



FUN IN THE SUN

EYFS – BLUE CLASS

Medium Term Planning – Summer 2 2023

Weeks 1-7 – Communication, Language and Literacy

AoL	Learning Intention/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: "SHARK IN THE PARK."</p> <p>Wk.1:</p> <ul style="list-style-type: none"> Children to firstly experience the story through Youtube. Play through once, then repeat with symbols for children to look at and teach signs – boy, park, shark, telescope. Matching activity – children to match symbols from the first picture in the story – boy, girl, bench, pond, tree, duck – symbol to symbol. Matching symbols and words – children to match 6 symbols to the large picture and then 4 words to words – boy, girl, pond, duck. 	<p>Whole group, each child with appropriate level of support.</p> <p>All children</p> <p>Groups</p>	<p>'Good morning' voice button boxes. Timetable and symbols. Individual name cards.</p> <p>Book</p> <div data-bbox="1899 823 2067 1059" data-label="Image"> </div> <p>Symbols from story – boy, park, shark, telescope. Symbols and symbol matching board – boy, girl, bench, pond, tree, duck.</p>

<div data-bbox="190 327 273 438" data-label="Image"> </div> <p data-bbox="181 592 293 624">Reading</p> <div data-bbox="183 805 275 917" data-label="Image"> </div>	<p data-bbox="389 199 889 263"><i>I can match identical photos, pictures and symbols. (CG, R6)</i></p> <p data-bbox="389 308 864 371"><i>I show an interest in books and stories. I respond to a familiar story. (Solar, R4)</i></p> <p data-bbox="389 416 882 480"><i>I can point to a requested image out of 2. (Solar, R4)</i></p> <p data-bbox="389 525 819 588"><i>I can match a picture or symbol to a familiar object. (Solar, R5)</i></p> <p data-bbox="389 774 864 837"><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></p> <p data-bbox="389 882 875 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="965 199 1451 301" style="list-style-type: none"> • Read the book to an adult. Look at the first picture and answer ‘who’ and ‘where’ stories about it. <p data-bbox="916 308 992 339">Wk.2:</p> <ul data-bbox="965 346 1456 920" 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 – children to match symbols from the story to the first large picture - boy, girl, bench, pond, tree, duck. • Match letters to letters – boy, toy, shark, park. • Re-read the story to an adult. Read words from the story and sort into rhyming pairs – boy, toy, shark, park, no, crow, glad, dad, ground, around, say, today. <p data-bbox="916 959 1184 991">Continuous Provision:</p> <ul data-bbox="965 997 1451 1386" 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 ‘park’ books – fiction and non-fiction for sharing. 	<p data-bbox="1487 346 1630 378">All children.</p> <p data-bbox="1487 499 1576 531">Groups</p> <p data-bbox="1487 978 1783 1115">All children. Whole group to access during free flow Literacy activity time.</p> <div data-bbox="1505 1134 1774 1337" data-label="Image"> </div>	<p data-bbox="1830 199 2047 263">Word cards, large picture.</p> <p data-bbox="1830 339 2136 480">Book Sensory story sack –small world representative toys, ‘telescope’ tube.</p> <p data-bbox="1830 518 2056 582">Large picture and matching symbols.</p> <p data-bbox="1830 665 2136 802">Prepared word sheet and matching laminated letters. Prepared rhyming words.</p> <p data-bbox="1830 997 2107 1201">Book Symbols, pictures from the story, words for matching. Sequencing pictures. ‘Park’ book box.</p>
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<div data-bbox="188 392 266 501" data-label="Image"> </div> <div data-bbox="174 587 293 622" data-label="Section-Header"> <h3>Reading</h3> </div> <div data-bbox="188 798 277 912" data-label="Image"> </div>	<p><i>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></p> <p><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></p> <p><i>I am interested in books and rhymes. I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)</i></p> <p><i>I show an interest in books and stories. I respond to a familiar story. (Solar, R4)</i></p>	<p>Wk.3 and 4: “THIS IS THE BEAR AND THE PICNIC LUNCH.”</p> <p>Wk.3:</p> <ul style="list-style-type: none"> Children to firstly experience the story through Youtube. Play through once, then repeat with symbols for children to look at and teach signs – boy, dog, bear, picnic. Matching activity – children to match symbols from the story – boy, dog, bear, box, apple, chair – symbol to symbol and to a picture on screen. Matching words to words from the story – boy, dog, bear, box, apple, chair. Read the book to an adult. Answer ‘who’ and ‘where’ stories about it. <p>Wk.4:</p> <ul 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 – children to match symbols from the story to a large picture - boy, dog, bear, box, apple, chair. Match letters to letters – box, socks, chair, bear. Re-read the story to an adult. Read words from the story and sort into rhyming pairs – lunch, crunch, box, 	<p>All children</p> <p>Groups</p> <p>All children.</p> <p>Groups</p>	<p>Book</p> <div data-bbox="1912 239 2092 446" data-label="Image"> </div> <p>Symbols from story – boy, dog, bear, picnic. Symbols and symbol matching board – boy, dog, bear, box, apple, chair. Computer. Word cards.</p> <p>Book</p> <p>Sensory story sack – cuddly doll, bear, dog, picnic items (play food), etc. Large pictures and matching symbols.</p> <p>Prepared word sheet and matching laminated letters. Prepared rhyming words.</p>
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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)

socks, chair, bear, asleep, leap, floor, door,

Continuous Provision:

- Story tuff tray – replicate the story using toys, play food, people, etc. Children to explore with/without adult support and accompanying book, symbols, pictures and matching words.
- Teddy Bear's picnic tuff tray.
- Set of 'picnic' books – fiction and non-fiction for sharing.
- Picnic themed words/symbols – pictures/photos, and play food to explore/match/label.

Wk.5, 6 and 7: "BARRY THE FISH WITH FINGERS."

Wk.5:

- Children to firstly experience the story through Youtube. Play through once, then repeat with objects from the story – toy fish, etc. - 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 and 7:

All children



Whole group to access during free flow Literacy activity time.

All children

Groups

Book

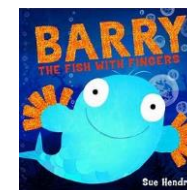
Symbols, pictures from the story, words for matching.

'Picnic' book box.


Picnic themed words/symbols, pictures and photos.
Play food.



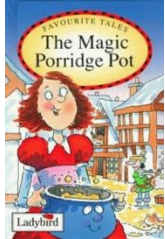
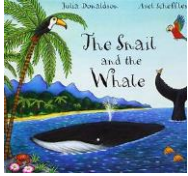
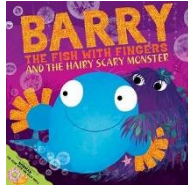
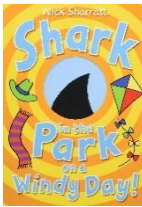

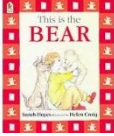
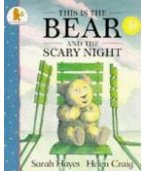



Book



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

<div data-bbox="197 352 277 464" data-label="Image"> </div> <div data-bbox="176 746 293 778" data-label="Section-Header"> <h2>Reading</h2> </div> <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> <i>I can combine two words/signs/symbols.</i></p>	<ul 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 – children to match symbols to objects and photos from the story. • Labelling pictures with words. Say a caption for drawings from the story. Adult to scribe words, cut up, children to re-order caption. <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. • Set of under the sea related books – fiction and non-fiction for sharing. • Under the sea themed words/symbols – pictures/photos, to explore/match/label. <p>Role Play Corner – Park with Cafe</p> <ul style="list-style-type: none"> • Create 'Park with Café'. Children to have access to items to pretend play 'in the park and café' – dolls, plates, cups, play food, pretend coins, etc. 	<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>Book Sensory story sack – representative toys/objects from the story.</p> <p>Symbols to match to objects and photos. Paper, drawing/writing materials.</p> <p>Book </p> <p>Toys, objects, symbols, pictures, words. Set of under the sea related books. Photos, pictures, symbols.</p> <p>Home corner furniture. Wall banner 'Fun in the Sun!' and 'It's Summer Time!' Painted trees on the wall. Picnic rug.</p>
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<div data-bbox="210 300 291 411">  </div> <div data-bbox="181 555 291 587"> <p>Reading</p> </div> <div data-bbox="192 831 284 943">  </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 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>Children to have access to items for dressing up – sunhats, sunglasses.</p> <ul style="list-style-type: none"> Wk.5, 6 and 7 – add fabric to create pond, plus fish, toy ducks, frogs, etc. <p>Topic Related Signs</p> <p>Wk.1-4 Children to be taught signs appropriate to the stories – boy, shark, park, telescope, sun, sky, ground, duck, cat, crow, picnic, bear, dog – with accompanying symbols.</p> <p>Wk.5-7 Children to be taught the signs appropriate to the story – fish, fingers, sea, box, piano, party.</p> <p>Sharing Stories</p> <p>Children to experience daily shared stories read aloud from books or via screen:</p> <p>Stories related to Topic Stories:</p> <p>The Shark in the Park on a Windy Day. Shark in the Snow. This is the Bear. This is the Bear and the Scary Night. This is the Bear and the Bad Little Girl. Barry the Fish with Fingers and the Hairy Scary Monster.</p> <p>Linked Traditional Tales:</p> <p>The Magic Porridge Pot. The Snail and the Whale.</p> <p>Ongoing</p> <p>Own photo/name matching and recognition. Phonics – as Phonic/Bug Club plan.</p>	<p>All children</p> <div data-bbox="1559 491 1722 730">  </div> <div data-bbox="1552 751 1738 927">  </div> <div data-bbox="1552 948 1738 1134">  </div>	<p>Dress up clothes sunhats, sunglasses Toy food, cutlery, plates, etc. Picnic basket.</p> <p>Symbols Makaton teacher handouts.</p> <p>Books as listed. Youtube stories as listed.</p> <div data-bbox="1832 847 1973 1054">  </div> <div data-bbox="1995 836 2119 1007">  </div> <div data-bbox="2007 1023 2119 1158">  </div> <div data-bbox="1832 1107 1973 1278">  </div> <div data-bbox="2007 1166 2119 1318">  </div>
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Weeks 1-7 – Communication, Language and Literacy

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div data-bbox="197 411 286 502" data-label="Image"> </div> <p data-bbox="212 507 271 526">Literacy</p> <p data-bbox="143 691 331 759">Mark Making, Writing</p> <div data-bbox="203 946 282 1034" data-label="Image"> </div> <p data-bbox="230 1038 255 1058">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: “SHARK IN THE PARK.”</p> <p>Wk.1:</p> <ul style="list-style-type: none"> Sensory mark making – exploring blue writing media. Children to write/draw on prepared sheets with a shark and waves on. Can they make the waves/trace over the wave patterns? What can Timothy see through his telescope? Children to use pictures from story for ideas and draw what Timothy can see on a prepared sheet – Timothy and his telescope. Teacher to scribe “I can see...”, children to trace. Children to use blue media to trace over initial letter of own name. Using first name cards, children to match letters and input into computer/iPad to write own name on screen. <p>Wk.2:</p> <ul style="list-style-type: none"> Sensory mark making – exploring blue sand. Children to practise making circular shapes and lines in blue sand. Can they make/trace over the first letter of their name in the sand? 	<p>Groups</p> <p>Groups</p> <p>Groups</p>	<p>Selection of blue writing media – chalk, crayons, pencils, pens. Prepared ‘shark’ sheets.</p> <p>Pencils and crayons, story pictures and symbols, prepared ‘telescope’ sheets.</p> <p>Blue writing media, initial letter sheets.</p> <p>Name cards, iPad, computer.</p> <p>Blue sand tray.</p>

<div data-bbox="192 293 286 408" data-label="Image"> </div> <div data-bbox="143 632 331 699" data-label="Section-Header"> <p>Mark Making, Writing</p> </div> <div data-bbox="192 959 273 1070" data-label="Image"> </div>	<p><i>I touch a range of textures. I am aware of simple cause and effect. I can make marks on screen. I can make marks when asked to write. I can copy horizontal movements. I can copy vertical movements. I can copy circular marks. (Solar, W4)</i></p> <p><i>I attempt to copy the first letter of my own name. I can copy a pattern. 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><i>I can order letters of my first name.</i></p>	<ul style="list-style-type: none"> • “I can see...” – In the Park. Children to complete sentence using a park picture. Teacher to scribe and children to match/order a cut up sentence. • “I can see...” – In the Park. Say own sentence, write on iPad/computer. Teacher to write down if needed. <p>Wk.3 and 4: “THIS IS THE BEAR AND THE PICNIC LUNCH.”</p> <p>Wk.3:</p> <ul style="list-style-type: none"> • Tracing lines and circles – ‘picnic rugs’. Children to trace over prepared picnic rug sheets using paint to create own design. • What’s in the picnic hamper? Children to put play food items into a hamper, photograph and write “I can see...” sentence to record. Use symbols, teacher to scribe and children to trace. • Writing own “I can see...” sentence – task as Grp.2. <p>Wk.4: MAKING INVITATIONS FOR TEDDY BEAR’S PICNIC.</p> <ul style="list-style-type: none"> • Children to complete prepared invitation card. Trace over patterns and colour. Trace over own name at end of invitation. 	<p>Groups</p> <p>Groups</p>	<p>Park picture and corresponding symbols. Paper and pens, scissors.</p> <p>Park picture, paper, pens, iPad/computer.</p> <p>Prepared ‘picnic rug’ sheets, paint, brushes.</p> <p>Picnic hamper/basket, play food, iPad, corresponding symbols, paper, pens, pencils.</p> <p>Prepared invitation card, pens, pencils.</p>
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<div data-bbox="185 357 275 472" data-label="Image"> </div> <p data-bbox="203 456 257 472">Literacy</p> <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="219 979 248 995">CLL</p>	<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="392 523 869 655"><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>	<ul data-bbox="969 201 1384 448" style="list-style-type: none"> • Children to complete prepared invitation card. Trace over patterns and draw bear. Trace over own name at end of invitation. • Make own invitation card with adult support. • <p data-bbox="920 491 1386 552"><u>Wk.5, 6 and 7: “BARRY THE FISH WITH FINGERS.”</u></p> <p data-bbox="920 563 994 590"><u>Wk.5:</u></p> <ul data-bbox="969 601 1417 1059" style="list-style-type: none"> • Sensory mark making - children to draw lines ‘to take the sea creature back to the sea.’ Sea will be replicated and a small world sea creature used. Adult will model drawing a chalk pathway to help the creature back to the sea. Children to draw own pathways. • Draw a fish friend for Barry on iPad Paint, colour and describe – “my fish is...” using colour vocab chart. <p data-bbox="920 1110 1068 1137"><u>Wk.6 and 7:</u></p> <ul data-bbox="969 1149 1422 1388" style="list-style-type: none"> • Children to explore mark making with water and brushes outdoors. Adult to model – can they paint circular shapes, lines and first letter of own name? • Children to explore mark making with water and brushes outdoors. 	<p data-bbox="1449 611 1536 638">Groups</p> <p data-bbox="1449 1129 1536 1157">Groups</p>	<p data-bbox="1823 201 2123 261">Prepared invitation card, pens, pencils.</p> <p data-bbox="1823 308 2056 335">Card, pens, pencils.</p> <p data-bbox="1823 595 2107 655">Blue shreds for sea, sea creature toy, chalk.</p> <p data-bbox="1823 919 2107 1018">iPad, fish shape to look at, colour vocab chart, pens, paper, pencils.</p> <p data-bbox="1823 1169 2119 1197">Water pots and brushes.</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)*

Adult to model – can they paint
own name?

- Draw watery pictures and write
own sentences about them.






Continuous Provision/Ongoing:

- A variety of mark making
materials and different
papers/textures/surfaces for
children to explore making
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.

All children

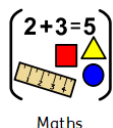
Pens, pencils, crayons,
chalks, paint and brushes,
play dough.
Chalk/write on wipe off
boards, selection of
papers and cards.
Alphabet letters, name
cards.

Weeks 1-7 – Communication, Language and Literacy

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div data-bbox="190 330 271 445">  <p>Literacy</p> </div> <div data-bbox="159 641 313 665"> <p>Fine Motor</p> </div> <div data-bbox="190 908 271 1000">  <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: "SHARK IN THE PARK." Wk.1:</p> <ul style="list-style-type: none"> 'Fun in the Sun'. Children to create collage sunshine pictures using cutting, sticking and tearing skills. Cut around yellow circle shape (individual children) and make rays to stick around the edge. Make one large sunshine collage for display in role play 'park' corner. Shark in the Park pencil control pattern worksheets – use as laminates with pens. <p>Wk.2:</p> <ul style="list-style-type: none"> Make tissue paper collage flower pictures for 'park' display. Children will be provided with outline flower shapes and shown how to lay tissue papers flat or scrunch into balls to decorate their flower. Make small flower pictures. Children to cut/tear shades of green different textured papers to create flower stalks and leaves. Add small foam flowers to make a picture. <p>Wk.3 and 4: "THIS IS THE BEAR AND THE PICNIC LUNCH." Wk.3:</p>	<p>Whole group with appropriate individual levels of support.</p> <p>Whole group with appropriate individual levels of support.</p> <p>Whole group with appropriate individual levels of support.</p>	<div data-bbox="1915 284 2078 399">  </div> <p>Yellow and orange papers in different textures, scissors, glue and spreaders. Twinkl pencil control pattern worksheets – laminated, pens.</p> <div data-bbox="1852 647 2119 775">  </div> <p>Outline flower shapes, selection of tissue papers, glue, scissors, spreaders.</p> <div data-bbox="1852 971 2119 1150">  </div> <p>Shades of different textured green papers, small foam flowers, scissors, glue and spreaders.</p>

<div data-bbox="181 280 275 395" data-label="Image"> </div> <p data-bbox="203 379 255 395">Literacy</p> <p data-bbox="163 592 313 619">Fine Motor</p> <div data-bbox="203 783 255 884" data-label="Image"> </div> <p data-bbox="203 868 255 884">Creative</p>	<p data-bbox="392 197 920 336"><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 data-bbox="392 379 920 659"><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 data-bbox="1041 197 1480 261">ability level, piece together and stick a fish jigsaw picture.</p> <p data-bbox="947 379 1093 405"><u>Wk.6 and 7:</u></p> <ul data-bbox="996 416 1494 954" style="list-style-type: none"> • Finding sea creatures. Children to use tweezers to find sea creatures hidden in blue jelly or blue rice. • Using nets to find sea creatures hidden in blue shredded paper. Children to be challenged to scoop up and collect a set of fish/sea creature toys/pictures. • Fish threading cards. Children to use different coloured wools to thread around different brightly coloured fish shapes. • Under the sea pattern tracing cards. Children to use pens and pencils to trace patterns on sea creatures. <p data-bbox="947 997 1328 1023"><u>Continuous Provision/Ongoing:</u></p> <ul data-bbox="996 1034 1480 1278" style="list-style-type: none"> • Explore pull along toys, squeeze/squeaky toys and toys with buttons and switches in role play. • iPad – use Paint Sparkle to copy/make lines, circles and patterns/letter shapes to own levels. Draw/complete fish pictures. 	<p data-bbox="1525 416 1787 512">Whole group with appropriate individual levels of support.</p> <div data-bbox="1563 810 1787 954" data-label="Image"> </div>	<p data-bbox="1861 197 2107 300">Scissors, glue, spreaders, prepared jigsaw picture.</p> <div data-bbox="1928 316 2056 432" data-label="Image"> </div> <p data-bbox="1861 459 2085 624">Toy sea creatures/photos, tweezers, blue jelly/blue coloured rice.</p> <div data-bbox="1928 608 2107 762" data-label="Image"> </div> <p data-bbox="1861 783 2130 1098">Blue shreds, small nets, toy sea creatures/pictures. Prepared laminated fish-shaped threading cards, variety of wools. Pattern tracing sheets (Twinkl).</p> <p data-bbox="1861 1141 2130 1310">Pull along toys, squeeze/squeaky toys, toys with buttons and switches. iPad.</p>
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Weeks 1-7 – Maths				
AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources



Maths

*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: "SHARK IN THE PARK."

Wk.1:

- Number rhyme – "5 Little Ducks...", Singing Hands (taking 1 away).
- Children will explore counting and number to individual levels using park related pictures, ducks, objects and number cards.
- Children will use Purple Mash on computer/iPad to practise counting skills – 'Counting Flowers'.
- Children will practise number formation using number formation cards (Twinkl).
- Introduce Seasons (Time). Watch Powerpoint – What Season am I? Order seasons as a class. Children to sort pictures to match to Summer picture – display.

Wk.2:

- Number rhyme – "5 Little Speckled Frogs" (YouTube).
- Children will explore counting and number to individual levels using park related pictures, ducks, objects and number cards.
- Using Numicon. Children will make butterfly pictures using Numicon shapes (Twinkl).
- Exploring time. Children will continue to explore seasons and add to Summertime display. They will learn

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.

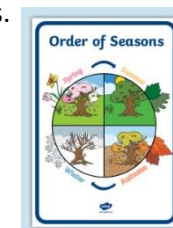
Number cards, park related objects.

Pictures.

Computer/iPad – Purple Mash.

Number formation cards.

Powerpoint, Seasons pictures, matching cards.



Laminated pictures to use with number rhyme.

Number cards, park related objects, pictures.

Numicon and Numicon pictures.





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,

the Days of the Week song and think about My Day – sequencing cards (number used to match own level).

Wk.3 and 4: “THIS IS THE BEAR AND THE PICNIC LUNCH.”

Wk.3:

- Number rhyme – “5 Currant Buns...” (subtracting) – Singing Hands.
- Children will explore counting and number to individual levels using toy food and numeral cards/pictures of food (cakes, buns).
- Printing currant buns using sponges and fingerprints. Challenge children to print and add number of currants to own levels.
- 1-1 correspondence – matching currant bun pictures to teddies.
- Exploring money. Add toy cakes/pictures to Park Café. Children to use laminated card coins to exchange – counting pennies.

Wk.4:

- Number rhyme – “5 Little Bears” (YouTube/Twinkl Powerpoint).
- Children will explore counting and number to individual levels using teddies, compare bears and numeral cards/pictures of bears.

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.

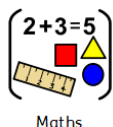


Laminated pictures to use with number rhyme.
 Sets of play food, pictures and numeral cards.
 Sponges, paint and numeral cards.



Currant bun pictures, teddies.
 Laminated pennies.

Laminated pictures to use with number rhyme.
 Teddies, compare bears, pictures of bears and numeral cards.



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)

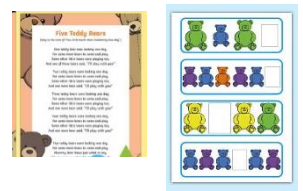
- Teddy bear’s picnic. 1-1 correspondence – food for bears. Counting out food items for plates for teddy bears.
- Patterns. Use compare bears to copy/continue simple repeating colour/size patterns.

Wk.5, 6 and 7: “BARRY THE FISH WITH FINGERS.”

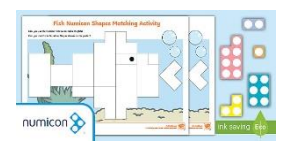
Wk.5:

- Number rhyme – “1,2,3,4,5...” (YouTube, Singing Hands).
- Children will explore counting and number to individual levels using toy fish, pictures of fish, shells, etc. and numeral cards.
- Catching fish game – 1,2,3,4,5. Children will ‘catch’ and match numbered fish with small nets.
- Patterned fish matching game. Children will match pairs of patterned fish as part of a partner game.
- Copy and continue repeating fish patterns.
- Numicon fish matching shapes.

Wk.6 and 7:



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.

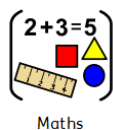


Teddy bears, plates, play food, numeral cards.
 Compare bears, prepared pattern cards.

YouTube rhyme.
 Toy fish, pictures of sea creatures, shells, pebbles, etc., numeral cards.
 Prepared fish matching game, nets.
 Patterned fish pairs.



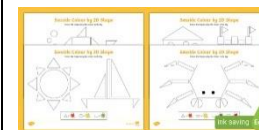
Numicon and matching shape boards.



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)

- Number rhyme – “5 Little Fishes Swimming in the Sea” (subtracting) – Youtube.
- Children will explore counting and number to individual levels using toy fish, pictures of fish, shells, etc. and numeral cards. Place number of fish/shells in rock pools/under the sea.
- Exploring 2D shapes. Children will explore the properties of 2D shapes through seaside related pictures.
- Children will learn ‘Baby Shark’ rhyme. Size ordering – Baby shark and family.
- Explore capacity. Children will experience sand and water play and be introduced to language ‘full’, ‘empty’, ‘more’, ‘less’ using toy boats, ‘junk’ boats, buckets and containers. Ordering – which one holds more?

Laminated pictures to use with number rhyme.
 Toy fish, pictures of sea creatures, shells, pebbles, etc., numeral cards.



2D shapes.
 2D shape seaside pictures.
 Prepared shark family worksheets.
 Sand and water trays, toy boats, fish, buckets, containers.

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<div data-bbox="185 357 264 456" data-label="Image"> </div> <p data-bbox="107 592 347 624">Outdoor Learning</p> <p data-bbox="203 868 273 900">PSED</p>	<p data-bbox="392 197 864 229"><i>I can express own feelings. (CG, PSED 7)</i></p> <p data-bbox="392 276 837 339"><i>I can collect and interact with natural objects. (CG, UW5)</i></p> <p data-bbox="392 347 909 443"><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p data-bbox="392 451 891 515"><i>I explore substances and materials. (Solar, S4)</i></p> <p data-bbox="392 561 918 737"><i>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></p> <p data-bbox="392 783 887 847"><i>I explore a variety of textures and express preferences. (Solar, A4)</i></p> <p data-bbox="392 908 873 1123"><i>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></p> <p data-bbox="392 1201 828 1265"><i>I can match pictures to objects in the environment. (Solar, G5)</i></p>	<p data-bbox="1041 197 1464 261">feel happy in the sunshine? Look at photos and sort.</p> <p data-bbox="947 308 1021 339">Wk.4:</p> <ul data-bbox="994 347 1473 882" style="list-style-type: none"> • Making sandwiches. Children will choose from a selection of ingredients to make their own sandwich for a picnic. • Teddy Bear's Picnic. Follow on from role play. Children will make an invitation for a teddy, bring teddy in to school and help pack a picnic to share with teddy outside. • Ice creams and ice lollies. Investigate 'melting'/changing state. Explore ice cream and ice lollies in the tuff tray. Children to take iPad photos at regular intervals to record their observations. <p data-bbox="947 922 1411 986">Wk.5, 6 and 7: "BARRY THE FISH WITH FINGERS."</p> <p data-bbox="947 994 1021 1026">Wk.5:</p> <ul data-bbox="994 1034 1473 1385" style="list-style-type: none"> • Watch Twinkl Powerpoint 'Under the Sea'. Explore tuff tray under the sea theme with objects, symbols and photos to match. • Sea creature photo hunt in the outdoor area. Children will go on a photo hunt to see if they can find a selection of sea creatures to match to a given sheet. Use iPad to take photos of the creatures they find. 	<p data-bbox="1503 344 1809 480">All children to explore experiences with appropriate level of adult support.</p> <p data-bbox="1503 1026 1809 1161">All children to explore experiences with appropriate level of adult support.</p>	<p data-bbox="1881 197 2150 261">park, eating ice cream, picnic, etc.</p> <p data-bbox="1881 344 2078 440">Bread, sandwich ingredients, utensils/cutlery.</p> <p data-bbox="1881 488 2123 663">Prepared 'invites', picnic rugs, hamper, food (sandwiches, cakes, biscuits) for picnic, own teddies.</p> <div data-bbox="1899 668 2128 839" data-label="Image"> </div> <p data-bbox="1881 866 2141 930">Ice creams, ice lollies, tuff tray, iPad.</p> <p data-bbox="1881 1018 2150 1337">Twinkl Powerpoint, small world sea creatures, symbols and photos, blue shredded paper for tuff tray. Prepared photos of sea creatures, matching sheets, iPad.</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)

- Sand play. Sand tray will replicate the ocean floor – children will explore play with small world sea creatures, stones, 'seaweed' and shells and magnifying glasses.

Wk.6 and 7:

- Water play. Explore water tray with small world sea creatures, plastic fish, stones, shells and 'seaweed'. Children to explore floating and sinking.
- Explore bubbles. Bubbles to be added to the water tray. Children to investigate blowing/observing different sized bubbles using various bubble wands. Can we blow a square bubble?
- Make ice lollies. Children to make ice lollies and observe changes once frozen.

Enrichment Activities:

- Visit to Swindon Park in the minibus – experiencing the local community, park and natural environment.
- Visit to PlayTropolis – exploring travel through imaginative play/dressing up.



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



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

Sand tray, small world sea creatures, shells, stones, fabric to replicate seaweed, magnifying glasses.





Water tray, small world sea creatures, fish, stones, shells, 'seaweed'.

Bubble mixture, variety of bubble wands.

Ice lolly moulds, juice/water.



Weeks 1-7 – 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: "SHARK IN THE PARK." Wk.1:</p> <ul style="list-style-type: none"> Making a telescope. Children will select from given cardboard tubes and coloured paper to cover. They will then paint their 'telescopes' using a choice of paint colours. Children will work together to create large scale trees and bushes for 'park' role play corner. They will mix shades of green using yellow and blue paint. They will then use sponge leaf shapes to print on green paper. <p>Wk.2:</p> <ul style="list-style-type: none"> Sponge printing – using duck, frog, ladybird, butterfly, flower, bird sponges. Children will be provided with a background picture – grass, water, sky – to create their own Summer park environment scene. Children will create a park playground scene. They will be provided with a background scene and a selection of pictures to add to create their own park. <p>Wk.3 and 4: "THIS IS THE BEAR AND THE PICNIC LUNCH." Wk.3:</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>Some children will cut out pictures depending upon level of ability.</p>	<p>Selection of cardboard tube shapes, coloured paper, paint and brushes.</p>  <p>Large sheets of green paper, blue and yellow paint, leaf-shaped sponges.</p> <p>Selection of sponge shapes. Prepared background picture, paint.</p>  <p>Background scene sheets and park related pictures to cut out/arrange and stick.</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)

- Painting on paper plates – children will paint a plate for their bear for Teddy Bear's picnic.
- Making papier mâché plates. Children will explore the medium of papier mâché through covering a plastic plate. They will paint plates when removed and dried.
- Printing 'rugs' using sponge rollers. Children will be shown images of picnic rug patterns and provided with rollers and appropriate colours of paint. They will experiment with making patterns to create their own 'rug' design.

Wk.4:

- Painting ice creams and ice lollies. Children will be shown pictures for inspiration and will be given pastel coloured paints. They will have prepared paper with a lolly stick image on or a cone to paint their lollies or ice creams.
- Children will explore stencilling to make a teddy bear picture. They will choose colours and print with different textures/materials to create their own 'furry' teddy bear.

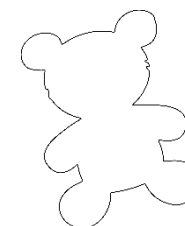
Wk.5, 6 and 7: "BARRY THE FISH WITH FINGERS."

Wk.5:

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.



Paper plates and a selection of paint, brushes.
 Plastic plates, newspaper, flour and water glue, paint.



A3 paper, paint rollers (different textures/patterns), paint.



Prepared paper sheets, pastel coloured paints, brushes.
 Paper, prepared stencils, paint and sponges/materials.



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)

- Making salt dough fish. Children will use fish-shaped cutters to create salt dough fish. They will paint and decorate after baking.
- Making wax resist pictures. Children will colour fish and seaweed on a paper using thick wax crayons. They will then be shown how to paint over their picture with watery blue paint for sea.

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Wk.6:

- Explore sand as a creative medium. Children will be shown how to trail glue onto paper and sprinkle sand over it. They will use different colours of sand and observe the effects when the sand is shaken off.
- Making an Under the Sea picture. Children will use paint, sponge shapes – sea creatures – to create a picture of seaweed and creatures under the sea on blue paper. They will sprinkle sand as explored previously.

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



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

Ingredients for salt dough (Twinkl recipe), fish shaped cutters, paint and brushes, sequins, glitter, glue and spreaders.



Wax crayons, prepared picture sheets, blue water paint and brushes.

Coloured sand, paper, glue and paintbrushes.



Sea creature shaped sponges, paint, sand, glue and brushes. Pictures for inspiration.

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