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# CELEBRATE GOOD TIMES

EYFS – BLUE CLASS  
Medium Term Planning

AUTUMN 2 2022-2023

## Weeks 1 and 2 – Room on the Broom and Pumpkin Soup

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
  <b>Reading</b>	<p><i>I can use single words/signs/symbols for a range of purposes.</i>  <i>I can copy words or signs. (CG, CLL5)</i></p> <p><i>I can combine two words/signs/symbols.</i>  <i>I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)</i></p> <p><i>I respond to my own name. (CG, CLL 2, Solar, CLL 4)</i></p>	<p><b>Ongoing</b> HELLO AND REGISTRATION  Children to be encouraged to sit within the group circle daily and engage with the 'Good Morning' song. All children will be helped to interact with 'Good Morning' 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>Whole group, each child with appropriate level of support.</p>	<p>'Good morning' voice button boxes.  Timetable and symbols.  Individual name cards.</p>
	<p><i>I understand single words/sounds/signs/symbols in context. (CG, CLL 4)</i></p> <p><i>I understand 1 key word sentences. (CG, CLL 5)</i></p> <p><i>I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)</i></p> <p><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></p> <p><i>I am interested in books and rhymes.</i></p>	<p><b>Wk.1</b> ROOM ON THE BROOM  Children to experience the story through a range of media:  Listen to story on Youtube accompanied by sensory story sack.</p> <p><a href="https://www.youtube.com/watch?v=v95-HRtQ52w">https://www.youtube.com/watch?v=v95-HRtQ52w</a></p> <p>Children to be encouraged to follow the story exploring the sensory resources as appropriate.</p>	<p>Whole group, possibly split into 2 groups to ensure children don't have to wait long for their turn to explore resources.</p>	<p>Book  Selection of items from story – broom/sticks, witch's hat, bow, toy frog, dog, mud 'monster'.</p> <p>Stick puppets (Twinkl)  Matching pictures</p>



## Reading

*I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)*

*I can match identical photos, pictures and symbols. (CG, R6)*

*I show an interest in books and stories.*

*I respond to a familiar story. (Solar, R4)*

*I can point to a requested image out of 2. (Solar, R4)*

*I can match a picture or symbol to a familiar object. (Solar, R5)*

*I am beginning to engage in pretend play. (CG, PSED4)*

*I can act out a simple routine in pretend play. (CG, PSED5)*

Listen to story read aloud from book with accompanying stick puppets and items to match to book.

Children to be encouraged to each match an item to corresponding items on pages throughout the story ie. broom, frog.

### **Wk.2** PUMPKIN SOUP

Children to experience the story through a range of media:

- Listen to story on Youtube.

<https://www.youtube.com/watch?v=v95-HRtQ52w>

- Listen to story read aloud from book with accompanying items to match to book.

Children to be encouraged to each match an item to corresponding items on pages throughout the story ie. pumpkin, soft toy animals.

### **Role Play Corner – Celebration Shop**

- Create Halloween Shop. Children to have access to items to pretend play shop – soft toys, toy

Whole group to access in turns during free flow Literacy activity time.

Home corner furniture.  
Wall banner.  
Dress up clothes – witch, wizard costumes.



## Reading

*I can use single words/signs/symbols for a range of purposes.  
I can copy words or signs. (CG, CLL, 5)  
I can combine two words/signs/symbols.  
I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)  
I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)*

*I listen with interest to the noises adults make when they read stories. (CG, R4)*

*I am interested in books and rhymes. I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)*

*I show an interest in books and stories.*

spiders, frogs, snakes, costumes, etc. Children to play with animal hand puppets and created masks. (To use **ongoing** during Literacy free flow time).

### Topic Related Signs

1. Children to be taught the signs for dog, cat, frog, bird with accompanying symbols.
2. Children to be taught the signs for kitchen and cooking with accompanying symbols.

### Sharing Stories

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

1. Hansel and Gretel, The Littlest Witch, Winnie the Witch stories, Duggee's Halloween, FunnyBones, Meg and Mog.
2. Peter Rabbit: The Great Pumpkin Theft, Pumpkin Jack, Christopher

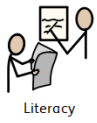
Whole group introduction. To be used 1-1 with children at appropriate opportunities throughout the day.

Whole group, possibly split into 2 groups.

Accessories from the stories – soft toy animals, pumpkin models.  
Class created masks.  
Bowls, spoons, etc.

Symbols  
Makaton teacher handouts.

Books as listed.  
Youtube stories as listed.  
Peter Rabbit episodes.



## Reading

*I respond to a familiar story. (Solar, R4)*

Pumpkin, The Runaway Pumpkin, Pumpkins.







## Mark Making, Writing

- Pumpkin bordered paper – mark making using orange and black media (crayons, pencils).
- Tracing own name initial letter with orange paint.
- Own name to individual levels – trace/copy/match letters (As above).
- Orange and black pencil control pattern worksheets.
- Add a symbol, caption to pictures from the story.

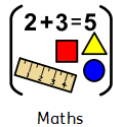
Prepared paper sheets, orange and black crayons, pencils.  
Own name initial letter sheets/own name sheets.  
Prepared pencil control worksheets.  
Pictures, symbols from the story.

**Weeks 1 and 2 – Room on the Broom and Pumpkin Soup**

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div>  <p>Literacy</p> </div> <div> <p><b>Fine Motor</b></p> </div> <div>  <p>Creative</p> </div>	<p><i>I can pick up small objects with a pincer grasp. (CG, PD3)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. I make choices from a range of materials and show preferences. (CG, CD4)</i></p> <p><i>I can open and close scissors independently. (CG, PD7)</i></p> <p><i>I can cut paper purposefully using scissors with one hand. (CG, PD8)</i></p> <p><i>I experiment with shapes, colours and marks. (CG, CD6)</i></p> <p><i>I explore a variety of textures.</i></p> <p><i>I demonstrate preference.</i></p> <p><i>I show an awareness of the purpose of tools. (Solar, A4)</i></p> <p><i>I can create sausage shapes when rolling play dough. (CG, PD6)</i></p>	<p><b>Wk.1 Exploring Textures through Topic Activities</b></p> <ul style="list-style-type: none"> <li>Using tweezers – pick toy spiders, etc. out of green goo (jelly).</li> <li>Collage sticking activity. Children to stick shades of black papers/fabrics of different textures onto a witch's hat shape.</li> <li>Using clay, pipe cleaners and googly eyes – make a spider.</li> </ul> <p><b>Wk.2 Topic Related Activities: Pumpkins, Autumn</b></p> <ul style="list-style-type: none"> <li>Cutting/snipping around a pumpkin shape/leaf shapes. Arranging and sticking to create an Autumn picture.</li> <li>Using wax crayons to make leaf rubbings.</li> <li>Using orange playdough to make pumpkins/pumpkin faces.</li> </ul>	<p>Whole group with appropriate individual levels of support.</p> <p>Whole group with appropriate individual levels of support.</p>	<p>Prepared green jelly containing toy plastic creatures. Tweezers. Witch's hat shapes and ripped pieces of different black papers, cut fabrics. Scissors. Clay, googly eyes, pipe cleaners.</p> <p>Prepared shapes – pumpkins, leaves. Scissors, glue, spreaders. Wax crayons – red, orange, yellow, brown. Orange playdough.</p>



## Weeks 1 and 2 – Room on the Broom and Pumpkin Soup

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p>Maths</p>	<p><i>I show an interest in number rhymes and songs. interact with number rhymes and songs. (Solar, N4)</i></p> <p><i>I understand the concept of 1. (CG, MD5)</i>  <i>I recognise that numeral 1 corresponds to 1 action/object. (Solar, N4)</i></p> <p><i>I recite some number names in sequence.</i>  <i>I can select 1/lots when asked.</i>  <i>I know that numbers identify how many in a set. (CG, MD6, Solar, N5)</i>  <i>(CG, MD4)</i>  <i>I use some number names and number language spontaneously in context.</i>  <i>I can recite numbers in order to 10.</i>  <i>I realise anything can be counted.</i>  <i>I can count up to 5 objects accurately by saying one number name for each item.</i>  <i>I understand the concept of 'more'. (CG, MD7 Solar, M7)</i>  <i>I can match numeral and quantity correctly up to 5.</i>  <i>I am beginning to represent numbers using fingers, marks on paper or pictures.</i>  <i>I know that two groups of 3 or less objects are the same or different.</i>  <i>I recognise numerals 1-5. (CG, MD8)</i>  <i>I can count and recognise numerals up to 15. (Solar, N8)</i>  <i>I can add and take away in practical situations. (Solar, N8)</i>  <i>I can estimate how many in a small group up to 7. (Solar, N8)</i></p>	<p><b>Wk.1 Number</b>            Sorting for type; 1-1 correspondence, concept of '1', 'lots', 'more', counting to own level.</p> <ul style="list-style-type: none"> <li>Counting rhyme '5 Little Ghosts on a Witch's Broom'. Introduce with pictures and numerals. Concept of adding '1 more', taking away '1 less' to 5 and numeral recognition/matching.</li> <li>Children will be given sorting experiences using topic related pictures, pumpkins, ghosts, etc.</li> <li>1-1 correspondence – give each witch a broomstick, etc.</li> <li>Concepts of '1', 'lots', 'more', counting to own level.</li> <li>Number formation – 1-10.</li> </ul>	<p>All children to experience rhymes. Whole group with appropriate individual levels of support.</p> <p>All children to explore sorting activities related to own number level.</p> <p><u>Grp.1</u> to practise forming numeral 1 in sensory trays.</p>	<p>Counting rhyme pictures.            Numeral cards to 15.            Prepared topic related pictures.            Sensory trays for practising number formation – coloured paint (black, white), mud and sticks, black rice.            Prepared worksheets for tracing over numbers.            Ipad for number formation practise.</p>



Maths

*I can sort objects by colour. (CG, SSM6)*  
*I am beginning to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)*

*I can match identical objects. (CG, SSM4)*

*I am beginning to show an understanding of the concepts of big and small. (CG, SSM6)*

*I am beginning to sort objects according to properties such as shape, size or type for identical objects.*  
*I can identify biggest and smallest items/objects. (CG, SSM7, Solar, S4/5)*


## **Wk.2 Shape, Size Comparison (\*some Number work to continue from Wk.1)**

- Explore 2D shapes. Use 2D shapes of black card to make pumpkin faces on orange circles. Introduce shape language.
- Size ordering pumpkins, real and pictures. Sort topic related pictures for big and small. Order biggest to smallest (3 objects/pictures).

Whole group with appropriate individual levels of support.

Plastic 2D shapes.  
 Prepared orange card circles.  
 Prepared black card 2D shapes.  
 Pumpkins, laminated topic related pictures.  
 Symbols related to size – ‘big’ and ‘small’.

**Weeks 1 and 2 – Room on the Broom and Pumpkin Soup**

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p><b>Outdoor Learning</b></p>	<p><i>I can collect and interact with natural objects. (CG, UW5)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p><i>I explore substances and materials. (Solar, S4)</i></p> <p><i>I know that my movements can make marks and show an interest in the effects.</i></p> <p><i>I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)</i></p>	<p><b>Wk.1 Autumn</b></p> <ul style="list-style-type: none"> <li>• Powerpoint – Autumn, Seasonal changes, Bonfire Night (link to Art).</li> <li>• Sensory tuff tray – Autumn leaves, sticks, bark, pumpkins.</li> <li>• Exploring pumpkins – scooping out flesh. Adult carving.</li> <li>• Sensory tuff tray – Autumn colours. Paper and fabrics to explore textures.</li> <li>• Sand tray – buckets and tools in red, yellow, orange. Wet leaves to make imprints in wet sand.</li> </ul>	<p>All children to explore all experiences with appropriate level of adult support.</p>	<p>Prepared Powerpoints.</p> <p>Photos, pictures of Autumn leaves, trees, seasonal changes.</p> <p>Leaves, sticks, bark, natural resources related to seasonal changes.</p> <p>Pumpkins and carving tools.</p> <p>Collection of papers, fabrics in Autumn colours.</p> <p>Sand and sand toys.</p>
<p><b>PSED</b></p>	<p><i>I explore a variety of textures and express preferences. (Solar, A4)</i></p> <p><i>I use objects to do simple printing. (Solar, A4)</i></p> <p><i>I can identify simple differences.</i></p> <p><i>I can describe changes in materials. (Solar, S5)</i></p> <p><i>I can express own feelings. (CG, PSED 7)</i></p>	<p><b>Wk.1 Emotions</b></p> <ul style="list-style-type: none"> <li>• Recognising simple ‘happy and sad’ faces – pumpkins, ghosts, monsters.</li> <li>• Looking at photos and reflections. Making happy and sad faces – drawings, photos.</li> <li>• What makes me happy/sad? (link to celebrations).</li> </ul>	<p>All children to explore all experiences with appropriate level of adult support.</p>	<p>Pictures – pumpkins, ghosts, monsters with simple facial expressions.</p> <p>Photos of happy, sad faces.</p> <p>Mirrors.</p> <p>Prepared recording worksheets.</p>



## Outdoor Learning

## PSED

*I can collect and interact with natural objects. (CG, UW5)*

*I explore and experiment with a range of materials through sensory exploration. (CG, CD4)*

*I explore substances and materials. (Solar, S4)*

*I know that my movements can make marks and show an interest in the effects.*

*I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)*

*I explore a variety of textures and express preferences. (Solar, A4)*

*I use objects to do simple printing. (Solar, A4)*

*I can identify simple differences.*

*I can describe changes in materials. (Solar, S5)*

### Wk.2 Autumn

- Go for an Autumn walk around the field/Patrick's Wood. Collect leaves. Look at signs of Autumn.
- Sort leaves/collections for type, shape, colour, etc.
- Make wax crayon leaf rubbings.
- Explore vegetables for making pumpkin soup. Make soup to try.
- Mix red and yellow food colouring with icing sugar to decorate biscuits as pumpkin faces, chocolate drops/buttons for features.

### Wk.2 Remembrance

- Powerpoint to introduce Remembrance Day.
- Sensory rice poppy to explore.
- Stencilling a poppy with paint.
- Red sand – drawing poppy shapes.
- Sticking red sand on a poppy shape, adding black circle and leaf from card.



All children to explore all experiences with appropriate level of adult support.

All children to explore all experiences with appropriate level of adult support.

Collection of photos and leaves.  
Paper and wax crayons.  
Recipe for pumpkin soup, simple version for X.  
Ingredients for pumpkin soup.  
Cooking utensils.  
Biscuits and ingredients for decorating.

Prepared Powerpoint.  
Poppy photos.  
Red, black and green rice (poppy shape in tray).  
Cardboard poppy stencil shape.  
Red, black and green paint.  
Red sand, prepared poppy shapes.

**ks 1 and 2 – Room on the Broom and Pumpkin Soup**

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 UTW   Creative	<p><i>I can collect and interact with natural objects. (CG, UW5)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p><i>I explore substances and materials. (Solar, S4)</i></p> <p><i>I know that my movements can make marks and show an interest in the effects.</i></p> <p><i>I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)</i></p> <p><i>I explore a variety of textures and express preferences. (Solar, A4)</i></p> <p><i>I use objects to do simple printing. (Solar, A4)</i></p> <p><i>I can identify simple differences.</i></p> <p><i>I can describe changes in materials. (Solar, S5)</i></p>	<p><b>Wk.1 Autumn</b></p> <ul style="list-style-type: none"> <li>Look at pictures of Halloween carved pumpkins. Adult demonstrate drawing a face on a pumpkin.</li> <li>Stencil a pumpkin shape using sponges and orange paint. Add shapes cut from black card for features.</li> <li>Explore orange and black papers and fabric textures. Collect and sort toys of matching colours. Draw with matching coloured pencils, crayons.</li> </ul> <p><b>Wk.2 Autumn</b></p> <ul style="list-style-type: none"> <li>Make prints of collected Autumn leaves using red, yellow, orange and brown paint and matching shades of paper (choice of 2).</li> <li>Make collage pictures using leaves and natural objects.</li> <li>Make firework pictures – splatter paint on black paper, print stars using sponge shape.</li> </ul>	<p>All children to explore all experiences with appropriate level of adult support.</p> <p>All children to explore all experiences with appropriate level of adult support.</p>	<p>Photos of carved pumpkins. Pumpkins. Prepared stencil shapes. Orange paint, prepared black card shapes, glue. Collection of toys, papers and fabrics in orange and black. Orange and black wax crayons and pencil crayons.</p> <p>Autumn leaves. Red, yellow, orange, brown paint. Coloured paper. Natural objects, glue and tape. Black paper, sponge star shape, brightly coloured paint.</p>





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**Medium Term Planning**

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## Weeks 3 and 4 – The Gingerbread Man

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
  <b>Reading</b>	<p><i>I can use single words/signs/symbols for a range of purposes.</i>  <i>I can copy words or signs. (CG, CLL5)</i></p> <p><i>I can combine two words/signs/symbols.</i>  <i>I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)</i></p> <p><i>I respond to my own name. (CG, CLL 2, Solar, CLL 4)</i></p>	<p><b>Ongoing</b> HELLO AND REGISTRATION  Children to be encouraged to sit within the group circle daily and engage with the 'Good Morning' song. All children will be helped to interact with 'Good Morning' 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>Whole group, each child with appropriate level of support.</p>	<p>'Good morning' voice button boxes.  Timetable and symbols.  Individual name cards.</p>
	<p><i>I understand single words/sounds/signs/symbols in context. (CG, CLL 4)</i></p> <p><i>I understand 1 key word sentences. (CG, CLL 5)</i></p> <p><i>I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)</i></p> <p><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></p> <p><i>I am interested in books and rhymes.</i></p>	<p><b>Wk.3</b> THE GINGERBREAD MAN  Children to experience the story through a range of media:  Listen to story on Youtube accompanied by sensory story sack.</p> <p><a href="https://www.youtube.com/watch?v=v95-HRtQ52w">https://www.youtube.com/watch?v=v95-HRtQ52w</a></p> <p>Children to be encouraged to follow the story exploring the sensory resources as appropriate.</p>	<p>Whole group, possibly split into 2 groups to ensure children don't have to wait long for their turn to explore resources.</p>	<p>Book  Selection of items from story –toy gingerbread man, toy people, toy animals from story.  Baking tray, cookie cutter, wooden spoon, etc. Tray to replicate fields (grass), water, etc.</p> <p>Stick puppets (Twinkl)  Matching pictures</p>



## Reading

*I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)*

*I can match identical photos, pictures and symbols. (CG, R6)*

*I show an interest in books and stories.*

*I respond to a familiar story. (Solar, R4)*

*I can point to a requested image out of 2. (Solar, R4)*

*I can match a picture or symbol to a familiar object. (Solar, R5)*

*I am beginning to engage in pretend play. (CG, PSED4)*

*I can act out a simple routine in pretend play. (CG, PSED5)*

Listen to story read aloud from book with accompanying stick puppets to match to book.

Children to be encouraged to each match a stick puppet to corresponding items on pages throughout the story ie. horse, fox.

### **Wk.4** THE GINGERBREAD MAN

Children to experience the story through a range of media:

- Listen to story as described by an adult with accompanying sequencing pictures.
- Listen to story read aloud from book with accompanying items to match to book.

Children to be encouraged to each match an item to corresponding items on pages throughout the story ie. small world people, soft toy animals.

### **Role Play Corner – Celebration Shop**

- Create Baker's/Cake Shop/Café. Children to have access to items to pretend play shop – pretend food, cooking utensils, plates, forks, cups, aprons, etc. Children

Whole group to access in turns during free flow Literacy activity time.

Home corner furniture. Wall banner. Dress up clothes – aprons, 'baker's' costumes.





## Reading

*I can use single words/signs/symbols for a range of purposes.  
I can copy words or signs. (CG, CLL, 5)  
I can combine two words/signs/symbols.  
I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)  
I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)*

*I listen with interest to the noises adults make when they read stories. (CG, R4)*

*I am interested in books and rhymes.  
I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)*

*I show an interest in books and stories.*

to play with dolls as customers and serve toy food.  
(To use **ongoing** during Literacy free flow time).

### Topic Related Signs

1. Children to recap the signs for dog, cat with accompanying symbols.
2. Children to recap the signs for kitchen and cooking with accompanying symbols.
3. Children to be taught the signs for other animals in the story – pig, fox, horse, cockerel, cow.
4. Children to be taught the signs for man, woman, boy and girl.

### Sharing Stories

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

1. Different versions of The Gingerbread Man, other

Whole group introduction. To be used 1-1 with children at appropriate opportunities throughout the day.

Whole group, possibly split into 2 groups.

Accessories from the story – baking utensils.  
Dolls  
Plates, spoons, etc.

Symbols  
Makaton teacher handouts.

Books as listed.  
Youtube stories as listed.  
Peter Rabbit episodes.



## Reading

*I respond to a familiar story. (Solar, R4)*

- traditional tales – The Enormous Turnip, The Giant Porridge Pot.
2. The Fox and the Crow, The Fox and the Grapes.
- Percy the Park Keeper – One Warm Fox, The Fox's Hiccups, My Friend the Fox.







## Mark Making, Writing

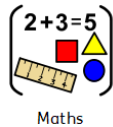
- Gingerbread man bordered paper – mark making using brown and orange media (crayons, pencils).
- Tracing own name initial letter with orange paint.
- Own name to individual levels – trace/copy/match letters (As above).
- Brown and orange pencil control pattern worksheets.
- Tracing patterns on gingerbread men pictures.
- Add a symbol, caption to pictures from the story.

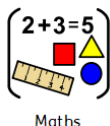
Prepared paper sheets, brown and orange crayons, pencils.  
Own name initial letter sheets/own name sheets.  
Prepared pencil control worksheets.  
Prepared gingerbread men worksheets with patterns to trace.  
Pictures, symbols from the story.

## Weeks 3 and 4 – The Gingerbread Man

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p>Literacy</p> <p><b>Fine Motor</b></p>  <p>Creative</p>	<p><i>I can pick up small objects with a pincer grasp. (CG, PD3)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. I make choices from a range of materials and show preferences. (CG, CD4)</i></p> <p><i>I can open and close scissors independently. (CG, PD7)</i></p> <p><i>I can cut paper purposefully using scissors with one hand. (CG, PD8)</i></p> <p><i>I experiment with shapes, colours and marks. (CG, CD6)</i></p> <p><i>I explore a variety of textures. I demonstrate preference. I show an awareness of the purpose of tools. (Solar, A4)</i></p> <p><i>I can create sausage shapes when rolling play dough. (CG, PD6)</i></p>	<p><b>Wk.3 Exploring Textures through Topic Activities</b></p> <ul style="list-style-type: none"> <li>Using tweezers – pick up pompoms to decorate gingerbread men pictures.</li> <li>Collage sticking activity. Children to stick shades of brown papers/fabrics of different textures onto a gingerbread man shape and orange onto a fox shape. Make into puppets with lolly sticks.</li> <li>Threading around gingerbread men using brown and white wool.</li> </ul> <p><b>Wk.4 Topic Related Activities: Story, Autumn</b></p> <ul style="list-style-type: none"> <li>Cutting/snipping around pictures of story characters. Arranging and sticking to create a story scene.</li> <li>Using wax crayons (brown and orange) to make leaf/bark rubbings.</li> <li>Using brown ginger scented playdough to make own gingerbread people.</li> </ul>	<p>Whole group with appropriate individual levels of support.</p> <p>Whole group with appropriate individual levels of support.</p>	<p>Tweezers.</p> <p>Pictures of gingerbread people to decorate.</p> <p>Ripped pieces of different brown papers, cut fabrics.</p> <p>Scissors.</p> <p>Lolly sticks.</p> <p>Prepared gingerbread men threading shapes, brown and white wool.</p> <p>Prepared story pictures.</p> <p>Scissors, glue, spreaders.</p> <p>Wax crayons – brown, orange.</p> <p>Leaves, bark.</p> <p>Brown ginger scented playdough.</p>

## Weeks 3 and 4 – The Gingerbread Man

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p>Maths</p>	<p><i>I show an interest in number rhymes and songs. interact with number rhymes and songs. (Solar, N4)</i></p> <p><i>I understand the concept of 1. (CG, MD5)</i>  <i>I recognise that numeral 1 corresponds to 1 action/object. (Solar, N4)</i></p> <p><i>I recite some number names in sequence.</i>  <i>I can select 1/lots when asked.</i>  <i>I know that numbers identify how many in a set. (CG, MD6, Solar, N5)</i>  <i>(CG, MD4)</i>  <i>I use some number names and number language spontaneously in context.</i>  <i>I can recite numbers in order to 10.</i>  <i>I realise anything can be counted.</i>  <i>I can count up to 5 objects accurately by saying one number name for each item.</i>  <i>I understand the concept of 'more'. (CG, MD7 Solar, M7)</i>  <i>I can match numeral and quantity correctly up to 5.</i>  <i>I am beginning to represent numbers using fingers, marks on paper or pictures.</i>  <i>I know that two groups of 3 or less objects are the same or different.</i>  <i>I recognise numerals 1-5. (CG, MD8)</i>  <i>I can count and recognise numerals up to 15. (Solar, N8)</i>  <i>I can add and take away in practical situations. (Solar, N8)</i>  <i>I can estimate how many in a small group up to 7. (Solar, N8)</i></p>	<p><b>Wk.3 Number</b>            Sorting for type; 1-1 correspondence, concept of '1', 'lots', 'more', counting to own level.</p> <ul style="list-style-type: none"> <li>Counting rhyme '5/10 Little Gingerbread Men' (10 green bottles tune). Introduce with pictures and numerals. Concept of taking away '1 less', '2 less' within 5/10 and numeral recognition/matching.</li> <li>Children will be given sorting experiences using topic related pictures – sorting coloured pompoms, etc. to match coloured gingerbread men.</li> <li>Practical sorting experiences using sets of characters from the story – pigs, cows, etc.</li> <li>1-1 correspondence – give each gingerbread man a hat, etc.</li> <li>Concepts of '1', 'lots', 'more', counting to own level – buttons on gingerbread men.</li> <li>Number formation – 1-10.</li> </ul>	<p>All children to experience rhymes. Whole group with appropriate individual levels of support.</p> <p>All children to explore sorting activities related to own number level.</p> <p><u>Grp.1</u> to practise forming numeral 1 in sensory trays.</p>	<p>Counting rhyme pictures.            Numeral cards to 15.            Prepared topic related pictures.            Pompoms.            Coloured toys, toy animals for sorting.            Sensory trays for practising number formation – coloured paint (brown, orange), mud and sticks, blue rice.            Prepared worksheets for tracing over numbers.            Ipad for number formation practise.</p>



*I can sort objects by colour. (CG, SSM6)*  
*I am beginning to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)*  
*I can handle a range of 2D shapes. (Solar, S5)*

*I can match identical objects. (CG, SSM4)*

*I am beginning to show an understanding of the concepts of big and small. (CG, SSM6)*

*I am beginning to sort objects according to properties such as shape, size or type for identical objects.*  
*I can identify biggest and smallest items/objects. (CG, SSM7, Solar, S4/5)*

*I can use positional language. (CG, SSM8)*

*I explore filling and emptying containers. (CG, SSM4).*  
*I can recognise and use the language 'full' and 'empty'. CG, SSM8).*  
*I can identify if something is in or out of a container. (Solar, S5).*

*I can begin to use everyday language related to money. (CG, SSM9).*

#### **Wk.4 Shape, Size Comparison, Measure**

- Explore 2D shapes. Recap shape language. Sort collection of 2D shapes to match gingerbread men shape 'coats'
- Size ordering gingerbread men pictures (2/3). Sort for big and small. Order biggest to smallest (3 pictures).
- Sort collection of related objects for big, small/biggest to smallest to match sized gingerbread men.
- Play game 'hide the gingerbread man' to develop positional language.
- Explore sand and water in relation to the gingerbread man's journey – filling/emptying containers.
- Use of money related language in role play shop.

Whole group with appropriate individual levels of support.

Plastic 2D shapes.  
 Prepared gingerbread men with 'shape' coats.  
 Prepared gingerbread people of 3 differing sizes.  
 Symbols related to size – 'big' and 'small'.  
 Collection of related objects for sorting.  
 Toy gingerbread man for hiding.  
 Sand, water, containers.  
 Till, pretend coins for adult led.







## Outdoor Learning

## PSED

*I can collect and interact with natural objects. (CG, UW5)*

*I explore and experiment with a range of materials through sensory exploration. (CG, CD4)*

*I explore substances and materials. (Solar, S4)*

*I can begin to group objects. (Solar, G4)*

*I know that things are used in different ways. (CG, UW5)*

*I can comment on aspects of the natural world. (CG, UW 8)*

*I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)*

*I explore a variety of textures and express preferences. (Solar, A4)*

*I can identify simple differences.*

*I can describe changes in materials.*

- Looking at photos and reflections. Making scared faces – drawings, photos.
- Things that may make me scared.

### Wk.4 Story theme

- How could the gingerbread man have travelled further and quicker? Look at pictures of transport and explore toy vehicles, trains and planes.
- Sort transport for type, travel on land or air, etc.
- How could he have crossed the river? Water play with small boats and boat-shaped containers. Make own junk boats.
- Explore making bridges to cross the water using construction toys/junk materials.
- Does a gingerbread man float in water? Test.

All children to explore all experiences with appropriate level of adult support.

Photos of happy, sad, scared faces. Mirrors. Prepared recording worksheets.

Collection of photos and transport toys. Water tray, small boats, containers to replicate boats. Junk materials. Construction toys – building blocks, Duplo. Small gingerbread men.



**PSED**

*I can answer a simple scientific question. (Solar, S5)*

*I can express own feelings. (CG, PSED 7)*  
*I can discuss the emotions of characters in stories. (CG, PSED 9)*

**Wk.4 Emotions**

- Explore excitement. Link to story – how gingerbread man felt when he escaped. Link to celebrations theme – looking towards Christmas (beginning preparations in school – practising for play, art work).

All children to explore all experiences with appropriate level of adult support.

Pictures – gingerbread people with simple facial expressions.  
Photos of excited faces.  
Mirrors.  
Prepared recording worksheets.





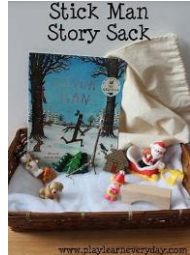




**CELEBRATE GOOD TIMES**



**EYFS – BLUE CLASS**  
**Medium Term Planning**

**AUTUMN 2 2022-2023**

**Weeks 5, 6 and 7 – Stick Man and The Christmas Story**

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div data-bbox="190 331 273 443">  <p>CLL</p> </div> <div data-bbox="181 555 273 671">  <p>Literacy</p> </div> <p><b>Reading</b></p>	<p><i>I can use single words/signs/symbols for a range of purposes.</i>  <i>I can copy words or signs. (CG, CLL5)</i></p> <p><i>I can combine two words/signs/symbols.</i>  <i>I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)</i></p> <p><i>I respond to my own name. (CG, CLL 2, Solar, CLL 4)</i></p> <p><i>I understand single words/sounds/signs/symbols in context. (CG, CLL 4)</i></p> <p><i>I understand 1 key word sentences. (CG, CLL 5)</i></p> <p><i>I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)</i></p> <p><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></p> <p><i>I am interested in books and rhymes.</i></p>	<p><b>Ongoing</b> HELLO AND REGISTRATION            Children to be encouraged to sit within the group circle daily and engage with the 'Good Morning' song. All children will be helped to interact with 'Good Morning' 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><b>Wk.5 AND 6</b> STICKMAN            Children to experience the story through a range of media:            Listen to story on Youtube accompanied by sensory story sack.</p> <p><a href="https://www.youtube.com/watch?v=v95-HRtQ52w">https://www.youtube.com/watch?v=v95-HRtQ52w</a></p> <p>Children to be encouraged to follow the story exploring the sensory resources as appropriate.</p>	<p>Whole group, each child with appropriate level of support.</p> <p>Whole group, possibly split into 2 groups to ensure children don't have to wait long for their turn to explore resources.</p>	<p>'Good morning' voice button boxes.            Timetable and symbols.            Individual name cards.</p> <p>Book            Selection of items from story – sticks, small world people, animals, sand and sand toys, fake snow, toy Santa, presents.</p> <div data-bbox="1890 1107 2078 1362">  </div>

  <b>Reading</b>	<p><i>I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)</i></p> <p><i>I can match identical photos, pictures and symbols. (CG, R6)</i></p> <p><i>I show an interest in books and stories.</i>  <i>I respond to a familiar story. (Solar, R4)</i></p> <p><i>I can point to a requested image out of 2. (Solar, R4)</i></p> <p><i>I can match a picture or symbol to a familiar object. (Solar, R5)</i></p> <p><i>I am beginning to engage in pretend play. (CG, PSED4)</i></p> <p><i>I can act out a simple routine in pretend play. (CG, PSED5)</i></p>	<p>Listen to story read aloud from book with accompanying stick puppets and items to match to book.</p> <p>Children to be encouraged to each match an item to corresponding items on pages throughout the story ie. dog, Santa.</p> <p><b><u>Wk.7</u></b> THE CHRISTMAS STORY  Children to experience the story through a range of media:</p> <ul style="list-style-type: none"> <li>Listen to story on Youtube.</li> </ul> <p><a href="https://www.youtube.com/watch?v=v95-HRtQ52w">https://www.youtube.com/watch?v=v95-HRtQ52w</a></p> <ul style="list-style-type: none"> <li>Listen to story read aloud from book with accompanying items to match to book.</li> </ul> <p>Children to be encouraged to each match an item to corresponding items on pages throughout the story ie. small world people, soft toy animals.</p> <p><b>Role Play Corner – <u>Celebration Shop</u></b></p> <ul style="list-style-type: none"> <li>Create Christmas Toy Shop.  Children to have access to items to pretend play shop – soft toys,</li> </ul>	<p>Whole group to access in turns during free flow Literacy activity time.</p>	<p>Stick puppets (Twinkl)  Matching pictures</p> <p>Book  Selection of items from story – small world people, animals, cardboard box stable, straw, star, presents, etc.</p> <p>Stick puppets (Twinkl)  Matching pictures</p>
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  <b>Reading</b>	<p><i>I can use single words/signs/symbols for a range of purposes.</i>  <i>I can copy words or signs. (CG, CLL, 5)</i>  <i>I can combine two words/signs/symbols.</i>  <i>I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)</i>  <i>I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)</i></p> <p><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></p> <p><i>I am interested in books and rhymes. I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)</i></p> <p><i>I show an interest in books and stories.</i></p>	<p>dolls, toy instruments, wrapped presents, etc. Children to dress up in shop uniforms, Christmas costumes.</p> <p>(To use <b>ongoing</b> during Literacy free flow time).</p> <p><b>Topic Related Signs</b></p> <ol style="list-style-type: none"> <li>1. Children to be taught the signs for Christmas and Santa with accompanying symbols.</li> <li>2. Children to be taught the signs for angel, star and baby with accompanying symbols.</li> </ol> <p><b>Sharing Stories</b>  Children to experience daily shared stories read aloud from books or via screen:</p> <ol style="list-style-type: none"> <li>1. Bless You Santa, Goodnight Santa, We're Going on an Elf Hunt, Dear Santa, The Night Before Christmas.</li> <li>2. Versions of the Christmas Story. Careful Santa, One Cosy</li> </ol>	<p>Whole group introduction. To be used 1-1 with children at appropriate opportunities throughout the day.</p> <p>Whole group, possibly split into 2 groups.</p>	<p>Home corner furniture.  Wall banner.  Dress up clothes – shop/Christmas costumes.  Accessories from the stories – soft toy animals, Happyland small world characters.</p> <p>Symbols  Makaton teacher handouts.</p> <p>Books as listed.  Youtube stories as listed.</p>
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**Reading**

*I respond to a familiar story. (Solar, R4)*

Christmas, I've Seen Santa.  
Rudolph the Red-Nosed Reindeer.



**Weeks 5, 6 and 7 – Stick Man and The Christmas Story**

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p><b>Mark Making, Writing</b></p>	<p><i>I engage in the sensory experience of making marks. (CG, W4)</i></p> <p><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)</i></p> <p><i>I am interested in mark making.</i></p> <p><i>I experience a range of mark making tools.</i></p> <p><i>I touch a range of textures.</i></p> <p><i>I am aware of simple cause and effect. (Solar, W4)</i></p> <p><i>I attempt to copy the first letter of my own name.</i></p> <p><i>I give picture a name.</i></p> <p><i>I label a picture with a symbol.</i></p> <p><i>I dictate a caption for a picture – 2 key words. (Solar, W5)</i></p>	<p><b>Wk.5 and 6 Exploring Textures and Patterns.</b></p> <ul style="list-style-type: none"> <li>Explore mud trays using fingers and sticks of various thicknesses. What marks can children make in mud? Trace/copy patterns/first letter of own name.</li> <li>Make own Christmas wrapping paper – print patterns, draw/paint patterns on boxes.</li> <li>Mark making/own name initial letter – trace in red/green paint, glue to add silver/gold glitter; iPad – Paint Sparkle.</li> <li>Own name to individual levels – trace/copy/match letters (As above).</li> <li>Stickman pencil control pattern worksheets.</li> <li>Add a symbol, caption to pictures from the story.</li> </ul> <p><b>Wk.7 Christmas</b></p> <ul style="list-style-type: none"> <li>Mark making/letter formation/writing words in Christmas themed sensory trays – coloured glitter containing small</li> </ul>	<p>All children to be offered all experiences to own levels.</p> <p>All children to be offered all experiences to own levels.</p>	<p>Mud trays and sticks.</p> <p>Laminated pattern sheets.</p> <p>Coloured paper, sponges, cotton reels, pattern rollers and brightly coloured paint.</p> <p>Own name initial letter sheets/own name sheets.</p> <p>Red/green paint, glue, glitter.</p> <p>iPad.</p> <p>Pencil control pattern worksheets.</p> <p>Pictures from the story.</p> <p>Prepared sensory trays</p> 



## Mark Making, Writing

Christmas objects, small  
Christmas pictures.

- Mark making/letter formation/writing words in snow sensory themed trays – flour, shave foam, fake snow, moon sand, salt and glitter with added snowflakes.
- Christmas snow scene in tuff tray – flour/icing sugar, small world characters, houses, etc.
- Tracing own name initial letter with glitter glue.
- Own name to individual levels – trace/copy/match letters (As above).
- Mark making – Christmas colours: Ipad – Paint Sparkle.
- Red and green pencil control pattern worksheets.
- Add a symbol, caption to pictures from the story.








Own name initial letter  
sheets/own name  
sheets.

Ipad.

Prepared pencil control  
worksheets.

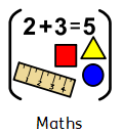
Pictures, symbols from  
the story.

## Weeks 5, 6 and 7 – Stick Man and The Christmas Story

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div data-bbox="176 343 271 459">  <p>Literacy</p> </div> <div data-bbox="159 533 313 563"> <p><b>Fine Motor</b></p> </div> <div data-bbox="199 683 253 783">  <p>Creative</p> </div>	<p><i>I can pick up small objects with a pincer grasp. (CG, PD3)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. I make choices from a range of materials and show preferences. (CG, CD4)</i></p> <p><i>I can open and close scissors independently. (CG, PD7)</i></p> <p><i>I can cut paper purposefully using scissors with one hand. (CG, PD8)</i></p> <p><i>I experiment with shapes, colours and marks. (CG, CD6)</i></p> <p><i>I explore a variety of textures.</i></p> <p><i>I demonstrate preference.</i></p> <p><i>I show an awareness of the purpose of tools. (Solar, A4)</i></p> <p><i>I can create sausage shapes when rolling play dough. (CG, PD6)</i></p>	<p><b>Wk. 5, 6 and 7 Exploring Textures through Topic Activities</b></p> <ul style="list-style-type: none"> <li>• Making Stickman picture using sticks, leaves and googly eyes.</li> <li>• Collage sticking activity. Children to use different textures/materials to create a snowman picture.</li> <li>• Using clay, sticks and googly eyes – make a snowman.</li> <li>• Use tweezers to pick up pompoms to place on a felt Christmas tree image.</li> <li>• Decorate a Christmas tree picture using sequins, pompoms, glitter and small pieces of coloured/shiny paper.</li> <li>• Make a Christmas star decoration – decorate foam star shape with sequins and glitter.</li> <li>• Decorate a Christmas stocking shape – cut out and stick on pictures of toys from catalogues and prepared sheets.</li> </ul>	<p>Whole group with appropriate individual levels of support.</p>	<div data-bbox="1865 292 2123 459">  </div> <p>Cotton wool, fabrics, papers, glue, pipe cleaners, scissors. Clay, googly eyes, sticks.</p> <div data-bbox="1883 668 2107 831">  </div> <p>Green Christmas tree image, small items to decorate as listed.</p> <div data-bbox="1870 1003 2128 1150">  </div> <p>Prepared stocking shapes, pictures, catalogues, scissors.</p>

**Weeks 5, 6 and 7 – Stick Man and The Christmas Story**

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
	<p><i>I show an interest in number rhymes and songs. interact with number rhymes and songs. (Solar, N4)</i></p> <p><i>I understand the concept of 1. (CG, MD5)</i>  <i>I recognise that numeral 1 corresponds to 1 action/object. (Solar, N4)</i></p> <p><i>I recite some number names in sequence.</i>  <i>I can select 1/lots when asked.</i>  <i>I know that numbers identify how many in a set. (CG, MD6, Solar, N5)</i>  <i>(CG, MD4)</i>  <i>I use some number names and number language spontaneously in context.</i>  <i>I can recite numbers in order to 10.</i>  <i>I realise anything can be counted.</i>  <i>I can count up to 5 objects accurately by saying one number name for each item.</i>  <i>I understand the concept of 'more'. (CG, MD7 Solar, M7)</i>  <i>I can match numeral and quantity correctly up to 5.</i>  <i>I am beginning to represent numbers using fingers, marks on paper or pictures.</i>  <i>I know that two groups of 3 or less objects are the same or different.</i>  <i>I recognise numerals 1-5. (CG, MD8)</i>  <i>I can count and recognise numerals up to 15. (Solar, N8)</i>  <i>I can add and take away in practical situations. (Solar, N8)</i>  <i>I can estimate how many in a small group up to 7. (Solar, N8)</i></p>	<p><b>Wk.5 and 6 Number, Size Comparison</b>  Sorting for type; 1-1 correspondence, concept of '1', 'lots', 'more', counting to own level.</p> <ul style="list-style-type: none"> <li>Counting rhyme '5 Little Snowmen Standing in the Snow'. Introduce with pictures and numerals. Concept of adding '1 more', taking away '1 less' to 5 and numeral recognition/matching.</li> <li>Children will be given sorting experiences using topic related pictures and objects, Stickman, characters from the story, etc.</li> <li>1-1 correspondence – give each snowman a carrot nose, etc.</li> <li>Concepts of '1', 'lots', 'more', counting to own level. Counting characters/objects from the story as part of small world sensory tuff tray experiences.</li> <li>Number formation – 1-10.</li> <li>Counting activities – Purple Mash.</li> <li>Class display – numerals 1-10: Christmas themed (wrapping paper, different textures, Christmas colours) for children to handle and explore.</li> </ul>	<p>All children to experience rhymes. Whole group with appropriate individual levels of support.</p> <p>All children to explore sorting activities related to own number level.</p> <p><u>Grp.1</u> to practise forming numeral 1 in sensory trays.</p> <p>Whole group with appropriate individual levels of support.</p>	<p>Counting rhyme pictures.  Numeral cards to 15.  Prepared topic related pictures.  Sensory trays for practising number formation – coloured paint (black, white), mud and sticks, black rice.  Objects and pictures for sorting.  Prepared worksheets for tracing over numbers.  IPad for number formation practise.  Prepared Christmas numerals to hang in classroom.</p>



*I can sort objects by colour. (CG, SSM6)*  
*I am beginning to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)*

*I can match identical objects. (CG, SSM4)*

*I can order 3 items by length. (CG, SSM9)*

*I am beginning to sort objects according to properties such as shape, size or type for identical objects.*  
*I can match objects in relation to size when an example is present.*  
*I can explore objects of different sizes. (Solar, S4)*

- Size comparison – long and short/longer than, shorter than. Develop language using sticks, Stickman play. Compare length of sticks for his arms, legs, etc. Sorting for long and short. Order 3 sticks for length.

Whole group with appropriate individual levels of support. Practical experiences to own levels.

Selection of sticks in varying lengths.







Symbols related to size – ‘long’ and ‘short’.

#### **Wk.7 Christmas Number**

- Counting activities based around Christmas themes – counting presents, stockings, snowmen.
- Counting out pompoms to decorate a tree picture, cut ‘present’ shapes to add under tree. Stars/snowflakes to add, etc.
- Counting rhymes to match themes – ‘5 Christmas Stockings’, etc.

Wrapped boxes to handle and count (Christmas paper). Prepared Christmas counting pictures and relevant objects.

**Weeks 5, 6 and 7 – Stick Man and The Christmas Story**

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p><b>Outdoor Learning</b></p>	<p><i>I can collect and interact with natural objects. (CG, UW5)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p><i>I explore substances and materials. (Solar, S4)</i></p> <p><i>I know that my movements can make marks and show an interest in the effects.</i></p> <p><i>I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)</i></p>	<p><b>Wk.5 and 6 Stickman</b></p> <ul style="list-style-type: none"> <li>Sensory small world tuff tray – Stickman’s Journey. Children to play Stickman’s journey through exploring in tuff tray.</li> <li>Stickman’s route – simple plan.</li> <li>Sensory tuff trays – different scenes from the story. Paper and fabrics, etc. to explore textures.</li> <li>Fake snow – moon sand. Children to build snowmen with sticks for arms as in story.</li> <li>Sand tray – buckets, spades, shells, ‘stickmen’ – children to play Stickman at the beach.</li> <li>Go for a walk around the field/Patrick’s Wood. Collect leaves. Take photos in natural environments using IPad. Sort for type, shape, colour, etc. Create a friend for Stickman ‘Leafman’. Children to find and use natural materials to create own Leafman. Take a photo of own Leafman and send to print using IPad.</li> </ul>	<p>All children to explore all experiences with appropriate level of adult support.</p> <p>All children to explore all experiences with appropriate level of adult support.</p>	 <p>Leaves, sticks, bark, sand, fabric, material for snow, etc.</p>  
<p><b>PSED</b></p>	<p><i>I explore a variety of textures and express preferences. (Solar, A4)</i></p> <p><i>I can identify simple differences.</i></p> <p><i>I can describe changes in materials. (Solar, S5)</i></p> <p><i>I can express own feelings. (CG, PSED 7)</i></p> <p><i>I can collect and interact with natural objects. (CG, UW5)</i></p>			  <p>Cooking utensils.</p>





## Outdoor Learning

## PSED

*I explore and experiment with a range of materials through sensory exploration. (CG, CD4)*  
*I explore substances and materials. (Solar, S4)*

*I know that my movements can make marks and show an interest in the effects.*  
*I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)*

*I explore a variety of textures and express preferences. (Solar, A4)*

*I can identify simple differences.*  
*I can describe changes in materials. (Solar, S5)*

- Create a Stickman cake. Children to use simple ingredients to create a Stickman cake.
- Learn about St. Andrew's Day – watch Powerpoint.

### Wk.7 Christmas

- Explore natural objects – pine branches, fir cones, twigs. Can children use PicCollage image to find one of each? Sort for different properties. Use iPad to take own photo of collection and print.
- Bake Christmas star shaped biscuits.
- Make rice krispie Christmas pudding cakes.
- Christmas small world tuff trays – Santa scene and Christmas story (Happyland characters).

All children to explore all experiences with appropriate level of adult support.





Minirolls, matchmakers and ingredients for decorating.



Prepared Powerpoint – St. Andrew's Day.



## Weeks 5, 6 and 7 – Stick Man and The Christmas Story

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
  	<p><i>I can collect and interact with natural objects. (CG, UW5)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p><i>I explore substances and materials. (Solar, S4)</i></p> <p><i>I know that my movements can make marks and show an interest in the effects.</i></p> <p><i>I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)</i></p> <p><i>I explore a variety of textures and express preferences. (Solar, A4)</i></p> <p><i>I use objects to do simple printing. (Solar, A4)</i></p> <p><i>I can identify simple differences.</i></p> <p><i>I can describe changes in materials. (Solar, S5)</i></p>	<p><b><u>Wk.5, 6 and 7 Stickman, Christmas</u></b></p> <ul style="list-style-type: none"> <li>• Make collage pictures using leaves, natural objects and sticks (Stickman).</li> <li>• Complete Christmas calendars – 2023 celebration theme: numbers and balloons.</li> <li>• Make Christmas cards – angel theme (link to Blue Class roles in Christmas play). Handprints, sponge prints and collage.</li> <li>• Printing and stencilling stars – starry night. Adding glitter to pictures.</li> <li>• Sponge printing with snowman, Santa, reindeer shapes to create own Christmas scenes.</li> <li>• Songs – Twinkle, Twinkle; Rudolph; Jingle Bells, Santa Stuck up the Chimney.</li> </ul>	<p>All children to explore all experiences with appropriate level of adult support.</p>	   <p>Gold, silver paint, glitter, star stencil shapes, sponge shapes.</p>