


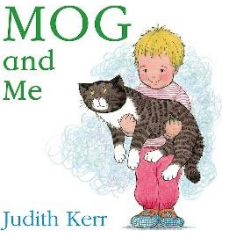



ME AND MY WORLD

EYFS - BLUE CLASS

Medium Term Planning **AUTUMN 1 2025**

Jennifer E. Parkes

Weeks: 1-8				
Communication, Language and Literacy			J.E.Parkes	
AoL	Implementation/Activity	Adaptations	Continuous provision	Resources
 <p>CLL</p> <p>Reading</p>	<p>Ongoing HELLO AND REGISTRATION, GOODBYE Children to be encouraged to sit within the group circle daily and engage with the 'Good Morning', 'Hello' and 'Goodbye' songs. All children will be helped to interact with 'Good Morning'/'Hello'/'Goodbye' through using words/signs/push button voice activation equipment, name cards. Children to be encouraged to engage with the class timetable, now and next symbols.</p> <p>Wk.1: "I AM IN BLUE CLASS."</p> <ul style="list-style-type: none"> Children will explore the concept of 'Myself' and 'My Class'. They will be introduced to the signs for me, you, Blue Class. Children will find and match own photos and name cards (to individual levels). We will talk about girls, boys, who has long hair, etc. <p>Wk.2 - 3: "MOG AND ME."</p> <p>Wk. 2:</p> <ul style="list-style-type: none"> Children to be introduced to the book "Mog and Me" and then firstly to experience the story read aloud from the book. Children to listen to the story accompanied by a sensory story sack. Symbols and signs will be introduced for cat, toothbrush, sock, toys, food, bed. Children will be encouraged to explore the book with an adult alongside items in the sensory story sack. They will match symbols to objects (2-6 as appropriate to own level). 		<p>Photos and name cards to explore, sort and match. Class self-registration board – children will be taught initially to find and match own photos, then names as able.</p> <p>Story sack in Quiet/Reading Corner with symbols as listed.</p> <p>Role Play Corner: Children will be introduced to Home Corner. Small amount of pretend food, plates, cups, etc. will be provided alongside baby dolls, clothing,</p>	<p>'Good morning' voice button boxes. Timetable and symbols. Individual name cards.</p> <p>Children's own photos and name cards. Prepared self-registration board.</p> <p>Book  Judith Kerr</p> <p>Sensory story sack – toy cat, small world boy, toothbrush, sock, toy food, small world bed, few toys (as in story). Prepared symbols.</p> <p>Home corner furniture, items as listed, Core Boards.</p>
 <p>Literacy</p>				



Reading



Wk. 3:

- Children to experience part of the story “Mog the Forgetful Cat” through Youtube to introduce them to Mog’s family. Children to listen to the story accompanied by a sensory story sack. Symbols and signs will be introduced for Mummy, Daddy, brother, sister, cat, baby.
- Children will be encouraged to explore the book with an adult alongside items in the sensory story sack. They will match symbols to objects (2-6 as appropriate to own level).
- Matching activity – children will be given pictures of characters from the story (2-6 as appropriate to own level) to match to identical pictures on a corresponding matching board.

Wk.4-5: “PEACE AT LAST.”

Wk. 4:

- Children to be introduced to the book “Peace at Last” and then firstly to experience the story read aloud from the book. Children to listen to the story accompanied by a sensory story sack. Symbols and signs will be introduced/reinforced for bear, Mummy, Daddy, baby, house, garden.
- Children will be encouraged to explore the book with an adult alongside items in the sensory story sack. They will match symbols to objects (2-6 as appropriate to own level). Objects – bear, house, car, clock, aeroplane, cup.

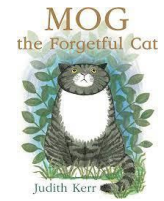
soft toy pets. Pretend play will be modelled – making food, looking after baby/pet.

Story sack in Quiet/Reading Corner as listed with symbols added for family members related to objects in sack.

Story sack in Quiet/Reading Corner with symbols as listed.

Role Play Corner:
Home Corner as previously listed.

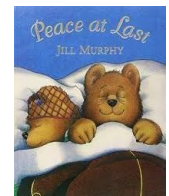
Book, Youtube version.



Story sack containing objects and Happyland small world family characters, pictures and symbols.

Prepared matching activity – pictures and picture board as listed.

Book



Sensory story sack – to include: toy bear, small Lego house, toy car, clock, toy aeroplane, plastic cup (as in story).
Prepared symbols.

Home Corner – items as previously listed.



Reading



Wk. 5:

- Children to be re-introduced to the book “Peace at Last” and then to experience the story on screen. Children to listen to the story accompanied by a sensory story sack. Symbols and signs will be reinforced for bear, Mummy, Daddy, baby, house, garden.
- Children will be encouraged to explore the book with an adult alongside items in the sensory story sack. They will match symbols to symbols (2-6 as appropriate to own level). Symbols – bear, house, car, clock, aeroplane, cup.

Wk.6: “LITTLE RED RIDING HOOD.”

- Children to be introduced to the book “Little Red Riding Hood” and then to experience the story read aloud from the book. Children to listen to the story accompanied by a sensory story sack. Symbols and signs will be introduced/reinforced for girl, house, wood, wolf, Grandma, red.
- Children will be encouraged to explore the book with an adult alongside items in the sensory story sack. They will match symbols to pictures (2-6 as appropriate to own level). Symbols and pictures – girl, house, wood, wolf, Grandma, red.

Wk.7-8: “MY WORLD, YOUR WORLD.”

Wk. 7:

- Children to be introduced to the book “My World, Your World” and then firstly to

Story sack in Quiet/Reading Corner with symbols and objects as previously listed.

Set of pictures from the story for children to look at independently and tell/sequence the story.

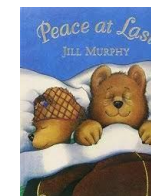
Story sack in Quiet/Reading Corner with symbols as listed.

Role Play Corner:

Create Grandma’s cottage interior. Include photos of the Red Riding Hood. Children to have access to items from the story so that they can re-enact the story.

Pictures from book for children to explore. Pictures

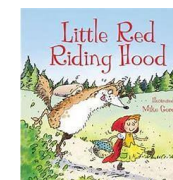
Book, Youtube version.



Sensory story sack as previously listed. Symbols.

Set of laminated pictures from the story for children to look at and tell/sequence the story.

Book



Sensory story sack – to include: toy wolf, small Lego house, small world girl and Grandma, red fabric, Duplo trees (as in story). Prepared symbols.

Home Corner items as listed.

Prepared matching activity – symbols and picture board as listed.

Book



Reading



experience the story read aloud from the book. We will look at a globe/map of the world and pictures of different types of homes. Symbols and signs will be reinforced/introduced for me, house, home, world, friend, clothes.

- Children will be encouraged to explore the book with an adult.
- Matching activity – children will be given photos of each other (2-6 as appropriate to own level) to match to identical photos on corresponding matching boards. Explore theme of ‘same and different’.

Wk.8:

- Children to be re-introduced to the book “My World, Your World” and then to experience the story on screen. Children to listen to the story accompanied by pictures of different types of homes. Symbols and signs will be reinforced for me, house, home, world, friend, clothes.
- Matching activity – children will be given between 2 and 6 pictures of different houses/homes to match to identical pictures on a corresponding matching board.

Topic Related Signs

Children to be taught signs appropriate to each topic story with accompanying symbols.

Wk.1 me, you, blue, class.

Wk.2 cat, toothbrush, sock, toys, food, bed.

Wk.3 Mummy, Daddy, brother, sister, cat, baby.

Wk.4-5 bear, Mummy, Daddy, baby, house, garden.

Wk.6 girl, house, wood, wolf, Grandma, red.

Wk.7-8 me, house, home, world, friend, clothes.

of different types of homes and symbols.

Role Play Corner:

Grandma’s cottage interior. Include photos of the Red Riding Hood. Children to have access to items from the story so that they can re-enact the story.

Pictures from book for children to explore. Pictures of different types of homes and symbols.



Globe, world map on screen. Prepared pictures of different types of homes. Symbols.

Home Corner items as listed.

Prepared matching activity – two sets of children’s photos and corresponding matching boards. Symbols for facial features and hair.

Book, Youtube version.



Prepared pictures of different types of homes. Symbols.

Prepared matching activity – pictures and picture board as listed.

Symbols, Youtube. Makaton teacher handouts.



Reading



Sharing Stories

Children to experience daily shared stories read aloud from books and via screen:

Stories related to Topic Stories:

The Blue Balloon,
Where are you Blue Kangaroo?
Big Blue Train.
Mog the Forgetful Cat, Mog and the Baby, Mog and Bunny, Mog and the Granny, Mog and the Vee Ee Tee.

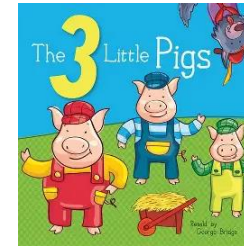
Other Judith Kerr Stories:

The Tiger who came to Tea.
The Crocodile under the Bed.

Linked Traditional Tales:

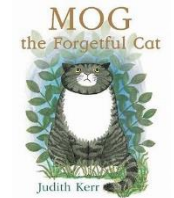
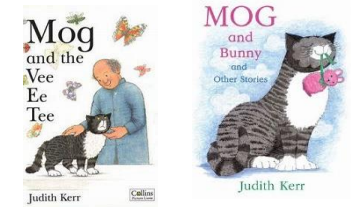
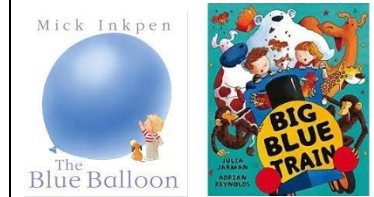
The Three Little Pigs.

Set of books – fiction and non-fiction for sharing – stories, books about families, houses and homes.



Ongoing:
Own photo/name matching and recognition. Phonics – as Phonic/Bug Club plan.

Books as listed.
Youtube stories as listed.





Mark Making, Writing



- Tracing patterns – take Mog to the baby. Children will use pens and pencils to trace a range of line (horizontal and vertical) and circular patterns themed around the story.

Wk.4-5: “PEACE AT LAST.”

Wk. 4:

- Sensory mark making – theme: Nighttime. Children will be encouraged to make marks and patterns in trays of black paint using their fingers/ends of paintbrushes. Can they trace the initial of their name? (as appropriate for emerging levels.) Patterns will be printed on white paper for children to see.
- Tracing patterns – take Mr Bear to car, bed, etc. Children will use black pens and pencils to trace a range of line (horizontal and vertical) and circular patterns themed around the story.

Wk.5:

- Exploring sensory trays – sand. Children will be provided with trays of coloured sand – red, yellow and blue – to explore the colours and the marks they can make with their hands and fingers. Can they make lines and circular shapes? Any letter shapes?
- Exploring primary colours. Children will be provided with a choice of blue, red or yellow paper and a selection of blue, red and yellow writing media – pens, pencil crayons, wax crayons, chalks. They will be encouraged to explore the different colours and marks they can make.

explore and practise tracing patterns with their fingers.

Peace at Last pencil control sheets will be laminated and provided for children to explore and practise tracing patterns with their fingers.

Children’s photo name cards (in primary colours) will be provided for them to explore and practise tracing letter shapes with their fingers.

Selection of prepared pencil control sheets (some laminated, Mog and Me). Pens and pencils.

Trays, black paint, white paper, paintbrushes, picture and symbol – Nighttime.

Selection of prepared pencil control sheets (some laminated, Peace at Last). Pens and pencils.

Prepared sensory trays – blue, red and yellow sand. Colour symbols.

Children’s photo name cards – written in primary colours, laminated.

Blue, yellow and red paper, selection of blue, yellow and red writing media as listed.



**Mark Making,
Writing**



Wk.6: "LITTLE RED RIDING HOOD."

- Exploring sensory trays – forest themed: ‘grass and mud’. Children will be encouraged to explore two trays – one cornflour, water and green food colouring, one brown paint/mud. Laminated characters and houses will be added. Children will be encouraged to make marks using fingers and sticks. Can they make pathways for Red Riding Hood, wolf, etc.?
- Following writing pathways – take Little Red Riding hood to Grandma’s house, through the forest, home, etc. Children will use pens and pencils to trace along writing pathways.

Wk.7-8: "MY WORLD, YOUR WORLD."

Wk. 7:

- Exploring sensory trays – ‘materials for homes’. Children will be encouraged to explore sensory trays – mud and brown sand. They will be encouraged to make marks using hands, fingers, straw and sticks.
- Mark making on house shapes. Children will be provided with outline house shapes (some with horizontal and vertical line patterns – ‘bricks’). They will use brown pens/paint to mark make and trace/copy patterns on the houses using brushes, card edges, straw and sticks. They will label their work with a symbol – house/home.

Wk.8:

- Exploring sensory trays – ‘materials for homes’. Children will be encouraged to explore sensory trays – white: shaving foam and flour. They will be encouraged to make marks using hands, fingers, plastic forks and sticks.

Children’s photo name cards (in primary colours) will be provided for them to explore and practise tracing letter shapes with their fingers.

House shapes with a range of line and circular patterns on will be laminated and provided for children to explore and practise tracing patterns with their fingers.

House shapes with a range of line and circular patterns on will be laminated and

Prepared sensory trays as listed. Sticks, laminated characters and houses. Symbols – green, brown, grass, mud.

Children’s photo name cards – written in primary colours, laminated.


Prepared pencil control writing pathway sheets (story themed) – laminated.

Trays -mud, brown sand, straw, sticks. Symbols – brown, sand, mud, straw, sticks.


A range of prepared laminated house shaped ‘pattern’ sheets.

House shapes, brown pens/paintbrushes, brown paint, card, straw, sticks. Symbols – house, home.

Trays -shaving foam, flour. Plastic forks and sticks. Symbols – white, foam, flour, fork, stick.

 <p>CLL</p> <p>Mark Making, Writing</p>	<ul style="list-style-type: none"> Theme – ‘My Home’. Children will be provided with bordered paper – houses – including a photo of themselves and a home symbol. An adult will scribe ‘My Home’ and write each child’s name for them to trace/copy on their paper. 		<p>provided for children to explore and practise tracing patterns with their fingers.</p> <p>Children will explore mark making on iPad paint program.</p> <p>Photo and name card packs for continuous practise of name recognition and writing.</p>	<p>A range of prepared laminated house shaped ‘pattern’ sheets.</p> <p>‘House’ bordered paper, children’s photos, home symbols, glue, spreaders, pens.</p> <p>iPad.</p> <p>Laminated photo and name cards, pens.</p>
---	--	--	---	--



Weeks: 1-8 Communication, Language and Literacy J.E.Psrkes				
AoL	Implementation/Activity	Adaptations	Continuous provision	Resources
 <p>CLL</p>	<p><u>Wk.1: “I AM IN BLUE CLASS.”</u></p> <ul style="list-style-type: none"> Children to create collage balloon pictures using cutting, sticking and tearing skills. Children will be provided with outline balloon shapes and blue materials of different textures to rip, cut and stick on to create their blue balloon. Children will then find their own photo to stick in the middle of their balloon. <p><u>Wk.2 - 3: “MOG AND ME.”</u></p> <p><u>Wk. 2:</u></p> <ul style="list-style-type: none"> Exploring blue playdoh. Edible blue playdoh will be made for children to explore, squash, 	<p>Whole group, each child with appropriate level of support.</p>	<p>Children will be provided with large and medium sized blue Duplo bricks and blue wooden blocks. They will be challenged to make patterns and build towers.</p>	<p>Blue papers and fabrics in different textures, scissors, glue and spreaders. Blue symbol.</p> <p>Outline balloon shapes. Children’s own photos.</p> <p>Large and medium Duplo bricks in blue colours, blue wooden blocks. Photos of towers of 3, 5 and 10 bricks.</p> <p>Balls of blue playdoh. Blue symbol.</p>



- Exploring yellow playdoh – ‘Sunshine’ theme. Edible yellow playdoh will be made for children to explore, squash, flatten and shape with their hands and fingers. Plastic forks and simple tools will be provided for children to create patterns.
- Children will explore the colours of the rainbow to create a display of coloured balloons in the sky. They will make a collage balloon using different textures of papers/fabrics, glue and spreaders and will add a colour symbol to match.

Wk.6: “LITTLE RED RIDING HOOD.”

- Exploring red playdoh – story theme. Edible red playdoh will be made for children to explore, squash, flatten and shape with their hands and fingers. Simple tools, rollers and cutters will be provided for children to roll and create patterns.
- Threading – red, yellow and blue cotton reels. Children will be provided with cotton reels and red, yellow or blue strings. Can they thread the cotton reels onto the strings? Can they make alternating colour patterns?

Wk.7-8: “MY WORLD, YOUR WORLD.”

Wk. 7:

- Sand play. Children will explore household objects in the sand tray – containers for filling and emptying, wooden spoons, cake tins, cardboard tubes, saucepans, etc.
- Theme: My Clothes. ‘Dress up Teddy’. Children will be provided with dolls and teddies and an appropriate selection of clothing to explore fasteners – buttons, zips,

Children will be provided with a range of blue Duplo bricks and blue wooden blocks plus yellow bricks and blocks. They will be challenged to make patterns and build towers.

Children will be provided with large and medium sized red Duplo bricks and red wooden blocks. They will be challenged to make patterns and build towers.

Children will be provided with a selection of household objects to manipulate and explore. Pictures and symbols will also be provided.

Balls of yellow playdoh. Symbol – yellow. Plastic forks, simple tools, cutters.

Duplo bricks in blue and yellow colours, blue and yellow wooden blocks.

Colour symbols, outline balloon shapes, textured papers/fabrics in each colour, glue and spreaders.

Balls of red playdoh. Symbol – red. Simple tools, rollers and cutters.

Large and medium Duplo bricks in red colours, red wooden blocks. Photos of towers of 3, 5 and 10 bricks. Red, yellow and blue cotton reels, symbols and strings. Prepared pattern cards as examples.

Sand tray and household objects as listed.

Collection of interesting household objects, pictures and symbols.

Fine Motor





Velcro, etc. They will be encouraged to choose clothes to dress each doll and teddy with appropriate support.

Wk.8:

- Theme - My home. Children will explore catalogues and magazines to collect pictures of furniture/household items. They will rip/cut and use glue and spreaders to stick on an outline picture of a house.
- Making a house picture – cutting and sticking jigsaw activity. Children will be provided with pictures of a house cut into 2, 3 or 4 pieces (complete pictures will be provided as examples). Their task will be to piece the house together and stick to make a picture.



Fine Motor



Children will be provided with a selection of household objects to manipulate and explore. Pictures and symbols will also be provided.

Wooden jigsaws – teddy dress ups.
Explore dressing dolls and teddies.

iPad – use Paint program to copy/make lines, circles and patterns/letter shapes shapes..

Explore pull along toys, squeezey/squeaky toys and toys with buttons and switches in role play.

Dolls, teddies, selection of clothing, clothing symbols.

Outline house pictures, catalogues/magazines, glue and spreaders, scissors.

Collection of interesting household objects, pictures and symbols.

Prepared jigsaw pieces and laminated completed pictures as examples. Glue and spreaders, white paper, scissors.

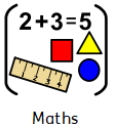
Outline wolf mask shapes, lolly sticks, textured materials, glue and spreaders.

Outline pictures of George in his gown. Selection of small fabric pieces, glue and spreaders.

Wooden teddy dress up jigsaws.
Dolls, teddies, clothing. iPad.

Range of pull along toys.

--	--	--	--	--

Weeks: 1-8				
Maths		J.E.Parkes		
AoL	Implementation/Activity	Adaptations	Continuous provision	Resources
 <p>Maths</p>	<p>Wk.1: "I AM IN BLUE CLASS."</p> <ul style="list-style-type: none"> • Number rhyme – "5 Blue Balloons...", (YouTube, taking 1 away). • Sorting and matching activities for colour recognition – assess children's awareness of colours: blue, red, yellow, others as appropriate. • Children will explore counting and number to individual levels using blue balloons, related pictures, blue objects and number cards – assess children's awareness of number and number recognition. 	<p>All children to experience rhymes with focus on engaging and challenged to own levels.</p>	<p>Children will be provided with large and medium sized blue, red and yellow Duplo bricks. They will be challenged to build towers/make colour sets/make sets to match number cards..</p>	<p>Laminated pictures to use with number rhyme.</p> <p>Colour symbols – blue, red, yellow. Colour related objects for sorting.</p> <p>Large and medium sized Duplo bricks in colours listed. Numeral cards 1-10.</p> <p>Number cards, blue balloons, blue related objects, pictures.</p>

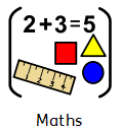
Wk.2 - 3: "MOG AND ME."

Wk. 2:

- Number rhyme – "5 Blue Balloons...", (YouTube, taking 1 away).
- Sorting and matching activities for colour recognition – assess children's awareness of colours: blue, red, yellow, others as appropriate.
- Children will explore counting and number to individual levels using blue balloons, related pictures, blue objects and number cards – assess children's awareness of number and number recognition.
- Introduction to 2D shapes. Children will explore 'blue' 2D shapes through a variety of activities – assess children's awareness and knowledge of 2D shapes.

Wk.3:

- Number rhyme – "10 Tall Fingers", (Youtube).
- Sorting and matching activities for type and size – related to Myself. Children will sort handprints/wellies/gloves for colour and type.
- Children will explore counting and number to individual levels using hands, fingers, toes, wellies, gloves, objects and number cards.
- Introduction to size comparison. Big and small wellies, etc. – ordering for biggest/smallest (3-5 objects depending on individual levels).



Wk.4-5: "PEACE AT LAST."

Children will be provided with large and medium sized blue, red and yellow Duplo bricks. They will be challenged to build towers/make colour sets/make sets to match number cards..

Children will be provided with large and medium sized blue, red and yellow Duplo bricks. They will be challenged to build towers which are big and small – picture examples will be provided.

Laminated pictures to use with number rhyme.

Colour symbols – blue, red, yellow. Colour related objects for sorting.

Large and medium sized Duplo bricks in colours listed. Numeral cards 1-10.

Number cards, blue balloons, blue related objects, pictures.

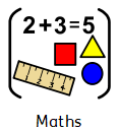
Blue 2D shapes, prepared sorting and matching activities.

Laminated pictures to use with number rhyme. Symbols – hand, finger, foot, glove, welly, big, small. Related objects for sorting.

Large and medium sized Duplo bricks in colours listed. Examples of big and small towers.

Number cards, related objects, pictures.

Wellies/pictures of wellies. Symbols – big, small, biggest, smallest.



Wk. 4:

- Number rhyme – “5 Little Bears” (YouTube).
- Sorting and matching activities for colour and size – Compare Bears.
1-1 correspondence using soft toy bears – can children give each bear a plate, cup, etc.? (1-1 matching)
- Children will explore counting and number to individual levels using Compare Bears.
- Size comparison. Big and small bears – ordering for biggest/smallest (3-5 objects depending on individual levels).

Wk.5:

- Number rhyme – “Hickory, Dickory Dock” (Time related, YouTube).
- Introduction to Time. What can I do in 1, 2, 5 minutes? How many jumps, etc.? Introduce ‘My Day’. Children will look at pictures related to parts of their day and will be supported to sequence them in time order.
- Children will explore sorting/matching, counting and number to individual levels using pictures related to rhyme – mice, clocks, etc. – and numeral cards.
- Exploring simple repeating colour patterns using blocks, Duplo bricks. Children to copy and continue patterns as appropriate to individual levels using prepared pattern cards, bricks and sponges in paint.

Wk.6: “LITTLE RED RIDING HOOD.”

Children will be provided with large and medium sized blue, red and yellow Duplo bricks. They will be challenged to build towers which are big and small – picture examples will be provided.

Role Play Corner:
Bears, kitchen toys.

Children will be provided with wooden blocks and Duplo bricks in a variety of colours. They will be challenged to copy/continue/create repeating patterns independently. Example cards will be provided.

Role Play Corner:
(as listed in Reading plan).

Laminated pictures to use with number rhyme.

Symbols – colours, big, small. Compare Bears. Toy kitchen plates, etc. Numeral cards.

Large and medium sized Duplo bricks in colours listed. Examples of big and small towers.

Number cards, bears, pictures.

Bears/pictures of bears. Symbols – big, small, biggest, smallest.

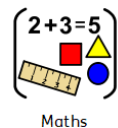
Laminated pictures to use with number rhyme. Timers. Laminated sequencing pictures – My Day.

Number cards, rhyme related pictures.

Wooden blocks, Duplo bricks, prepared pattern cards.

Role Play Corner: as listed.

Rectangular sponges, paint.



- Number rhyme – “10 in the bed” (YouTube).
- Children will explore sorting/matching, counting and number to individual levels related to Bears in the Bed. Children will use Compare Bears/pictures of bears.
- Sequencing numbers. Children will explore sequencing numbers 1-10 related to bears in the beds.
- Continue Time activities – Seasonal changes. Children will explore seasonal changes using pictures and natural objects. We will make a class Birthday chart – months of the year.
- Exploring simple repeating colour patterns using Compare Bears. Children to copy and continue patterns as appropriate to individual levels using prepared pattern cards.

Wk.7-8: “MY WORLD, YOUR WORLD.”

Wk. 7:

- Number rhyme – “one Potato, Two potato” (Harvest theme, YouTube).
- Children will explore sorting/matching, counting and number to individual levels related to potatoes/rhyme/vegetables. Children will use numeral cards and potatoes/pictures of potatoes/toy vegetables/pictures of vegetables.
- Exploring simple repeating colour and type patterns. Children to copy and continue patterns as appropriate to individual levels using prepared pattern cards, fruit and vegetables/pictures.

Children will be provided with wooden blocks and Duplo bricks in a variety of colours. They will be challenged to copy/continue/create repeating patterns independently. Example cards will be provided.

Role Play Corner:
(as listed in Reading plan).

Children will have access to repeated pattern cards and resources used during previous weeks.

Laminated pictures to use with number rhyme.

Number cards, Compare Bears, pictures of bears and beds. Prepared sequencing bears/beds.

Wooden blocks, Duplo bricks, prepared pattern cards.

Role Play Corner: as listed.

Autumnal pictures and natural objects. Seasonal pictures, symbols.

Compare Bears, pattern cards.


Laminated pictures to use with number rhyme.


Number cards, vegetables, toy vegetables, pictures of vegetables.

Repeated pattern cards and resources introduced during previous weeks.

Pattern cards, toy fruit and vegetables, pictures as listed.

	<p>Wk.8:</p> <ul style="list-style-type: none"> • Number rhyme – “5 Little Peas” (Harvest theme, YouTube). • Children will explore sorting/matching, counting and number to individual levels related to peas/rhyme/vegetables. Children will use numeral cards and pictures of peas and pea pod/toy vegetables/pictures of vegetables. • Exploring Numicon – theme My Home. Children will use Numicon to create house pictures. Prepared house pictures will also be used for counting out – add 1 door, 3 windows, etc. • Exploring shape. Children will explore the properties of 2D shapes and use them to create/copy house pictures. 		<p>Children will have access to repeated pattern cards and resources used during previous weeks.</p>	<p>Laminated pictures to use with number rhyme.</p> <p>Number cards, vegetables, toy vegetables, pictures of vegetables.</p> <p>Repeated pattern cards and resources introduced during previous weeks.</p> <p>Numicon, laminated house pictures (Twinkl). Prepared house outlines and features to add. Number cards.</p> <p>Selection of 2D shapes, 2D shape house pictures (Twinkl), shape symbols.</p>
--	---	--	--	--

Weeks: 1-8				
AoL	Implementation/Activity	PSED/KUW Adaptations	J.E.Parkes Continuous provision	Resources
	<p>Wk.1: “I AM IN BLUE CLASS.”</p> <ul style="list-style-type: none"> • Who am I? Children will be provided with their own photos to find and observe, then to make own face jigsaws. Children will have their own facial photo and a cut up version – can they piece together their own face? They will also find a small photo and their name to add to a class poster – “I am in Blue Class”. • What can my body do? Children will explore actions through the song ‘Come on 	<p>Whole group, each child with appropriate level of support.</p>	<p>Children’s photo name cards (in blue writing) will be provided for them to explore and practise tracing letter shapes with their fingers.</p>	<p>A4 size photos of children and cut up laminated copies. Prepared poster, small photos and names, glue, spreaders.</p> <p>Children’s photo name cards – in blue writing.</p> <p>Symbols – body parts, actions.</p>

<p>Outdoor Learning</p> <p>PSED</p>  <p>Outdoor Learning</p>	<p>Everybody...’ (link to Sensory Wake up, Shake up routine, Outdoor play/learning).</p> <p>Wk.2 - 3: “MOG AND ME.”</p> <p>Wk.2:</p> <ul style="list-style-type: none"> • How do I feel today? Introduce feelings board from Quiet Corner. Children will explore pictures/photos of happy and sad faces. They will sort into happy and sad sets. We will look at pictures of things that might make us happy. We will take photos of children to look at when they are happy. They will use mirrors to explore their own facial expressions. • Theme – My Day. How does my day start? – Breakfast time. Children will look at pictures of breakfast foods. We will make toast. Children will explore cutting, spreading, tasting, their likes and dislikes. <p>Wk.3:</p> <ul style="list-style-type: none"> • Theme – My Body. Recap – what can my body do? Use ‘Come on Everybody...’ and ‘Heads, Shoulders, Knees and Toes’ songs. Children will be supported to label a picture with symbols – parts of my body. • Theme – My Day. Health and Hygiene – keeping clean. We will sequence symbols for using the bathroom. Children will explore bathing a baby doll. We will also explore keeping our teeth clean. Children will explore cleaning a baby doll’s teeth. We will look at items we need and label these with symbols. We will sequence pictures – what to do. <p>Wk.4 - 5: “PEACE AT LAST.”</p> <p>Wk.4:</p>		<p>Children’s photo name cards (in blue writing) will be provided for them to explore and practise tracing letter shapes with their fingers.</p> <p>Role Play Corner: kitchen (as listed in Reading plan).</p> <p>Role Play Corner: kitchen (as listed in Reading plan).</p>	<p>Pictures/photos of people with happy and sad faces. How do I feel today board, happy and sad symbols, mirrors.</p> <p>Children’s photo name cards – in blue writing.</p> <p>Role Play Corner as listed.</p> <p>Pictures of breakfast foods, cereal boxes, etc. Symbols, utensils and ingredients to make tea and toast.</p> <p>Symbols – body parts, actions. Prepared pictures and symbols to label, glue, spreaders.</p> <p>Role Play Corner as listed.</p> <p>Baby dolls, water containers, bubble bath, shampoo, flannel, towels, sponges, soap, shower gel. Toothbrushes, toothpaste, dolls. Sets of laminated sequencing pictures as listed.</p>
--	---	--	--	---

PSED



- My Family – who is in my family? Discuss differences and similarities, how all families are different. Look at photos of different families. Set up a small world family tuff tray with houses, people, etc. Children will be provided with an outline house picture. Can they add pictures (parents asked previously) and symbols of who lives in their house?
- Theme - Inside my Home. Children will look at pictures of inside different rooms of the house. They will explore objects from various rooms and sort accordingly onto a large-scale house picture. They will sort a selection of pictures to stick onto a house picture labelled with rooms individually.

Wk.5:

- Theme – My Family and Friends. We will talk about how we are all ‘same but different’, how we all belong to families, similarities and differences. Children will all complete a small face using mirrors – colouring hair colour, eye colour. We will draw around hands and feet. We will make a class poster to demonstrate similarities and differences.
- Making biscuits – shortbread people. Children will use gingerbread man cutters of different sizes to create a ‘unique person’. We will ice and decorate with sweets, etc.

Wk.6: “LITTLE RED RIDING HOOD.”

- Theme – My Friends. We will talk about friendship and being a kind friend. Children will add a photo of one of their class ‘friends’ to a poster and make a handprint. We will add a caption related to being a kind friend.
- Theme – Autumn. Children will watch PowerPoint ‘What Happens in Autumn’. We

Small world tuff tray including house and Happyland family and pets characters.

Role Play Corner:
kitchen (as listed in Reading plan).

Small world tuff tray including house and Happyland family and pets characters.

Role Play Corner:
kitchen (as listed in Reading plan).

Children will make collections for an Autumn table/tuff tray to explore seasonal changes and the properties of natural materials.

Pictures and symbols – family members. Outline house pictures. Glue and spreaders.

Small world tuff tray as listed.
Role Play Corner as listed.

Pictures/photos – rooms inside different houses. Prepared large-scale house outline. Selection of objects from various rooms inside a house. Labelled house pictures, glue and spreaders, home catalogues.

Mirrors, small face outlines, crayons, pens, pencils, glue spreaders.

Small world tuff tray.
Role Play Corner as listed.

Biscuit ingredients, cooking utensils, gingerbread man cutters.

Story about friendship. Prepared poster. Paint and sponges. Photos of children in class.

Seasonal pictures, tuff tray as described.



They will use big and small wellies – size comparison (link to maths). Can they make big and small welly patterns?

- Free painting – Myself. Children will be provided with mirrors to look at their own faces and a selection of paint and prepared ‘outline face’ paper to work on. They will be encouraged to use the paint to make a representation - ‘Myself’.

Wk.4 - 5: “PEACE AT LAST.”

Wk.4:

- Exploring fingerpainting – primary colours. Staff will draw around children’s hands. Children will then be encouraged to create painted patterns with their fingers on their outline hand shapes. Whose are the biggest/smallest?
- Salt dough. Children will make salt dough and explore its properties – can they squash it/roll it/make holes in it, etc.? They will be encouraged to make a handprint in a flattened piece of dough.

Wk.5:

- Colour mixing. Children will explore colour mixing in trays/tuff tray using primary paint colours and toy vehicles. Can they push the vehicles through the paint to make new colours? Can they explore the patterns made by the vehicle wheels?
- Children will explore objects for printing – cotton reels. They will be provided with red, yellow and blue cotton reels and corresponding plates of paint. They will choose to work on red, yellow or blue paper. What happens if the paint colours mix?

Children will explore ‘big and small’ through creative construction – different sized Duplo and building blocks.

Children will explore ‘big and small’ through creative construction – different sized Duplo and building blocks.

Children will explore primary colours through creative construction – different sized Duplo and building blocks. Can they make alternating colour patterns?

in different sizes. Symbols – blue, big, small.

Large and small Duplo/building blocks.

Mirrors, paper, range of paint colours and brushes, face outlines.

Paper and paint (primary colours). Pens/pencils. Symbols – red, yellow, blue, big, small.

Large and small Duplo/building blocks.

Ingredients and recipe for salt dough, rollers, cutters.

Paint in primary colours, tuff tray/trays. Toy vehicles. Colour symbols – red, yellow, blue, orange, green, purple.

Large and small Duplo/building blocks – primary colours.

Paper – primary colours. Cotton reels and paint as listed.



Wk.6: "LITTLE RED RIDING HOOD."

- Autumn theme. Children will be provided with pictures/photos of Autumn leaves and natural objects plus real leaves and related objects. They will choose a coloured leaf they like and take a photo on the iPad. They will then make leaf prints using their chosen leaves and Autumnal colours of paint.
- Children will explore printing with leaf-shaped sponges using green and Autumnal colours of paint. They will choose colour of paper to work on.

Wk.7 - 8: "MY WORLD, YOUR WORLD."

Wk.7:

- Autumn theme. Children will think about seasonal changes and the need for warmer clothes. They will make a collage hat for a teddy, choosing fabric samples of different textures to stick on an outline.
- Harvest theme. Children will explore a selection of fruit. They will use corresponding colours of paint to explore printing with halves of each fruit.

Wk.8:

- Autumn theme. Children will think about seasonal changes and the need for warmer clothes. They will make a printed jumper for a teddy, printing on a fabric outline using junk materials.
- Theme – My Home. Children will work on an outline picture of a house. They will explore printing brick patterns using sponges and

Children will be provided with a selection of Autumn leaves and natural objects to explore alongside pictures, photos and symbols.

Children will be provided with a selection of Autumn leaves and natural objects to explore alongside pictures, photos and symbols.

Children will add to collections for an Autumn table/tuff tray to explore the properties of natural materials. Fruit/toy fruit will

Autumn leaves and natural objects, pictures, photos and related symbols. iPad. Autumnal colours of paint and paper.

Autumnal colours of paper and paint, leaf-shaped sponges.

Prepared outline hat shapes. Hats to explore textures. Symbols – hat, Autumn. Different fabric textures, glue and spreaders.

Autumn leaves and natural objects, pictures, photos and related symbols.

Selection of fruit to taste, explore and use for printing. Paper, paint.

Fabric jumper shapes for teddy pictures. Junk materials and a selection of paint colours. Symbols – Autumn, jumper.

Autumn leaves and natural objects, pictures, photos and

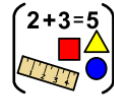
	<p>junk materials with shades of brown paint. Pictures of houses will be provided as examples.</p>		<p>be added for exploration alongside symbols.</p>	<p>related symbols. Fruit/toy fruit.</p> <p>Outline house shapes, sponges, junk boxes, shades of brown paint. Symbol – house.</p>
--	--	--	--	---



Creative



UTW



Maths



Literacy



CLL