scooter or ride a tricycle; I can use large and small motor skills to do things independently; I am showing an increasing desire to be independent; I am starting to eat independently and learning how to use a knife and fork; I am developing manipulation and control; I can explore different materials and tools. 3-4: I am continuing to develop my movement, balancing, riding and ball skills; I can go up steps and stairs, or climb up apparatus, using alternate feet; I can skip, hop, stand on one leg and hold a pose for a game; I can use large-muscle movements to wave flags and streamers, paint and make marks; I am starting to take part in some group activities which I make up for myself, or in teams; I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm; I can match my developing physical skills to tasks and activities in the setting; I can choose the right resources to carry out my own plan; I can collaborate with others to manage large items; I can use one-handed tools and equipment; I can use a comfortable grip with good control when holding pens and pencils; I am showing a preference for a dominant hand; I am becoming increasingly independent as I get dressed and undressed.				
Literacy	T4W Focus Text: The Very Hungry Caterpillar	T4W Focus Text: The Very Hungry Caterpillar	T4W Focus Text: Dear Zoo	T4W Focus Text: Dear Zoo	T4W Focus Text: The Train Ride
	B-3: I can ask questions about the book; I can make comments and share my own ideas; I can add some marks to my drawings, which I give meaning to, for example, "That says mummy." 3-4: I am developing my phonological awareness so that I can spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound, such as money and mother; I can use some of my print and letter knowledge in my early writing, for example, I can write a pretend shopping list that starts at the top of the page; I can write 'm' for mummy; I can write some or all of my name. RWInc Nursery: Speed Sounds – Set 1 Sounds, including Pinny Time and Fred Talk				
Mathematics	Number Rhyme: Five Little Speckled Frogs	Number Rhyme: One Big Hippo Balancing	Number Rhyme: Ten in the Bed	Number Rhyme: Ten Green Bottles	Number Rhyme: Five Little Monkeys Swinging from a Tree
	B-3: I can climb and squeeze myself into different types of spaces; I can build with a range of resources; I can complete inset puzzles. 3-4: I can make comparisons between objects relating to size, length, weight and capacity; I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc; I can combine shapes to make new ones – an arch, a bigger triangle, etc.				

Understanding the world	Exploring Europe (animals, landmarks, food, traditions) Boats and trains Forests and mountains Making windmills (Netherlands)	Exploring the Americas (animals, landmarks, food, traditions) Waterfalls, rivers and lakes Rainforest Air travel (Amelia Earhart) and NASA Exploring spices Bears, wolves, eagles	Exploring Asia (animals, landmarks, food, traditions) Making kites Jungle Road travel Panda, elephants, lemurs, tigers	Exploring Africa (animals, landmarks, food, traditions) Desert/Safari David Attenborough Lions, elephants, rhino, hippo, zebra, gorilla	Exploring Oceania (animals, landmarks, food, traditions) Ocean Marsupials, kookaburra, dingo Surf lifesaving
	<p>B-3: I can repeat actions that have an effect; I can explore materials with different properties; I can explore natural materials, indoors and outside; I can explore and respond to different natural phenomena in my setting and on trips; I can make connections between the features of my family and other families; I notice differences between people.</p> <p>3-4: I can use all my senses in hands-on exploration of natural materials; I can explore collections of materials with similar and/or different properties; I can talk about what I see, using a wide vocabulary; I am beginning to make sense of my own life-story and family history; I can show interest in different occupations; I can explore how things work; I can plant seeds and care for growing plants; I understand the key features of the life cycle of a plant and an animal; I am beginning to understand the need to respect and care for the natural environment and all living things; I can explore and talk about different forces I can feel; I can talk about the differences between materials and changes I notice; I am continuing to develop a positive attitude about the differences between people; I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photos.</p>				
Expressive arts and design	Picasso, Kandinsky Flamenco dancing (Spain) Singing 'Frere Jacques' (France) Playing football	Warhol, Pollock, Kahlo Mayan, Incan, Aztec and Native American inspired art Panpipe music Carnival (Brazil) Playing basketball	Tai Chi Indian dancing Playing cricket Henna Chinese painting Manga/Anime/Comic book art	African inspired art Masai – jumping Wax resist painting	Aboriginal music Maori Haka Aboriginal and Maori inspired art Queen's Platinum Jubilee
	<p>B-3: I am starting to develop pretend play, pretending that one object represents another, for example, holding a wooden block to my ear and pretending it's a phone.</p> <p>3-4: I can remember and sing entire songs; I can sing the pitch of a tone sung by another ('pitch match'); I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs; I can create my own songs or improvise a song around one I know.</p>				