



# ME AND MY WORLD

EYFS – BLUE CLASS

Medium Term Planning – Autumn 2023

## Weeks 1-8 – Communication, Language and Literacy

AoL	Learning Intention/Success Criteria	Implementation/Activity	Differentiation	Resources
<div data-bbox="208 408 286 517" data-label="Image"> </div> <div data-bbox="181 751 291 780" data-label="Text"> <p>Reading</p> </div> <div data-bbox="192 943 282 1054" 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><b>Ongoing</b> 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><b>Wk.1, 2 and 3: "MOG AND ME."</b>  <b>Wk.1 and 2:</b></p> <ul style="list-style-type: none"> <li>Children to firstly experience part of the story "Mog and the Forgetful Cat" through Youtube to introduce them to Mog and family. Play through once, then repeat with symbols for children to look at and teach signs – cat, Mummy, Daddy, brother, sister.</li> <li>Matching activity – children to match identical pictures from the first picture in the story –Mummy, Daddy, brother, sister, Mog (cat).</li> </ul>	<p>Whole group, each child with appropriate level of support.</p> <p>All children</p> <div data-bbox="1632 890 1787 1091" data-label="Image"> </div>	<p>'Good morning' voice button boxes.  Timetable and symbols.  Individual name cards.</p> <p>Book</p> <div data-bbox="1861 890 2092 1123" data-label="Image"> </div> <p>Symbols from story – Mummy, Daddy, brother, sister, cat.  Copy of first picture from the story and matching pictures – laminated.</p>



## Reading



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

*I show an interest in books and stories.  
I respond to a familiar story. (Solar, R4)*

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

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

*I 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)*

- Matching symbols to pictures from the first picture in the story – Mummy, Daddy, brother sister, cat.

### Wk.3:

- Children to be reminded of the family from the story “Mog and the Forgetful Cat” through looking at story first picture. Children to listen to the story “Mog and Me” read aloud accompanied by sensory story sack. Children to be encouraged to follow the story exploring the sensory resources as appropriate.
- Sequencing activity – My Day. Talk about the story – what happens first, next, after, last. Children to match identical pictures in sequence.
- Sequence pictures without pictorial support.

### Continuous Provision:

- Story tuff tray – replicate the story using toys, fabric, objects, etc. Children to explore with/without adult support and accompanying book, symbols and pictures.
- Set of pictures from the story for children to look at and sequence the story.
- Set of books – fiction and non-fiction for sharing – other Mog stories, books about families.

All children.  
Whole group to access during free flow Literacy activity time.

All children

Book  
Sensory story sack –toy cat, boy doll, toothbrush, towel, sock, toy train, toy banana, cloud pillow.

Large picture from “Mog and the Forgetful Cat” and matching symbols.

Prepared sequencing picture board and matching pictures. Labels – first, next, after, last.

Book, tuff tray, objects. Symbols, pictures from the story, words for matching. Sequencing pictures. ‘Family’ book box.



## 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)*

### **Wk.4, 5 and 6: "PEACE AT LAST."**

#### **Wk.4:**

- Children to firstly experience the story through Youtube.  
Play through once, then repeat with symbols for children to look at and teach/repeat signs –bear, Mummy, Daddy, baby, family.
- Matching activity – children to match characters from the story – identical pictures. If possible, to also match to a picture on screen.
- Matching symbols to the first picture from the story – Mummy Bear, Daddy Bear, Baby Bear, lamp, mug, clock, newspaper, book.

#### **Wk.5:**

- 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 symbols – from the story: house, moon, bed, sun, cat, tap.
- Match symbols to symbols and then initial letters.

#### **Wk.6:**

- Children to experience the story again through YouTube. This time the focus will be on the different rooms

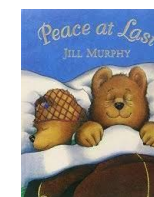
Whole group to access during free flow Literacy activity time.



All children

All children

#### **Book**



Symbols from story – bear, Mummy, Daddy, baby, family, lamp, mug, clock, newspaper, book. Large laminated matching character picture and pictures to match. iPad activity if able to produce. Laminated matching picture for Grp.2.

#### **Book**

Sensory story sack – 3 different sized bears, toy cat, owl, hedgehog, car, aeroplane, etc. Symbols and symbol matching board – house, moon, bed, sun, cat, tap. Matching initial letters.

Book, YouTube. Symbols – house, bedroom, living



## 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)*

in the house. Symbols will be used for house, bedroom, living room, kitchen, garden and car.

- Labelling activity – children to label pictures from the story with room name symbols.
- Labelling activity – as above. In addition, labelling a distinct feature from each room with a symbol – roof, bed, clock, tap, owl, window.

### Continuous Provision:

- Story tuff tray – replicate the story using bears, toys, etc. Children to explore with/without adult support and accompanying book, symbols, words and pictures.
- Set of 'bear' books – fiction and non-fiction for sharing.
- 'My House'. Set of photos – house and different rooms – with symbols for matching and items found in each room for sorting.

### Wk.7 and 8: "MY WORLD YOUR WORLD."

#### Wk.7:

- Children to firstly experience the story through Youtube. Play through once, then repeat – focus is on same but different. Look at globe/picture of the world and pictures of different types of homes.

Whole group to access during free flow Literacy activity time.



All children.

Whole group to access during free flow Literacy activity time.

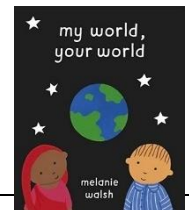
All children

room, kitchen, garden and car.

Laminated story pictures and room symbols. Symbols for room features – roof, bed, clock, tap, owl, window.

Book  
Symbols, pictures from the story, words for matching.  
'Bear' book box.  
'My House' photos, pictures and symbols.

Book





## Reading



*I can match a picture or symbol to a familiar object. (Solar, R5)*  
*I can recall a key element of a familiar story. (Solar, R7)*  
*I can recount a short sequence of events. (Solar, R8)*  
*I can join in with role play to retell a story. (Solar, R8)*

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

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

*I can use single words/signs/symbols for a range of purposes.*  
*I can copy words or signs. (CG, CLL5)*

*I can combine two words/signs/symbols.*

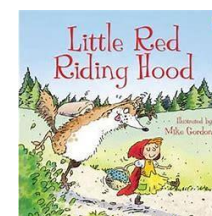
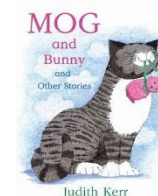
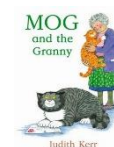
- Matching activity – children to match photos of each other to matching boards (2, 4 or 6 dependent upon ability).
- Matching activity – match pictures of different types of homes.

### Wk.8:

- 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 explore photos of different types of homes and match to a corresponding matching board.
- Matching activity – children to explore different types of homes and match corresponding symbols.

### Continuous Provision:

- Story tuff tray – replicate the story using toys, objects, photos, etc. Children to explore with/without adult support and accompanying book, symbols, pictures and matching words.
- Set of books related to children around the world – fiction and non-fiction for sharing.



All children

Globe, picture of the world and homes.  
 Own photos and matching boards.  
 Pictures of homes and matching boards.

Book  
 Sensory story sack – clothing items from the story, toy animals, telescope, knife and fork, chopsticks.

Symbols to match to objects and photos.  
 Paper, drawing/writing materials.

Book  
 Clothing items, photos of homes, cutlery, animals, world pictures, pictures of children from around the world (laminated).

Set of related books.



<div data-bbox="210 376 291 486" data-label="Image"> </div> <div data-bbox="176 627 293 660" data-label="Section-Header"> <h2>Reading</h2> </div> <div data-bbox="192 906 284 1021" 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 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>	<ul style="list-style-type: none"> <li>Pairs of pictures of children from around the world for children to explore and match.</li> </ul> <p><b><u>Role Play Corner – ‘Home Sweet Home’</u></b></p> <ul style="list-style-type: none"> <li>Create home corner for children to pretend play. Children to have access to home related items – dolls, dolls clothes, cuddly cat, plates, pots and pans, junk food boxes, cups, play food, etc. Children to also have access to items for dressing up – hats, jackets, aprons, etc.</li> </ul> <p><b><u>Topic Related Signs</u></b></p> <p><b><u>Wk.1-3</u></b> Children to be taught signs appropriate to the story – me, you, cat, Mummy, Daddy, brother, sister – with accompanying symbols.</p> <p><b><u>Wk.4-6</u></b> Children to be taught/repeat the signs appropriate to the story – bear, Mummy, Daddy, baby, family, home – with accompanying symbols.</p> <p><b><u>Wk.7 and 8</u></b> Children to be taught the signs appropriate to the story – friend, world – with accompanying symbols.</p> <p><b><u>Sharing Stories</u></b></p> <p>Children to experience daily shared stories read aloud from books and via screen:</p> <p><b><u>Stories related to Topic Stories:</u></b></p> <p>Mog the Forgetful Cat.</p>	<p>Pairs of pictures/photos of children from around the world.</p> <p>Home corner furniture. Wall banner ‘Home Sweet Home’. Items as listed to play ‘home’ - toy food, cutlery, plates, etc. Clothes for dressing up.</p> <p>Symbols Makaton teacher handouts.</p> <p>Books as listed. Youtube stories as listed.</p> <div data-bbox="1818 1305 2128 1501" data-label="Image"> </div>
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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 listen to a story being read by an adult. (Solar, R7)*

*I can recognize my own name. (Solar, R5/6)*

Mog and the Baby.  
Mog and Bunny.  
Mog and the Granny.  
Mog and the Vee Eee Tee.

### **Other Jill Murphy Stories:**

Whatever Next!  
The Large Family stories.

### **Link Story:**

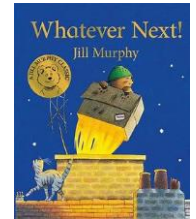
The Blue Balloon – Mick Inkpen.

### **Linked Traditional Tales:**

Little Red Riding Hood.  
The Three Little Pigs.

### **Ongoing**

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



Photos, name cards –  
matching sets for each  
child.  
Phonic plans and  
resources as necessary.



## Weeks 1-8 – Communication, Language and Literacy

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div data-bbox="197 539 286 651" data-label="Image"> </div> <p style="text-align: center;"><b>Mark Making, Writing</b></p> <div data-bbox="197 1074 286 1185" data-label="Image"> </div>	<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><b>Wk.1, 2 and 3: “MOG AND ME.”</b></p> <p><b>Wk.1 and 2:</b></p> <ul style="list-style-type: none"> <li>• Theme ‘I am in Blue Class’. Sensory mark making - exploring blue writing media. Children will be provided with paper in different shades of blue, wax crayons, pencil crayons, pens and chalks. They will be encouraged to explore the different marks they can make.</li> <li>• Use blue writing media to trace/copy line and circular patterns.</li> <li>• Sensory bags – blue shower gel. Children will be encouraged to use their fingers/hands to squash, make patterns and manipulate the gel in the bags.</li> <li>• Tracing own names. Children will be provided with name cards written in blue (dark blue initial letters) and blue pens to trace.</li> </ul> <p><b>Wk.3:</b></p> <ul style="list-style-type: none"> <li>• Sensory mark making – exploring blue paint. Children will work on large scale ‘group’ paper to</li> </ul>	<p>All children to own level.</p> <p>All children to own level.</p> <p>All children to own level.</p> <p>All children to own level.</p>	<p>Selection of blue writing media – wax crayons, pencils, pens, chalks. Blue paper.</p> <p>Blue writing media, prepared pattern sheets.</p> <p>Prepared blue shower gel sensory bags.</p> <p>Prepared ‘blue’ name cards, blue pens.</p> <p>Blue frieze paper (attached to table), blue paint pots, large and</p>




<div data-bbox="192 411 284 525" data-label="Image"> </div> <p data-bbox="143 746 331 818"><b>Mark Making, Writing</b></p> <div data-bbox="192 1075 275 1185" data-label="Image"> </div>	<p data-bbox="392 233 855 592"> <i>I am interested in mark making.  I experience a range of mark making tools.  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 data-bbox="392 778 851 1023"> <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 data-bbox="392 1209 810 1350"> <i>I can order letters of my first name.  I engage in the sensory experience of making marks. (CG, W4)</i> </p>	<p data-bbox="1016 197 1413 333"> explore the marks they can make with shades of blue paint, large and small brushes and sponge brushes. </p> <ul data-bbox="969 344 1391 480" style="list-style-type: none"> <li>• Tracing blue writing patterns. Children will use blue pens to trace varied writing patterns to ‘take Mog to child’.</li> </ul> <p data-bbox="920 523 1317 552"><b><u>Wk.4, 5 and 6: “PEACE AT LAST.”</u></b></p> <p data-bbox="920 560 994 588"><b><u>Wk.4:</u></b></p> <ul data-bbox="969 600 1413 1023" style="list-style-type: none"> <li>• Theme of story – ‘Nighttime’. Children to be provided with trays of black paint and silver glitter to explore mark making with fingers/wooden ends of brushes. Can they make lines and circular shapes?</li> <li>• Children will trace white on black patterns with black pens and initial name letters.</li> <li>• Use iPad – explore making black patterns on screen.</li> </ul> <p data-bbox="920 1066 994 1094"><b><u>Wk.5:</u></b></p> <ul data-bbox="969 1106 1413 1350" style="list-style-type: none"> <li>• Exploring primary colours – sand. Children will be provided with sand trays of red, yellow and blue to explore the colours and the marks they can make with their hands/fingers. Can they make lines and circular shapes?</li> </ul>	<p data-bbox="1449 347 1742 376">All children to own level.</p>	<p data-bbox="1825 197 2092 261">small brushes, sponge brushes.</p> <p data-bbox="1825 304 2123 408">Prepared writing pattern sheets (laminated), blue pens.</p> <p data-bbox="1825 563 2092 699">Prepared trays – black paint and silver glitter. Large brushes (to use upside-down).</p> <p data-bbox="1825 786 2130 962">Prepared pattern and initial name letter cards – white paint on black paper and laminated. Black pens. iPad.</p> <p data-bbox="1825 1046 2107 1110">Trays of red, yellow and blue sand.</p> <p data-bbox="1825 1302 2096 1366">Selection of red and yellow writing media –</p>
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<div data-bbox="183 472 275 587" data-label="Image"> </div> <p data-bbox="143 746 331 820"><b>Mark Making, Writing</b></p> <div data-bbox="192 1002 273 1114" data-label="Image"> </div>	<p data-bbox="392 199 842 300"><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)</i></p> <p data-bbox="392 347 835 411"><i>I engage in the sensory experience of making marks. (CG, W4)</i></p> <p data-bbox="392 454 842 555"><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)</i></p> <p data-bbox="392 598 851 734"><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="392 849 866 986"><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 1069 835 1133"><i>I engage in the sensory experience of making marks. (CG, W4)</i></p> <p data-bbox="392 1177 842 1278"><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)</i></p>	<ul data-bbox="969 199 1422 734" style="list-style-type: none"> <li>• Sensory mark making - exploring red and yellow writing media. Children will be provided with red and yellow paper, wax crayons, pencil crayons, pens and chalks. They will be encouraged to explore the different marks they can make – dots, lines, soft, hard, etc.</li> <li>• Use red and yellow writing media to trace/copy line and circular patterns.</li> <li>• Tracing own names. Children will be provided with name cards to trace written in red and yellow.</li> </ul> <p data-bbox="920 778 994 805"><b>Wk.6:</b></p> <ul data-bbox="969 817 1422 1241" style="list-style-type: none"> <li>• Sensory mark making – exploring mud and flour trays/tuff trays (take Mr Bear through the garden and kitchen). Children will explore making pathways through mud and flour using fingers, sticks, plastic spoons and forks.</li> <li>• Tracing writing patterns to ‘take Mr Bear to bed’. Children will trace white on black patterns with black pens.</li> </ul> <p data-bbox="920 1286 1305 1350"><b>Wk.7 and 8: “MY WORLD YOUR WORLD.”</b></p> <p data-bbox="920 1358 994 1385"><b>Wk.7:</b></p>	<p data-bbox="1825 199 2094 300">wax crayons, pencils, pens, chalks. Red and yellow paper.</p> <p data-bbox="1825 450 2123 622">Red and yellow writing media. Prepared pattern sheets. Red and yellow prepared name cards, black pens.</p> <p data-bbox="1825 738 2119 839">Mud and flour trays/tuff trays, sticks, plastic spoons and forks.</p> <p data-bbox="1825 1026 2123 1126">Prepared writing pattern sheets (laminated), black pens.</p> <p data-bbox="1825 1313 2085 1377">Large white paper, attached to table/tuff</p>
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<div data-bbox="192 402 284 517" data-label="Image"> </div> <div data-bbox="143 708 331 778" data-label="Section-Header"> <p><b>Mark Making, Writing</b></p> </div> <div data-bbox="192 895 284 1005" data-label="Image"> </div>	<p><i>I can trace horizontal, vertical and circular lines.</i>  <i>I am beginning to use three fingers (tripod grip) to hold writing tools. (CG, W6)</i></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>  <i>I am beginning to use three fingers (tripod grip) to hold writing tools. (CG, W6)</i></p> <p><i>I touch a range of textures.</i>  <i>I am aware of simple cause and effect.</i>  <i>I can make marks on screen.</i>  <i>I can make marks when asked to write.</i>  <i>I can copy horizontal movements.</i>  <i>I can copy vertical movements.</i>  <i>I can copy circular marks. (Solar, W4)</i></p>	<ul style="list-style-type: none"> <li>Exploring paint – red, yellow and blue – using large and small brushes, sponge brushes. Children will be provided with large scale ‘group’ paper, brushes and paint to explore the marks they can make. Can they paint lines, splodges, circular shapes?</li> <li>Use iPad Paint program. Children to explore the marks they can make with red, yellow and blue on screen. Can they make lines and circles?</li> </ul> <p><b>Wk.8:</b></p> <ul style="list-style-type: none"> <li>Children to explore mark making with sponge shapes, card, junk, sticks. Theme – different types of houses. Children will be provided with paper cut into shaped houses, brown, yellow and black paint and materials as listed to explore the different marks they can make.</li> <li>‘My Home’. Children will be provided with bordered paper (houses) and a photo of themselves. An adult will scribe ‘My Home’ and write each child’s name for them to trace on their paper.</li> </ul> <p><b>Continuous Provision/Ongoing:</b></p>		<p>tray. Red, yellow and blue paint pots, large, small and sponge brushes.</p> <p>iPad.</p> <p>Pens, pencils, crayons, chalks, paint and brushes, play dough.  Chalk/write on wipe off boards, selection of papers and cards.  Alphabet letters, name cards.</p> <p>Bordered paper, children’s photos, pens.</p>
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<div data-bbox="192 438 286 555" data-label="Image"> </div> <div data-bbox="143 708 331 778" data-label="Section-Header"> <p><b>Mark Making, Writing</b></p> </div> <div data-bbox="192 893 286 1010" data-label="Image"> </div>	<p><i>I engage in the sensory experience of making marks. (CG, W4)</i>  <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 use a keyboard to match letters and input into the computer or tablet. (CG, W7)</i></p> <p><i>I can order letters of my first name.</i>  <i>I can sequence symbols/words to create key word sentence about a picture.</i>  <i>I can copy words. (Solar, W6)</i></p>	<ul style="list-style-type: none"> <li>• A variety of mark making materials and different papers/textures/surfaces for children to explore making marks/writing on will be provided regularly.</li> <li>• Children will have regular access to own name cards to develop name recognition and name writing.</li> <li>• Children will have regular access to letters for exploration, making own names and words to own levels.</li> <li>• Children will explore mark making on iPad paint program each week.</li> <li>• Staff will scribe labels for pictures, stories, drawings shared with children at any given opportunities to develop understanding of using writing to express meaning.</li> </ul>		<p>Scrap papers, selection of dry mark making materials and 'water painting' pots.</p> <p>Children's name cards (laminated), pens.</p> <p>Wooden/laminated letters.</p> <p>iPad.</p> <p>Books, scrap paper, pens.</p>
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## Weeks 1-8– Communication, Language and Literacy

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div data-bbox="185 395 277 507">  <p>Literacy</p> </div> <div data-bbox="159 703 313 730"> <p><b>Fine Motor</b></p> </div> <div data-bbox="199 967 250 1066">  <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></p>	<p><b>Wk.1, 2 AND 3: “MOG AND ME.”</b>  <b>Wk.1 and 2:</b></p> <ul style="list-style-type: none"> <li>‘I am in Blue Class’. Children to create collage balloon pictures using cutting, sticking and tearing skills. Children will be provided with outline balloon shapes and blue materials of different textures to stick on and create their blue balloon. Individual children will have strips of blue papers to cut and tear. Children will then find their own photo to stick in the middle of their balloon.</li> <li>Building blue towers. Children will be provided with large and medium sized blue Duplo bricks. They will be challenged to build towers with a given number of bricks.</li> </ul> <p><b>Wk.3:</b></p> <ul style="list-style-type: none"> <li>Exploring blue playdoh. Children will be encouraged to touch and manipulate playdoh using hands and fingers. Can they squash it, flatten it, roll it into balls/sausage shapes, make patterns in it?</li> <li>Threading around blue shapes. Children will be provided with blue threading cards (flower, car, pencil)</li> </ul>	<p>All children to own level.</p>	<p>Blue papers and fabrics in different textures, scissors, glue and spreaders. Outline balloon shapes. Children’s own photos.</p> <div data-bbox="1933 671 2045 798">  </div> <p>Large and medium sized Duplo bricks in blue colours. Photos of towers of 3, 5 and 10 bricks.</p> <p>Balls of blue playdoh.</p> <p>Blue threading shapes and blue strings.</p>



<div data-bbox="185 496 280 611" data-label="Image"> </div> <div data-bbox="159 746 313 775" data-label="Section-Header"> <p><b>Fine Motor</b></p> </div> <div data-bbox="201 951 255 1050" data-label="Image"> </div>	<p><i>I can cut paper purposefully using scissors with one hand. (CG, FM8)</i>  <i>I can use scissors to cut along a line. (CG, FM9)</i></p> <p><i>I can pull along toys and items using a rope or string. (CG, FM3)</i>  <i>I can press small switches or buttons using an index finger.</i>  <i>I can squeeze toys or instruments to produce a sound. (CG, FM4)</i>  <i>I can build small towers using blocks. (CG, FM5)</i>  <i>I can pour, sieve and dig with control. (CG, FM6)</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></p> <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></p>	<p>and blue strings. Can they thread the strings through the holes around the edge of the pictures?</p> <p><b>Wk.4, 5 and 6: “PEACE AT LAST.”</b>  <b>Wk.4:</b></p> <ul style="list-style-type: none"> <li>Decorate biscuits with dark blue fondant icing and blue sweets. Children will roll out a ball of fondant icing, cut out a star shape and attach it to a biscuit. Then decorate with a choice of sweets.</li> <li>Blue sand play. Children will be provided with a tray of blue sand and small pots/containers for filling and emptying/creating small sandcastles.</li> </ul> <p><b>Wk.5:</b></p> <ul style="list-style-type: none"> <li>Exploring red and yellow playdoh. Children will be encouraged to touch and manipulate playdoh using hands, fingers and simple tools. Can they squash it, flatten it, roll it into balls/sausage shapes, cut it and make patterns in it?</li> <li>Building red, yellow and blue towers. Children will be provided with large and medium sized red, yellow and blue Duplo bricks. They will be challenged to build towers with a given number of bricks. Can they make alternating colour patterns?</li> </ul>		<p>Plain biscuits, blue fondant icing and a selection of sweets. Rolling pin, white icing sugar. Star shaped cutters.</p> <p>Blue sand trays. Small containers.</p> <div data-bbox="2011 719 2123 863" data-label="Image"> </div> <p>Red and yellow playdoh, simple tools – rollers, plastic forks, knives.</p> <p>Red, yellow and blue large and medium sized Duplo bricks in red, blue and yellow. Photos of towers of 4,</p>
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<div data-bbox="181 360 275 475" data-label="Image"> </div> <div data-bbox="159 667 313 699" data-label="Section-Header"> <p><b>Fine Motor</b></p> </div> <div data-bbox="203 871 257 973" data-label="Image"> </div>	<p><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 pull along toys and items using a rope or string. (CG, FM3)</i>  <i>I can press small switches or buttons using an index finger.</i>  <i>I can squeeze toys or instruments to produce a sound. (CG, FM4)</i></p> <p><i>I experiment with shapes, colours and marks. (CG, PD6)</i>  <i>I explore a variety of textures.</i>  <i>I demonstrate preference.</i></p>	<p><b>Wk.6:</b></p> <ul style="list-style-type: none"> <li>Threading activity. Children will be provided with cotton reels/pasta tubes in red, yellow and blue and strings to thread them onto. Can they thread in an alternating colour pattern?</li> <li>Red, yellow and blue tissue paper collage pattern pictures. Children will be provided with tissue papers to scrunch, roll and stick to create a collage pattern picture.</li> </ul> <p><b>Wk.7 and 8: “MY WORLD YOUR WORLD.”</b></p> <p><b>Wk.7:</b></p> <ul style="list-style-type: none"> <li>Exploring objects from around the home. Children will be provided with a box/tuff tray of household objects/containers to manipulate and explore.</li> <li>Sand play. Children will explore household objects in the sand tray – containers for filling and emptying, wooden spoons, cake tins, cardboard tubes, saucepans, etc.</li> </ul> <p><b>Wk.8:</b></p> <ul style="list-style-type: none"> <li>Creating collage pictures from coloured rice and pasta. Children will explore red, yellow and blue rice and</li> </ul>	<p>6 and 9 bricks in colour patterns.</p> <div data-bbox="1912 308 2089 472" data-label="Image"> </div> <p>Red, blue and yellow strings. Red, blue and yellow cotton reels/pasta tubes. Paper, glue and spreaders. Tissue papers in red, blue and yellow shades.</p> <p>Collection of interesting household objects.</p> <div data-bbox="1861 962 2136 1150" data-label="Image"> </div> <p>Sand tray, assorted household objects as listed.</p> <p>Paper, glue and spreaders. Rice and</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 pull along toys and items using a rope or string. (CG, FM3)*

*I can press small switches or buttons using an index finger.*

*I can squeeze toys or instruments to produce a sound. (CG, FM4)*

pasta shapes to stick and create a collage picture/pattern.

- Cutting and tearing activity. Children will be provided with house shapes and strips of brown papers. They will tear or cut as able to make 'bricks' to stick on their house shapes.

### Continuous Provision/Ongoing:

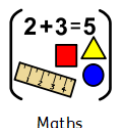
- Explore pull along toys, squeeze/squeaky toys and toys with buttons and switches in role play.
- Explore dressing dolls and teddies.
- iPad – use Paint Sparkle to copy/make lines, circles and patterns/letter shapes to own levels.

pasta coloured red, blue and yellow.

Outline house shapes, strips of assorted shades/textures of brown papers. Glue and spreaders.

Pull along toys, squeeze/squeaky toys, toys with buttons and switches.  
Dolls, teddies and clothes.  
iPad.

Weeks 1-8 – Maths				
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)*

### **Wk.1, 2 AND 3: "MOG AND ME."**

#### **Wk.1 and 2:**

- Number rhyme – "5 Blue Balloons...", (taking 1 away).
- Sorting and matching activities for colour recognition – assess children's awareness of colours: blue, red, yellow, others as appropriate.
- Children will explore counting and number to individual levels using blue balloons, related pictures, blue objects and number cards – assess children's awareness of number and number recognition.
- Introduce 'My Day'. Sequence basic daily activities using pictures.

#### **Wk.3:**

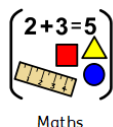
- Number rhyme – "10 Tall Fingers" (YouTube).
- Sorting and matching activities for type and size – related to my body (clothes). Children will sort handprints/wellies/gloves for type and for big and small.
- Children will explore counting and number to individual levels using hands, fingers, toes, wellies, gloves, objects and number cards.
- Big and small size comparison wellies, etc. – ordering for biggest/smallest (3-5 objects depending on individual levels).

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, blue balloons, blue related objects. Pictures.  
Pictures from story, pictures 'My Day' for sequencing.

Laminated pictures to use with number rhyme.  
Number cards, 'myself' related objects, pictures.  
Prepared pictures for sorting, ordering and pattern sheets.  
Big and small symbols.



*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,*

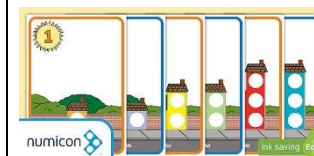
- Exploring simple repeating colour patterns using related pictures – wellies, gloves – and primary colours. Children to copy and continue patterns as appropriate to individual levels.

#### **Wk.4, 5 and 6: “PEACE AT LAST.”**

##### **Wk.4:**

- Number rhyme – “5 Little Bears...” (subtracting) – Singing Hands.
- Children will explore counting and number to individual levels using toy bears/Compare Bears and numeral cards/pictures of bears.
- Printing bears using sponges and fingerprints. Challenge children to print and add features to own levels.
- Sorting and matching activities for size – using real teddies, Compare Bears and pictures.
- Big and small size comparison bears– ordering for biggest/smallest (3-5 objects depending on individual levels).
- Exploring simple repeating colour/size patterns using Compare Bears. Children to copy and continue patterns as appropriate to individual levels.

All children to own level.



Laminated pictures to use with number rhyme.  
 Sets of toy bears, Compare Bears, pictures and numeral cards.  
 Teddy bear sponges, paper and paint.  
 Prepared pictures for sorting, ordering and pattern sheets.  
 Big and small symbols.







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 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)*

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

#### **Wk.5:**

- Rhyme – “Hickory, Dickory, Dock” (YouTube). Repeat ‘My Day’ – concept of time, sequencing key parts of the day.
- Introduce Seasons, months. Make a class Birthday chart related to Seasons. Explore Autumn (link to Topic Work) – signs of Autumn.
- Children will explore counting and number to individual levels using pictures related to rhyme (mice, clocks, seasonal objects, leaves, etc.) and numeral cards.
- Patterns. Use Autumn leaves, conkers, etc. to copy/continue simple repeating patterns related to type.

#### **Wk.6:**

- Counting rhyme – “10 in the Bed” (Youtube – bears). Subtraction concept, adapt to 5, 3 for individuals.
- Sequencing numbers – activities related to rhyme: numbers on bears. Children will sequence, find the missing number, etc.
- Children will be given sorting, counting, addition/subtraction activities to individual levels using ‘bears in the bed’ theme (real teddies, Compare bears and pictures).
- 1-1 correspondence activities – matching bears to beds, cups, plates.

Laminated pictures to use with number rhyme.

‘My Day’ sequencing cards, symbols.

Season pictures and symbols. Materials to make Birthday chart.

Seasonal objects, pictures and numeral cards.

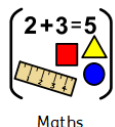
Laminated pictures to use with number rhyme.

Numeral cards to 10, prepared worksheets/pictures.

Teddies, Compare bears, prepared pictures.







*I know that numbers identify how many in a set. (CG, MD4, CG, MD6, Solar, N5)*  
*I can begin to use mathematical names for 'solid' 3D shapes. (CG, SSM10)*  
  
*I am beginning to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)*

- Theme 'My Home'. Children will explore basic 3D shapes and use these to make model houses. Introduce names of 4 basic shapes.
- Numicon houses. Children will use Numicon shapes to make houses on prepared pictures.

3D shapes.  
iPad photos of 3D model houses, shape symbol cards.  
Numicon, Numicon house pictures.



<div data-bbox="192 300 271 400" data-label="Image"> </div> <div data-bbox="107 531 344 563" data-label="Text"> <p><b>Outdoor Learning</b></p> </div> <div data-bbox="199 807 271 834" data-label="Text"> <p><b>PSED</b></p> </div>	<p><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 can show an awareness of past activities that I was involved in. (Solar, H4)</i>  <i>I can show an awareness of routines such as lunch time and home time. (Solar, H5)</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>  <i>I can describe changes in materials.</i>  <i>I can answer a simple scientific question.</i>  <i>I can play purposefully with small world models. (CG, UW6)</i></p> <p><i>I can match pictures to objects in the environment. (Solar, G5)</i>  <i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p><i>I can express own feelings. (CG, PSED 7)</i>  <i>I am curious about people. (CG, KUW5)</i>  <i>I can sometimes recognize myself in photos. (Solar, H4)</i></p>	<ul style="list-style-type: none"> <li>• Theme – My Day – Breakfast time. Make toast. Use a knife to cut and spread.</li> <li>• My Day – Bath time. Children to experience bathing dolls. Explore theme – what do we do to keep ourselves clean? Brushing teeth, etc. What do we need to bath a baby? Look at pictures/photos.</li> </ul> <p><b>Wk.4, 5 and 6: “PEACE AT LAST.”</b>  <b>Wk.4:</b></p> <ul style="list-style-type: none"> <li>• Role play with dolls. Dressing dolls, cleaning teeth, brushing hair. Small world ‘home’ play – cottage and families. Sequencing pictures – brushing my teeth, getting dressed.</li> <li>• My Day – Lunch time - preparing a sandwich. Children to make choices to prepare a simple sandwich.</li> <li>• My Body – labelling body parts on own full length photo with symbols.</li> <li>• Exploring happy faces. Children will be provided with photos of people with happy faces. Why are they happy? What makes me happy? Watch Twinkl Powerpoint – All About Me, Likes and Dislikes. Sort photos – toys/food I like/dislike.</li> </ul> <p><b>Wk.5:</b></p>	<p>All children to own level with appropriate level of adult support.</p>	<p>Bread, butter, jam, plates, knives, toaster, symbol instructions. Toy bath/bowl, dolls, bubble bath, soap, toothbrushes and paste, sponge, flannel, towel. Prepared pictures and photos.</p> <p>Dolls, small world houses and families, dolls’ clothes, hairbrushes, toothbrushes. Prepared pictures for sequencing. Bread, butter, ham, jam, grated cheese, knives and plates, symbol instructions. Own photos, symbols for body parts. Twinkl Powerpoint, prepared photos, happy symbol.</p>
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## Outdoor Learning

**PSED**

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

*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.*  
(Solar, S5)

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

- My Day – Tea time – decorating a small cake. Children will make icing and choose sweets to decorate small cakes.
- Happy faces. Children will explore a selection of peeled and cut fruit to make fruit faces on pancakes.
- My Senses. Children will explore sensory boxes with items to smell, touch, etc. Sort for likes/dislikes.
- My Fingerprint. Children will use ink pads to investigate their own fingerprints.

**Wk.6:**

- Theme – HARVEST. Explore: Why do we celebrate Harvest?  
Preparing/making a Harvest basket – choosing fruit/pictures. Possible trip to Sainsburys to choose fruit?
- Theme – eating fruit helps to keep us healthy. Naming different types of fruit. Printing with fruit – apples, pears, oranges - exploring the properties.
- Making jam/apple tarts. Children will make pastry and use prepared fillings.
- Explore 'My Friends'. Children will make green handprints to make a friendship 'cherry' tree. We will add photos of children playing

Small cakes, icing  
sugar, selection of  
sweets, kitchen  
utensils.  
Selection of peeled  
and cut fruit,  
pancakes, kitchen  
utensils.  
Prepared sensory  
boxes, like/dislike  
symbols.  
Ink pads, paper, stick  
tape.

Twinkl Powerpoint – Harvest. Fruit/photos to observe/sort, paper plates, Basket.

Prepared photos of a variety of fruit and matching symbols. Cut fruit, paper, paint.

Ingredients for pastry,  
apple/jam, kitchen  
utensils, aprons.

Green paint, red paper circles, iPad and photos.





## Outdoor Learning

## PSED

*I can collect and interact with natural objects. (CG, UW5)*  
*I explore and experiment with a range of materials through sensory exploration. (CG, CD4)*  
*I explore substances and materials. (Solar, S4)*

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

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

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

*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. (Solar, S5)*

alongside/sharing to leaves and 'red circle' cherries.

### **Wk.7 and 8: "MY WORLD YOUR WORLD."**

#### **Wk.7:**

- Watch Twinkl Powerpoint 'What Happens in Autumn'. Explore Autumn related natural objects, take photos and sort into collections.
- Theme – My Home. Look at photos of different types of homes and explore textures of materials – mud, straw, brick. Use wooden bricks and wet sand – can children 'build' a house? Investigate – which are the strongest?
- Tuff tray – construction. Children will play with Happyland builders and construction vehicles in wet sand. Explore making shapes with the sand, the patterns made by the vehicles in the sand. Look at photos of construction workers and their vehicles.
- Make model houses using a variety of construction materials and junk modelling materials. Children will make choices of materials to make their own models.

iPad, Autumn photos, natural objects.





Photos of houses and homes, materials – straw, mud, brick, sand and wooden bricks.

Tuff tray, Happyland construction workers and vehicles, sand, photos.

Construction toys, junk modelling materials, glue, spreaders, tape.

<div data-bbox="192 308 271 405" data-label="Image"> </div> <div data-bbox="107 655 347 687" data-label="Text"> <p><b>Outdoor Learning</b></p> </div> <div data-bbox="201 853 273 882" data-label="Text"> <p><b>PSED</b></p> </div>	<p><i>I can match pictures to objects in the environment. (Solar, G5)</i></p> <p><i>I can show an awareness of past activities I was involved in.</i></p> <p><i>I can demonstrate preferences.</i></p> <p><i>I can collect objects that interest me. (Solar, H4)</i></p> <p><i>I can show an awareness of changes in the weather. (Solar, G4)</i></p> <p><i>I can observe the weather.</i></p> <p><i>I can talk about what I can see in the environment.</i></p> <p><i>I notice leaves changing colour. (Solar, G5)</i></p>	<p><b>Wk.8:</b></p> <ul style="list-style-type: none"> <li>• Theme – My Clothes. Children will explore a variety of clothing through role play, dressing dolls and teddies.</li> <li>• Children will explore through story and pictures clothes worn by other communities.</li> <li>• Autumn – seasonal changes. What clothes do we need for the weather in Autumn? Sorting clothing and pictures.</li> <li>• Dressing teddy for an Autumn walk. Children will explore practically and also through making a picture using prepared hats, coats, etc. cut from papers, fabrics.</li> </ul> <p><b>Enrichment Activities:</b></p> <ul style="list-style-type: none"> <li>• Harvest Assembly.</li> <li>• Visit to Supermarket – shopping for fruit.</li> </ul>		<p>Selection of clothing, dolls, teddies.</p> <p>Cultural stories, photos – clothing in other cultures.</p> <p>Clothing for sorting.</p> <p>Photos of people dressed for an Autumn walk. Teddy, clothing choices. Prepared teddy picture and clothing items.</p>
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## Weeks 1-8 – 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><b>Wk.1, 2 AND 3: “MOG AND ME.”</b>  <b>Wk.1 and 2:</b></p> <ul style="list-style-type: none"> <li>Free painting – Blue Theme. Children will explore blue paint, mixing dark and light shades using brushes, black and white paint. They will explore texture and the marks they can make.</li> <li>Children will use sponges and junk materials with shades of blue to explore print making.</li> </ul> <p><b>Wk.3:</b></p> <ul style="list-style-type: none"> <li>Children will explore printing using fingers, hands, feet/wellies and shades of blue paint. (Big and small wellies – size comparison.)</li> <li>Children will use mirrors to explore their own reflections. They will be shown pictures of face portraits and will be encouraged to paint their own portrait. Outline face and ear shapes will be provided and children will be encouraged to add hair, eyes, nose and mouths.</li> </ul> <p><b>Wk.4, 5 and 6: “PEACE AT LAST.”</b>  <b>Wk.4:</b></p> <ul style="list-style-type: none"> <li>Finger painting with primary colours. Children will explore red, yellow and blue with their fingers</li> </ul>	<p>All children to own level with appropriate level of adult support.</p>	<p>Selection of large paintbrushes, blue/white papers, blue, white and black paint.</p>  <p>Sponges, junk materials, blue paint and papers. Paintbrushes, sponges, shades of blue paint, blue/white papers, wellies.</p>  <p>Mirrors, paper, brushes, paper ‘face and ears’ outlines, selection of paint.</p> <p>Red, yellow and blue paint, plastic gloves,</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)*  
*I can talk about what I can see in the environment.*  
*I notice leaves changing colour. (Solar, G5)*

(in plastic gloves if necessary) to make printed patterns on primary coloured papers.

- Children will use sponges and junk materials with red, blue and yellow paint to explore print making.

#### **Wk.5:**

- Making collages using a variety of materials in red, blue and yellow. Children will explore textures and primary colours to create a picture with materials, glue and spreaders.
- Explore colour mixing using red, yellow and blue paint in trays/tuff tray and toy cars. Children will explore the patterns the cars make in the paint and the colours they make as they mix.

#### **Wk.6:**

- Autumn Theme. Children will look at pictures/photos of Autumn leaves and natural objects. They will make their own collections and take a photo of their favourite-coloured leaf using the iPad. They will make leaf prints using their own collections and Autumnal paint colours.
- Sponge printing using leaf shaped sponges and Autumnal paint colours.

selection of papers in primary colours.

Sponges, junk materials, blue paint and papers.

Red, blue and yellow background colours (to choose from 2). Scissors, spreaders and glue. Selection of different materials. Trays, tuff tray. Red, yellow and blue paint, toy cars.



Pictures/photos – Autumn leaves and natural objects. Own collections, iPad, paper and Autumnal coloured paint.

Leaf shaped sponges, Autumnal paint colours and papers.



*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 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.*

## **Wk.7 and 8: "MY WORLD YOUR WORLD."**

### **Wk.7:**

- Observing fruit. Children will explore apples, oranges and bananas, looking at shape and colour. They will look at paintings of fruit and will make their own paintings using the colours of the fruit observed.
- Theme – My Home. Large scale group picture of a house. Children to explore printing brick shapes using sponges and junk materials with shades of brown paint.

### **Wk.8:**

- Theme – My Clothes. Exploring fabric and fabric textures. Children will be given a variety of different fabrics to explore and make choices from to create a 'hat for teddy' picture.
- Printing on fabric. Children will be given a cut out shape of a teddy's t-shirt to decorate for teddy using paint and junk/cotton reels as printing materials.

### **Songs and Rhymes:**

- Head, Shoulders, Knees and Toes.
- If You're Happy and You Know it.
- I've Got a Body.

Apples, bananas and oranges, matching paint colours, brushes and paper.



House outline (large scale), shades of brown paint, junk and rectangular sponges.

Selection of fabrics, glue, spreaders, outline pictures – teddy face in hat shape.  
 Cut out felt t-shirt shapes to match teddy outline picture. Junk materials for printing and a selection of paint.



*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 show an interest in the way musical instruments sound.*

*I show preferences for certain body movements. (CG, EAD4)*

*I understand how to create different sounds by banging, shaking, tapping or blowing. (CG, EAD6)*

- One Finger, One Thumb.
- I'm a Little Teapot.
- The Music Man.

**Ongoing:**

- Free painting and drawing activities.
- Exploring musical instruments in free play.
- Body percussion activities- what sounds can I make with my hands, feet, etc.?

Paint, paper, brushes, sponges.  
Musical instruments.