



WE'RE GOING ON AN ADVENTURE

EYFS – BLUE CLASS

Medium Term Planning – Summer 1 2023

Weeks 1-6 – Communication, Language and Literacy

AoL	Learning Inon/Success Criteria	Implementation/Activity	Differentiation	Resources
<div data-bbox="208 352 286 459" data-label="Image"> </div> <p style="text-align: center;">Reading</p> <div data-bbox="192 884 282 997" data-label="Image"> </div>	<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> <i>I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)</i></p>	<p>Ongoing HELLO AND REGISTRATION, GOODBYE</p> <p>Children to be encouraged to sit within the group circle daily and engage with the 'Good Morning', 'Hello' and 'Goodbye' songs. All children will be helped to interact with 'Good Morning'/'Hello'/'Goodbye' through using words/signs/push button voice activation equipment, name cards.</p> <p>Children to be encouraged to engage with the class timetable, now and next symbols.</p> <p>Wk.1 and 2: "ON THE JOURNEY HOME FROM GRANDPA'S."</p> <p>Wk.1:</p> <ul style="list-style-type: none"> Children to firstly experience the story through Youtube – Barefoot Singalong. Play through once, then repeat with pictures of the different vehicles for children to look at. Matching activity – children to match identical pictures/photographs of different modes of transport from the story. Matching symbols – children to match symbols to transport pictures. Match words to transport pictures. <p>Wk.2:</p>	<p>Whole group, each child with appropriate level of support.</p> <p>All children</p> <p>Groups</p>	<p>'Good morning' voice button boxes.</p> <p>Timetable and symbols.</p> <p>Individual name cards.</p> <p>Book</p> <div data-bbox="1854 837 2085 1059" data-label="Image"> </div> <p>Photographs/pictures of all the modes of transport met in the story.</p> <p>Vehicle symbols, words.</p>

<div data-bbox="192 328 273 437" data-label="Image"> </div> <p data-bbox="181 592 293 624">Reading</p> <div data-bbox="183 804 275 916" data-label="Image"> </div>	<p data-bbox="389 197 887 261"><i>I can match identical photos, pictures and symbols. (CG, R6)</i></p> <p data-bbox="389 304 864 368"><i>I show an interest in books and stories. I respond to a familiar story. (Solar, R4)</i></p> <p data-bbox="389 411 882 475"><i>I can point to a requested image out of 2. (Solar, R4)</i></p> <p data-bbox="389 518 819 582"><i>I can match a picture or symbol to a familiar object. (Solar, R5)</i></p> <p data-bbox="389 769 864 833"><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></p> <p data-bbox="389 876 875 1019"><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>	<ul data-bbox="965 197 1451 660" style="list-style-type: none"> • Children to listen to the story read aloud accompanied by sensory story sack. Children to be encouraged to follow the story exploring the sensory resources as appropriate. • Labelling activity – matching photos/symbols/words to toy vehicles. Children to find hidden vehicles in shredded paper in response to photo/symbol/word, single spoken word and match. • Match simple sentences to transport pictures – Twinkl activity. <p data-bbox="918 703 1182 735">Continuous Provision:</p> <ul data-bbox="965 740 1451 1139" style="list-style-type: none"> • Story tuff tray – replicate the story using toys, fabric, people, etc. Children to explore with/without adult support and accompanying book, symbols, pictures and matching words. • Set of pictures from the story for children to look at and sequence the story. • Set of transport books – fiction and non-fiction for sharing. <p data-bbox="918 1177 1391 1209">Wk.3 and 4: “DOWN BY THE STATION.”</p> <p data-bbox="918 1214 987 1246">Wk.3:</p> <ul data-bbox="965 1251 1420 1355" style="list-style-type: none"> • Children to firstly experience the story through Youtube –Singalong version. 	<p data-bbox="1487 735 1630 767">All children.</p> <p data-bbox="1487 927 1576 959">Groups</p> <p data-bbox="1487 1225 1783 1362">All children. Whole group to access during free flow Literacy activity time.</p>	<p data-bbox="1830 197 2136 437">Book Sensory story sack – toy vehicles, materials to represent different surfaces/textures – sand, gravelly road, train track, etc.</p> <p data-bbox="1830 485 2107 549">Toy vehicles hidden in box of shredded paper.</p> <p data-bbox="1830 592 2136 624">Prepared sentence cards.</p> <div data-bbox="1845 628 2096 804" data-label="Image"> </div> <p data-bbox="1830 858 2107 1075">Book Symbols, pictures from the story, words for matching. Sequencing pictures. Transport book box.</p> <div data-bbox="1906 1155 2125 1374" data-label="Image"> </div>
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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.
I respond to a familiar story. (Solar, R4)*

Play through once, then repeat with pictures of the different vehicles for children to look at.

- Matching activity – children to match identical pictures/photographs of other modes of transport: bus introduced in the story plus boat, bike, motorbike, tram, plane.
- Matching symbols – children to match symbols to transport pictures.
- Match words to transport pictures.

Wk.4:

- Children to listen to the story read aloud accompanied by sensory story sack. Children to be encouraged to follow the story exploring the sensory resources as appropriate.
- Labelling activity – a transport picture (I Spy Transport – Twinkl). Children to find vehicles in the picture in response to photo/symbol/word, single spoken word and match.
- Label transport picture with words.

Continuous Provision:

- Story tuff tray – replicate the story using toys, fabric, people, etc. Children to explore with/without adult support and accompanying book, symbols, pictures and matching words.



All children

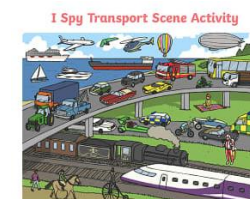
Groups

Groups

Photographs/pictures of all the modes of transport listed.

Vehicle symbols, words.

Book
Sensory story sack – toy vehicles, materials to represent different surfaces/textures – sand, gravelly road, train track, etc.
I Spy Transport – Twinkl picture – plus corresponding photos, symbols and words.



Book



Reading



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 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)

- Set of transport books – fiction and non-fiction for sharing.
- Transport themed words/symbols/pictures – wings, wheels, pedals, track, engine, etc. – and set of small world toys to explore/match/label.

Wk.5 and 6: “WHATEVER NEXT!”

Wk.5:

- Children to firstly experience the story through Youtube. Play through once, then repeat with objects from the story for children to look at.
- Matching activity/game – children to match symbols from the story.
- Sequencing pictures from the story.
- Sequencing sentences from the story with matching pictures.

Wk.6:

- Children to listen to the story read aloud accompanied by sensory story sack. Children to be encouraged to follow the story exploring the sensory resources as appropriate.
- Matching activity – children to match symbols to objects from the story.
- Labelling a picture with symbols – the picnic on the moon. Say initial sounds to see if children can identify pictures first.

All children

Whole group to access during free flow Literacy activity time.

All children

Groups

Symbols, pictures from the story, words for matching.
Transport book box.
Transport themed words/symbols/pictures.
Small world vehicle set.


Book



Objects from the story, corresponding sets of symbols.
Story sequencing pictures and sentences.



Book
Sensory story sack – toys/objects from the story and to represent ie. torch for moonlight.

Symbols to match to objects. Picnic picture from the story and symbols to match.

<div data-bbox="197 352 277 464" data-label="Image"> </div> <p>Reading</p> <div data-bbox="197 927 286 1043" data-label="Image"> </div>	<p><i>I can match a picture or symbol to a familiar object. (Solar, R5)</i> <i>I can recall a key element of a familiar story. (Solar, R7)</i> <i>I can recount a short sequence of events. (Solar, R8)</i> <i>I can join in with role play to retell a story. (Solar, R8)</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 am beginning to engage in pretend play. (CG, PSED4)</i> <i>I can act out a simple routine in pretend play. (CG, PSED5)</i></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></p>	<ul style="list-style-type: none"> Sequencing 4 sentences from the story. <p>Continuous Provision:</p> <ul style="list-style-type: none"> Story tuff tray – replicate the story using toys, objects, etc. Children to explore with/without adult support and accompanying book, symbols, pictures and matching words. Role play items – box and items from the story for children to re-enact the story. Set of space-related photos, pictures, symbols, books – fiction and non-fiction for sharing. <p>Role Play Corner – Home Corner with Box for Car</p> <ul style="list-style-type: none"> Create Home Corner/House. Children to have access to items to pretend play ‘home’ and ‘going on a journey’– dolls, plates, cups, etc. Children to have access to selection of clothes for dressing up – coats, hats, wellies. Big box to use as car. Wk.5 and 6 – add box for ‘rocket’ and additional items to act out “Whatever Next!” story. <p>Topic Related Signs</p>	<p>All children</p> <p>Whole group to access during free flow Literacy activity time.</p> <p>All children.</p> <p>Whole group to access during free flow Literacy activity time.</p>	<p>Sentence cards.</p> <p>Book </p> <p>Toys, objects, symbols, pictures, words.</p> <p>Role play items. Photos, pictures, symbols, books – Space.</p> <p>Home corner furniture. Wall banner Home Sweet Home. Dress up clothes. Toy food, cutlery, plates, etc. Fruit basket and pretend fruit to make a picnic. Boxes. “Whatever Next!” items.</p>
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<div data-bbox="210 300 291 408" data-label="Image"> </div> <div data-bbox="174 549 293 582" data-label="Section-Header"> <h2>Reading</h2> </div> <div data-bbox="192 828 284 941" data-label="Image"> </div>	<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 understand single words/sounds/signs/symbols in context. (CG, CLL 4)</i></p> <p><i>I can imitate 10-50 signs/symbols/words. (Solar, CLL4)</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><i>I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)</i></p> <p><i>I can listen to a story being read by an adult. (Solar, R7)</i></p> <p><i>I can recognize my own name. (Solar, R5/6)</i></p>	<p>Wk.1-4 Children to be taught signs appropriate to the stories – car, bus, train, boat, plane, bike, road, track, water, wheels, air– with accompanying symbols.</p> <p>Wk.5-6 Children to be taught the signs appropriate to the story – bear, box, rocket, moon, owl, picnic.</p> <p>Sharing Stories Children to experience daily shared stories read aloud from books or via screen:</p> <p>Stories about Journeys/Adventures: We're Going on a Bear Hunt. Duck in the Truck. Thomas the Tank Engine stories.</p> <p>Linked Traditional Tales: Goldilocks and the Three Bears. The Gruffalo.</p> <p>Ongoing Own photo matching and name matching/recognition. Phonics – as Phonic/Bug Club plan.</p>	<p>All children</p> <div data-bbox="1601 646 1783 839" data-label="Image"> </div> <div data-bbox="1601 857 1783 1093" data-label="Image"> </div>	<p>Symbols Makaton teacher handouts.</p> <p>Books as listed. Youtube stories as listed.</p> <div data-bbox="1861 619 2063 823" data-label="Image"> </div> <div data-bbox="1852 837 2063 1050" data-label="Image"> </div>
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Weeks 1-6 – Communication, Language and Literacy

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p>Literacy</p> <p>Mark Making, Writing</p>  <p>CLL</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.</i></p> <p><i>I am beginning to use three fingers (tripod grip) to hold writing tools. (CG, W6)</i></p> <p><i>I can copy horizontal, vertical and circular lines.</i></p> <p><i>I can use a keyboard to match letters and input into the computer or tablet. (CG, W7)</i></p> <p><i>I can copy line patterns.</i></p> <p><i>I can make marks with the intention of conveying meaning. (CG, 8)</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>Wk.1 and 2: “ON THE JOURNEY HOME FROM GRANDPA’S.”</p> <p>Wk.1:</p> <ul style="list-style-type: none"> Drawing pathways – sensory mark making. Children to draw pathways in sand tray to join vehicles to houses using fingers. Can they draw straight pathways, circular routes? Drawing pathways – using pens on laminates children to draw routes to join vehicles to places. Teacher scribe and overwrite – “The car is going to the ...” Writing captions for vehicles in the story – “The yellow car” – with colour and vehicle vocab sheets. <p>Wk.2:</p> <ul style="list-style-type: none"> Drawing pathways – sensory mark making. Children will be challenged to draw pathways to join vehicles and buildings through exploring the marks they can make with chalk (outdoors/large scale paper). “I can see...” sheets. Children to choose a picture of a vehicle from the story ie. a yellow car. Teacher 	<p>Groups</p> <p>Groups</p>	<p>Sand trays. Small world vehicles and buildings/Duplo.</p> <p>Laminated ‘route’ sheets and pens.</p> <p>Pictures of vehicles from the story. Colour and vehicle vocab sheets.</p> <p>Chalks, paper. Small world vehicles and buildings/Duplo.</p> <p>“I can see...” sheets, pens, pencils. Pictures of vehicles from the story.</p>



I can order letters of my first name.

- ‘Train tracks’. Children to trace over ‘train track’ patterns using pens to join trains to stations. Explore making own train track patterns.
- Make own train track pattern to join train to station. Sequence symbols – “A train goes to the station”.
- ‘Where?’ sentences ie. The car goes to the... Use pictures and

Pictures – vehicles and places. Pens, pencils.

<div data-bbox="185 357 275 472" data-label="Image"> </div> <p data-bbox="143 632 331 699">Mark Making, Writing</p> <div data-bbox="192 887 275 995" data-label="Image"> </div>	<p data-bbox="392 272 851 405"><i>I give a picture a name. I label a picture with a symbol. I dictate a caption for a picture – 2 key words. (Solar, W5)</i></p> <p data-bbox="392 523 866 655"><i>I can order letters of my first name. I can sequence symbols/words to create key word sentence about a picture. I can copy words. (Solar, W6)</i></p> <p data-bbox="392 853 882 1059"><i>I can form most lower case letters correctly. I can say a clause to complete a sentence said aloud. I can group letters together to create short words. (Solar, W7)</i></p>	<p data-bbox="1016 199 1406 260">adult model to write 1/2 ‘where’ sentences.</p> <p data-bbox="920 308 1319 333"><u>Wk.5 and 6: “WHATEVER NEXT!”</u></p> <p data-bbox="920 344 994 370"><u>Wk.5:</u></p> <ul data-bbox="972 381 1413 767" style="list-style-type: none"> • Sensory mark making - children will explore ‘glitter and star’ trays. Can they draw circular planets and lines to make stars? • Draw Baby Bear from the story in a picture of the box rocket. Label with symbols. Sequence symbols – “Baby Bear is in the rocket”. • Draw own picture from the story and write caption/sentence to label it. <p data-bbox="920 820 994 845"><u>Wk.6:</u></p> <ul data-bbox="972 857 1413 1173" style="list-style-type: none"> • Children to explore mark making on tin foil using paint, fingers and brushes – painting ‘planets’ and stars (circular and line shapes). • Paint own planet on tin foil. Teacher scribe sentence to describe, children to overwrite. • Paint own planet on tin foil. Write a sentence to describe it. <p data-bbox="920 1220 1303 1246"><u>Continuous Provision/Ongoing:</u></p> <ul data-bbox="972 1257 1359 1391" style="list-style-type: none"> • A variety of mark making materials and different papers/textures/surfaces for children to explore making 	<p data-bbox="1447 847 1583 873">All children</p>	<p data-bbox="1825 392 2096 418">‘Glitter and star’ trays.</p> <p data-bbox="1825 507 2085 603">Prepared ‘box rocket’ picture, sentence symbols.</p> <p data-bbox="1825 655 2119 681">Paper and pencils, book.</p> <p data-bbox="1825 847 2096 873">Tin foil, paint, brushes.</p> <p data-bbox="1825 1002 2074 1062">Paper for sentences, pencils.</p> <p data-bbox="1825 1230 2136 1326">Pens, pencils, crayons, chalks, paint and brushes, play dough.</p>
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Literacy

Mark Making, Writing



CLL

*I can order letters of my first name.
I can sequence symbols/words to create
key word sentence about a picture.
I can copy words. (Solar, W6)*

*I can form most lower case letters
correctly.
I can say a clause to complete a sentence
said aloud.
I can group letters together to create
short words. (Solar, W7)*

marks/writing on will be
provided.

- Children will have regular access to own name cards to develop name recognition and name writing.
- Children will have regular access to letters for exploration, making own names and words to own levels.

Chalk/write on wipe off
boards, selection of
papers and cards.
Alphabet letters, name
cards.

Weeks 1-6 – Communication, Language and Literacy

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div data-bbox="185 331 277 448" data-label="Image"> <p>Literacy</p> </div> <div data-bbox="159 639 315 671" data-label="Section-Header"> <h3>Fine Motor</h3> </div> <div data-bbox="199 903 253 1003" data-label="Image"> <p>Creative</p> </div>	<p><i>I can pick up small objects with a pincer grasp. (CG, PD3)</i> <i>I explore and experiment with a range of materials through sensory exploration.</i> <i>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> <i>I can cut paper purposefully using scissors with one hand. (CG, PD8)</i></p> <p><i>I can build small towers using blocks. (CG, PD6).</i> <i>I experiment with shapes, colours and marks. (CG, PD6)</i> <i>I explore a variety of textures.</i> <i>I demonstrate preference.</i> <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.</i> <i>I can scoop with a spade/shovel whilst playing. (CG, PD3)</i> <i>I can pour, sieve and dig with control. (CG, PD6)</i> <i>I can open and close scissors independently. (CG, FM7)</i> <i>I can cut paper purposefully using scissors with one hand. (CG, FM8)</i></p>	<p>Wk.1 and 2: “ON THE JOURNEY HOME FROM GRANDPA’S.” Wk.1:</p> <ul style="list-style-type: none"> Following pathways. Children will draw patterns using chalk/pens on large scale paper, initially teacher modelled – loops, spirals, zigzags, waves. They will be challenged to drive small world vehicles along the different pathways. Sand tuff tray. Children will push vehicles through the sand, making pathways and exploring different tyre marks. Transport pencil control pattern worksheets – use as laminates with pens. <p>Wk.2:</p> <ul style="list-style-type: none"> Threading activity. Children will be provided with vehicle shaped threading cards and strings. Teacher to model threading string around the outline of the shapes. ‘Making Waves’ – tracing activity. Children to explore tracing ‘wave’ patterns using paint and pens. <p>Wk.3 and 4: “DOWN BY THE STATION.” Wk.3:</p> <ul style="list-style-type: none"> KING’S CORONATION ACTIVITIES: 	<p>Whole group with appropriate individual levels of support.</p> <p>Whole group with appropriate individual levels of support.</p> <div data-bbox="1565 1177 1827 1305" data-label="Image"> </div>	<p>Large scale paper, chalks, pens, small world vehicles. Sand tuff tray, small world vehicles with different types of wheels. Twinkl pencil control pattern worksheets – laminated, pens.</p> <div data-bbox="1877 730 2107 895" data-label="Image"> </div> <p>Prepared vehicle threading cards, strings.</p> <div data-bbox="1868 1098 2123 1225" data-label="Image"> </div> <p>Prepared wave sheets – laminated for pens, sheets for blue paint.</p>

<div data-bbox="185 416 277 533" data-label="Image"> </div> <p data-bbox="208 517 259 533">Literacy</p> <p data-bbox="163 671 309 699">Fine Motor</p> <div data-bbox="203 871 255 951" data-label="Image"> </div> <p data-bbox="203 959 255 975">Creative</p>	<p data-bbox="392 201 887 260"><i>I can use scissors to cut along a line. (JCG, FM9)</i></p> <p data-bbox="392 379 907 438"><i>I can pull along toys and items using a rope or string. (CG, FM3)</i></p> <p data-bbox="392 451 896 510"><i>I can press small switches or buttons using an index finger.</i></p> <p data-bbox="392 523 819 582"><i>I can squeeze toys or instruments to produce a sound. (CG, FM4)</i></p> <p data-bbox="392 595 887 654"><i>I can build small towers using blocks. (CG, FM5)</i></p> <p data-bbox="392 667 891 726"><i>I can pour, sieve and dig with control. (CG, FM6)</i></p> <p data-bbox="392 1090 864 1149"><i>I can pick up small objects with a pincer grasp. (CG, PD3)</i></p> <p data-bbox="392 1161 878 1220"><i>I explore and experiment with a range of materials through sensory exploration.</i></p> <p data-bbox="392 1233 878 1292"><i>I make choices from a range of materials and show preferences. (CG, CD4)</i></p>	<p data-bbox="1041 201 1491 368">Children will be provided with a crown shape and a variety of textures of paper and fabric to decorate (including cotton wool for the bottom).</p> <ul data-bbox="996 381 1482 480" style="list-style-type: none"> • Children will experience using small brushes and paint to paint an outline crown picture. <p data-bbox="947 523 1021 550">Wk.4:</p> <ul data-bbox="996 563 1482 842" style="list-style-type: none"> • Explore playdough – making ‘track’ patterns, tracks and wheels to add to engine pictures. Children to use cutting tools, knives and biscuit cutters. • Building model ‘stations’ to fit engines using Duplo and prepared ‘instruction’ photos. <p data-bbox="947 922 1344 949">Wk.5 and 6: “WHATEVER NEXT!”</p> <p data-bbox="947 962 1021 989">Wk.5:</p> <ul data-bbox="996 1002 1482 1201" style="list-style-type: none"> • Cutting and sticking activity – rocket jigsaw. • Exploring moonsand. Children will experience prepared moonsand – modelling and shaping with hands to form ‘craters’ and homes for ‘aliens’. 	<p data-bbox="1525 201 1787 300">Whole group with appropriate individual levels of support.</p> <p data-bbox="1525 563 1787 662">Whole group with appropriate individual levels of support.</p> <p data-bbox="1525 906 1787 1005">Whole group with appropriate individual levels of support.</p>	<p data-bbox="1861 201 2107 512">Card crown shapes, coloured papers and fabrics, cotton wool, glue, spreaders and scissors. Fine brushes and various colours of paint, outline crown picture.</p> <p data-bbox="1861 563 2123 699">Play dough, tools, knives, biscuit cutters. Prepared engine pictures.</p> <p data-bbox="1861 743 2123 842">Prepared ‘instruction’ photos, engines, Duplo.</p> <p data-bbox="1861 930 2092 1029">Prepared jigsaw sheets, glue, spreaders, scissors.</p> <div data-bbox="1861 1042 2141 1262" data-label="Image"> </div> <p data-bbox="1861 1273 2107 1372">Prepared moonsand and minifigures – aliens/spacemen.</p>
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Literacy

Fine Motor



Creative

I can open and close scissors independently. (CG, PD7)

I can cut paper purposefully using scissors with one hand. (CG, PD8)

I can build small towers using blocks. (CG, PD6).

I experiment with shapes, colours and marks. (CG, PD6)

I explore a variety of textures.

I demonstrate preference.

I show an awareness of the purpose of tools. (Solar, A4)

Wk.6:

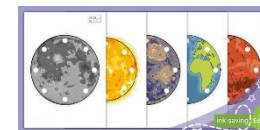
- Threading activity. Children will be provided with star and planet threading cards and strings. Teacher to model threading string around the outline of the shapes.
- Making a planet picture – cutting, tearing and scrunching tin foil to stick onto black paper.

Continuous Provision/Ongoing:

- Explore pull along toys, squeeze/squeaky toys and toys with buttons and switches in role play Home Corner.
- Ipad – use Paint Sparkle to copy/make lines, circles and patterns/letter shapes to own levels.

Whole group with appropriate individual levels of support.

Prepared threading cards.

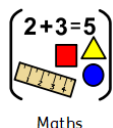


Black paper, tin foil, scissors, glue and spreaders.

Pull along toys, squeeze/squeaky toys, toys with buttons and switches.

Ipad

Weeks 1-6 – Communication, Language and Literacy				
AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources



*I show an interest in number rhymes and songs.
I interact with number rhymes and songs. (CG, MD4, Solar, N4)*

I understand the concept of 1. (CG, MD5)

I recognise that numeral 1 corresponds to 1 action/object. (Solar, N4)

I recite some number names in sequence.

I can select 1/lots when asked.

I know that numbers identify how many in a set. (CG, MD4, CG, MD6, Solar, N5)

I use some number names and number language spontaneously in context.

I can recite numbers in order to 10.

I realise anything can be counted.

I can count up to 5 objects accurately by saying one number name for each item.

I understand the concept of 'more'. (CG, MD7 Solar, M7)

I can match numeral and quantity correctly up to 5.

I am beginning to represent numbers using fingers, marks on paper or pictures.

I know that two groups of 3 or less objects are the same or different.

I recognise numerals 1-5. (CG, MD8)

I can count and recognise numerals up to 20. (Solar, N8)

I can add and take away in practical situations. (Solar, N9)

I can estimate how many in a small group up to 7. (Solar, N8)

I can add two whole numbers with a total up to 20. I can subtract one number up to 20 from another. I can complete a number line up to 20. (Solar, N9)

Wk.1 and 2: "ON THE JOURNEY HOME FROM GRANDPA'S."

Wk.1:

- Number rhyme – "1 Little Car..." (counting on 1 more).
- Children will practise number formation using road-themed number formation sheets (Twinkl).
- Using Numicon. Children will complete vehicle pictures using Numicon shapes (Twinkl).
- Children will explore counting and number to individual levels using toy vehicles and number cards.
- Exploring 2D shapes. Children will use 2D shapes to match to/make pictures of vehicles (Twinkl).

Wk.2:

- Number rhyme – "5 Little Firemen" (YouTube, Singing Hands).
- Using Numicon. Children will repeat vehicle pictures using Numicon shapes (Twinkl).
- Children will explore counting and number to individual levels using toy fire engines and number cards/pictures of firemen and fire engines.
- Exploring 2D shapes. Children will repeat using 2D shapes to match to/make pictures of vehicles (Twinkl).

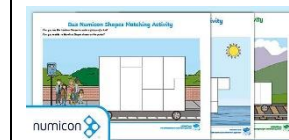
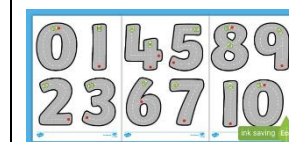
All children to experience rhymes with focus on engaging and challenged to own levels.

All children to experience rhymes with focus on engaging and challenged to own levels.

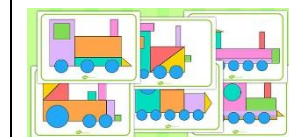
Laminated pictures to use with number rhyme.

Number formation worksheets, Numicon transport pictures and equipment.

Sets of toy vehicles and numeral cards.



Shape pictures and 2D shapes.



YouTube rhyme.

Numicon transport pictures and equipment.

Toy fire engines and pictures of firemen and fire engines, numeral cards.



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 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)

I can match identical objects.
I can make lines and towers with blocks in play situations. (CG, SSM4)

I can copy simple patterns. (CG, SSM7).
I can use familiar objects and common shapes to create, recreate and continue patterns. (CG, SSM9).
I can copy a simple pattern.
I can copy a simple colour pattern.
I can copy a simple size pattern.
I can copy a simple object pattern. (Solar, A6).
I can copy and continue simple patterns using real-life materials. (Solar A7).

I can explore filling and emptying containers. (CG, SSM4).
I can use under). (CG, SSM8).
I can fill a container.
I can empty a container. (Solar, S4)
I can place an object in and out of a container when requested. (Solar, S5)
I can respond to key vocabulary. (Solar, A7)
positional language (in, out, on, off, over,

- Sorting vehicles. Children will sort toy vehicles according to type/size and label with numerals as appropriate to individual levels.

Wk.3 and 4: "DOWN BY THE STATION."

Wk.3:

- Number rhyme – "5 Little Engines..." (subtracting).
- Using Numicon. Children will complete train pictures using Numicon shapes (Twinkl).
- Children will explore counting and number to individual levels using toy trains and numeral cards/pictures of trains.
- Exploring 3D shapes. Children will explore the properties of 3D shapes and build stations for toy engines.
- Children will use stencils to print numerals '1, 2, 3' on a train picture with carriages. Grp.2 and 3 will also practise writing numerals to 5.
- Children to order train jigsaw with numbers on carriages.

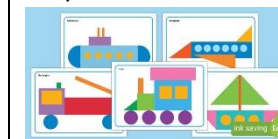
Wk.4:

- Number rhyme – "5 Little Airplanes" (YouTube).
- Children will explore counting and number to individual levels using toy trains, planes and boats and numeral cards/pictures of vehicles.

All children to experience rhymes with focus on engaging and challenged to own levels.

All children to experience rhymes with focus on engaging and challenged to own levels.

Shape pictures and 2D shapes.



Sets of toy vehicles and numeral cards.

Laminated pictures to use with number rhyme.

Numicon and pictures.



Toy trains, pictures, numeral cards.

3D shapes and toy engines.

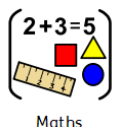
Prepared number stencils and train picture.

Prepared train jigsaw.



YouTube rhyme.

Toy vehicles, pictures, numeral cards.



Maths

I can pass toys from one hand to another. (CG, SSM3)

I can match identical objects. (CG, SSM4)

I can match objects to a 2D representation. (SSM,5)

I can begin to sort objects according to properties of shape, size or type. (CG, SSM7)

I can recognize and use the language of heavy and light.

I can compare two volumes or weights. (CG, SSM9)

I can explore filling and emptying containers. (CG, SSM4).

I can use under. (CG, SSM8).

I can fill a container.

I can empty a container. (Solar, S4)

I can place an object in and out of a container when requested. (Solar, S5)

I can respond to key vocabulary. (Solar, A7) positional language (in, out, on, off, over,

I show an interest in number rhymes and songs.

I interact with number rhymes and songs. (CG, MD4, Solar, N4)

I understand the concept of 1. (CG, MD5)

I recognise that numeral 1 corresponds to 1 action/object. (Solar, N4)

I recite some number names in sequence.

I can select 1/lots when asked.

I know that numbers identify how many in a set. (CG, MD4, CG, MD6, Solar, N5)

- Passengers in planes. Children to count out small world people to match numerals/pictures of people to go on a plane picture.
- Children to practise number formation in flour 'clouds'. Grp.2 and grp.3 to also practise with pen/pencil.
- Explore capacity. Children will experience water play and be introduced to language 'full', 'empty', 'more', 'less' using toy boats and 'junk' boats.
- Passengers in boats. Children to count out small world people to match numerals on 'junk' boats.

Wk.5 and 6: "WHATEVER NEXT!"

Wk.5:

- Number rhyme – "5 Little Men in a Flying Saucer" (YouTube, Singing Hands).
- Children will explore counting and number to individual levels using pictures of rockets, planets and stars, 'moon rocks' and numeral cards.
- '5, 4, 3, 2, 1 Blast Off!' Children will use sponge number shapes to print on rocket shapes.
- Explore capacity. Children will experience sand play with added spacemen, filling and emptying containers and using capacity language.

All children to experience rhymes with focus on engaging and challenged to own levels.

Small world people and planes.

Flour, writing tools, number practise worksheets.

Water tuff tray, toy boats, symbols for capacity language.

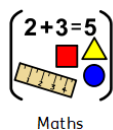


Junk boat shapes, small world people.

YouTube rhyme. Pictures of rockets, planets and stars, tin foil 'moon rocks', numeral cards.



Sponge number shapes, prepared rocket shapes. Sand tuff tray, 'spacemen', language symbols, containers.



I use some number names and number language spontaneously in context.
I can recite numbers in order to 10.
I realise anything can be counted.
I can count up to 5 objects accurately by saying one number name for each item.
I understand the concept of 'more'. (CG, MD7 Solar, M7)
I can match numeral and quantity correctly up to 5.
I am beginning to represent numbers using fingers, marks on paper or pictures.
I know that two groups of 3 or less objects are the same or different.
I recognise numerals 1-5. (CG, MD8)
I can count and recognise numerals up to 20. (Solar, N8)
I can add and take away in practical situations. (Solar, N9)
I can estimate how many in a small group up to 7. (Solar, N8)
I can add two whole numbers with a total up to 20. I can subtract one number up to 20 from another. I can complete a number line up to 20. (Solar, N9)

Wk.6:

- Number rhyme – “5 Little Aliens Jumping on Mars” (subtracting).
- Children will explore counting and number to individual levels using pictures of aliens and numeral cards.
- Exploring 3D shapes. Children will explore the properties of 3D shapes and build model rockets.
- Making rockets with cubes. Children will be challenged to make a rocket and count how many cubes they can use.
- Exploring 2D shapes. Children will explore the properties of 2D shapes through making rocket pictures.
- Children will make Numicon rocket pictures.

All children to experience rhymes with focus on engaging and challenged to own levels.

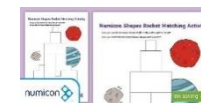
Pictures to support number rhyme.
 Pictures of aliens and numeral cards.
 3D shapes, pictures of rockets.
 Cubes and numeral cards.



2D shapes, rocket pictures.



Numicon and pictures.



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Outdoor Learning

PSED

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.

I can answer a simple scientific question.

I am beginning to differentiate between animals, plants, leaves and trees.

(Solar, S5)

I can match pictures to objects in the environment. (Solar, G5)

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

I can explore with simple forces. (CG, S5)

I know that a toy car is for pushing. (CG, UW5)

I can play purposefully with small world models. (CG, UW6)

they affect distance travelled by toy cars? Which travel farthest?

- Special journeys – to see relatives/friends, to special places. How do they make us feel? Explore 'happy' in relation to special journeys. Children to choose a picture of a special place and record with a 'happy' symbol.

Wk.3 and 4: "DOWN BY THE STATION."

Wk.3:

- What transport can we see/hear outdoors? Children to look and listen outdoors and stick pictures of transport they see/hear onto a picture to record.
- Cars, ramps and surfaces. Children to explore ramps covered in different materials – how do the surfaces affect distance travelled by toy cars? Which surface do cars travel farthest on?
- 'Happy' theme. Toy transport in school – which do I like to travel in/play with? Children to explore toys to travel in outdoors and small world toys. Sort photos of these into ones which make them happy and add symbol.

Wk.4:

- Explore tuff tray – water, boats and bridges. Children to explore pushing

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

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

Pictures of special places, happy face symbols, glue, spreaders.

Prepared pictures of possible transport we may see/hear outdoors, paper, glue, spreaders.

Toy cars, ramp,
selection of materials
– tin foil, fabric,
bubble wrap, etc.

Outdoor travelling
toys, small world
transport toys,
prepared photos and
happy face symbols,
glue, spreaders, paper.

Prepared tuff tray, toy boats, Duplo and wooden bridges.

<div data-bbox="185 357 264 456" data-label="Image"> </div> <div data-bbox="103 587 347 622" data-label="Section-Header"> <h2>Outdoor Learning</h2> </div> <div data-bbox="197 863 273 893" data-label="Section-Header"> <h2>PSED</h2> </div>	<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><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 can identify simple differences.</i></p> <p><i>I can describe changes in materials.</i></p> <p><i>I can answer a simple scientific question.</i></p> <p><i>I am beginning to differentiate between animals, plants, leaves and trees. (Solar, S5)</i></p> <p><i>I can match pictures to objects in the environment. (Solar, G5)</i></p>	<p>toy boats through water and making bridges for them to travel under. Explore photographs – different types of boats.</p> <ul style="list-style-type: none"> Floating and sinking. Listen to the story “Lost and Found”. Explore ‘sad’ – why is the penguin sad? Look at sad symbol. Children to explore junk materials to make a boat which carries the boy and the penguin (small world characters). Which make the best boat? <p>Wk.5 and 6: “WHATEVER NEXT!”</p> <p>Wk.5:</p> <ul style="list-style-type: none"> Explore flight. Tuff tray – clouds, planes, runway and small world people. Explore photographs of vehicles that fly. Making things fly. Children to explore balloons – blow some up and let them go to observe what happens. Tie some and let them go outside. Make paper aeroplanes from a variety of materials and explore which fly best. Watch the story “Raccoon and the Hot Air Balloon”. How does he feel about his adventure? Explore ‘happy’ and ‘sad’. Make a class hot air balloon picture – children to add a face in balloon basket to show 	<p>All children to explore experiences with appropriate level of adult support.</p> <p>All children to explore experiences with appropriate level of adult support.</p> <div data-bbox="1576 1137 1778 1342" data-label="Image"> </div>	<p>Photographs of different types of boats.</p> <p>Story “Lost and Found”. Junk tubs and pots. Happyland boy and penguin. Sad face symbol.</p> <div data-bbox="1899 584 2119 748" data-label="Image"> </div> <p>Prepared tuff tray – cotton wool, toy planes, small world people, ‘runway’, ‘control tower’. Photographs of vehicles that fly. Balloons, string, selection of different qualities of papers.</p> <p>YouTube story, pictures of hot air balloons. Materials to make a class picture.</p>
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Outdoor Learning

PSED

I can express own feelings. (CG, PSED 7)

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 can identify simple differences.

I can describe changes in materials.

I can answer a simple scientific question.

I am beginning to differentiate between animals, plants, leaves and trees. (Solar, S5)

I can match pictures to objects in the environment. (Solar, G5)

how they would feel about a balloon adventure.

Wk.6:

- Explore Space. Tuff tray – stars, planets, rockets, small world people.
- Rockets – make card space rockets and explore making them fly with straws attached to blow into.
- Space biscuits. Children to bake shortbread biscuits cut with star-shaped cutters and decorate with edible sparkles.

Enrichment Activities:



- Visit to Himley Hall in the minibus – going on a journey.
- Visit to PlayTropolis – exploring travel through imaginative play/dressing up.

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



Star shapes, rockets, small world people, flour, play dough. Card and straws of two different thicknesses. Star-shaped biscuit cutters, ingredients to make biscuits.

Weeks 1-6 – Expressive Arts and Design

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 	<p><i>I can show an awareness of the purpose of familiar objects.</i> <i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i> <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> <i>I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)</i> <i>I explore a variety of textures and express preferences. (Solar, A4)</i> <i>I use objects to do simple printing. (Solar, A4)</i> <i>I can identify simple differences.</i> <i>I can describe changes in materials. (Solar, S5)</i></p> <p><i>Look at images with interest and show a preference. (CG, DT5)</i> <i>I can show an awareness of the purpose of familiar tools.</i></p>	<p>Wk.1 and 2: "ON THE JOURNEY HOME FROM GRANDPA'S." Wk.1:</p> <ul style="list-style-type: none"> Exploring paint. Children will be provided with paper cut in the shape of cars – 2 shapes and 2 colours of paint to choose from. They will use brushes to paint their car and then offered white and black to add windows and wheels. Using vehicles in paint – exploring patterns and tracks vehicles make and how primary colours mix. <p>Wk.2:</p> <ul style="list-style-type: none"> Making 3D junk model vehicles. Children will be provided with boxes and circular shapes plus fixings – glue, tape – to make a model vehicle. Sponge printing – using set of vehicle shaped sponges. <p>Wk.3 and 4: "DOWN BY THE STATION." Wk.3:</p> <ul style="list-style-type: none"> Free painting – vehicles – with photos/pictures to inspire ideas. Printing train pictures using junk boxes and fingers. Children will be shown a modelled example and will 	<p>All children to explore experiences with appropriate level of adult support.</p> <p>All children to explore experiences with appropriate level of adult support.</p> <p>All children to explore experiences with appropriate level of adult support.</p>	<p>Car photos for inspiration. Outline car shapes. Paint and brushes.</p> <p>Small world vehicles. Paint in primary colours, tuff tray, paper</p> <p>Selection of junk plus cut out card circles. Photos of vehicles for inspiration. Glue, spreaders, tape. Transport sponge shapes, paint and paper.</p> <p>Paper, paint, brushes, vehicle photos and pictures. Paper, boxes, paint and felt pen.</p>



I can name a single property of an image or object. (CG, DT6)
I can look at the work of others.
I can experiment with materials to make different marks.
I can create patterns with support.
I can recognise a range of colours.
I can use glue to join a variety of materials. (Solar, A5)

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)

draw a pen line track first to print their train upon.

Wk.4:

- Boats – finger paint exploring and printing. Children will explore shades of blue paint in a tray using fingers (or brushes) to replicate waves. Pictures will be printed and a boat sponge printed on the waves.
- Planes – children will sponge print white and grey ‘clouds’ around arranged plane templates which will be removed afterwards.

Wk.5 and 6: “WHATEVER NEXT!”

Wk.5:

- Stars – painting with glue and adding glitter and small stars. Children will decorate a black star shape.
- Planets – printing with different balls (smooth, spiky, etc.) and gold and silver paint, rolling on tin foil circles.

Wk.6:

- Aliens – making play dough aliens. Children will be provided with a ball of play dough, pipecleaners and googly eyes to create their own alien.

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



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

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



Blue and white paint, brushes, tray, paper, boat sponge shapes and paint.

Cut out plane templates, blue paper, sponges, white and grey paint.

Black star shapes, glue, glue brushes, small stars and glitter.



Tin foil circle shapes, gold and silver paint, selection of balls.

Green/orange play dough, googly eyes, pipecleaners, pictures of ‘aliens’.



I can name a single property of an image or object. (CG, DT6)
I can look at the work of others.
I can experiment with materials to make different marks.
I can create patterns with support.
I can recognise a range of colours.
I can use glue to join a variety of materials.
(Solar, A5)

- Rockets – children will be provided with cardboard tubes, prepared card cone shapes and fixings to make rockets modelled by an adult. They will be encouraged to decorate with papers and to tear strips of orange, red and yellow paper to add for flames.

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

Cardboard tubes, card cone shapes, glue, spreaders, tape. Selection of coloured papers to decorate, yellow, orange and red tissue/crepe paper.

