

Literacy/ CAL

Talk for writing- Elmer
Sequencing story/ Elmer story stones
Talking about characters/ setting/ feelings-
thought bubbles
Phase one phonics
Elmer Day- party invites/ plans/ cards
Elmer story sack in reading area.

Expressive Art and Design

Kandinsky art- colours
Mixing colours
Singing- 5 elephants went out to play, I can sing a
rainbow
Scarves- expressional dance
Jungle role play with masks
Window catcher elephants

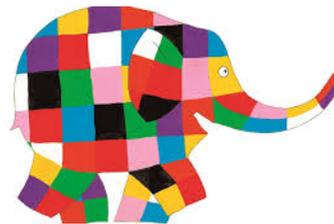
Physical Development

Patterned elephants- mark making
Re-enact story- developing forms of expression
Colour matching funky fingers
Painting with a variety of tools
Colour mixing playdough
Elmer's day celebration dance

PSED

Who are Elmer's friends/family? -Discuss how to be a good
friend.
Giant patchwork elephant- teamwork and perseverance
Circle time- feelings and self positivity- what makes us unique?

Elmer



Key Texts

Elmer, Elmer and Wilbur, Elmer and colours, Elmer
day, Elmer's new friend, Elmer and snake.

Understanding the World

What makes us different/ the same to our friends and family
Learn about elephants and other jungle animals and how they differ to
animals at home/ on the farm.
Caring for plants and animals- butterfly's and planting

Numeracy

Sort a family of elephants; Big, small, red, blue
Finding Elmer- positional language
Coloured multilink cubes- counting and patterns
Baking rainbow cakes- measuring
Counting peanuts for Elmer- one to one correspondence
Five little elephants singing.

Literacy

- Has some favourite stories, rhymes, songs, poems or jingles. (22-36)
- Repeats words or phrases from familiar stories. (22-36)
- Distinguishes between the different marks they make (22-36)
- Recognises familiar words and signs such as own name and advertising logos (30-50)
- Knows that print carries meaning and, in English, is read from left to right and top to bottom. (30-50)
- Sometimes gives meaning to marks as they draw and paint (30-50)
- Continues a rhyming string (40-60)
- Hears and says the initial sound in words (40-60)

Physical Development

- Imitates drawing simple shapes such as circles and lines. (22-36)
- Beginning to show preference for dominant hand. (22-36)
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. (22-36)
- Can copy some letters (30-50)
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (30-50)
- Experiments with different ways of moving (40-60)

Communication and Language

- Shows interest in play with sounds, songs and rhymes. (22-36)
- Developing understanding of simple concepts (e.g. big/little) (22-36)
- Listens to others one to one or in small groups, when conversation interests them. (30-50)
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (30-50)

PSED

- Can express their own feelings such as sad, happy, cross, scared, worried. (22-36)
- Responds to the feelings and wishes of others. (22-36)
- Seeks out others to share experiences. (22-36)
- Keeps play going by responding to what others are saying or doing. (30-50)
- Can describe self in positive terms and talk about abilities. (40-60)
- Understands that own actions affect other people (40-60)

What will I be learning?



Key:

Nursery
Rising 3's

Understanding the World

- Learns that they have similarities and differences that connect them to, and distinguish them from others (22-36)
- Remembers where objects belong. (22-36)
- Notices detailed features of objects in their environment (22-36)
- Knows some of the things that make them unique (30-50)
- Shows care and concern for living things and the environment. (30-50)
- Knows that information can be retrieved from computers. (40-60)

Expressive Art and Design

- Experiments with blocks, colours and marks (22-36)
- Imitates movement in response to music. (22-36)
- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'. (22-36)
- Beginning to make-believe by pretending. (22-36)
- Creates movement in response to music. (30-50)
- Uses available resources to create props to support roleplay. (30-50)
- Beginning to be interested in and describe the texture of things. (30-50)
- Explores the different sounds of instruments. (40-60)
- Explores what happens when they mix colours. (40-60)

Numeracy

- Recites some number names in sequence. (22-36)
- Creates and experiments with symbols and marks representing ideas of number. (22-36)
- Begins to use the language of size. (22-36)
- Understands some talk about immediate past and future. (22-36)
- Sometimes matches numeral and quantity correctly. (30-50)
- Shows curiosity about numbers by offering comments or asking questions. (30-50)
- Beginning to talk about the shapes of everyday objects (30-50)
- Can describe their relative position (40-60)