

Kerry (Nursery)- Medium Term Planning- All About Me- Autumn 2021 (2021/22)

We ek	PSED	Communica tion and Language	Physical Development	Literacy	Phonics	Mathematics	Understandin g of the World	Expressive Arts and Design	CoETL
1	2 Day Week	2 Day Week	2 Day Week	<p>L:O Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Children to draw a picture of their family. Children to give meaning to the marks they make. (Book)</p>	<p>Sound of the Week.... S</p> <p>Thurs- A Listening Walk (1)</p> <p>Fri- New Words to Old Songs (2)</p>	<p>L:O Take part in finger rhymes with numbers. Sing nursery rhymes with the children involving numbers. Do the children know any number rhymes they like to sing? (Fri)</p>	<p>L:O Talk about what they see, using a wide vocabulary. Go on a walk around the school sites. Talk about what they can see when walking around. (Thurs)</p>	2 Day Week	<p>Plan and think ahead about how they will explore or play with objects. CIL- Children to have wooden blocks out. What can they build? (Inside)</p> <p>CIL- Have the whiteboards and pens on the table. (Outside)</p>
2 (Little Red Riding Hood)	<p>L:O Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Look at the characters in the book. Talk about the features of the characters</p>	<p>L:O Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Play a listening and attention game with the children. Place a number of items from the Little Red Riding Hood</p>	<p>L:O Continue to develop their movement, balancing, riding(scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Create an obstacle</p>	<p>L:O Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Read Little Red Riding Hood to the children. Children to give ideas on what they think might happen in the book. (Mon)</p>	<p>Sound of the Week..... S</p> <p>Mon- Action Songs (3)</p> <p>Tues- Rhyming Books (4)</p> <p>Wed- I Spy Names (5)</p> <p>Thurs- Mouth Movements (6)</p> <p>Fri- A Listening Moment (1)</p>	<p>Number of the Week – 1</p> <p>Shape of the Week- Circle</p> <p>L:O Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p>	<p>L:O - Make connections between the features of their family and other families.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Get the parents to put a photo on Tapestry of the children's family. Get the children to look at their photo and explain</p>	<p>L:O Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.</p>	<p>Respond to new experiences that you bring to their attention.</p> <p>CIL- Have a Red Riding Hood Tuff Spot-children to explore (Inside)</p> <p>CIL- Have the guttering pipes out on the</p>

	and the children. (Tues)	story on a tray and cover with a blanket. Ask the children to guess how many are there, then double-check by counting. Remove one of the objects. Can they say which one has been removed (Wed)	course around an outside area for the children to use on their journey to Grandma's house. (Thurs)			('cardinal principle'). Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Make a basket full of food for Grandma. Children to count the objects they have put in. (Book)	the special time. (Fri)	Make simple models which express their ideas. Children to make salt dough food. (Home)	water tray. Children to explore what happens as they tip water down them. (Outside)
3 (Little Red Riding Hood)	L:O Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Children to use the characters in the story to say how they are feeling. What makes the children scared, happy, sad? (Mon)	L:O Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. L:O Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Little Red Riding Hood has been in the class and has lost the food for grandma. Can the children follow the	L:O Use a comfortable grip with good control when holding pens and pencils. L:O Show a preference for a dominant hand. Children to trace over their names (Book)	L:O Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Repeat words and phrases from familiar stories. Have some of the pictures from the story. Can the children remember what happened and order the pictures? (Tues)	Sound of the Week A Mon- Which Instrument? (2) Tues- Listen to the Music (3) Wed- Learning songs and rhymes (4) Thurs- Sounds around (5) Fri- Voice Sounds (6)	Number of the week -2 Shape of the week -Square L:O Compare amounts, saying 'lots', 'more' or 'same'. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Have fruit bowls and fruit ready. Split the fruit randomly. Children to count the fruit pieces and compare the amounts. (Wed)	L:O Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties Using the loose parts and natural materials found in the outside are, children to create a picture. (Thurs)	L:O Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Using junk modelling children to build Grandma's house. (Home)	Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next." CIL- Children to have a selection of small world toys out to play with. (train track, people who help us) (Inside) CIL- Problem Solving activities to be set out for the children to

		questions and instructions to find them? (Fri)							explore and figure out. (Outside)
4 (All About Me)	Baselines/ Speech and language screening. (All Week)	Baselines/ Speech and Language Screening (All Week)	<p>L:O Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. (3-4)</p> <p>Talk about good teeth brushing. Children to use their fingers as a toothbrush and brush their teeth (Tues)</p>	Baselines/ Speech and language screening. (All Week)	<p>Sound of the Week - 'T'</p> <p>Mon- Drum Outdoors (1)</p> <p>Tues- Adjust the Volume (2)</p> <p>Wed- Roly Poly (3)</p> <p>Thurs- Listen to the Beat (4)</p> <p>Fri- Making Aliens (5)</p>	<p>Number of the Week- 3</p> <p>Shape of the Week- Triangle</p> <p>L;O Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (3-4)</p> <p>Build with a range of resources</p> <p>Notice patterns and arrange things in patterns. (Birth -3)</p> <p>Provide children with a range of 2D shapes. Can they use them to build a picture of a person? (Wed)</p>	<p>L:O Explore and respond to different natural phenomena in their setting and on trips. (Birth- 3)</p> <p>Talk about the differences between materials and changes they notice. (3-4)</p> <p>Go outside with a large piece of paper. Children to find materials in the area and stick them on. Can they tell us about the materials they find (soft, hard spikey etc) (Thurs)</p>	<p>L :O Remember and sing entire songs. (3-4)</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. (Birth-3)</p> <p>Children to sing action songs, (Head shoulder knees and toes, the hokey cokey etc) (Fri)</p>	<p>Make independent choices. Do things independently that they have been previously taught.</p> <p>CIL- Have set up in a challenge area a toothbrushing station. Children can practise how they brush their teeth. (Inside)</p> <p>CIL- Provide large pieces of paper and PVA glue. Children to create their own picture using the materials found in nursery. (Outside)</p>

<p>5 (All About Me)</p>	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Develop friendships with other children. (Birth-3) Circle time- Children to say something to the rest of the class something they like. Children to make a hand print on a piece of paper. Adults to scribe what they say. (Thurs)</p>	<p>Understand simple instructions like "give to mummy" or "stop". Recognise and point to objects if asked about them. Listen to other people's talk with interest, but can easily be distracted by other things. (Birth-3) Hunting game- label 3 pots/bags with different objects (toys, clothes, food) children to go and find these objects. Talk about what they have found. (Mon)</p>	<p>Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. (Birth-3) Children to have a supply of fine motor activities. Have a large piece of paper can they draw big circles/small circles. (Wed)</p>	<p>Parent Workshop- 'The Gruffalo' Bread making Paper chain snakes Gruffalo headbands</p>	<p>Sound of the Week 'P' Mon- Making Trumpets (6) Tues- Teddy is lost in the Jungle (1) Wed- Grandmother's Footsteps (2) Thurs- Follow the Sound (3) Fri- Our Favourite Rhymes (4)</p>	<p>Number of the Week- 4 Shape of the Week- Rectangle Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Birth-3) Select some toys/objects from the class. Can the children say which is bigger/smaller. Challenge- Which one is heavier/lighter. (Tues)</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Birth-3) Talk about that some children aren't from the UK. Look at the world and see there are lots of different countries. (Fri)</p>	<p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face. (Birth-3) (Book) Children to paint themselves</p>	<p>Sort materials for example, at tidy up time children know to sort different construction materials in separate baskets CIL- Children to have a sorting activity out. CIL- Floating and sinking in the water tray. (Outside)</p>
<p>6 (The Gruffalo)</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (3-4) Feel strong enough to express a range of emotions Be increasingly</p>	<p>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (3-4)</p>	<p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes</p>	<p>Sound of the Week 'i.' Mon- Digging for Treasure (5) Tues- Metal Mike (6) Wed- Sound Lotto (1)</p>	<p>Number of the Week- 5 Shape of the Week- Oval Climb and squeezing selves into different types of spaces. (Birth-3) Recite numbers past 5. (3-4)</p>	<p>Explore natural materials, indoors and outside. Begin to understand the need to respect and care for the natural environment and all living things. (3-4) Go into the forest</p>	<p>Play instruments with increasing control to express their feelings and ideas. (3-4) Have the instruments out. Can the children play them quietly like the mouse, shake them like a snake, loudly like</p>	<p>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</p>

	<p>able to talk about and manage their emotions</p> <p>Circle Time- Children to look at how the snake, fox and owl felt when they saw the Gruffalo. What scares the children? (Fri)</p>	<p>'make teddy jump' or 'find your coat'. (3-4)</p> <p>Make some hedgehog bread rolls with the children. Make some Bread Dough and encourage them to knead and shape the dough into a ball, add some currants for eyes and a nose and then use clean scissors to snip the dough to create spikes! (Home)</p>	<p>Think about the animals in the story. Can the children move like them? (Book)</p>	<p>comments and shares their own ideas. (Birth-3)</p> <p>Read The Gruffalo to the children. (Mon)</p>	<p>Thurs- Matching Sound Makers (2)</p> <p>Fri- Noisy Neighbour 1 (3)</p>	<p>Play hide and Seek with the children. Encourage the children to get into places. (Tues)</p>	<p>school area. Children to think what animals might like to live in the wood. Do we hurt animals? What do we do if one is hurt? (Thurs)</p>	<p>the Gruffalo? (Wed)</p>	<p>door to the outdoor area opens.</p> <p>Daily Routine- /Timetable</p> <p>CIL- Children to have their own set of resources used in the daily routine to play with. (Inside)</p> <p>Know more, so feel confident about coming up with their own ideas.</p> <p>CIL- Children to explore a pumpkin. What can they do with it? (Outside)</p>
<p>7 (The Gruffalo)</p>	<p>Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts. (3-4) Children to be put into groups. Can</p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures. Have pictures from the story. Can the children tell us about the picture? What is happening? (Wed)</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors (3-4)</p> <p>Children to have a go at their own woodland. https://www.twinkl.co.uk/resource/woodland-cutting-skills-activity-t-tp-2660597 (Fri)</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Birth-3)</p> <p>The Gruffalo has been and hid the children names. Can they find them? (Tues)</p>	<p>Sound of the Week- 'n'</p> <p>Mon- Rhyming Soup (4)</p> <p>Tues- Bertha goes to the zoo (5)</p> <p>Wed- Chain Games (6)</p> <p>Thurs- Sound Stories (1)</p> <p>Fri- Matching Sound (2)</p>	<p>Number of the Week- 1</p> <p>Shape of the week- Heart</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. (3-4)</p> <p>Have a character from the story. Place them in different positional</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things. (3-4)</p> <p>Make bird feeders, thinking about what birds might like to eat. (Home)</p>	<p>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (Birth-3) Children to paint their own Gruffalo using a picture to help can the</p>	<p>Keep on trying when things are difficult.</p> <p>CIL- Have threading out so the children can persist with this challenge. (Inside)</p> <p>CIL- Have a variety of jugs and containers for the children to pour water into.. some to</p>

	they work together to build mouse a house? ((Mon)					places. Can the children find the character? (Thurs)		children copy what he look like. (Book)	have thin tops while others have larger tops. (Outside)
8 (Autumn)	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (3-4) Have a selection of pictures for the children to choose from. Let the children select a resource they would like to use. Children to say what they are going to build/draw. (Wed)	PD Day	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. (Birth -3) See who can put on their own apron/coat Have races where children race to put on aprons/coats. (Mon)	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (Birth-3) In the forest School area children to play in the mud. Using a stick they have found children to mark make in the mud. (Thurs)	Sound of the Week – 'm' Mon- Noisy Neighbour (3) Tues- Rhyming Bingo (4) Wed- Tony the train's busy day (5) Thurs- Target Sounds (6)	Number of the Week- 2 Shape of the Week- Hexagon Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (3-4) Have a selection of natural materials. Children to count the objects and then match the numeral. Work with numbers 0-5 (Book)	Understand the key features of the life cycle of a plant and an animal (3-4) Take the children out on an autumn walk. Ask them to look around at all the different things they can see. Talk about that the leaves die in Autumn and grow in Spring. (Tues)	Explore colour and colour-mixing (3-4) Children to mix colours to see what happens and then use these colours for leaf printing (Home)	Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. CIL- A selection of jigsaw puzzles varying in difficulty. (Inside) CIL- The looking elephants outside. Can the children match the amount to the numeral? (1-5) (Outside)

Kerry (Nursery)- Medium Term Planning- Winter Celebrations Autumn 2 2021 (2021/22)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	CoETL
1 (Bonfire Night)	<p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. (Birth-3)</p> <p>Develop their sense of responsibility and membership of a community. (3-4)</p> <p>Children to play Bonfire night bingo in teams.</p> <p>Children to work together. (Tues)</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (3-4)</p> <p>Talk about fireworks. Watch the fireman Sam clip. Can the children remember why we don't go near fireworks? https://www.youtube.com/watch?v=ijxtJwA5GKQ (Wed)</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. (3-4)</p> <p>Go outside and pretend to be a firework. Can we shoot from the ground? (Thurs)</p>	<p>Understand the five key concepts about print: print has meaning the names of the different parts of a book, page sequencing (3-4)</p> <p>Look at the Gunpowder Plot with the children. Explain the features of the book (front cover, page numbers and that we read the words) https://www.twinkl.co.uk/resource/t-t-2548983-all-about-guy-fawkes-story-powerpoint (Mon)</p>	<p>Sound of the Week- 'd'</p> <p>Mon- Story Sounds (2)</p> <p>Tues- Words about Sounds (3)</p> <p>Wed- Playing with Words (4)</p> <p>Thurs- Musical Corners (5)</p> <p>Fri- Whose Voice? (6)</p>	<p>Number of the Week – 3</p> <p>Shape of the Week - pentagon</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Compare quantities using language: 'more than', 'fewer than' (3-4)</p> <p>Have fireworks printed off. Children are to find them and then split them into groups.</p> <p>Children to see who has more/less. (Fri)</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Talk about the differences between materials and changes they notice. (3-4)</p> <p>Children to make an edible firework using melted chocolate. Children to watch the chocolate melt and see that it has changed form. (Home)</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises (3-4)</p> <p>Children to make a firework picture using pastels (Book)</p>	<p>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.</p> <p>CIL- Role Play Hospital (Inside)</p> <p>CIL- Small World Dinosaurs (Outside)</p>
2 (Diwali)	<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. (3-4)</p> <p>Talk about that the Demon</p>	<p>Enjoy listening to longer stories and can remember much of what happens. (3-4)</p> <p>Read to the children Rama and Sita. (Mon)</p> <p>https://www.twinkl.co.uk/resource/t2-r-101-the-story-of-rama</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. (3-4)</p> <p>Play Diwali music. Can</p>	<p>Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (Birth-3)</p> <p>Look at the Demon King. Children to have a go at drawing their own Demon. (Book)</p>	<p>Sound of the Week- 'g'</p> <p>Mon- Describe and Find it (1)</p> <p>Tues- Hidden Instruments (2)</p> <p>Wed- The Pied Piper (3)</p>	<p>Number of the Week – 4</p> <p>Shape of the Week - Circle</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc (3-4)</p> <p>Look at Rangoli patterns. Using</p>	<p>Notice differences between people. (Birth-3)</p> <p>Continue to develop positive attitudes about the differences between people. (3-4)</p> <p>Talk about that everyone is different. Rama and Sita are a prince and princess but we</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. (3-4)</p>	<p>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 troll is lonely</p>

	King was very selfish and horrible. How can we be kind to our friends. What do we do/not do in nursery if we don't get what we want? (Tues)	and-sita-powerpoint	the children copy the moves that an adult does. Increase difficulty by adding more steps to the sequence (Fri).		Thurs- Rhyming Pairs (4) Fri- Our Sound box/bag (5)	shape cut out children to create their own Rangoli Pattern. (Home)	aren't. Look at differences between everyone and their families, children to draw a picture of their family. (Wed)	Split the children into 2 teams. Using 2 different construction materials can the children build a palace for Rama and Sita to live in? (Thurs)	and hungry? That's why he is fierce." CIL- Rama and Sita story masks. (Inside) Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. CIL- Children to have a variety of making/ craft outside. Children can make a demon. (Outside)
3 (Diwali)	Feel strong enough to express a range of emotions. Safely explore emotions beyond their normal range through play and stories. (Birth-3) Try different Indian foods (with parental permission) Children to express how they are feeling	Use a wider range of vocabulary. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' (3-4) Look at a Diwali party. Children to recall how they prepare for	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. (3-4) Children to make their own Diya lamps using salt dough (Home)	Engage in extended conversations about stories, learning new vocabulary. (3-4) Story sequencing of Rama and Sita. Children to use their own words to explain what happened. (Mon)	Sound of the week 'o' Mon- Sound lotto 2 (6) Tues- Socks and shakers (1) Wed- Musical show and tell (2) Thurs- Action Songs (3) Fri- Songs and rhymes (4)	Number of the Week – 5 Shape of the Week - Triangle Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. (3-4) Notice patterns and arrange things in patterns. (Birth-3) Children to have a go at a	Explore how things work. Talk about the differences between materials and changes they notice. (3-4) Use torches for the children to discover and observe light and dark. Go into a dark room. Explore shadows. Can the children make some shadows? (Thurs)	Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. (3-4) Henna handprint using craft materials (Fri)	Reach for and accept objects. Make choices and explore different resources and materials. CIL- have a basic colours for the children. Children to mix them and see

	(surprise, anxious etc). (Tues)	the party. (Wed)				repeating pattern by colour. (Book)			what colours they can make. (Inside) CIL- Have the cogs outside. children to explore them. (Outside)
4 (Winter)	<p>Begin to understand how others might be feeling. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (3-4)</p> <p>Work together to dress weather monkey for a cold snowy day. Why does he need his hat on etc? How would he be feeling when he's in the right clothes? (Book)</p>	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (3-4)</p> <p>Using the nursery rhyme bag children to select a song. As a group sing the songs. Introduce the children to Christmas sings (Santa got stuck up the chimney etc) (Mon)</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (3-4)</p> <p>Children to work together with the adults to build an obstacle course in the outside area. (Tues)</p>	<p>Spot and suggest rhymes (3-4)</p> <p>Play the IWB rhyming Bingo game. (Wed)</p> <p>https://www.twinkl.co.uk/resource/t-l-8886-rhyming-match-quiz-powerpoint</p>	<p>Sound of the week 'c k'</p> <p>Mon-Mirror Play (5)</p> <p>Tues- Give me a sound (6)</p> <p>Wed- Favourite Sounds (1)</p> <p>Thurs- Animal Sounds (2)</p> <p>Fri- Listen to the Music (3)</p>	<p>Number of the Week – 1-3</p> <p>Shape of the Week - Square</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc (3-4)</p> <p>Have a selection of patterns available. Children to go around the class and see if they can match them to something in the class. (Thurs)</p>	<p>Talk about what they see, using a wide vocabulary. (3-4)</p> <p>Look at a winter PowerPoint. Can the children see what happens in Winter? (Fri)</p>	<p>Explore colour and colour-mixing. (3-4)</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (Birth-3)</p> <p>Children to make a Christmas Decoration (Home)</p>	<p>Use a range of strategies to reach a goal they have set themselves.</p> <p>CIL- Children to use natural materials (loose parts) to create a winter picture.</p> <p>CIL- Have the guttering out loose. Children to think how they would be uttering it use in the water tray. (Outside)</p>

<p>5 (Ch rist mas)</p>	<p>Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. (3-4) Play a game of 'Pass the Present'. Remind the children to follow rules by encouraging them to wait for their turn and pass the present to their friend. (Fri)</p>	<p>Enjoy listening to longer stories and can remember much of what happens. (3-4) Read the Nativity story to the children. Encourage the children to say what they enjoyed about the story. (Mon)</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. (3-4) Children to have a go at decorating their own Christmas Jumper. (Wed)</p>	<p>Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. (Birth-3) Children to create a Christmas wish list for Santa. (Book)</p>	<p>Sound of the week 'e' Mon- Finish the Rhyme (4) Tues- Silly Soup (5) Wed- Sound Story Time (6) Thurs- Enlivening stories (1) Fri- New words to Old Songs (2)</p>	<p>Number of the Week – 4 and 5 Shape of the Week - Rectangle Show 'finger numbers' up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. (3-5) Have a tree cut-out, some baubles and a dice. Roll the dice and encourage the children to place the correct number of baubles on the tree. (Thurs)</p>	<p>Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Children to look at Christmas in parts of the world (Look at countries that the children are from) Children to find out about Christmas in other places and learn that not everyone celebrates it. (Tues)</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Children to make a Calendar for next year. (Home)</p>	<p>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 top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. CIL- Children to have the memory book out and see what they have enjoyed doing this year. CIL- Provide children with boxes. Provide a variety of materials. Children to think what they would like to do with the boxes. (Outside)</p>
<p>6 (Ch rist</p>	<p>Show more confidence in new social situations.</p>	<p>Understand and act on longer sentences like 'make teddy jump' or</p>	<p>Start taking part in some group activities which they make up for</p>	<p>Use some of their print and letter knowledge in their early writing. For</p>	<p>Sound of the week- Recap on sounds already learnt.</p>	<p>Number of the Week – 1-5 Shape of the Week - Recapping</p>	<p>Talk about the differences between materials</p>	<p>Listen with increased attention to sounds.</p>	<p>Solve real problems: for example, to share nine strawberries</p>

mas)	<p>Play with one or more other children, extending and elaborating play ideas. (3-4)</p> <p>Santa's sleigh is broken! Can the children work together to rebuild it? (Wed)</p>	<p>'find your coat' Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". (3-4)</p> <p>Can become frustrated when they can't make themselves understood (Birth- 3)</p> <p>Children to help the Christmas elves by following instructions to organise the presents ready for Christmas Day. For example, can the children put the green presents into Santa's sack but put the red presents in a pile on the table? (Tues)</p>	<p>themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. (3-4)</p> <p>Dough Disco to Christmas songs. (Mon)</p>	<p>example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. (3-4)</p> <p>Christmas Cards ((Home)</p>	<p>Mon- Roly Poly (3)</p> <p>Tues- Rhyming Puppets (4)</p> <p>Wed- I Spy names (5)</p> <p>Thurs- Watch my Sounds (6)</p> <p>Fri- Listening Walks (1)</p>	<p>shapes learnt</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind'. (3-4)</p> <p>Where is the elf? Children to use positional language to tell me where he is? Can they put him in a certain place? (Book)</p>	<p>and changes they notice. Continue to develop positive attitudes about the differences between people. (3-4)</p> <p>In sealed containers, add Christmas objects, such as an orange, cinnamon, gingerbread, candy canes and a branch of a Christmas tree. Ask the children to cover their eyes as they smell each object. Can they recognise the smell? Do they like the smell? Talk about that not everyone like. (Thurs)</p>	<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (3-4)</p> <p>Children to sing the Christmas songs. Christmas Nursery Rhymes, Songs & Poems Pack (teacher made) (twinkl.co.uk)</p>	<p>between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</p> <p>CIL- Have presents printed off for inside. Can the children share them between the reindeer? (Inside)</p> <p>Keep on trying when things are difficult.</p> <p>CIL- Have boxes and wrapping paper for the children. Can they cut the tape and wrap the presents. (Outside)</p>
7 (Ch rist mas)	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. (3-4)</p>	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (3-4)</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. (3-4)</p> <p>Children to use scissors and have a go at the Christmas cutting sheet. (Book)</p>	<p>Print can have different purposes</p> <p>We read English from left to right and op to bottom (3-4)</p> <p>Notices some print such as the first letter of their name, a bus or doo</p>	<p>Sound of the Week – Recap over the sounds already learnt.</p> <p>Mon- Which Instrument (2)</p> <p>Tues- Follow</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. (3-4)</p> <p>Practise subitising using a 1, 2, 3 spot</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things. Children to make Reindeer food to take home and</p>	<p>Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. (Birth -3)</p> <p>Introduce a selection of</p>	<p>Bring their own interests and fascinations into early years settings. This helps them to develop</p>

	<p>Christmas Party. Children to dance and play games. (Wed)</p>	<p>Perform all the Christmas songs we have learnt over the last few weeks. Send a video to the parents. (Mon)</p>	<p>Christmas Cutting Activities 2D Shapes KS1 Resources (twinkl.co.uk)</p>	<p>number or familiar logo (Birth-3) The cheeky elf has been and hid the children's names! Can they go around the class inside and out and find their name? (Fri)</p>	<p>the Sound (3) Wed- Odd one out (4) Thurs- Sounds Around (5) Fri- Animal Noises (6)</p>	<p>dice. Cut out a large Christmas tree shape from green paper and invite children to roll the dice and place the matching number of baubles onto the tree. (Tues)</p>	<p>put outside for them to eat. Children to think about what do the reindeers like to eat. Come up with ideas (Home)</p>	<p>Christmas sounds to the children, these could be bells for Father Christmas, rustling wrapping paper etc. Once the children have heard the sounds and seen the objects, ask them to turn around. Can they identify each sound? (Fri)</p>	<p>their learning. CIL- During CIL have a selection of books out regarding interest of the children. Children to look at them and see what they can see. 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. CIL- Role Play (Outside)</p>
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