

Clee (Reception)- Marvellous Me- Medium Term Planning- Autumn 1 (2021/22)

We ek	PSED	Communi cation and Language	Physical Developme nt	Literacy	Phonics	Mathematics	Understan ding of the World	Expressi ve Arts and Design	Forest School	CoETL
1	2 day week	2 day week	Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. (3-4yr olds) Know and talk about the different factors that support their	Make marks on their picture to stand for their name (Birth-3yrs olds) Write some or all of their name (3-4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) <b>Chn to draw a picture of themselves and write their name</b> Challenge: Draw and write names of family members (Friday AM)	Develop their phonological awareness, so that they can: <i>-recognise words with the same initial sound, such as money and mother</i> (3-4yr olds) <b>Letters and Sounds and Bug Clun Phonics. Phase 1, aspect 7 recap. Oral blending and</b>	2 day week	Talk about members of their immediate family and community (Reception) <b>Chn to draw pictures of family and then name and describe them to others</b> (Thursday PM)	Explore colour and colour-mixing (3-4yr olds) Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception) <b>Colour mixing and handprints</b> (Thursday AM)	2 day week	Creating and Thinking Critically- Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup <b>Home Corner role play areas</b>  Creating and thinking critically-

			<p>overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>-regular physical activity</li> <li>-healthy eating</li> <li>- toothbrushing</li> <li>-sensible amounts of 'screen time'</li> <li>-having a good sleep routine</li> <li>-being a safe pedestrian (Reception)</li> </ul> <p><b>Demonstrate how and why to wash our hands properly.</b></p> <p><b>Chn to have a go.</b></p>		<p><b>segmenting of the sounds s a t p i n</b></p> <p><b>Tuning into sounds</b></p> <p>(Friday AM)</p>					<p>Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets</p> <p><b>Colour sorting activity</b></p>
2	Talk about their feelings	Enjoy listening to longer stories	Use one-handed tools and equipment,	Add some marks to their drawing, which they give meaning to. For example: "That	Develop their phonological	*Phase 1- Match* Develop fast recognition of up to 3 objects, without	*See Forest School activity*	Listen with increased attention	*Understand the World	Active Learning- Participate in routines,

<p>using words like 'happy', 'sad', 'angry' or 'worried'. (3-4yr olds) Begin to understand how others might be feeling (3-4yr olds) Identify and moderate their own feelings socially and emotionally (Reception) Express their feelings and consider</p>	<p>and can remember much of what happens (3-4yr olds) Engage in story times (Reception) <b>Story time</b> (Thursday PM)</p>	<p>for example, making snips in paper with scissors (3-4yr olds) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception) <b>Cut out handprint</b></p>	<p>says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Write some letters accurately (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) <b>Draw toys/things that are important/special to them.</b> <b>Challenge: Write initial</b> Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p>	<p>awareness, so that they can: <i>-recognise words with the same initial sound, such as money and mother</i> (3-4yr olds) <b>Letters and Sounds and Bug Clun Phonics. Phase 1, aspect 7 recap. Oral blending and segmenting of the sounds s a t p i n</b> <b>LS- Listening and remembering sounds</b> (Monday and</p>	<p>having to count them individually (subitising) (3-4yr olds) Say one number for each item in order: 1, 2, 3, 4, 5 (3-4yr olds) Challenge: Recite numbers past 5 (3-4yr olds) <b>Watch Numberblocks- <a href="https://www.bbc.co.uk/iplayer/episode/b08cr24d/numberblocks-series-1-how-to-count">https://www.bbc.co.uk/iplayer/episode/b08cr24d/numberblocks-series-1-how-to-count</a> Show chn a set number of objects. Chn to match and get the same. Ask key questions- <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Phase-1-Just-like-me.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Phase-1-Just-like-me.pdf</a> Challenge: Count the objects beyond 5 as they match</b> *Phase 1- Match*</p>		<p>to sounds (3-4yr olds) Explore and engage in music making and dance, performing solo or in groups (Reception) <b>Explore body percussion, such as clapping their hands, stamping their feet and patting their legs</b> (Friday PM)</p>	<p>objective and activity* Use all their senses in hands-on exploration of natural materials (3-4yr olds) Begin to understand the need to respect and care for the natural environment and living things</p>	<p>such as going to their cot or mat when they want to sleep Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to outdoor area opens <b>Morning timetable. Chn to sequence own timetable</b></p>
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	<p>the feelings of others (Reception)  <b>Show children different emotion faces. How are they feeling? When have you felt like this? How do you feel now?</b>  (Wednesday PM)</p>		<p>(Thursday PM)</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)  Write some letters accurately (3-4yr olds)  Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)  <b>Label parts of the body using initial sounds</b>  <b>Challenge: To write CVC words</b></p>	<p>Tuesday AM)  <b>LS-Say the sounds</b>  (Wednesday and Thursday AM)  <b>Recap of phase 1</b>  (Friday AM)</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually (subitising) (3-4yr olds)  Say one number for each item in order: 1, 2, 3, 4, 5 (3-4yr olds)  Challenge: Recite numbers past 5 (3-4yr olds)  <b>Matching pairs game with numerals up to 5.</b>  <b>Challenge: Count the objects beyond 5 as they match</b></p> <p>* Phase 1- Match*  Develop fast recognition of up to 3 objects, without having to count them individually (subitising) (3-4yr olds)  Say one number for each item in order: 1, 2, 3, 4, 5 (3-4yr olds)</p>			<p>(3-4yr olds)  Explore the natural world around them (Reception)  <b>Explore the FS area and discuss rules and expectations</b>  (Tuesday PM)</p>	<p><b>during CIL.</b>  Playing and exploring- Bring their own interest that they have been previously taught.  <b>Wet sand and gravel. Provide children with buckets, spades. Can they move sand from one container to another?</b></p>
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						<p>Recite numbers past 5 (3-4yr olds)  Challenge: Subitise (Reception)  <b>Watch</b>  <b>Numberblocks-</b>  <a href="https://www.bbc.co.uk/iplayer/episode/b08dnnqm/numberblocks-series-1-stampolines">https://www.bbc.co.uk/iplayer/episode/b08dnnqm/numberblocks-series-1-stampolines</a>  <b>Find matching pairs with subitise cards. What number does that card represent? Chn to count or subitise. Challenge: Subitise up to 5.</b></p>				
3	<p>Develop a sense of responsibility and membership of a community (3-4yr olds)  Build construc</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story (3-4yr olds)</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm (3-4 yr olds)</p>	<p>Understand the five key concepts about print:  -print has meaning  -print can have different purposes  -the names of the different parts of a book  -page sequencing (3-4yr olds)  Engage in extended conversations about stories, learning new</p>	<p>Read individual letters by saying the sounds for them (Reception)  <b>Letters and Sounds</b>  <b>Clun Phonics.</b>  <b>Phase 2, week 1.</b></p>	<p>* Phase 1- Sort*  Compare sizes, weights etc. Using gesture and language- 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Birth- 3 yr olds)  Make comparison between objects relating to size, length, weight and</p>	<p>Begin to make sense of their own life-story and family's history (3-4yr olds)  Comment on images of familiar situations to the past (Reception)</p>	<p>Play instruments with increasing control to express their feelings and ideas (3-4yr olds)  Explore and engage in</p>	<p>*Expressive Arts and Design*  Develop their own ideas and then decide which</p>	<p>Playing and Exploring- Make independent choices. Do things independently that they have been previously taught  <b>Self-portraits</b></p>

<p>tive and respectful (Reception)</p> <p><b>Walk around Craven Arms</b> (Monday PM)</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Reception)</p> <p><b>Act out 'Funny Bones' story map</b> (Monday AM)</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>-rolling</li> <li>-crawling</li> <li>-walking</li> <li>-jumping</li> <li>-running</li> <li>-hopping</li> <li>-skipping</li> <li>-climbing</li> </ul> <p>(Reception)</p> <p><b>Play 'Follow Leader' game with action cards.</b></p> <p><b>Other chn to copy and do</b> (Thursday PM)</p>	<p>vocabulary (3-4yr olds)</p> <p>Challenge: Read sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception)</p> <p><b>KP to read 'Funny bones to chn and talk about concepts of print.</b></p> <p><b>Challenge: chn to read key cvc words linked to the story</b></p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p>	<p><b>Teach set 1 letters- s a t p</b></p> <p><b>Briefly practise oral blending and segmentation</b></p>	<p>capacity (3-4 yr olds)</p> <p>Challenge: Compare length, weight and capacity (Reception)</p> <p><b>Chn to sort different objects into groups given by adult or to sort into their own groups without prompt</b></p> <p><b>Challenge: To identify the odd one out in a group.</b></p> <p>* Phase 1- Sort*</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (subitising) (3-4yr olds)</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5 (3-4yr olds)</p> <p>Challenge: Select, rotate and manipulate shapes to develop spatial reasoning skills (Reception)</p>	<p><b>Chn to bring in old and recent photographs of special family events and family members.</b></p> <p><b>Discuss differences</b> (Friday PM)</p>	<p>music making and dance, performing solo or in groups (Reception)</p> <p><b>Explore and represent different feelings using instruments. Talk about the feelings they have chosen and why they have used those sounds to represent</b> ( Friday PM)</p>	<p>materials to use to express them (3-4yr olds)</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make (3-4yr olds)</p> <p>Return to and build on</p>	<p><b>using paper plates and creative resources</b></p> <p>Active Learning- Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into a slot, they try another piece to see if it will fit</p> <p><b>Tweezers and marble putting into different containers, ice cube</b></p>
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Write some letters accurately (3-4yr olds)

Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)

*Draw pictures of character from Funny Bones and write initial sound*  
**Challenge: Write CVC words**

Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)

*Children to sort compare bears and shapes. Count to make sure there are the same number in each group.*

**Challenge: To identify the odd one out in a group.**

their previous learning, refining ideas and developing their ability to represent them (Reception)

**Self portraits using paper, pens and natural materials found in the FS area (Tuesday)**

**trays, tees.**

				<p>Write some letters accurately (3-4yr olds)</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p><b>Funny Bones speech bubbles</b></p> <p><b>Challenge: Write words</b></p>						
4	<p>Show more confidence in new social situations (3-4yr olds)</p> <p>See themselves as a valuable individual (Reception)</p> <p><b>Speak in front of group and tell</b></p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions (3-4yrs old)</p> <p>Articulate their ideas and thoughts in well-</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm (3-4 yr olds)</p> <p>Progress towards a more fluent style of moving, with developing</p>	<p>*Reception Baseline Assessments*</p> <p>*Speech and Language Assessments*</p>	<p>Read individual letters by saying the sounds for them (Reception)</p> <p><b>Letters and Sounds and Bug Clun Phonics. Phase 2, week 1. Teach set 1 letters- s a t p</b></p> <p><b>Briefly practise oral blending</b></p>	<p>*Reception Baseline Assessments*</p> <p>*Speech and Language Assessments*</p>	<p>Continue to develop positive attitudes about the difference between people (3-4yr olds)</p> <p>Draw information from a simple map (Reception)</p> <p><b>Draw basic map of Craven Arms and features. Discuss and link to</b></p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs (3-4yr olds)</p> <p>Listen attentively, move to and talk about music, expressing their feelings</p>	<p>Create closed shapes with continuous line and begin to use these shapes to represent objects (3-4yr olds)</p> <p>Create collaborative</p>	<p>Active Learning- Review their progress as they try to achieve a goal. Check how well they are doing</p> <p><b>Puzzles</b></p> <p>Active Learning- Use a range of strategies to reach a goal they</p>



	<i>others something they are good at (Wednesday PM)</i>	formed sentences (Reception) 'Guess who game.' In turns chn to stand in front of the class. Chn to explain answers (Thursday PM)	control and grace (Reception) Cosmic Kids Yoga (Thursday PM)		<i>and segmentati on</i>		<i>where chn live. Chn to draw their house/simple map (Monday PM)</i>	and responses (Reception) Sing 'head, shoulders, knees and toes' with actions (Tuesday PM)	y sharing ideas, resources and skills (Reception) Use natural materials to make a model/picture of their homes (Tuesday AM)	have set themselves Who can make the tallest tower? Chn to have a choice of construction resources to use
<b>5</b>	Select and use activities and resources, with help when needed. This helps them to achieve	Develop their communication, but may continue to have problems with irregular tenses and plurals,	Continue to develop their movement, balancing, riding (scooter, trikes and bikes) and ball skills (3-4yr olds)	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the	Blend sounds into words, so that they can read short words made up of known letter-sound correspond	* Phase 1- Compare Amounts* Compare amounts saying 'lots', 'more' or 'same'. (Birth- 3yr olds) Compare quantities using language: 'more than', 'fewer than'. (3-4yr olds) Challenge: Understand the 'one more than/one less	Show interest in different occupations (3-4yr olds) Talk about members of their immediate family and community (Reception)	Take part in simple pretend play, using an object to represent something else even though they are not	*Expressive Arts and Design* Develop their own ideas and then decide	Playing and Exploring- Reach for and accept objects. Make choices and explore different resources and materials

<p>a goal they have chosen, or one which is suggested to them (3-4 yr olds) Show resilience and perseverance in the face of challenge (reception) <b>Pictures of 'people who help us' cut up into puzzles. Chn to work together to</b></p>	<p>such as 'runned' for 'ran,' 'swimmed' for 'swam.' (3-4 yr olds) Connect one idea or action using a range of connectives (Reception) <b>Show chn photos 'people who help us.'</b> <b>Discuss what they do. Have they ever been helped by one of them?</b> (Thursday PM)</p>	<p>Further develop and refine a range of balls skills including: throwing, catching, kicking, passing, batting, and aiming (Reception) <b>Throwing and catching equipment</b> (Thursday PM)</p>	<p>top of the page; write 'm' for mummy (3-4yr olds) Write some letters accurately (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) <b>Draw pictures of people who help us and write initial sounds</b> <b>Challenge: To label people words</b></p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page;</p>	<p>ences (Reception) <b>Letters and Sounds and Bug Clun Phonics. Phase 2, week 2. Teach set 2 letters- i n m d</b> <b>Briefly practise oral blending and segmentati on. Begin to read words with letters learnt so far. High frequency words- is it</b></p>	<p>than' relationship between consecutive numbers. (Reception) <b>Place two sets of objects on two 5 frames. Chn to compare sets. Challenge: With the sets of objects chn to identify one more/less of each group.</b></p> <p>* Phase 1- Compare Amounts* Compare sizes, weights etc. Using gesture and language- 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Birth- 3 yr olds) Make comparison between objects relating to size, length, weight and capacity (3-4 yr olds) Challenge: Compare length, weight and capacity (Reception) <b>Read 'Squash and a Squeeze.'</b> Chn to</p>	<p>Name and describe people who are familiar to them (Reception) <b>Look at pictures on Purple Mash and discuss roles of 'people who help us'</b> (Tuesday PM)</p>	<p>similar (3-4yr olds) Develop storylines in their pretend play (Reception) <b>Play in new 'Dentist' role play area</b> (Monday PM)</p>	<p>which materials to use to express them (3-4yr olds) Explore different materials freely, in order to develop their ideas about how to use them and what to make (3-4yr olds) Return to and build</p>	<p><b>Loose parts</b></p> <p>Creating and thinking critically- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. <b>Pictures of different uniforms and objects. Match together. Which 'person who helps us' do they belong to?</b></p>
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	<p><b>complete</b> (Wednesday PM)</p>			<p>write 'm' for mummy (3-4yr olds)          Write some letters accurately (3-4yr olds)          Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)  <i>Draw one 'people who help us' and their equipment that they use/have. Write initial sounds. Challenge: Write words</i></p>		<p><i>retell the story using small world props. Chn to describe how the house feels as the story progresses. Challenge: To use appropriate language</i></p> <p>* Phase 1- Compare size, mass and capacity*          Compare sizes, weights etc. Using gesture and language- 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Birth- 3 yr olds)          Make comparison between objects relating to size, length, weight and capacity (3-4 yr olds)          Challenge: Compare length, weight and capacity (Reception)  <i>Read "Dear Zoo" and discuss the different sizes of the boxes and the</i></p>			<p>on their previous learning, refining ideas and developing their ability to represent them (Reception)  <i>Bracellets using masking tape and natural materials</i> (Tuesday)</p>	
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						<p><i>animals. Have a collection of different sized boxes and laminated zoo animals. Which animals should go in which box and why? Challenge: To use appropriate language</i></p>				
6	<p>Play with one or more other children, extending and elaborating play ideas (3-4 yr olds) Think about the perspectives of others (Reception) <b>Children to work together using</b></p>	<p>Uses a wider range of vocabulary (3-4yr olds) Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen (Reception)</p>	<p>Be increasingly independent in meeting their own needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly (3-4yr olds) Make healthy choices about food, drink, activity and</p>	<p><b>Trip to the dentist- PSED links</b></p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Write some letters accurately (3-4yr olds) Spell words by identifying the</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception) <b>Letters and Sounds and Bug Clun Phonics. Phase 2, week 2. Teach set 2 letters- i n m d</b></p>	<p>* Phase 1- Compare size, mass and capacity* Compare sizes, weights etc. Using gesture and language- 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Birth- 3 yr olds) Make comparison between objects relating to size, length, weight and capacity (3-4 yr olds) Challenge: Compare length, weight and capacity (Reception) <b>Chn to have play dough and make different sized</b></p>	<p>Show interest in different occupations (3-4yr olds) Talk about members of their immediate family and community (Reception) Name and describe people who are familiar to them (Reception) <b>Thinking about 'people who help us'</b></p>	<p>Sing the pitch of a tone sung by another person ('pitch match') (3-4yr olds) Sing in a group or on their own, increasingly matching the pitch and following a melody (Reception)</p>	<p>*Physical Development activity* Use one-handed tools and equipment, for example, making snips in paper with scissors (3-4yr olds)</p>	<p>Playing and Exploring- Respond to new experiences that you bring to their attention <b>Cleaning toys using sponges, brushes, cloths.</b></p> <p>Active Learning- Keep on trying when things are difficult <b>Using tools correctly when</b></p>

<p><b>construction resource</b> to build an emergency service vehicle and then play together (Tuesday PM)</p> <p>Show confidence in new social situations (3-4yr olds)</p> <p>Build constructive and respectful relationships (Reception)</p>	<p><b>'People who help us' equipment sorting activity</b> (Wednesday PM)</p>	<p>toothbrushing (3-4yr olds)</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>-regular physical activity</li> <li>-healthy eating</li> <li>-toothbrushing</li> <li>-sensible amounts of 'screen time'</li> <li>-having a good sleep routine</li> <li>-being a safe pedestrian (Reception)</li> </ul>	<p>sounds and then writing the sounds with letter/s (Reception)</p> <p><b>Recount of what we did on our trip to the dentists.</b></p> <p><b>Picture 1 - write initial sounds for what they can see in the picture.</b></p> <p><b>Challenge: Write words</b></p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Write some letters accurately (3-4yr olds)</p> <p>Spell words by identifying the</p>	<p><b>Briefly practise oral blending and segmentation.</b></p> <p><b>Begin to read words with letters learnt so far.</b></p> <p><b>High frequency words- in at</b></p>	<p><b>balls. Which is bigger/smaller? Can you make a bigger/smaller one than that ball?</b></p> <p><b>Challenge: Chn to measure play dough balls using the balance scales. Can you get the scales to balance?</b></p> <p>* Phase 1- Making simple patterns* Extend and create ABAB patterns - stick, leaf, stick, leaf (3-4 yr olds)</p> <p>Notice and correct an error in a repeating pattern (3-4 yr olds)</p> <p><b>Challenge: Continue, copy and create repeating patterns (Reception)</b></p> <p><b>Use actions to continue a AB pattern. Clap hands, pat knees, clap hands etc.</b></p>	<p><b>and their jobs. What other jobs are there?</b> (Thursday PM)</p>	<p><b>Sing Twinkl 'people who help us songs and rhymes'</b> (Friday PM)</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>	<p><b>playing with the tap-a-shape</b></p>
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	<p><b>Literacy link- trip to the dentist</b></p>		<p><b>Practise cleaning our teeth with correct techniques and timings. Discuss dental hygiene and importance</b></p> <p>.</p> <p>(Monday PM)</p>	<p>sounds and then writing the sounds with letter/s (Reception)</p> <p><b>Recount of what we did on our trip to the dentists.</b></p> <p><b>Picture 2- write initial sounds for what they can see in the picture.</b></p> <p><b>Challenge: Write words</b></p>		<p><b>Challenge: Chn to correct a mistake in a AB pattern</b></p> <p>*Phase 1- Making simple patterns* Extend and create ABAB patterns - stick, leaf, stick, leaf (3-4 yr olds) Notice and correct an error in a repeating pattern (3-4 yr olds) Continue, copy and create repeating patterns (Reception)</p> <p><b>Watch</b></p> <p><b>Numberblocks-</b> <a href="https://www.bbc.co.uk/iplayer/episode/b0bp2t8d/numberblocks-series-3-pattern-palace">https://www.bbc.co.uk/iplayer/episode/b0bp2t8d/numberblocks-series-3-pattern-palace</a></p> <p><b>Chn to continue a repeating AB pattern using coloured blocks</b></p> <p><b>Challenge: Chn to create their own repeating AB pattern</b></p>			<p>(Reception)</p> <p><b>Painting the trees with mud</b></p>	
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7	<p>Become more outgoing with unfamiliar people, in the safe context of their setting (3-4yr olds)</p> <p>Build constructive and respectful relationships (Reception)</p> <p><b>'People who help us' visitor/Fire fighter or trip to the fire station. Be</b></p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (3-4yr olds)</p> <p>Understand how to listen carefully and why listening is important (Reception)</p> <p>Learn new vocabulary (Reception)</p> <p><b>'People who help us' visitor in school to talk about their job role</b></p>	<p>*See Forest School Activity*</p>	<p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Write some letters accurately (3-4yr olds)</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p><b>Watch short firefighter clip- <a href="https://www.youtube.com/watch?v=syW0nYeJOQU">https://www.youtube.com/watch?v=syW0nYeJOQU</a></b></p> <p><b>Chn to draw picture and describe how a fire is put out. Chn</b></p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception)</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception)</p> <p><b>Letters and Sounds</b></p>	<p>*Phase 2- Representing 1, 2, 3*</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 (3-4 yr olds)</p> <p>Experiment with their own symbols and marks as well as numerals (3-4 yr olds)</p> <p>Challenge: Count objects, actions and sounds (Reception)</p> <p><b>Read- One Bear At Bedtime by Mick Inkpen. Chn to draw 1, 2, 3 objects to represent what they might take to bed. Challenge: Count how many objects they have drawn altogether.</b></p>	<p>Show interest in different occupations (3-4yr olds)</p> <p>Compare and contrast characters from stories, including figures from the past (Reception)</p> <p><b>Learn about Florence Nightingale and what she did to help people</b></p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make (3-4yr olds)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them (Reception)</p> <p><b>Make 'someone who helps us out of playdough</b></p>	<p>*Physical Development activity*</p> <p>Show a preference for a dominant hand (3-4yr olds)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors (3-4yr olds)</p> <p>Develop their</p>	<p>Active Learning- Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on the top of a table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. <b>Balancing beams and equipment</b></p> <p>Playing and exploring-</p>
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	<p><i>confident, good behaviour and speak to the visitor with confidence.</i></p>			<p><i>to write initial sounds. Challenge: Chn to write words.</i></p> <p>Understand the five key concepts about print:          -print has meaning          -print can have different purposes          -the names of the different parts of a book          -page sequencing (3-4yr olds)          Engage in extended conversations about stories, learning new vocabulary (3-4yr olds)          Challenge: Read sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception)  <i>Read 'Charlie the firefighter' to chn. Challenge: To read CVC words links to</i></p>	<p><i>and Bug Clun Phonics. Phase 2, week 3. Teach set 2 letters- g o c k Briefly practise oral blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral segmentati on for spelling. High frequency words- and</i></p>	<p><i>*Phase 2- Representing 1, 2, 3* Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 (3-4 yr olds) Experiment with their own symbols and marks as well as numerals (3-4 yr olds) Count objects, actions and sounds (Reception) Challenge: Subitise (Reception) Piece of paper divided into 3. Children to place objects/draw to represent each number in a variety of ways. Challenge: Chn to subitise with objects up to 3.</i></p>			<p>small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception)</p>	<p>Plan and think ahead about how they will explore or play with objects  <i>Loose part objects/different objects chn might not have seen before and magnifying glasses.</i></p>
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***the story/fire  
fighters***

Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)

Write some letters accurately (3-4yr olds)

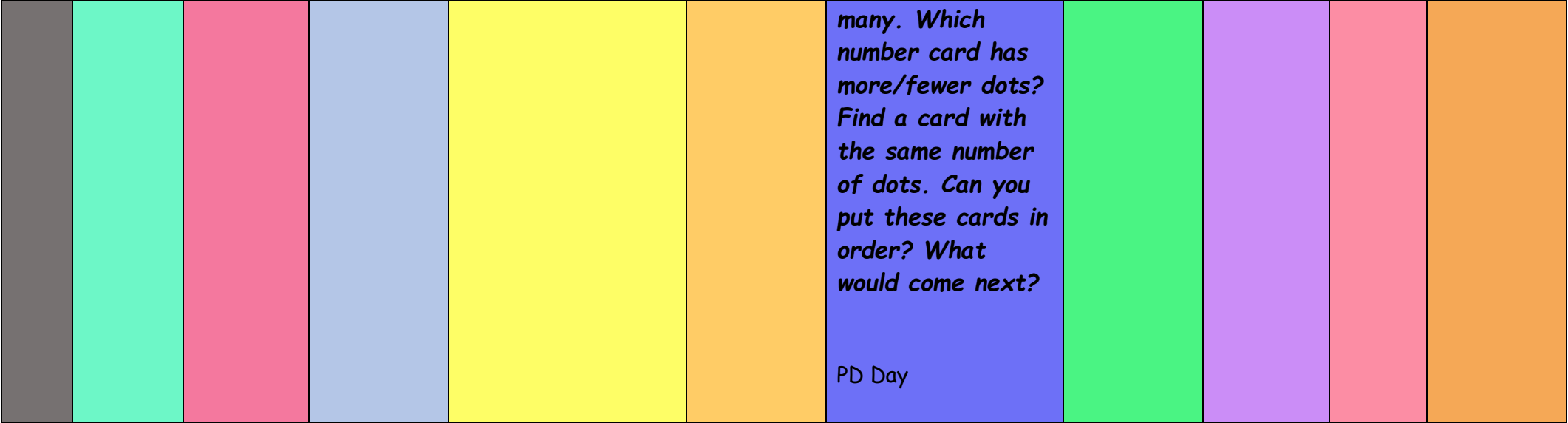
Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)

***Picture linked to the visitor/trip to the fire station.  
Chn to recount and write initial sounds for words.***

***Chn to use potato peelers to sharpen ends of tree branches for toasting marshmallows.  
Have a fire and toast marshmallows for s'mores.  
(Tuesday PM)***

				<b>Challenge: chn to write words.</b>						
8	Increasingly follow rules, understanding why they are important (3-4yr olds) Do not always need an adult to remind them of a rule (3-4yr olds) Manage their own needs (Reception) <b>Chn to wash their hands before break</b>	Sing a large repertoire of songs (3-4yr olds) Listen carefully to rhymes and songs, paying attention to how they sounds (Reception) Learn rhymes, poems and songs (Reception) <b>Sing nursery rhymes</b>	Continue to develop their movement, balancing, riding (scooter, trikes and bikes) and ball skills (3-4yr olds) Combine different movements with ease and fluency (Reception) <b>Obstacle course with a range of equipment</b> (Thursday PM)	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Write some letters accurately (3-4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) <b>'Charlie and the firefighter' picture. Chn to describe what is happening and write initial sounds</b>	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception)	*Phase 2- Comparing 1, 2, 3* Compare amounts, saying 'lots', 'more' or 'same' (Birth-3yr olds) Compare quantities using language: 'more than', 'fewer than' (3-4 yr olds) Challenge: Compare numbers (Reception) <b>Watch Numberblocks- <a href="https://www.bbc.co.uk/iplayer/episode/b08bzgxx/numberblocks-series-1-three">https://www.bbc.co.uk/iplayer/episode/b08bzgxx/numberblocks-series-1-three</a> Use everyday objects for chn to compare. Set out 4 groups with 1-3 objects in each. Which has more? Which has fewer? Can you find two sets with the same amount?</b>	Show interest in different occupations (3-4 yr olds) Talk about members of their immediate family and community (Reception) <b>Andy to come in and talk to the children about his job at school and what he does</b>	Join different materials and explore different textures (3-4yr olds) Create collaboratively sharing ideas, resources and skills (Reception) <b>Outline of person 'people who help us.' Chn to work together in small groups and using different glues and tape to add</b>	*Communication and Language activity* Can start a conversation with an adult or a friend and continue it for many turns (3-4yr olds) Describe events in some detail (Reception) <b>Recap last week's</b>	Active Learning- Use a range of strategies to reach a goal they set themselves <b>Construction resources to make hospital, school, police station etc.</b> Active Learning- Begin to correct their mistakes themselves. For example, instead of

	<p><b>time</b> (Wednes day)</p>			<p><b>Challenge: Write words</b></p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Write some letters accurately (3-4yr olds)</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p><b>'Charlie the firefighter' speech bubbles</b></p> <p><b>Challenge: Write words</b></p>	<p><b>Letters and Sounds and Bug Clun Phonics. Phase 2, week 3. Teach set 2 letters- g o c k</b></p> <p><b>Briefly practise oral blending and segmentati on</b></p> <p><b>Read words with letters learnt so far and begin to read captions. Oral and letter segmentati on for spelling. High frequency words- and</b></p>	<p><b>Challenge: Add one more/take one less. Which has more and fewer now? How do you know?</b></p> <p>* Phase 2- Comparing 1, 2, 3*</p> <p>Compare amounts, saying 'lots', 'more' or 'same' (Birth-3 yr olds)</p> <p>Compare quantities using language: 'more than', 'fewer than' (3-4 yr olds)</p> <p>Challenge: Compare numbers (Reception)</p> <p><b>Watch Numerblocks- <a href="https://www.bbc.co.uk/iplayer/episode/b08bzh11/numberblocks-series-1-one-two-three">https://www.bbc.co.uk/iplayer/episode/b08bzh11/numberblocks-series-1-one-two-three</a></b></p> <p><b>With numeral/subitise cards. Chn to pick a card. Count/subitise how</b></p>		<p><b>different materials to represent</b></p>	<p><b>FS session about how the fire was made. What did we do? (Tuesd ay PM)</b></p>	<p>using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit</p> <p><b>Coloured compare bears to put in the correct order on the sheets</b></p>
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*many. Which number card has more/fewer dots? Find a card with the same number of dots. Can you put these cards in order? What would come next?*

PD Day

Clee (Reception)- Winter Adventures- Medium Term Planning- Autumn 2 (2021/22)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1	Develop appropriate ways of being assertive (3-4yr olds) Build constructive and respectful relationships (Reception) <b>Chn to play 'teddy bears' picnic' themed matching pair game (Purple</b>	Engage in non-fiction books (Reception) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (Reception) <b>Look at fiction and non-</b>	Make healthy choices about food, drink, activity and toothbrushing (3-4yr olds) Make healthy choices about food, drink, activity and toothbrushing (3-4yr olds) Know and talk about the different factors that support their	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Write some letters accurately (3-4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)	Read a few common exception words matched to the school's phonic programme (Reception) <b>Letters and Sounds and Bug Clun Phonics. Phase 2, week 4. Teach set 2 letters- c k e u r Briefly practise oral blending and segmentati</b>	*Phase 2- Composition of 1, 2, 3*  *Phase 2- Composition of 1, 2, 3*	*See Forest School activity*	Use drawing to represent ideas like movement or loud noises (3-4yr olds) Listen attentively, move to and talk about music, expressing their feelings and responses (Reception) <b>Watch animation of 'We're going on</b>	*Understanding the World activity* Plant seeds and care for growing plants (3-4yr olds) Explore the natural world around them (Reception) Understand	Creating and Thinking Critically- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. <b>Indoor and outdoor role play areas to be set up.</b>

	<p><b>Mash resource ) with friends</b></p>	<p><b>fictions books about bears</b></p>	<p>overall health and wellbeing:          -regular physical activity          -healthy eating          -toothbrushing          -sensible amounts of 'screen time'          -having a good sleep routine          -being a safe pedestrian (Reception)  <b>Chn to bring in a teddy food for a healthy teddy bears picnic.</b></p>	<p><b>Chn to draw different bears or stick pictures in of different bears.</b>  <b>Chn to label using initial sounds.</b>  <b>Challenge: Chn to label by spelling/writing words/names.</b></p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)          Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)          Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p>	<p><b>on. Read words with letters learnt so far and begin to read captions.</b>  <b>Oral and letter segmentation for spelling captions.</b>  <b>High frequency words- and Tricky words- the to</b></p>			<p><b>a bear hunt.'</b>  <b>Chn to have a white board and draw to represent the music and loud/quiet noises.</b></p>	<p>the effect of changing seasons on the natural world around them (Reception)  <b>Plant Tulip bulbs in the FS area (Tuesd ay PM)</b></p>	<p>Active Learning- Keep on trying when things are difficult.  <b>Chn to set up the water guttering to transport water from one end to the other.</b></p>
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Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception)

**Write words for where bears live**  
**Challenge: chn to write a sentence**

Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)

Write some letters accurately (3-4yr olds)

Challenge: Spell words by identifying

				<p>the sounds and then writing the sounds with letter/s (Reception)</p> <p><b>Draw and write initial sounds for food chn what at the teddy bear's picnic.</b></p> <p><b>Challenge: chn to write words.</b></p>						
2	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried.' (3-4yr olds)</p> <p>Identify and moderate their own feelings socially and emotionally</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story (3-4yr olds)</p> <p>Retell the story, once they have developed a deep familiarity with the text;</p>	<p>Use one-handed tools and equipment, for example, snips in paper with scissors (3-4yr olds)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested</p>	<p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p>	<p>Read a few common exception words matched to the school's phonic programme (Reception)</p> <p><b>Letters and Sounds and Bug Clun Phonics. Phase 2, week 4. Teach set 2 letters- ck e u r Briefly practise oral</b></p>	<p>*Phase 2- Circles and triangles*</p> <p>*Phase 2- Circles and triangles*</p> <p>*Phase 2- Spatial Awareness*</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (3-4yr olds)</p> <p>Recognise some similarities and differences between life in this country and life in other</p>	<p>Create their own songs, or improvise a song around on they know (3-4yr olds)</p> <p>Explore and engage in music making and dance, performing solo or in groups (Reception)</p> <p><b>Create music to</b></p>	<p>*Expressive Arts and Design activity*</p> <p>Create closed shapes with continuous line and begin to use these shapes to represent objects (3-</p>	<p>Playing and exploring- Respond to new experiences that you bring to their attention</p> <p><b>Chn to have resources to set up plates, knives and forks for teddy bears' picnic</b></p>



<p>(Reception)  <b>Chn to bring in their favourite teddy. Share with a small group of chn why it is special to them, how long they have had it for etc. How the teddy makes them feel.</b></p>	<p>some as exact repetition and some in their own words (Reception)  <b>'We're going on a bear hunt' story map to act out.</b></p>	<p>tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception)  <b>Cut out and paint bear mask</b></p>	<p>Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception)  <b>Picture 1 from focus story 'We're going on a bear hunt.'</b>  <b>Chn to use key phrases to describe what is happening. Write initial sounds and words.</b>  <b>Challenge: chn to write a short sentence</b></p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the</p>	<p><b>blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling captions. High frequency words- and Tricky words- the to</b></p>		<p>countries (Reception)  Recognise some environments that are different to the one in which they live (Reception)  <b>Look at different bears from around the world and the different types of environments they live in</b></p>	<p><b>the different noises/themes from the story 'we're going on a bear hunt.'</b></p>	<p>4yr olds)  Create collaboratively sharing ideas, resources and skills (Reception)  <b>In pairs use sticks to create a frame/outline and then find natural materials to make picture (Tuesday AM)</b></p>	<p>Active Learning- Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on the top of a table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.  <b>Use different tools for</b></p>
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				<p>top of the page; write 'm' for mummy (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception) <i>Picture 2 from focus story 'We're going on a bear hunt.'</i> <i>Chn to use key phrases to describe what is happening. Write initial sounds and words.</i> <i>Challenge: chn to write a short sentence</i></p>						<p><i>selected purposes in the mud kitchen area to make food for the teddy bears' picnic.</i></p>
3	Help to find solutions to conflicts	Enjoy listening to longer stories	Continue to develop their movement, balancing,	Add some marks to their drawing, which they give meaning to. For example: "That	Read a few common exception words matched to	*Phase 2- Spatial Awareness*  *Phase 3- Four*	Explore collections of materials with similar	Develop their own ideas and then decide	Begin to understand the	Playing and exploring- Bring their own interests

<p>and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas (3-4 yr olds) Think about the perspective of others (Reception) <b>Talk about being friendly and making friends.</b></p>	<p>and can remember much of what happens (3-4yr olds) Listen to and talk about stories to build familiarity and understanding (Reception) <b>Read 'Goldilocks and the three bears' to chn. Chn to retell the story to their partner and share</b></p>	<p>riding (scooter, trikes and bikes) and ball skills (3-4yr olds) Revise and refine the fundamental movement skills they have already acquired: -rolling -crawling -walking -jumping -running -hopping -skipping -climbing (Reception) <b>Re-act out the story of 'Goldilocks and the three bears' with different movement.</b></p>	<p>says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception) <b>Write initial sounds and words. Challenge: chn to write a short sentence. Choose character from the story and describe</b></p>	<p>the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception) <b>Letters and Sounds</b></p>	<p><b>Watch Numberblocks-</b> <a href="https://www.bbc.co.uk/iplayer/episode/b08d61cv/numberblocks-series-1-four">https://www.bbc.co.uk/iplayer/episode/b08d61cv/numberblocks-series-1-four</a></p>	<p>and/or different properties (3-4yr olds) Talk about difference between materials and changes they notice (3-4yr olds) <b>Chn to explore different types of materials. Linked to story which materials would be best for daddy's chair, a picnic blanket, bowl, a coat etc.</b></p>	<p>which materials to use to express them (3-4yr olds) Return to and build on their previous learning, refining ideas and developing their ability to represent them (Reception) <b>Use a range of materials and textures to add to bear mask</b></p>	<p>need to respect and care for the natural environment and all living things (3-4yr olds) Explore the natural world around them (Reception) <b>Litter picking and tidying up in the FS area and school grounds (Tuesday PM)</b></p>	<p>and fascinations into early year settings. This helps them to develop their learning. <b>Porridge oats and milk/water. Mixing different quantities together. How does more/less liquid change the porridge.</b> Creating and thinking critically- Sort materials. For example, at tidy-up time, children</p>
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	<p><i>How could Goldilocks and the bears become friends?</i></p>	<p><i>with the class.</i></p>		<p><i>them. Write initial sounds and words.. Challenge: chn to write short sentences</i></p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter</p>	<p><i>and Bug Clun Phonics. Phase 2, week 5. Teach set 2 letters- h b f ff l ll ss Briefly practise oral blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling captions. High frequency words- and</i></p>				<p>know how to put different construction materials in separate baskets</p> <p><b>Sort the different objects from 'Goldilocks and the three bears' into who they belong to, thinking about size and even objects which are in the story which can't be included.</b></p>
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and full stop  
(Reception)  
*Picture from focus story 'Goldilocks and the three bears.'*  
*Chn to use key phrases to describe what is happening.*  
*Write initial sounds and words.*  
***Challenge: chn to write a short sentence***

Add some marks to their drawing, which they give meaning to.  
For example: "That says mummy." (Birth-3yr olds)  
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)  
Spell words by identifying the sounds and then

**Tricky words- no go I**

				<p>writing the sounds with letter/s (Reception)  Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception)  <i>'Goldilocks and the three bears.'</i> <i>Chn to change part of the story. What else does Goldilocks do when she's in the house on her own?</i>  Challenge: <i>chn to write a short sentence</i></p>						
4	<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone</p>	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p>	<p>Make healthy choices about food, drink, activity and toothbrushing (3-4yr olds)  Make healthy choices about food,</p>	<p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the</p>	<p>Read a few common exception words matched to the school's phonic programme (Reception)  Spell words by identifying</p>	<p>*Phase 3- Four*  *Phase 3- Five*  <b>Watch</b>  <b>Numberblocks-</b>  <a href="https://www.bbc.co.uk/iplayer/episode/b08d630h/numberblocks-series-1-five">https://www.bbc.co.uk/iplayer/episode/b08d630h/numberblocks-series-1-five</a>  *Phase 3- Five*</p>	<p>Explore the natural world around them (3-4yr olds)  Draw information from a simple map (Reception)  <b>Show chn a map on</b></p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p>*Expressive Arts and Design activity*  Explore colour and colour-mixing</p>	<p>Playing and exploring- Plan and think ahead about how they will explore or play with objects  <b>Stacking cups</b></p>

<p>can be Spider-Man in the game, and suggesting other ideas (3-4 yr olds) Express their feelings and consider the feelings of others (Reception) <b>Think about what Goldilocks should say to the three bears. How can she show she is</b></p>	<p>(3-4yr olds) Ask questions to find out more and check they understand what has been said to them (Reception) <b>Follow instructions and make porridge</b></p>	<p>drink, activity and toothbrushing (3-4yr olds) Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating - toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian</p>	<p>top of the page; write 'm' for mummy (3-4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) <b>Write a list of things chn will need to make porridge. Challenge: to spell words correctly using letters/sounds learnt so far</b></p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page;</p>	<p>the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception) <b>Letters and Sounds and Bug Clun Phonics. Phase 2, week 5. Teach set 2 letters-</b></p>	<p><b>Watch Numberblocks-</b> <a href="https://www.bbc.co.uk/iplayer/episode/b08cr0y7/numberblocks-series-1-off-we-go">https://www.bbc.co.uk/iplayer/episode/b08cr0y7/numberblocks-series-1-off-we-go</a></p>	<p><b>the Forest School area. What is on there? What can you see? Go outside and look. Chn to draw their own maps on whiteboards to represent the three bears going for a walk in the woods.</b></p>	<p>(3-4yr olds) Show different emotions in their drawings and paintings, like happiness, sadness, fear etc (3-4yr olds) Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception) <b>Draw a picture of Goldilocks or one of the three</b></p>	<p>(3-4yr olds) Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception) <b>Leaf painting (Tuesday PM)</b></p>	<p>Playing and exploring- Reach for and accept objects. Make choices and explore different resources and materials <b>Explore and play with slime</b></p>
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	<i>sorry? What should she say?</i>		(Reception) <i>Discuss a healthy breakfast choice. What would not be a healthy breakfast? Link to eating porridge for breakfast.</i>	write 'm' for mummy (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception) <i>Picture from making porridge. Recount and then write initial sounds and words for what we did. Challenge: chn to write a short sentence</i>	<i>h b f ff l ll ss Briefly practise oral blending and segmentati on. Read words with letters learnt so far and begin to read captions. Oral and letter segmentati on for spelling captions. High frequency words- and Tricky words- no go I</i>			<i>bears. Think about how they are feeling.</i>		
5	Develop their sense of responsi	Know many rhymes,	<i>*See Forest School activity*</i>	Add some marks to their drawing, which they give meaning to. For example: "That	Read a few common exception words	<i>*Phase 3- One more and One Less*</i>	Use all their senses in hand-on	Respond to what they have heard,	<i>*Physic al Develo pment</i>	Active Learning- Begin to correct



<p>bility and members hip of a communi ty (3-4yr olds) See themself es as a valuable individual (Recepti on) <b>Linked to 'Goldilocks and the three bears' talk about stranger danger and keeping safe in the communi ty.</b></p>	<p>be able to talk about familiar books, and be able to tell a long story (3-4yr olds) Retell the story, once they have developed a deep familiarit y with the text; some as exact repetitio n and some in their own words (Receptio n) <b>'Goldilocks and the three bears' story</b></p>		<p>says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception) <b>Goldilocks wanted poster.</b> <b>Challenge: chn to write a short sentence</b></p> <p>Add some marks to their drawing, which</p>	<p>matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspond ences and, where necessary, a few exception words (Reception)</p>	<p><b>*Phase 3- One more and One Less*</b></p>	<p>exploration of natural materials (3-4 yr olds) Describe what they see, hear and feel whilst outside (Reception) <b>The bears have been in the Forest School area. They have left a letter to say they've been in there.</b> <b>Look for clues in FS area to see what they have been doing.</b></p>	<p>expressin g their thoughts and feelings (3-4yr olds) Watch and talk about and performa nce art, expressin g their feelings and responses (Receptio n) <b>Watch KS2 Christmas performa nce</b></p>	<p>Activit y* Choose the right resour ces to carry out their own plan. For exampl e choosin g a spade to enlarge a small hold they dug with a trowel (3-4yr olds) Develo p their small motor skills so that</p>	<p>their mistakes themselves. For example, instead of using increasingl y force to push a puzzle piece into the slot, they try another piece to see if it will fit. <b>Marble run</b> Playing and exploring- Guide their own thinking and actions by actions by talking to themselves while playing. For example, a child doing</p>
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		<p><i>map to act out and retell.</i></p>		<p>they give meaning to. For example: "That says mummy." (Birth-3yr olds)          Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)          Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)          Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception)  <i>Write a letter from Goldilocks to the bears saying sorry for what she has done.</i></p>	<p><b>Letters and Sounds and Bug Clun Phonics. Phase 2, week 6. Revision of all phase 2 sounds, high frequency and tricky words taught so far. For reading words, captions. For spelling words, captions.</b></p>				<p>they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception)  <i>Digging in the FS area</i></p>	<p>a jigsaw puzzle might whisper under their breath: "Where does that one go?- I need to find the big horse." <i>'Goldilocks and the three bears' small world area.</i></p>
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**Challenge: chn to write a short sentence**

Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)

Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)

Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception)

(Tuesd  
ay PM)

				<p><i>Write a letter from the bears accepting Goldilock's apology and saying that they can be friends.</i></p> <p><i>Challenge: chn to write a short sentence</i></p>						
6	<p>Begin to understand how others might be feeling (3-4yr olds)</p> <p>Express their feelings and consider the feelings of others? (Reception)</p> <p><b>Make a list of good deeds.</b></p> <p><b>Link to advent</b></p>	<p>Enjoy listening to longer stories and can remember much of what happens (3-4yr olds)</p> <p>Listen to and talk about stories to build familiarity and understanding (Reception)</p> <p><b>Listen to the Christmas</b></p>	<p>Use one-handed tools and equipment, for example, snips in paper with scissors (3-4yr olds)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for</p>	<p><b>Write what happens in the Nativity Story.</b></p> <p><i>Challenge: chn to write a short sentence</i></p> <p><b>Christmas cards</b></p>	<p>Read a few common exception words matched to the school's phonic programme (Reception)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception)</p> <p>Read simple phrases and sentences made up of</p>	<p>*Phase 3- One more and One Less*</p> <p>*Phase 3- Shapes with 4 Sides*</p> <p>*Phase 3- Shapes with 4 Sides*</p>	<p>Begin to make sense of their own life-story and family's history (3-4yr olds)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (Reception)</p> <p><b>Talk about family times and celebrations with a focus on</b></p>	<p>Join different materials and explore different textures (3-4yr olds)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception)</p> <p><b>Christmas Cards</b></p>	<p>*Understanding the World activity*</p> <p>Talk about what they see, using wide vocabulary (3-4yr olds)</p> <p>Describe what they see, hear and feel</p>	<p>Creating and Thinking Critically- Use pretend play to think beyond the 'here and now' and to understand another perspective . For example, a child role-playing the billy goats gruff might suggest that "Maybe the toll in</p>

	<p><i>calander - each day pick a deed which chn need to try and do. Why are deeds important? How do they affect others?</i></p>	<p><i>s story. Chn to retell the story using props.</i></p>	<p>drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception)  <i>Use the camping frame to clip on new materials to turn it into Santa's grotto.</i></p>		<p>words with known letter-sound correspondences and, where necessary, a few exception words (Reception)  <i>Letters and Sounds and Bug Clun Phonics. Phase 2, week 6. Revision of all phase 2 sounds, high frequency and tricky words taught so far. For reading words, captions. For spelling</i></p>		<p><i>Christmas. Do all celebrate Christmas?</i></p>		<p>whilst outside (Reception)  <i>Lie down in FS area and look and listen. What have children observed? (Tuesday PM)</i></p>	<p>lonely and hungry? That's why he's fierce."  <i>Ice cubes in the water tray. What happens to the ice?</i>            Playing and exploring-respond to new experiences that you bring to their attention.  <i>Use a range of tools for different purposes with the playdough.</i></p>
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					<i>words, captions.</i>					
7	Show more confidence in new social situations (3-4yr olds) Identify and moderate their own feelings socially and emotionally (Reception) <b>Christmas party.</b>	Sing a large repertoire of songs (3-4yr olds) Learn rhymes, poems or songs (Reception) <b>Learn Christmas songs</b>	Use one-handed tools and equipment, for example, snips in paper with scissors (3-4yr olds) Show a preference for a dominant hand (3-4yr olds) Develop their small motor skills so that they can use a range of tools competently, safely and confidently . Suggested tools: pencils for	<b>Write a Christmas list</b>  <b>Write what children are most looking forward to about the Christmas party</b>	Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and,	*Phase 3- Night and day*  *Phase 3- Night and day*	Continue to develop positive attitudes about the difference between people (3-4yr olds) Understand that some places are special to members of their community (Reception) <b>With links to Christmas think about places of worship. Local Vicar to come to speak to the children about why and how Christians</b>	Remember and sing entire songs (3-4yr olds) Sing in a group or on their own, increasing the pitch and following the melody (Reception) <b>Christmas songs</b>	Talk about what they see, using wide vocabulary (3-4yr olds) Talk about members of their immediate family and community (Reception) <b>Forest School fire. Make hot chocolate</b>	Creating and thinking critically- Know more, so feel confident in coming up with their own ideas. Make more links between those ideas. Magnets. <b>Provide a few objects and then children to find other objects which are magnetic.</b> Creating and thinking

drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception)  
**Pine cone decorations.** Chn to glue pine cone use tweezers to add pom poms to the pine cones.

where necessary, a few exception words (Reception)  
**Letters and Sounds and Bug Club Phonics.** Phase 2, week 6.  
**Revision of all phase 2 sounds, high frequency and tricky words taught so far.** For reading words, captions. For spelling words, captions.

**celebrate Christmas.**

**using Kelly Kettle.** Chn to talk through what is happening. Later group discussions around the fire.

critically- Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check that everyone has the same number of strawberries  
**Sharing Christmas presents between teddy bears.** Do

