



ME AND MY WORLD


EYFS – BLUE CLASS
Medium Term Planning


AUTUMN 1




EYFS Planning- Blue Class


Autumn 1 - 2022-2023- Me and My World

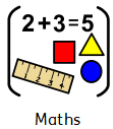
Weeks 1and 2 – Five Minutes Peace. Week 3 - Zog




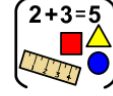

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 CLL	<i>I can use single words/signs/symbols for a range of purposes.</i> <i>I can copy words or signs. (CG, CLL5)</i>	Ongoing HELLO AND REGISTRATION Children to be encouraged to sit within the group circle daily and engage with the ‘Good Morning’ song. All children will be supported to interact with ‘Good Morning’ using words/signs/push button voice activation equipment, name cards. Children to be encouraged to engage with the class timetable, now and next symbols.	Whole group, each child with appropriate level of support.	‘Good morning’ voice button boxes. Timetable and symbols. Individual name cards.
	<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 respond to my own name. (CG, CLL 2, Solar, CLL 4)</i> <i>I understand single words/sounds/signs/symbols in context. (CG, CLL 4)</i> <i>I understand 1 key word sentences. (CG, CLL 5)</i> <i>I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)</i> <i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i> <i>I am interested in books and rhymes.</i> <i>I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)</i> <i>I can match identical photos, pictures and symbols. (CG, R6)</i> <i>I show an interest in books and stories.</i> <i>I respond to a familiar story. (Solar, R4)</i>	W1 and W2 FIVE MINUTES PEACE Children to experience the story through a range of media: Wk.1 Listen to story on Youtube accompanied by sensory story sack. https://www.youtube.com/watch?v=v95-HRtQ52w Children to be encouraged to follow the story exploring the sensory resources as appropriate. Wk.2 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. recorder, book.	Whole group, possibly split into 2 groups to ensure children don’t have to wait long for their turn to explore resources.	Book Cornflakes Toast, butter, jam Newspaper Tray of warm water and bubble bath Towel Recorder Little Red Riding Hood book Few toys (as in story) Stick puppets (Twinkl) Matching pictures






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	<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 respond to a familiar story. (Solar, R4)</i></p> <p><i>I can match identical photos, pictures and symbols. (CG, R6)</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>W3 ZOG Wk.3 Children to experience the story through a range of media:</p> <ul style="list-style-type: none"> Listen to story on Youtube. <p>https://www.youtube.com/watch?v=v95-HRtQ52w</p> <ul style="list-style-type: none"> Listen to story read aloud from book with accompanying stick puppets and items to match to book. <p>Children to be encouraged to each match an item to corresponding items on pages throughout the story ie. dragon, golden star.</p> <p>Role Play Corner</p> <ul style="list-style-type: none"> Create Mrs Large's kitchen. Children to have access to items from the story – tray, teacups, cutlery, pretend food, book, newspaper, toys, etc. - so that they can re-enact the story. Children to play with elephant hand puppet and use created elephant masks. <p>(To use ongoing during Literacy free flow time).</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>Whole group to access in turns during free flow Literacy activity time.</p>	<p>Book</p> <p>Stick puppets (Twinkl) Matching pictures</p> <p>Home corner furniture. Large family banner for wall (Twinkl). Accessories from the story. Elephant hand puppet. Class created masks when ready.</p>


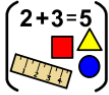



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 CLL	<p><i>I can use single words/signs/symbols for a range of purposes.</i> <i>I can copy words or signs. (CG, CLL, 5)</i> <i>I can combine two words/signs/symbols.</i> <i>I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)</i> <i>I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)</i></p>	<p>Topic Related Signs</p> <ol style="list-style-type: none"> 1. W1 Children to be taught the signs for me, you, blue and elephant with accompanying symbols. 2. W2 Children to be taught the signs for home, mommy, daddy, brother, sister with accompanying symbols. 3. Practise wk. 1 and 2 signs. 	<p>Whole group introduction. To be used 1-1 with children at appropriate opportunities throughout the day.</p>	<p>Symbols Makaton teacher handouts.</p>
 Literacy Reading	<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> <i>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> <i>I respond to a familiar story. (Solar, R4)</i></p>	<p>Sharing Stories Children to experience daily shared stories read aloud from books or via screen:</p> <ol style="list-style-type: none"> 1. Large Family: A Piece of Cake, All in One Piece, Mr Large in Charge, A Quiet Night In. 2. The Slightly Annoying Elephant, Elmer, The Blue Balloon. 3. Zog, Zog and the Flying Doctors. 	<p>Whole group, possibly split into 2 groups.</p>	<p>Books as listed. CBeeBies episodes – The Large Family. Youtube stories as listed.</p>
 Literacy Mark Making, Writing	<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> <i>I experience a range of mark making tools.</i> <i>I touch a range of textures.</i> <i>I am aware of simple cause and effect. (Solar, W4)</i> <i>I attempt to copy the first letter of my own name. (Solar, W5)</i></p>	<p>Wk1 Exploring 'Blue'</p> <ul style="list-style-type: none"> • Theme 'I am in Blue Class'. Children to experience a variety of mark making activities using blue materials – pens, crayons, paint, play dough, sensory bags (blue shower gel, bubble bath) to feel and squash. • Tracing patterns using blue crayons, pencils, pens. 	<p>All children to be offered all experiences.</p>	<p>Blue paper Blue writing materials Blue paint, play dough Blue sensory bags</p> <p>Blue pattern sheets</p>




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 <p>Mark Making,</p> <p>Writing</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 can trace horizontal, vertical and circular lines. (CG, W6)</i></p> <p><i>I am interested in mark making.</i> <i>I experience a range of mark making tools.</i> <i>I touch a range of textures.</i> <i>I am aware of simple cause and effect. (Solar, W4)</i></p> <p><i>I copy horizontal movements.</i> <i>I copy vertical movements.</i> <i>I copy circular movements.</i> <i>I tolerate hand over hand. (Solar, W4)</i></p> <p><i>I attempt to copy the first letter of my own name. (Solar, W5)</i></p>	<p><u>Wk.2</u> Sensory Trays</p> <ul style="list-style-type: none"> Children to be given a selection of sensory trays related to story/class topic – porridge, crushed cornflakes, jam, bubble bath/shower gel - to explore mark making using fingers, plastic spoons, forks. Tracing patterns (paper and laminates) Large family – eg. take Mrs Large to her bath. <p><u>Wk.3</u> Zog</p> <ul style="list-style-type: none"> Theme ‘Zog – Fire and Smoke’. Children to experience a variety of mark making activities using red and yellow materials – pens, crayons, paint, play dough, sensory bags (cotton wool, shaving foam) to feel and squash. Tracing patterns (paper and laminates) Zog – eg. smoke trail. 	<p>All children to be offered all experiences.</p> <p>All children to be offered all experiences.</p> <p>Children to practise making lines and circles to individual levels.</p>	<p>Prepared sensory trays: porridge, cornflakes, jam, bubble bath, shower gel. Plastic spoons, forks. Pattern sheets and laminates X name sheet</p> <p>Red and yellow paper and writing materials Red and yellow paint, play dough White/grey sensory bags</p> <p>Coloured pattern sheets and X name sheet</p>

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 <p>Maths</p>	<p><i>I show an interest in number rhymes and songs. (CG, MD4)</i> <i>I 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></p> <p><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 count and recognise numerals up to 15. (Solar, N8)</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></p> <p><i>I can sort objects by colour. (CG, SSM6)</i></p> <p><i>I am beginning to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)</i></p>	<p><u>Wk.1</u> Number Sorting for colour, assessing colour recognition – blue, red, yellow plus others where appropriate.</p> <ul style="list-style-type: none"> Children will be introduced to colour sorting and matching using colour symbols and real objects. Concepts of '1', 'lots', 'more'. Colour 'finding' game – children to be challenged to find items to match corresponding pictures on worksheet/sets of coloured objects to match given numerals. Colour lotto game. Colouring pictures of items which are blue, yellow or red. <p><u>Wk.2</u> Number Sorting for type; 1-1 correspondence, concept of '1', 'lots', 'more', counting to own level.</p> <ul style="list-style-type: none"> Children will be given sorting experiences using home corner utensils and animals. Adults will use listed language with each child as appropriate. Children will count animals to match given numeral cards and match numerals to given sets of animals. Mrs Large's kitchen and toy elephants/children in masks. 1-1 correspondence – give 1 plate, cup, etc. to each elephant. Counting rhyme – One Elephant went out to Play. Introduce with pictures and children to act out. 	<p>All children to explore sorting and matching colour activities and initial colour recognition assessed.</p> <p>All children to explore sorting activities.</p>	<p>Colour symbol cards. Box of objects of each primary colour. Sets of small colour sorting animals and pots for sorting. Prepared game sheets. Colouring sheets. Numeral cards to 15.</p> <p>Box of home corner utensils. Box of animals. Pots for sorting. Numeral cards to 15. Symbols for 'more', 'lots'. Toy elephants, elephant masks. Counting rhyme pictures.</p>

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 <p>Maths</p>  <p>UTW</p>	<p><i>I can match identical objects. (CG, SSM4)</i></p> <p><i>I am beginning to show an understanding of the concepts of big and small. (CG, SSM6)</i></p> <p><i>I am beginning to sort objects according to properties such as shape, size or type for identical objects.</i></p> <p><i>I can identify biggest and smallest items/objects. (CG, SSM7, Solar, S4/5)</i></p>	<p>Wk.3 Size comparison</p> <p>Use counting rhyme – elephant and spider picture to introduce concept of ‘big’, ‘small’.</p> <ul style="list-style-type: none"> • Sorting sets of comparative objects for ‘big’ and ‘small’ – toy cars, soft toys, plates, etc. • Sorting pictures – Zog – big dragons, small dragons, big stars, small stars. Count how many of each to individual level. • Ordering, comparison. Adult to show 3 items and middle size. Can child find the bigger/smaller one? 	<p>All children to sort for ‘big’ and ‘small’.</p> <p>Counting to individual levels (use compare bears).</p> <p>Children who show understanding of ‘big’, ‘small’.</p>	<p>Counting rhyme pictures.</p> <p>Box of corresponding objects, big and small.</p> <p>Prepared pictures – dragons and stars.</p> <p>Numeral cards to 15.</p> <p>Sets of 3 objects to compare.</p>
 <p>UTW</p> <p>Outdoor Learning</p>  <p>Maths</p>  <p>Creative</p>	<p><i>I can collect and interact with natural objects. (CG, UW5)</i></p> <p><i>I explore filling and emptying containers. (CG, SSM4, Solar, SSM4)</i></p> <p><i>I explore substances and materials. (Solar, S4)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</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>Wk.1 Sensory Tray - Exploring Bubble Foam, ingredients:</p> <ul style="list-style-type: none"> • Water • Tear-free bubble bath • Food coloring • A mixer (either hand or stand mixer is fine) or a whisk • Cornstarch (optional) <p>Each child to have a tray of coloured bubble foam containing hidden toy elephants to explore.</p> <ul style="list-style-type: none"> • Water play – filling and emptying small ‘baths’ for toy elephants. What happens when we put in the elephant? • Blowing bubbles and making bubble prints using wash up liquid and blue paint. 	<p>All children to explore all experiences.</p>	<p>Prepared trays of bubble foam.</p> <p>Toy elephants.</p> <p>Small containers for ‘baths’.</p> <p>Bubble mixture.</p> <p>Wash up liquid.</p> <p>Blue paint.</p> <p>Paper for prints.</p>

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 	<p><i>I can match parts of 2 related items (lid on teapot). (CG, UW5)</i></p> <p><i>I can spread with a knife with some support. (CG, PSED8)</i></p>	<p>Wk. 1 Food Preparation</p> <p><u>Mrs Large's Breakfast</u> – making tea and toast. Spreading with butter and/or jam, cutting, tasting. Using a teapot, accompanying rhyme 'I'm a Little Teapot'.</p>	<p>All children with appropriate level of adult support.</p>	<p>Kitchen utensils. Teapot. Ingredients and symbols of ingredients. Aprons.</p>
 Outdoor Learning 	<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 use objects to do simple printing. (Solar, A4)</i></p>	<p>Wk.2 My Body</p> <ul style="list-style-type: none"> • Printing handprints and footprints (blue paint). • Printing welly prints – big and small. • Following a footprint trail – 'elephant' footprints around the outdoor space – to find elephant and spider pictures. Record as sets of elephants and spiders. Challenge individuals to count how many they have found. 	<p>All children.</p>	<p>Blue paint and paper to print on. Big and small wellies. Prepared 'elephant' footprints, elephant and spider pictures and record sheets.</p>
	<p><i>I can match parts of 2 related items (lid on teapot). (CG, UW5)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p>	<p>Wk.2 Food Preparation</p> <p><u>Mrs Large's Breakfast</u> – making small cakes. Naming ingredients (using symbols), exploring textures and following instructions to weigh, add and mix, etc.</p>	<p>All children with appropriate level of adult support.</p>	<p>Ingredients. Symbol cards. Cooking utensils. Aprons.</p>

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 UTW  Maths	<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 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>Wk.3 Doing My Best: Rewards</p> <ul style="list-style-type: none"> Following a footprint trail – ‘dragon’ footprints around the outdoor space – to find blue, red and yellow dragons. Record as sets of colours. Challenge individuals to count how many they have found. Sensory trays ‘Zog’s habitats’ – coloured rice, shredded paper, grass – containing hidden stars. Challenge children to see how many golden stars they can find, big and small. 	All children.	Prepared ‘dragon’ footprints, dragon pictures and record sheets. Big and small golden star pictures. Sensory trays as listed.
 UTW	<p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p>	<p>Wk.3 Food Preparation</p> <p>Baking star shaped cookies.</p> <p>Naming ingredients (using symbols), exploring textures and following instructions to weigh, add and mix, etc.</p>	All children with appropriate level of adult support.	Ingredients. Symbol cards. Cooking utensils. Star shaped biscuit cutter. Aprons.
 UTW  Creative	<p><i>I can use single words/signs/symbols for a range of purposes.</i></p> <p><i>I can copy words or signs. (CG, CLL5)</i></p> <p><i>I can combine two words/signs/symbols.</i></p> <p><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, CLL4)</i></p>	<p>Ongoing: Work towards class topic display.</p> <ul style="list-style-type: none"> Children will identify their own photos and find symbols for who lives in their home to add to ‘leaves’ for class ‘family tree’. Leaves to be added – ‘me and my friends’, ‘being a kind friend’ (photos in class and observations). 	All children with appropriate adult support.	Children’s photos. Symbols (family information from parents). Prepared ‘tree’, ‘leaves’. Photos taken in class.

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 	<p><i>I can make choices from a range of materials and show preferences. (CG, CD4, Solar, A4)</i></p> <p><i>I engage with social games and songs. (CG, PSED3)</i></p> <p><i>I can copy a range of actions displayed by adults. (CG, PSED5)</i></p> <p><i>I move to music, attend to rhymes and songs, sometimes joining in. (CG, CD5 Solar, M4)</i></p> <p><i>I can use a mirror and make a response to my reflection. (Solar, S4)</i></p>	<p>Ongoing: Display</p> <ul style="list-style-type: none"> • Me and My World – Things I Like (photos). • Making choices – children to select favourite toys for own special class boxes. • Children to be given face shape outline and mirrors with adult support to identify features and paint self-portrait. • Related Songs: I've Got a Body Head, Shoulders, Knees and Toes One Finger, One Thumb If You're Happy and You Know it 	<p>All children with appropriate level of adult support.</p>	<p>Photos of children enjoying class activities. Selection of sensory toys and a box for each child. Paint, paper and mirrors.</p>
	<p><i>I explore and experiment with a range of materials through sensory exploration.</i></p> <p><i>I make choices from a range of materials and show preferences. (CG, CD4, Solar, A4)</i></p> <p><i>I experiment with shapes, colours and marks. (CG, CD6)</i></p> <p><i>I use objects to do simple printing. (Solar, A4)</i></p>	<p>Ongoing:</p> <ul style="list-style-type: none"> • Printing with junk materials, sponges, cotton reels – shades of blue, red and yellow. • Free painting with primary colours – exploration through play of how colours mix. 	<p>All children with appropriate level of adult support.</p>	<p>Variety of printing materials as listed. Paper in primary colours (children to be given a choice of 2 each time). Paint.</p>
<p>Vocab/ Symbols/signs</p>	<p>Me, you, home, Mommy, Daddy, brother, sister. Elephant. Blue, red, yellow. Related to toys, cooking activities as listed.</p>	<p>Notes/observations</p>		

Activities to consider adding in:

House object sort

Musical instruments Lester wanted to play mum a tune whilst she was in the bath. Can you make your own musical instrument? Make shakers using rice, pasta or lentils in bottles or yoghurt pots. Or guitars using elastic bands on a box...or if you're feeling brave a saucepan drumkit! What will you create? How would you describe the sound it makes? Use your instrument to sing along to favourite nursery rhymes or songs. Literacy – tuning in to and describing sounds, joining in with or reciting nursery rhymes.

Expressive Arts and Design – using resources for a purpose

Time Children often find the concept of time difficult. It can really help to talk about routines using language such as first, next and after. Mrs Large wanted five minutes' peace – this can feel like a long time to a child. Use timers to play with time e.g. how many jumps can you do in 30 seconds? How far can you run in a minute? What can you build with Lego in five minutes? Mathematics – anticipating time based events, beginning to use time related vocabulary.

Time Discuss what we do at different points in the day, when do we get up? When do we go to bed? When do we eat dinner etc Use symbols for morning dinnertime, afternoon, night time etc. Children to place symbols for different activities in correct area (Symbol sheet provided)

Mrs Large's Bathtime Use a washing up bowl or container to make a bath for Mrs Large or other toys/dolls. Add bubble bath, fizzers or petals. Enhance further with sponges and brushes so the children can wash their toy animals. Make links with their own bath time Physical Development - health and self-care, awareness of hygiene routines. **Understanding the World – show care and concern for living things**

Bathing baby Children to look at symbols, what do each of them show us? Discuss what we do when we have a bath. Sequence the symbols then follow the sequence to bath the baby.



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EYFS – BLUE CLASS
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Weeks 4 and 5 – The Three Little Pigs. Week 6 – The Smartest Giant in Town

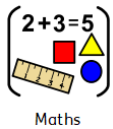
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	<p><i>I can use single words/signs/symbols for a range of purposes.</i></p> <p><i>I can copy words or signs. (CG, CLL5)</i></p>	<p>Ongoing HELLO AND REGISTRATION</p> <p>Children to be encouraged to sit within the group circle daily and engage with 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.</p> <p>Timetable and symbols.</p> <p>Individual name cards.</p>
	<p><i>I can combine two words/signs/symbols.</i></p> <p><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>THE THREE LITTLE PIGS</p> <p>Children to experience the story through a range of media:</p>		
	<p><i>I understand 1 key word sentences. (CG, CLL 5)</i></p>	<p>Wk.4 Listen to story on Youtube accompanied by sensory story sack.</p>		
	<p><i>I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)</i></p>	<p>https://www.youtube.com/watch?v=v95-HRtQ52w</p>		
	<p><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></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</p> <p>Toy pigs, wolf?</p> <p>Straw</p> <p>Sticks</p> <p>Bricks</p>
	<p><i>I am interested in books and rhymes.</i></p> <p><i>I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)</i></p>	<p>Wk.5 Listen to story read aloud from book with accompanying stick puppets and items to match to book.</p>		
	<p><i>I can match identical photos, pictures and symbols. (CG, R6)</i></p>	<p>Children to be encouraged to each match an item to corresponding items on pages throughout the story ie. pigs, houses.</p>		<p>Stick puppets (Twinkl)</p> <p>Matching pictures</p>
	<p><i>I show an interest in books and stories.</i></p> <p><i>I respond to a familiar story. (Solar, R4)</i></p>			

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AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
	<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> <i>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> <i>I respond to a familiar story. (Solar, R4)</i></p> <p><i>I can match identical photos, pictures and symbols. (CG, R6)</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>THE SMARTEST GIANT IN TOWN Wk.6 Children to experience the story through a range of media:</p> <ul style="list-style-type: none"> Listen to story on Youtube. <p>https://www.youtube.com/watch?v=v95-HRtQ52w</p> <ul style="list-style-type: none"> Listen to story read aloud from book with accompanying stick puppets and items to match to book. <p>Children to be encouraged to each match an item to corresponding items on pages throughout the story ie. George the giant, animals.</p> <p>Role Play Corner</p> <ul style="list-style-type: none"> Create Mommy pig's house interior. To include photos of the 3 piglets. Children to have access to items from the story – tray, teacups, cutlery, pretend food, etc. - so that they can re-enact the story. Children to play with pig hand puppet, cuddly pigs and use created pig masks. <p>(To use ongoing during Literacy free flow time).</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>Whole group to access in turns during free flow Literacy activity time.</p>	<p>Book</p> <p>Stick puppets (Twinkl) Matching pictures</p> <p>Home corner furniture. Three Little Pigs banner for wall and 'photos'. Accessories from the story. Pig hand puppet, cuddly pigs. Class created masks when ready.</p>

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
	<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>Topic Related Signs Wk.4 Children to continue to practise the signs for me, you, blue and to learn pig with accompanying symbols. Wk.5 Children to continue to practise the signs for home, mommy, daddy, brother, sister and to learn school, classroom with accompanying symbols. Wk.6 Learn clothes, body and practise all learnt so far.</p>	<p>Whole group introduction. To be used 1-1 with children at appropriate opportunities throughout the day.</p>	<p>Symbols Makaton teacher handouts.</p>
 Reading	<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> <i>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> <i>I respond to a familiar story. (Solar, R4)</i></p>	<p>Sharing Stories Children to experience daily shared stories read aloud from books or via screen: Wk.4 Wibbly Pig, Peppa Pig, The Pig in the Pond, various versions of 3 Little Pigs. Wk.5 Related traditional tales – The Three Billy Goats Gruff, Goldilocks. Wk.6 The Smartest Giant in Town, Once there were Giants, Jack and the Beanstalk.</p>	<p>Whole group, possibly split into 2 groups.</p>	<p>Books as listed. CBeeBies episodes – Peppa Pig. Youtube stories as listed.</p>
 Mark Making, Writing	<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> <i>I experience a range of mark making tools.</i> <i>I touch a range of textures.</i> <i>I am aware of simple cause and effect. (Solar, W4)</i> <i>I attempt to copy the first letter of my own name. (Solar, W5)</i></p>	<p>Wk.4 Story Related and Names</p> <ul style="list-style-type: none"> Laminated Three Little Pigs pencil control sheets placed in a large activity tray with a fine layer of sand over them. Children to trace over the patterns they see. Following 'route' patterns using crayons, pencils, pens – take each pig/wolf to their house. Tracing/copying own names in pink and on pig and house shapes. 	<p>All children to be offered all experiences.</p>	<p>Pencil control laminates. Selection of writing materials – including 'pink'. Sand trays. Own name sheets, prepared pig and house sheets.</p>

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p>Mark Making, Writing</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 can trace horizontal, vertical and circular lines. (CG, W6)</i></p> <p><i>I am interested in mark making.</i> <i>I experience a range of mark making tools.</i> <i>I touch a range of textures.</i> <i>I am aware of simple cause and effect. (Solar, W4)</i></p> <p><i>I copy horizontal movements.</i> <i>I copy vertical movements.</i> <i>I copy circular movements.</i> <i>I tolerate hand over hand. (Solar, W4)</i></p> <p><i>I attempt to copy the first letter of my own name. (Solar, W5)</i></p>	<p><u>Wk.5</u> Sensory Trays and Names</p> <ul style="list-style-type: none"> Children to be given a selection of sensory trays related to story. Brown paint, mud to explore making lines/patterns using fingers, straw, sticks, lolly sticks, plastic straws. Pink paint to explore making curly shapes using fingers, pipe cleaners. Cornflour, water and pink food colouring – explore making patterns and tracing laminated names, letter shapes. <p><u>Wk.6</u> Story, Sensory and Names</p> <ul style="list-style-type: none"> Tracing patterns (paper and laminates) Three Little Pigs story related, using pencils and pens. Tracing/copying own names Mark making on house shapes using edge of card, lolly sticks, sticks to make yellow/brown lines for straw/sticks. Rectangular sponges to print bricks/tracing vertical/horizontal lines for brick patterns in paint. Using paintbrushes with water dyed with pink food colouring. Make large scale marks, pig shapes. 	<p>All children to be offered all experiences.</p> <p>All children to trace initial letter shapes for names/names in sensory trays.</p> <p>All children to be offered all experiences.</p> <p>All children to trace initial letter shapes for names/names.</p> <p>Children to practise making lines and circles to individual levels.</p>	<p>Prepared sensory trays: Paint, mud, cornflour mix. Straw, sticks, lolly sticks, plastic straws, pipe cleaners. Pattern sheets and laminates – names/initial letter shapes.</p> <p>Three Little Pigs tracing pattern sheets and laminates. Own name sheets. Prepared house shapes, card, lolly sticks, sponges, yellow and brown paint. Paintbrushes and pink food colouring.</p>

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p>Maths</p>	<p><i>I show an interest in number rhymes and songs. (CG, MD4)</i> <i>I 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></p> <p><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 count and recognise numerals up to 15. (Solar, N8)</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></p> <p><i>I can sort objects by colour. (CG, SSM6)</i></p> <p><i>I am beginning to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)</i></p> <p><i>I can select a particular named 2D shape. (CG, SSM7)</i></p>	<p><u>Wk.4 Number</u> Sorting for type; 1-1 correspondence, concept of '1', 'lots', 'more', counting to own level. Copying and continuing patterns, to own level.</p> <ul style="list-style-type: none"> Children will be given sorting experiences using small world animals, including pigs. Adults will use listed language with each child as appropriate. Concepts of '1', 'lots', 'more', counting pigs to own level – assess individual number recognition. Concept of '3 Pigs' – making sets of 3. 1-1 correspondence '3 Pigs' – give each pig a house, bag, kitchen utensils, etc. Counting rhyme '1 Muddy Pig...'. Introduce with pictures and children to act out. Concept of adding '1 more' to 5/10 and numeral recognition/matching. Pigs in mud game. Pig pictures and brown spots. Counting 'mud patches' on pigs/putting mud patches on pigs to match given numbers/numerals. <p><u>Wk.5 Number, Shape</u> Concept of '1', 'lots', 'more', counting to own level; 2D/3D shape recognition; pattern.</p> <ul style="list-style-type: none"> Numicon houses – counting and completing house shapes to 5/10 using Numicon. Collection of sticks – counting out to make stick house (given numbers). Give children an outline picture of the house of bricks. Children to add 1 chimney, 2 doors, 4 steps, etc. to own counting level. Give children pictures of houses made with 2D shapes. Challenge children to 	<p>All children to explore sorting and matching activities and number recognition assessed.</p> <p>All children to engage in all counting rhymes/activities with individual levels of challenge as identified.</p> <p>All children to engage in shape activities. Assess shape recognition.</p>	<p>Sets of small sorting animals and pots for sorting. Boxes of objects in sets of 3, including small world pigs, kitchen utensils. Prepared game sheets/pictures. Prepared number rhyme. Numeral cards to 15.</p> <p>Printed Numicon house shapes and Numicon. Collection of sticks. Prepared picture of house of bricks and features to add. Pictures of houses, 2D shapes.</p>



Fine Motor

I can name a particular 2D shape. (CG, SSM8)






I can handle shapes.

I can roll cylinders and spheres. (Solar, S4)

copy/make own houses, naming shapes where appropriate.

- Make junk model 3D houses, adding 2D shapes for windows, doors, etc. Name shapes where appropriate.
- Complete pig/house jigsaw – 4 rectangular pieces. Children to cut along straight lines where able.

Junk for models, coloured paper 2D shapes to add. Prepared jigsaw worksheets, glue. Numeral cards to 15. Symbols for 'more', 'lots'.

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p>Maths</p>  <p>UTW</p>  <p>Creative</p>	<p><i>I can match identical objects. (CG, SSM4)</i></p> <p><i>I am beginning to show an understanding of the concepts of big and small. (CG, SSM6)</i></p> <p><i>I am beginning to sort objects according to properties such as shape, size or type for identical objects.</i></p> <p><i>I can identify biggest and smallest items/objects. (CG, SSM7, Solar, S4/5)</i></p> <p><i>I can copy simple patterns and make arrangements with shapes. (CG, SSM7)</i></p>	<p>Wk.6 Number, Size Comparison, Pattern</p> <p>Use story – George the Giant – for concept of ‘big’, ‘small’.</p> <ul style="list-style-type: none"> • Sorting sets of comparative objects for ‘big’ and ‘small’ – toy cars, soft toys, plates, etc. Also, clothing - adult and dolls. • Sorting pictures – giants and other people and big/small houses from story. Count how many of each to individual level. • Ordering, comparison. Adult to show 3 items and middle size. Can child find the bigger/smaller one? • Size ordering activity – pigs, wolves, houses. Can children find a big/the biggest wolf, etc.? Can children order to 3? • Pig target game. Can children throw soft toy pig into big/small bucket? Add numbers to add counting skills. • Colour brick patterns. Using Duplo bricks/rectangular sponges can children copy/continue a coloured brick pattern. 	<p>All children to sort for ‘big’ and ‘small’.</p> <p>Counting to individual levels</p> <p>Children who show understanding of ‘big’, ‘small’.</p> <p>All children to engage to own level.</p> <p>All children to be challenged to copy a simple repeating pattern. Where appropriate, additional challenge will be added, also to continue.</p>	<p>Counting rhyme pictures.</p> <p>Box of corresponding objects, big and small.</p> <p>Prepared pictures – dragons and stars.</p> <p>Numeral cards to 15.</p> <p>Sets of 3 objects to compare.</p>
 <p>UTW</p> <p>Outdoor Learning</p>  <p>Literacy</p>	<p><i>I can collect and interact with natural objects. (CG, UW5)</i></p> <p><i>I explore filling and emptying containers. (CG, SSM4, Solar, SSM4)</i></p> <p><i>I explore substances and materials. (Solar, S4)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p><i>I know that my movements can make marks and show an interest in the effects.</i></p>	<p>Wk.4 Small World, Sensory Trays, Pigs:</p> <ul style="list-style-type: none"> • Create a small world version of the story with straw, sticks, Duplo bricks and toy pigs for children to retell the story. • Small trays of mud and small world pigs, plus trays of bubble bath and sponges to clean the muddy pigs. 	<p>All children to explore all experiences.</p>	<p>Prepared trays of mud.</p> <p>Toy pigs.</p> <p>Small containers for ‘baths’.</p> <p>Bubble mixture.</p> <p>Straw, sticks, variety of natural materials and junk materials.</p> <p>Duplo.</p>







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)





- Provide a selection of natural materials (bark, grass, sticks, etc.) and junk modelling materials. Children to make a new home for the pigs. Explore forces - which home is easiest to blow down?
- **Pig Hunt.** Follow pig footprint patterns/straw to find pigs/pig pictures hidden around outdoor area. Use Happyland pigs and brown paint to make own pig footprints.
- Blowing bubbles and making bubble prints using wash up liquid and pink paint. Add googly eyes and snouts to make lots of pig faces.
- Sensory bottles to explore. Plastic bottles containing pink glitter/sequins, oil and water.



Pictures of pig footprints, pigs. Happyland pigs, brown paint, paper.




Paper for prints.
Pink paint and wash up liquid.
Googly eyes, snout, ear cut outs.
Prepared sensory bottles.

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 UTW Fine Motor	<p><i>I can pick up small items with a pincer grip (CG, PD3)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p>	<p>Wk. 4 Food Preparation</p> <p>Decorating 'pig' biscuits – mix pink icing sugar to decorate a round biscuit, use sweets to add eyes, snout and ears.</p>	<p>All children with appropriate level of adult support.</p>	<p>Kitchen utensils. Ingredients and symbols of ingredients. Aprons.</p>
 UTW Outdoor Learning  Creative  Maths	<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 can build small towers using blocks. (CG, PD5)</i></p> <p><i>I can use construction materials to create my own simple structures. (CG, N6)</i></p> <p><i>I can identify simple differences.</i></p> <p><i>I can describe changes in materials. (Solar, S5)</i></p>	<p>Wk.5 Building a House</p> <ul style="list-style-type: none"> Wolf Hunt. Challenge children to hunt for wolf pictures in the outdoor area, how many can they find? Where might a wolf live? Provide a selection of materials for children to make a lair for a wolf. Look at pictures of builders and construction workers, Happyland toys. Use toys in dry and wet sand. Explore patterns made by vehicles in sand, compare. Explore building/sculpting houses in wet sand. Use construction vehicles in paint – what patterns do they make on paper? Wooden bricks in wet sand – can children build a wall? Build houses/towers using junk boxes/wooden bricks. Explore forces, can they blow them down like the wolf? 	<p>All children.</p>	<p>Prepared wolf pictures and record sheets. Materials to create a wolf's lair.</p> <p>Pictures of builders and construction vehicles, toys. Wet, dry sand.</p> <p>Paint, paper.</p> <p>Wooden bricks. Junk boxes.</p>

	<p><i>I can pick up small items with a pincer grip (CG, PD3)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p>	<p><u>Wk.5</u> Food Preparation</p> <p>Decorating 'wolf' biscuits – mix white icing sugar with black food colouring to decorate a round biscuit, use sweets to add eyes, nose and ears.</p>	<p>All children with appropriate level of adult support.</p>	<p>Ingredients. Symbol cards. Cooking utensils. Aprons.</p>

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 UTW Outdoor Learning  Maths  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 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>Wk.6 Clothes, Autumn, Weather</p> <ul style="list-style-type: none"> Following a footprint trail – ‘giant’ footprints chalked around the outdoor space – to find George the giant’s clothes. Match to given picture sheet. Individuals to name and count found clothing pictures. Dressing for the weather – dressing up and sorting clothes for hot/cold. Explore outdoors, look for seasonal changes. Collect leaves and make rubbings, prints. Making a crown for George. Collect Autumn leaves, look at colours and patterns and use to decorate a crown shape. Make fruit prints – apples and pears. 	<p>All children.</p> <p>All children to engage in all experiences with appropriate level of adult support.</p>	<p>Prepared ‘giant’ footprints, pictures of George’s clothes from story and record sheets.</p> <p>Selection of clothing.</p> <p>Paper, crayons, paint, collected leaves.</p> <p>Crown shapes.</p> <p>Apples and pears – halved.</p>
 UTW	<p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p><i>I can pick up small items with a pincer grip (CG, PD3)</i></p>	<p>Wk.6 Food Preparation</p> <p>*Supermarket visit if possible to buy ingredients.</p> <p>Harvest – baking small apple pies.</p> <p>Naming ingredients (using symbols), exploring textures and following instructions to weigh, add and mix, etc.</p>	<p>All children with appropriate level of adult support.</p>	<p>Ingredients.</p> <p>Symbol cards.</p> <p>Cooking utensils.</p> <p>Aprons.</p>

 UTW  Creative	<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, CLL4)</i></p>	<p>Ongoing: Work towards class topic display.</p> <ul style="list-style-type: none"> • Children will identify their own homes/type of home from photos and add pictures or drawings to class 'family tree'. • Pictures/symbols to be added – 'my school, classroom'(photos in class and any other information). 	<p>All children with appropriate adult support.</p>	<p>Children's photos. Symbols (home information from parents). Photos taken in class. School photo, school logo.</p>
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AoL		Activity	Differentiation	Resources
 UTW  Creative	<p><i>I engage with social games and songs. (CG, PSED3)</i></p> <p><i>I can copy a range of actions displayed by adults. (CG, PSED5)</i></p> <p><i>I move to music, attend to rhymes and songs, sometimes joining in. (CG, CD5 Solar, M4)</i></p>	<p>Ongoing:</p> <ul style="list-style-type: none"> Related Songs: I've Got a Body In the Autumn I hear Thunder Pitter, Patter Raindrops Dingle, Dangle Scarecrow Harvest Time 	<p>All children with appropriate level of adult support.</p>	<p>Songs.</p>
 Creative Fine Motor	<p><i>I explore and experiment with a range of materials through sensory exploration.</i></p> <p><i>I make choices from a range of materials and show preferences. (CG, CD4, Solar, A4)</i></p> <p><i>I experiment with shapes, colours and marks. (CG, CD6)</i></p> <p><i>I use objects to do simple printing.</i></p> <p><i>I make deliberate marks using a variety of tools and materials.</i></p> <p><i>I make a choice during an activity. (Solar, A4)</i></p> <p><i>I show an awareness of the purpose of familiar objects. (CG, DT5)</i></p>	<p>Art and Design</p> <p>Wk 4</p> <ul style="list-style-type: none"> Free painting with red and white/black and white – exploration through play of how colours mix. Dip sticks, straw in coloured paint and explore the marks they make. <p>Wk 5</p> <ul style="list-style-type: none"> Huff and Puff Art – blow paint in a tray using straws. Make a print of pattern created. Use crayons to make rubbings of different materials – straw, bark, sticks, bricks – compare patterns. <p>Wk 6</p> <ul style="list-style-type: none"> Explore leaf printing using Autumnal colours. Design a gown for George the Giant – printing patterns using cotton reel, corks, etc. 	<p>All children with appropriate level of adult support.</p>	<p>Paint, paper. Sticks. Straws. Materials for rubbings. Collected leaves. 'Gown'outline, corks, cotton reels, paint.</p>
<p>Vocab Symbols</p>	<p>Me, you, home, Mommy, Daddy, brother, sister. School, classroom, clothes, body. Pig. Blue, red, pink, black, white, grey, brown. Autumn, weather, Harvest. Related to toys, cooking activities as listed.</p>	<p>Notes/observations</p>		