



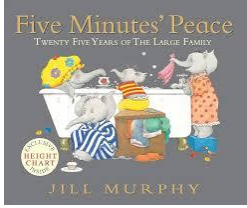
ME AND MY WORLD

EYFS - BLUE CLASS

Jennifer E. Parkes

Medium Term Planning

AUTUMN 1 2026

Weeks: 1-8 Communication, Language and Literacy J.E.Parkes				
AoL	Implementation/Activity	Adaptations	Continuous provision	Resources
 Reading	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. Wk.1: "I AM IN BLUE CLASS." - 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/short hair, etc. (similarities and differences). Wk.2 - 4: "FIVE MINUTES PEACE." Wk. 2: - Children to be introduced to the book "Five Minutes Peace" 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 family, Mommy, Daddy, brother, sister, baby. - Explore the book with an adult alongside items in the sensory story sack. - Matching Activity. Children will match pictures to pictures – elephant, toast,			'Good morning' voice button boxes. Timetable and symbols. Individual name cards. Children's own photos and name cards. Prepared self-registration board. Book
			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. Story sack in Quiet/Reading Corner with symbols for family members and symbols, pictures, words related to objects in sack. Role Play Corner: Create Mrs Large's kitchen. Children to have access to items from the story – toy elephants, elephant puppets/masks, tray, teacups,	 Sensory story sack – cornflakes, toast, butter, jam, newspaper, bubble bath, toy bath, towel, recorder, Little Red Riding Hood book, few toys (as in story). Home corner furniture, items as listed, Large family banner

 CLL Reading  Literacy	newspaper, bath, towel, recorder (2-6 as appropriate to own level). Wk. 3: - Children will be re-introduced to the book 'Five Minutes Peace' and will experience the story through YouTube. Children to listen to the story accompanied by sensory story sack. Signs and symbols will be reinforced for family, Mommy, Daddy, brother, sister, baby. - Explore two items from the sensory sack and match to symbols. - Matching Activity. Children will match symbols to symbols (2-6 as appropriate to own level). Symbols provided will be elephant, toast, newspaper, bath, towel, recorder. - Children will be given the words for elephant, toast, newspaper, bath, towel, recorder and a corresponding word and picture board to match words to words. Wk.4: - Children to be re-introduced to the book 'five Minutes Peace' read aloud and accompanied by stick puppet pictures and objects. They will be encouraged to match puppet pictures to character in the story. Previous symbols and signs will be reinforced plus additional – elephant. - Explore two different items from the sensory sack and match to symbols. - Matching Activity. Children will explore the objects from the sensory sack. They will		cutlery, play food, book, newspaper, toys, etc. so that they can re-enact the story. Story sack in Quiet/Reading Corner with symbols for family members and symbols, pictures, words related to objects in sack. Role Play Corner: As previously listed – 'Mrs Large's Kitchen'. Story sack in Quiet/Reading Corner with symbols for family members and symbols, pictures, words related to objects in sack.	for wall (Twinkl), puppets/masks (Twinkl). Prepared picture matching board and pictures. Book, YouTube version. Sensory story sack – cornflakes, toast, butter, jam, newspaper, bubble bath, toy bath, towel, recorder, Little Red Riding Hood book, few toys (as in story). Home corner furniture, items as previously listed. Core Boards. Prepared symbol matching board and symbols. Word and picture matching board. Book, Stick Puppets (prepared from Twinkl). Sensory story sack – cornflakes, toast, butter, jam, newspaper, bubble bath, toy bath, towel, recorder, Little Red Riding Hood book, few toys (as in story). Home corner furniture, items as previously listed. Core Boards.
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Reading	match symbols to objects (2-6 as appropriate to own level). Symbols and objects – elephant, newspaper, towel, recorder, book, Cornflakes. Children will be encouraged to find objects in response to question – “Where is the...?” - Sequencing activity – children will be given 4 pictures from the story to sequence with a corresponding picture board. Wk.5 - 6: “THE THREE LITTLE PIGS.” Wk. 5: - Children to be introduced to the book “The Three little Pigs” 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 reinforced/introduced for Mommy, big, pig, little, house. - Explore the book with an adult alongside items in the sensory story sack. - Matching Activity. Children will explore the objects from the sensory sack. They will match symbols to objects (2-6 as appropriate to own level). Symbols and objects – pig, house, straw, stick, brick, wolf. Children will be encouraged to find objects in response to question – “Where is the...?” - Children will complete the above finding and matching activity. In addition, they will match initial letter sounds to objects. Wk.6: - Children will be re-introduced to the book ‘The Three Little Pigs’ and will experience		Role Play Corner: As previously listed – ‘Mrs Large’s Kitchen’. Story sack in Quiet/Reading Corner as listed with pictures, symbols and words related to objects in sack. Role Play Corner: Create Mommy Pig’s house interior. Include photos of the 3 piglets. Children to have access to items from the story – toy pigs, pig puppets/masks, plates, cups, cutlery, play food, etc. – so that they can re-enact the story. Story sack in Quiet/Reading Corner as listed with pictures,	Prepared symbols for matching – elephant, towel, newspaper, recorder, book, Cornflakes. Prepared sequencing board and pictures. Book Sensory story sack – 3 pigs, Mommy pig, straw, sticks, brick, wolf, house. Pictures and symbols. Home corner furniture, items as listed, Three Little Pigs banner for wall (Twinkl), pig puppets/masks (Twinkl). Core Boards. Prepared symbols for matching – pig, house, straw, stick, brick, wolf. Initial letter cards. Book, YouTube version.
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Reading



the story through YouTube. Children to listen to the story accompanied by sensory story sack. Signs and symbols will be reinforced for Mommy, big, pig, little, house.

- Explore two items from the sensory sack and match to symbols.
- Matching Activity. Children will match pictures to pictures – Mummy pig, pig, straw house, stick house, brick house, wolf. (2-6 as appropriate to own level).
- Children will complete the above matching activity. In addition, they will match words to words and pictures and then words to words as able.

Wk.7: "THE SMARTEST GIANT IN TOWN."

- Children to be introduced to the book "The Smartest Giant in Town" 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 giant, shop, clothes, shoes, crown.
- Explore the book with an adult alongside items in the sensory story sack.
- Matching Activity. Children will match symbols to pictures (2-6 as appropriate to own level). Symbols provided will be giant, shop, gown, sandals, shoes, crown.
- Children will complete the above matching activity. In addition, they will match words to words and pictures and then words to words as able.

symbols and words related to objects in sack.

Role Play Corner:

As previously listed – 'Mommy Pig's Kitchen'.

Story tuff tray – replicate the story using toys, materials, objects, etc. Children to explore with/without adult support and accompanying book, symbols and pictures.

Story sack in Quiet/Reading Corner as listed with pictures, symbols and words related to objects in sack.

Role Play Corner:

Traditional Home Corner. To include pretend cups, plates, etc., food, dolls, teddies and dressing up clothes. Pretend play will be modelled for children to imitate and join in.

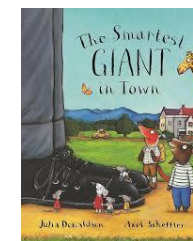
Book Box – Julia Donaldson stories.

Sensory story sack – 3 pigs, Mommy pig, straw, sticks, brick, wolf, house. Pictures and symbols.

Home corner furniture, items as listed, Three Little Pigs banner for wall (Twinkl), pig puppets/masks (Twinkl). Core Boards.

Prepared pictures and corresponding matching board. Words to add for matching.

Book



Sensory story sack – crown, gown, shoes, sandals, animals, tie, belt, etc. Pictures and symbols. Dressing up box.

Home corner furniture, items as listed, Core Boards.

Book Box as described.

Prepared pictures, symbols and words for matching, corresponding boards.

Reading	Wk.8: "ZOG." • Children to be introduced to the book "Zog" and then to experience the story through YouTube. Children to listen to the story accompanied by a sensory story sack. Symbols and signs will be introduced for dragon, star, school, friend. • Explore the book with an adult alongside items in the sensory story sack. • Matching Activity. Children will match photos to photos of themselves and peers – Class Superstars (2-6 as appropriate to own level). • Children will complete the above matching activity. In addition, they will match names to names and photos. Topic Related Signs Children to be taught signs appropriate to each topic story with accompanying symbols. Wk.1 me, you, Blue Class. Wk.2-4 family, Mommy, Daddy, brother, sister, baby (elephant). Wk.5-6 Mommy, big, little, pig, house. Wk.7 giant, shop, clothes, shoes, crown. Wk.8 dragon, star, school, friend. Sharing Stories Children to experience daily shared stories read aloud from books and via screen: Stories related to Topic Stories: The Blue Balloon, Once There were Giants.		Story sack in Quiet/Reading Corner as listed with pictures, symbols and words related to objects in sack. Role Play Corner: Traditional Home Corner. To include pretend cups, plates, etc., food, dolls, teddies and dressing up clothes. Pretend play will be modelled for children to imitate and join in. Book Box – Julia Donaldson stories.	Book Youtube version. Story sack containing objects, pictures and symbols. Prepared matching activity – pictures and picture board (dragon, star, fire, smoke, girl, princess). Home corner furniture, items as listed, Core Boards. Book Box as listed. Prepared photos and names for matching. Symbols, Youtube. Makaton teacher handouts. Books as listed. Youtube stories as listed.
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Reading



The Large Family – A Piece of Cake, All in One Piece,
Mr Large in Charge, A Quiet Night in.
The Slightly Annoying Elephant,
Elmer,
Wibbly Pig, Peppa Pig, The Pig in the Pond,
Other Julia Donaldson Stories:
The Gruffalo,
The Gruffalo's Child,
Tiddler,
The Scarecrow's Wedding,
Tabby McTat,
Room on the Broom,
Monkey Puzzle.
Zog and the Flying Doctors.
Linked Traditional Tales:
The Three Billy Goats Gruff.

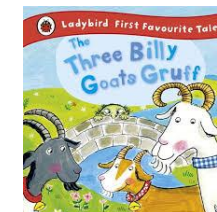
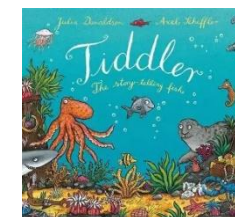
Set of books – fiction and non-fiction for sharing – stories, books about pirates and journeys on the sea.

Ongoing:

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



Books as listed.
Photos and name card sets.
Phonic plans and resources as necessary.





- Sensory mark making. Children will explore a sensory tuff tray themed around 'Mrs Large's Breakfast' – to include trays containing jam, crushed cereal, porridge oats and corresponding symbols. They will be encouraged to explore the different textures and patterns they can make – lines and circular shapes – using their fingers, plastic forks and spoons.
- Tracing patterns – take Mrs Large to her table/bath. Children will use pens and pencils to trace/copy a range of line and circular patterns themed around the story.

Wk.4:

- Sensory mark making - exploring grey. Children will explore a sensory tray themed around the colour grey. They will explore a paint tray containing black and white paint. Can they mix the colours with their fingers/brushes to make the colour grey? Make lines and circular patterns? Any letter shapes in the paint? We will print their patterns onto their choice of white or black paper.
- Children will explore a range of black, white and grey writing materials to make their own picture. They will be offered a selection of related coloured pictures to add to their picture and will label pictures with corresponding symbols. Those who are able will be challenged to add a written caption, teacher scribed.

Wk.5-6: "THE THREE LITTLE PIGS."

Wk.5:

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

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Prepared tuff tray – jam and cereal trays, corresponding symbols, plastic forks and spoons.

Children's photo name cards
– in black writing, laminated.

Prepared pencil control sheets (some laminated, The Large Family – Twinkl). Pens and pencils.

Trays, black and white paint, brushes, white and black paper, symbols for black, white and grey, elephant.

Children's photo name cards
– in black writing, laminated.

Selection of black, white and grey writing materials, paper, related colour pictures – elephant, squirrel, blackbird, snow, etc. Glue, spreaders, corresponding symbols. Pen, writing pencils.



Mark Making, Writing



- Sensory mark making – pig themed. Children will explore a paint tray containing red and white paint. Can they mix the colours to make pink with their fingers/pink lollipop sticks/pipe cleaners? Make lines, curly marks and circular patterns? Any letter shapes in the paint? We will print their patterns onto their choice of white or pink paper.
- Tracing patterns – take the wolf to the three little pigs' houses. Children will use pens and pencils to trace/copy a range of line and circular patterns themed around the story.

Wk.6:

- Sensory mark making. Children will explore a sensory tuff tray themed around the story and the colours pink and brown – 'pigs in mud. To include a tray of cornflour, water and added pink food colouring and a tray of mud/cocoa powder and water. Also, laminated pictures of pigs in mud and matching symbols. They will be encouraged to explore the marks they can make in the materials using fingers, straw and sticks. Can they make a range of lines and circular shapes? Any letter shapes?
- Mark making on house shapes. Children will be provided with outline house shapes (some with horizontal and vertical line patterns – 'bricks', some made from straw or sticks). They will use brown, yellow and black pens, pencils and crayons to mark make and trace/copy patterns on the houses. As able, children will trace a scribed sentence to describe their house 'My house

Children's photo name cards in pink will be provided for them to explore and practise tracing letter shapes with their fingers. Sets of letters will also be provided for children to match and make their names.

Children will practise tracing lines, circles and patterns using laminated story pattern cards from previous week. They will be encouraged to trace with their fingers.

Trays, red and white paint, brushes, white and pink paper, symbols for white, red and pink. Pink lollipop sticks, pipe cleaners.

Children's photo name cards – written in pink, laminated. Sets of laminated matching letters.

Prepared pencil control sheets, some laminated, based upon the story. Pens and pencils.

Sensory tuff tray – trays as described. Symbols – pink, brown, pig, mud. Sticks, straw.

Laminated pattern cards as used during previous week.

Pictures of houses from the story and outline pictures with patterns to trace. Corresponding symbols, selection of writing materials – pencils, pens and crayons in brown, yellow and black.



Mark Making, Writing



is made from...' and add the relevant symbol to complete the sentence.

Wk.7: "THE SMARTEST GIANT IN TOWN."

- Sensory mark making. Children will explore a sensory tuff tray themed around materials – to include trays of ‘edible mud’: cocoa powder and crushed Coco Pops, sand and shaving foam. They will be encouraged to explore the marks they can make in the materials using fingers, straw and sticks. Can they make a range of lines and circular shapes? Any letter shapes?
- Giant clothes labelling. Children will be provided with a picture of George the giant in his smart clothes and symbols/labels – shirt, trousers, tie and shoes. They will label the clothes. As able, children will complete scribed caption ‘George wears...’ with appropriate symbol.

Wk.8: "ZOG."

- Sensory mark making. Children will explore two sand trays – one red, one yellow. They will be encouraged to explore the different textures and patterns they can make – lines and circular shapes – using their hands and fingers. Can they make a range of lines and circular shapes? Any letter shapes?
- Exploring red and yellow mark making media on prepared Zog the dragon picture sheets. Children will be provided with red and yellow pencils, chalks and wax crayons to ‘draw’ his fire. They will be encouraged to use a pencil to trace his name ‘Zog’ and to label him and his fire with symbols.

Children will practise tracing lines, circles and patterns using laminated pattern cards related to story. They will be encouraged to trace with their fingers.

Children will practise tracing lines, circles and patterns using laminated pattern cards related to story. They will be encouraged to trace with their fingers.

Trays of 'edible mud' – cocoa powder and crushed Coco Pops, sand and shaving foam. Straw, sticks and symbols.

Prepared laminated pattern cards related to the story.

Prepared pictures of George the giant, symbols as listed.
Pencils, pen, paper.

Sensory sand trays – red and yellow. Colour symbols and symbol for fire and dragon.

Prepared laminated pattern cards related to the story.

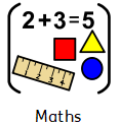
Selection of red and yellow writing media – pencils, pens, crayons. Prepared Zog the dragon sheets, pencil, pen, fire and dragon symbols.

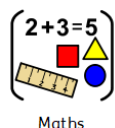
 CLL Mark Making, Writing  Literacy	Ongoing.		Children will explore mark making on iPad paint program. Photo and name card packs for continuous practise of name recognition and writing.	iPad. Laminated photo and name cards, pens.
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AoSL	Implementation/Activity	Adaptations	Continuous provision	Resources
 CLL	Weeks: 1-8 Communication, Language and Literacy J.E.Psrkes Wk.1: "I AM IN BLUE CLASS." 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.		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.	Blue papers and fabrics in different textures, scissors, glue and spreaders. Story 'The Blue Balloon'. Blue symbols. Outline balloon shapes. Children's own photos. Large and medium Duplo bricks and wooden blocks in blue colours. Photos of towers of 3, 5 and 10 bricks.

Fine Motor  Literacy  CLL	Wk.2-4: "FIVE MINUTES PEACE." Wk.2: - Exploring blue play dough. Children will be provided with balls of blue play dough. They will be challenged to squash and flatten it with their hands. Can they make shapes with their play dough? Make patterns in it with their fingers? - Threading using blue cotton reels and buttons. Can children thread their chosen items onto blue string? Children will also be provided with blue shapes – prepared and laminated. Can they thread strings through the holes around the edges of the pictures? Wk. 3: - Sand play. Children will explore blue sand trays containing household objects – containers for filling and emptying, wooden spoons, plant pots, cardboard tubes, saucepans, cups, sieves, etc. - Creating a collage elephant picture. Children will make a collage picture of an elephant, making choices from different textures of paper and fabrics in differing shades of grey. They will use glue and spreaders to apply materials. Wk.4: - Water play themed around 'Mrs Large's bath'. Children will explore water. They will use containers in the water tray for pouring, filling and emptying. Bubble mixture will be added to some trays for children to explore containers with bubbles, popping bubbles, etc.		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. 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. Exploring objects from around the home. Children will be provided with a box/tuff tray of household	Balls of blue play dough, colour symbols – blue. Play dough boards. Large and medium Duplo bricks and wooden blocks in blue colours. Photos of towers of 3, 5 and 10 bricks. Cotton reels, buttons and strings – all blue. Prepared blue picture shapes – laminated. Sand trays – blue sand. Selection of household objects f as listed. Large and medium Duplo bricks and wooden blocks in blue colours. Photos of towers of 3, 5 and 10 bricks. Prepared elephant pictures, symbols – elephant, grey. Selection of grey papers and fabrics, glue and spreaders. Water tray/small trays, assorted containers, empty bottles, bubble bath/bubble mixture. Collection of interesting household objects, corresponding symbols.
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Fine Motor  Literacy			IPad – use Paint program to copy/make lines, circles and patterns/letter shapes shapes.. Explore pull along toys, squeezezy/squeaky toys and toys with buttons and switches in role play.	Dolls, teddies, clothing. iPad. Range of pull along toys, Cause and Effect toys.
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Weeks: 1-8 Maths J.E.Parkes				
AoL	Implementation/Activity	Adaptations	Continuous provision	Resources
 Maths	Wk.1: "I AM IN BLUE CLASS." - Number rhyme – "5 Blue Balloons...", (YouTube, taking away 1). Number: Grp.1: Sorting and matching activities using coloured balloons. Sorting and matching for colour – blue, red and yellow. Numeral 1: 1-1 matching. Grp.2: (as Grp.1, in addition...) Assessing colour and number recognition. Grp.3: Recognising numerals to 10 (and beyond *). Counting sets 1-10 balloons. Matching numerals to sets. Wk. 2-4: "FIVE MINUTES PEACE." Wk.2: - Number rhyme – "5 Blue Balloons...", (YouTube, taking away 1).		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 alongside given numeral cards.	Laminated pictures to use with number rhyme. Set of laminated balloon pictures in red, blue and yellow, set rings/plates. Colour symbols and colour cards (all colours). Numeral cards 1-10 (and beyond*). Large and medium blue Duplo bricks and wooden bricks in Photos of towers of 3, 5, and 10 bricks. Numeral cards. Laminated pictures to use with number rhyme.



- **Number:**
Grp.1:
 Sorting and matching activities using coloured balloons.
 Sorting and matching for colour – blue, red and yellow.
 Numeral 1: 1-1 matching.
Grp.2: (as Grp.1, in addition...)
 Assessing colour and number recognition.
 1-1 correspondence – balloons to people.
Grp.3:
 Recognising numerals to 10 (and beyond *).
 Counting sets 1-10 balloons.
 Matching numerals to sets.
- Introduction to 2D shapes. Children will explore 2D shapes through a variety of activities – assess children’s awareness and knowledge of 2D shapes.

Wk. 3:

- Number rhyme – “10 Tall Fingers...” (YouTube).
- **Number:**
Grp.1:
 Sorting and matching activities themed around ‘Myself’.
 Sorting and matching for type – wellies and gloves.
 Numeral 1: 1-1 matching.
Grp.2: (as Grp.1, in addition...)
 Recognising numerals 1 and 2 (to own level).
 Counting sets of 1 and 2 wellies, gloves.
 Matching numerals 1 and 2.
Grp.3:
 Recognising numerals to 10 (and beyond *).
 Making sets 1-10 wellies, gloves.
 Understanding 1 and lots.

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 alongside given numeral cards.

Children will be provided with large and medium sized Duplo bricks, transparent bricks and wooden blocks in blue, red and yellow. They will be challenged to make patterns and build towers alongside given numeral cards.

Set of laminated balloon pictures in red, blue and yellow, set rings/plates. Colour symbols and colour cards (all colours).

Numeral cards 1-10 (and beyond*).
 Prepared 1-1 correspondence pictures.

Large and medium blue Duplo bricks and wooden bricks in Photos of towers of 3, 5, and 10 bricks. Numeral cards.

2D shapes, shape jigsaws. Prepared sorting and matching cards, symbols.

Laminated pictures to use with number rhyme.

Wellies, gloves. Prepared pictures – wellies, gloves. Sorting rings/trays.

Numeral cards 1-10 (and beyond*).
 Symbols – 1 and lots.

Construction materials as listed for exploration. Colour symbols.

Wellies in different sizes. Pictures of different sized



- Introduction to size comparison. Big and small wellies. Children will sort and order wellies and pictures of wellies. Sorting for big and small, ordering 3-5 as able.

Wk.4:

- Number rhyme – “1 Elephant Went out to Play...” (YouTube, Kiboomers, adding 1).
- **Number:**
Grp.1:
 Sorting and matching activities using elephant, spiders (toys and pictures).
 Sorting and matching for colour, type.
 Numeral 1: 1-1 matching.
Grp.2: (as Grp.1, in addition...)
 Recognising numerals 1 and 2 (to own level).
 Counting, making sets of 1 and 2 elephants.
 Matching numerals 1 and 2.
Grp.3:
 Recognising numerals to 10 (and beyond *).
 Making, counting sets 1-10 elephants.
 Understanding 1 and lots.
- Size comparison. Big and small elephants and spiders. Children will sort and order pictures of elephants and spiders. Sorting for big and small, ordering 3-5 as able.

Wk.5-6: “THE THREE LITTLE PIGS”.

Wk.5:

- Number rhyme – “5 Little Piggies...” (YouTube, taking 1 away).
- **Number:**
Grp.1:
 Sorting and matching activities using pigs and other farm animals (toys and pictures).
 Sorting and matching for type.
 Numeral 1: 1-1 matching.
Grp.2: (as Grp.1, in addition...)

Children will be provided with large and medium sized Duplo bricks, transparent bricks and wooden blocks in blue, red and yellow. They will be challenged to make patterns and build towers alongside given numeral cards.

wellies, symbols for big and small.

Laminated pictures to use with number rhyme.

Prepared elephant and spider pictures.
Sorting rings/trays.

Numeral cards 1-10 (and beyond*).
Symbols 1 and lots.

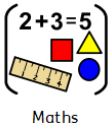
Large and medium sized Duplo bricks and wooden blocks in blue, red and yellow colours. Examples of big and small towers. Symbols – big, small, biggest, smallest.

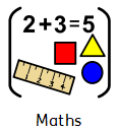
Prepared pictures – big and small elephants and spiders.
Symbols for size.

Laminated pictures to use with number rhyme.

Selection of small world pigs and other farm animals and prepared pictures.
Sorting rings/trays.

Numeral cards 1-10 (and beyond*).

 Maths	1-1 correspondence – matching pigs to houses/muddy puddles. Recognising numerals 1 and 2 (to own level). Counting, making sets of 1 and 2 pigs. Matching numerals 1 and 2. Grp.3: - Recognising numerals to 10 (and beyond *). Matching pigs 1-1 to muddy puddles, recognising not enough, need for more. Making, counting sets 1-10 pigs. Understanding 1 and lots. - 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: - Number rhyme – “5 Little Pigs Went out One Day...” (YouTube, taking 1 away). Number: Grp.1: Sorting and matching activities using pigs and other farm animals (toys and pictures). Sorting and matching for type. Numeral 1: 1-1 matching. Grp.2: (as Grp.1, in addition...) Recognising numerals 1, 2 and 3 (to own level). Counting, making sets of 1, 2 or 3 pigs. Matching numerals 1, 2 or 3. Grp.3: - Recognising numerals to 10 (and beyond *). Making, counting sets 1-10 pigs. Understanding 1 and lots. Adding 1 more.		Children will be provided with large and medium sized red, pink and white Duplo bricks, transparent bricks and wooden blocks. They will be challenged to make patterns and to build big and small towers. Children will be provided with large and medium sized red, pink and white Duplo bricks, transparent bricks and wooden blocks. They will be challenged to make patterns and to build big and small towers.	Matching boards houses and muddy puddles. Large and medium sized Duplo bricks, blocks and transparent bricks as listed. Examples of big and small towers. Symbols – big, small, biggest, smallest and colours. Wooden blocks, Duplo, laminated pattern cards, sponges, paint. Laminated pictures to use with number rhyme. Selection of small world pigs and other farm animals and prepared pictures. Sorting rings/trays. Numeral cards 1-10 (and beyond*). Symbols – 1 and lots, more. Large and medium sized Duplo bricks, blocks and transparent bricks as listed. Examples of big and small towers. Symbols – big, small, biggest, smallest and colours.
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Grp.1:

Sorting and matching activities using vegetables (toys and pictures).

Sorting and matching for type.

Numeral 1: 1-1 matching.

Grp.2: (as Grp.1, in addition...)

Recognising numerals 1, 2 and 3 (to own level).

Counting, making sets of 1, 2 or 3 vegetables.

Matching numerals 1, 2 or 3.

Sorting for 1 and lots.

Grp.3:

- Recognising numerals to 10 (and beyond *).
Making, counting sets 1-10 vegetables.
Understanding 1 and lots.
Adding 1 more.
Counting 2 sets to find a total.
- Exploring simple repeating colour patterns using vegetables and vegetable pictures.
Children to copy and continue patterns as appropriate to individual levels using prepared pattern cards, pictures and vegetables.

Children will be provided with a selection of construction materials plus Duplo wild animals to explore. Can they build homes/shelters for the animals using a given amount of bricks?

Sorting rings/trays.

Numeral cards 1-10 (and beyond*).

Symbols – 1 and lots, more.

Construction materials for exploration. Duplo wild animals. Colour symbols, numerals, wild animal symbols. Numeral cards.

Prepared pattern cards, vegetables, pictures, symbols.

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Weeks: 1-8 PSED/KUW J.E.Parkes				
AoL	Implementation/Activity	Adaptations	Continuous provision	Resources
 Outdoor Learning	Wk.1: "I AM IN BLUE CLASS." - 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 Everybody...' (link to Sensory Circuit/Wake Up Shake Up routine, Outdoor play/learning).		Children's photo name cards (in blue writing) will be provided for them to explore and practise tracing letter shapes with their fingers.	A4 size photos of children and cut-up laminated copies. Prepared poster, small photos and names, glue, spreaders. Children's photo name cards in blue writing. Symbols – body parts, actions.
	Wk. 2-4: "FIVE MINUTES PEACE." Wk.2: Watch Peppa Pig and the New Baby. My Family – who is in my family? Talk about Peppa's family and the Large Family and make comparisons to children's own			YouTube Peppa Pig episode. Topic Story Book. Photos of children's own families, symbols. Prepared posters – My Family.

PSED	families. Discuss differences and similarities, how all families are different. Set up a small world family tuff tray with houses, people, etc. for children to explore. Make a poster – My Family (children to add photos requested from parents, symbols). - Mrs Large’s breakfast. Children will look at pictures from story of Mrs Large’s breakfast tray. We will make tea and toast. Children will explore cutting, spreading, tasting. Learn ‘I’m a Little Teapot’ song. Wk. 3: - Theme - Inside my Home. Listen to story ‘Peace at Last’. 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. - Theme – Bathroom. Look at a picture of Mrs Large in her bath. Children will explore water play. They will be provided with small ‘bubble baths’ for small world toy elephants. What happens when they put in the elephant? Can they fill containers to pour over the elephants/wash then dry the elephants? Wk.4 : - Theme - Health and Hygiene: bathing a baby. Children will watch Peppa Pig Bathing Song. Recap – washing elephants. Children will explore bathing a baby doll. We will look at items we need and label these with		Role Play Corner: Mrs Large’s kitchen (as listed in Reading plan).	Tuff tray and small world people, houses, animals, vehicles. Role Play Corner as listed. Symbols, Core Boards, utensils and ingredients to make tea and toast.
 Outdoor Learning PSED			Small world family tuff tray. Role Play Corner: Mrs Large’s kitchen (as listed in Reading plan).	Book – ‘Peace at Last’. Pictures/photos – rooms inside different houses. Prepared large-scale house outline. Selection of objects from various rooms inside a house. Prepared house pictures and furniture pictures. Small world tuff tray. Role Play Corner as listed. Containers, bubble bath, toy elephants, water trays, towels, Core Boards, symbols. YouTube – Peppa Pig bathing Song. Baby dolls, water containers, bubble bath, shampoo, flannel, towels, sponges, soap, shower gel. Symbols, Core Boards.

 Outdoor Learning	symbols/use of Core Boards. We will sequence pictures of what to do. - 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/use of Core Boards. We will sequence pictures of what to do. Wk.5-6: "THE THREE LITTLE PIGS". Wk.5: - Theme – Houses and Homes. Children will watch Debbie and Friends 'The Three Little Pigs'. We will look at natural materials – sticks, straw and brick (also Duplo bricks). Children will be encouraged to explore the properties of each and to label with an appropriate symbol/use of Core Board. - Children will be supported to build houses with each material and to test how strong they are by blowing each one. They will record findings with a simple worksheet and symbols. Wk.6: - Theme – Pigs: Houses and Homes. We will watch Peppa Pig and the Muddy Puddles and talk about how pigs live on farms in pig sties and muddy environments. Children will be supported to play purposefully with small world farm toys with added straw. They will explore mud trays with added small world pigs and will then bath and clean the pigs. - Theme – Harvest. Talk about Harvest and watch song about fruit and vegetables – Harvest Time Song. Children will use senses to explore a selection of fruit and vegetables in the tuff tray. They will make a picture of a		Sequencing sets of laminated pictures – bathing a baby, cleaning teeth. Story tuff tray – replicate the story using toys, materials, objects, etc. Children to explore with/without adult support and accompanying book, symbols and pictures. Story tuff tray – replicate the story using toys, materials, objects, etc. Children to explore with/without adult support and accompanying book, symbols and pictures.	Sets of laminated sequencing pictures as listed. Toothbrushes, toothpaste, dolls. Symbols, Core Boards. YouTube Story. Materials – straw, sticks, brick and Duplo bricks. Symbols and Core Boards. Tuff tray as described. Prepared sheets and symbols, toy wolf. Materials as above. YouTube episode 'Peppa Pig and the Muddy Puddles'. Pictures of pigs on farms, symbols, Core Boards. Small world farm toys, straw. Small world pigs, mud trays, water, towels. Tuff tray as described. YouTube Harvest Time Song. Selection of fruit and vegetables – some whole, some cut. Symbols, Core Boards. Prepared basket and
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PSED	Heads, Shoulders, Knees and Toes If You're Happy and You Know It One Finger, One Thumb I've Got a Body The Music Man I'm a Little Teapot <u>Enrichment Activities:</u> Minibus Ride Supermarket Shopping Harvest			
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Weeks: 1-8		Expressive Arts and Design	J.E.Parkes	
AoL	Implementation/Activity	Adaptations	Continuous provision	Resources



Wk.1: "I AM IN BLUE CLASS."

- Free painting – Blue Theme. Children will explore blue paint, mixing dark and light shades using brushes, black and white paint. They will explore texture and the marks they can make.
- Children will use sponges and junk materials with shades of blue to explore print making.

Wk.2-4: "FIVE MINUTES PEACE".

Wk.2:

- Theme – Myself: Free Painting. 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'.
- Make a Large Family collage. Children will be provided with a background picture of a house for the Large Family. They will be supported to add cut-out family members to their picture using glue and spreaders. Can they find all members of the family?

Wk. 3:

- Theme - 'My Home'. Children will be provided with a selection of household objects and junk materials, e.g. toothpaste boxes, to use for creative printmaking with a variety of coloured paint.
- Elephant footprints. Children will use small world elephants of different sizes to print 'footprints' in grey, green and brown paint. They will be encouraged to observe the different patterns they create.

Wk.4:

Children will be provided with assorted large and medium sized blue bricks/blocks. They will be challenged to build and create.

Children will be provided with assorted large and medium sized blue bricks/blocks. They will be challenged to build and create.

Exploring objects from around the home. Children will be provided with a box/tuff tray of household objects/containers to manipulate and explore. To include bathtime objects.

Selection of large paintbrushes, blue/white papers, blue, white and black paint.



Range of blue Building blocks.
Sponges, junk materials, blue paint and papers.

Mirrors, prepared 'face outline' pictures, range of paint colours and brushes.

Range of blue building blocks.

Prepared house background pictures, cut-out family members, glue, spreaders. Symbols, Core Boards – My Family.

Range of household objects, junk materials, paper, paint.

Collection of interesting household objects, corresponding symbols.

Small world elephants, paper, grey, green and brown paint.



- Theme – ‘My Body’. Children will explore printing using their hands and fingers. They will use primary colours of paint and paper. They will be encouraged to create painted patterns with their fingers and to make handprints. Whose hands 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.5-6: “THE THREE LITTLE PIGS”.

Wk.5:

- Colour mixing. Children will explore pink, mixing red and white paint to make various shades. They will use their paint to make a painting on pink paper. They will also be encouraged to paint their hands, one white and one red and rub them together. Can they make pink?
- Printing with bricks. Children will explore making prints with a range of different sized Duplo bricks/blocks and paint in primary colours. What patterns do each brick/block make? Can they create a pattern using the different bricks?

Wk.6:

- Colour mixing. Children will explore colour mixing in trays/tuff tray using primary paint colours and toy construction vehicles. Can they push the vehicles through the paint to make new colours? Can they explore the patterns made by the wheels on the different vehicles?

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

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

Children will be provided with a selection of construction materials in reds, pinks and whites to explore.

Paint and paper in primary colours. Colour symbols. Core Boards – colours, size, body parts.

Large and medium Duplo bricks and wooden blocks in primary colours. Photos of towers of 3, 5 and 10 bricks. Colour symbols.

Ingredients and recipe for salt dough, rollers, cutters.

Red and white paint, pink paper, paintbrushes, sponges. Colour symbols.

Large and medium Duplo bricks and wooden blocks in pink, white and red colours. Photos of towers of 3, 5 and 10 bricks. Colour symbols.

Paint and different sized Duplo bricks/blocks in primary colours, paper.

Paint in primary colours, trays/tuff tray. Toy construction vehicles. Colour symbols.

Construction materials sorted into a set of red, pink and



- Theme – Harvest. Children will explore a selection of fruit and vegetables – some cut, some whole. They will be offered corresponding colours of paint to make prints using the various fruit and vegetables.

Wk.7: “THE SMARTEST GIANT IN TOWN.”

- Theme – Autumn. Children will be provided with pictures/photos of Autumn leaves and natural objects plus real leaves and related objects to explore. They will choose favourite leaves and will make leaf prints using paint in Autumnal colours.
- Children will choose collected leaves to decorate an Autumn crown for George, placing and sticking their leaves, plus grass, sticks, etc. onto prepared crown shapes. They will be supported to make leaf rubbings using wax crayons and to add these to their crowns.

Wk.8: “ZOG.”

- Theme – Reward Stars: sponge and stencil printing. Children will use star shaped sponges and prepared star stencils with gold and silver paint to explore the shape and its properties and to create a picture on silver and gold paper.
- Exploring fire (orange, red and yellow). Children will be provided with paper with a small Zog printed on. They will explore free painting using the colours red and yellow and a range of brushes to create Zog’s ‘fire’. What happens when the two colours mix?

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

Children will add to collections for Autumn table/tuff tray to continue to explore the properties of natural materials.

white for exploration. Colour symbols.

Selection of fruit – cut and whole. Paper, paint, symbols.

Prepared pictures/photos of Autumn leaves. Collected leaves and related natural objects. Paint in Autumnal colours, paper.

Seasonal pictures, symbols. Tuff tray as described.

Prepared crown shapes, leaves, grass, sticks, paper, wax crayons, fixing materials, scissors.

Star shaped sponges, star stencils, gold and silver paper, gold and silver paint.

Seasonal pictures, symbols. Tuff tray as described.

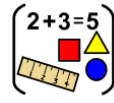
A3 prepared paper as described. Red and yellow paint, range of brushes, colour symbols – red, yellow and orange.



Creative



UTW



Maths



Literacy



CLL