



CELEBRATE GOOD TIMES

EYFS – BLUE CLASS

Medium Term Planning – Autumn 2023

IEP TARGETS CHILDREN ARE WORKING TOWARDS

COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND PHYSICAL
	TARGET 1	TARGET 2	TARGET 3
	I will join in an adult-chosen learning activity with a peer and remain attentive for between two and five minutes.	I will make a simple choice between two pictures of objects/activities on two occasions each day.	I will trace over simple lines and circular shapes independently.
	I will use a symbol to communicate my choice of activity from a given choice of two activities on one occasion each day.	I will respond to a symbol to follow simple instructions to fetch my coat, shoes or bag on one to two occasions each day.	I will follow an adult instruction and modelling to trace over simple line and circular shapes.
	I will engage in an adult-led 1-1 activity for 1-2 minutes on one occasion each day.	I will respond to a symbol to follow simple instructions to fetch my coat on one to two occasions each day.	I will use a spoon independently to feed myself soft foods – between 2-5 mouthfuls.
	I will respond to a symbol, sign and verbal request to wash my hands and collect my coat/shoes at key times during the school day.	I will imitate a simple 1-1 pretend play routine modelled by an adult.	I will follow an adult instruction and modelling to trace lines and circular shapes independently.
	I will demonstrate my awareness of initial phonic sounds through imitating adults and responding to letter shapes and pictures.	I will use single words and /or 2-word phrases to make choices between two items/activities on two occasions each day.	I will make purposeful scribbles/simple drawings.
	I will find and match my own photograph and name from a choice of two on one occasion each day.	I will sit and engage in circle time activities for between two and five minutes on two occasions each day.	I will communicate my wants in class activity times by exchanging a symbol with an adult on at least two occasions each day.
	I will sit and engage with a sensory stimulating toy and a familiar adult for up to 1 minute.	I will I acknowledge an adult when they greet me during Hello Time.	I will stack 3 building blocks to make a small tower.

	I will make a choice between two toys/activities/snacks using a picture and a single word.	I will follow an adult instruction and modelling to trace lines and circular shapes independently.	I will share attention with an adult to throw and catch a ball for three consecutive times.
	I will sit and engage with a 1-1 adult-directed Literacy/Numeracy based activity for between 1-2 minutes on one occasion each day.	I will respond to a symbol to follow simple instructions to fetch my coat on one occasion each day.	I will push down/pull up my trousers during bathroom changing times.
	I will engage in shared attention with an adult on an adult-directed task for between 1-2 minutes on one occasion each day.	I will respond to a symbol to follow simple instructions to fetch my coat on one key occasion each day.	I will push down/pull up my trousers during bathroom changing times.

*INITIAL WEEKS OF TERM WILL INCLUDE SETTLING CHILDREN INTO NEW CLASSROOM ENVIRONMENT ALONGSIDE PLANNED ACTIVITIES.

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> <div data-bbox="181 691 291 722" data-label="Section-Header"> <h3>Reading</h3> </div> <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: "HANSEL AND GRETEL."</p> <p>Wk.1:</p> <ul style="list-style-type: none"> Children to firstly experience the story "Hansel and Gretel" through listening to the book read aloud as a group. Read through once, then repeat with symbols for children to look at and teach signs – girl, boy, witch, gingerbread house. Children to experience part of the story/all of the story shared 1-1 with an adult. Children will be encouraged to notice the boy, girl, witch and gingerbread house. <p>Wk.2:</p> <ul style="list-style-type: none"> Re-read story "Hansel and Gretel" as a group. Children to listen to the 	<p>Whole group, each child with appropriate level of support.</p> <p>All children.</p> <p>Whole group to access during free flow Literacy activity time.</p> <div data-bbox="1496 1043 1787 1262" data-label="Image"> </div>	<p>'Good morning' voice button boxes.</p> <p>Timetable and symbols.</p> <p>Individual name cards.</p> <p>Book</p> <p>Symbols from story – boy, girl, witch, gingerbread house.</p> <div data-bbox="1865 1002 2101 1235" data-label="Image"> </div> <p>Book</p>

<div data-bbox="192 328 273 437" data-label="Image"> </div> <p data-bbox="181 592 293 624">Reading</p> <div data-bbox="185 804 273 916" 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="389 308 862 371"><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>	<p data-bbox="1010 199 1413 371">story read aloud accompanied by story sack. Children to be encouraged to follow the story exploring the resources as appropriate.</p> <ul data-bbox="965 379 1458 879" style="list-style-type: none"> • Matching activity. Children will match two photos – own and one other: girl and boy. Adult will model matching symbols – girl and boy. Children will be supported to find own photo and match correct symbol. • Match symbols to symbols, photos to photos (choice of 4) and symbols to photos – girl, boy. • Find own name from a choice of 4 and match correct symbol – boy/girl. Match symbols to pictures in the book. <p data-bbox="918 887 1184 919">Continuous Provision:</p> <ul data-bbox="965 927 1451 1278" style="list-style-type: none"> • 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 for exploring/sharing – other traditional tales. <p data-bbox="918 1321 1339 1353">Wk.3 and 4: “MOG’S CHRISTMAS.”</p> <p data-bbox="918 1361 992 1393">Wk.3:</p>	<p data-bbox="1487 422 1783 560">All children. Whole group to access during free flow Literacy activity time.</p> <p data-bbox="1487 818 1624 850">All children</p>	<p data-bbox="1830 199 2136 480">Story sack –girl, boy, witch, gingerbread house (toys and pictures). Symbols from story – boy, girl, witch, gingerbread house. Children’s own photos. Children’s name cards.</p> <p data-bbox="1830 959 2112 1198">Book, tuff tray, objects. Symbols, pictures from the story, words for matching. Sequencing pictures. ‘Traditional tales’ book box.</p>
---	---	--	---	--



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)*

- Children to firstly experience the story through Youtube.
Play through once, then repeat with symbols for children to look at and teach/repeat signs – boy, girl, Mummy, Daddy, cat, tree.
- Matching activity – children to match up to 6 pictures from the story – identical pictures. If possible, to also match to a picture on screen.
- Matching activity – children to match 6 pictures from the story – identical pictures – to each other and then to corresponding pictures in the story.

Wk.4:

- Children to listen to the story read aloud accompanied by story sack. Children to be encouraged to follow the story exploring the resources as appropriate.
- Matching activity – children to match up to 6 symbols to pictures from the story: boy, girl, Mummy, Daddy, cat, tree.
- Children to find correct symbols to match to up to 6 pictures.
- Children to engage with story 1-1 with an adult and answer given “Where?” questions.

Continuous Provision:

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

All children

All children

All children.

Book



Youtube.

Symbols from story –boy, girl, Mummy, Daddy, cat, tree.
Laminated matching pictures. iPad activity if able to produce.

Book

Story sack –girl, boy, Mummy, Daddy, cat, tree (toys and pictures).
Symbols from story – boy, girl, Mummy, Daddy, cat, tree.
Symbols and pictures – boy, girl, Mummy, Daddy, cat, tree.



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)

- Story tuff tray – replicate the story using toys, etc.
Children to explore with/without adult support and accompanying book, symbols, words and pictures.
- Set of 'Mog' books and other cat stories– fiction and non-fiction for sharing.

Wk.5: "THE JOLLY CHRISTMAS POSTMAN."

- Children to firstly experience the story "The Jolly Christmas Postman" through listening to the book read aloud as a group. Read through once exploring hidden letters, etc., then repeat with symbols for children to look at and teach signs – letter, present, Postman, bike, Santa, sleigh.
- Matching activity – children to match 2/4 pictures from the story and to indicate in response to a symbol and word.
- Matching activity – children to match 4/6 symbols to corresponding pictures.
- Children to match letters to letters – 'envelope' with own name on (and a friend).

Continuous Provision:

- Story tuff tray – replicate the story using toys, Happyland Postman, etc.

Whole group to access during free flow Literacy activity time.



All children.

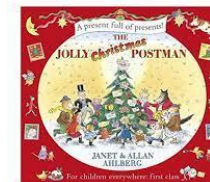
Whole group to access during free flow Literacy activity time.

All children

All children

Book, tuff tray, objects.
Symbols, pictures from the story, words for matching.
Sequencing pictures.
'Mog' and cats book box.

Book
Symbols from story – letter, present, Postman, bike, Santa, sleigh.


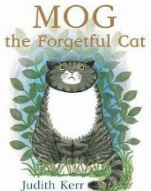



Laminated pictures and symbols from the story.
Prepared name 'envelopes' and matching letters.



Book, tuff tray, objects.

<div data-bbox="197 352 277 464" data-label="Image"> </div> <div data-bbox="221 443 248 459" data-label="Text"> <p>CLL</p> </div> <div data-bbox="174 746 293 778" data-label="Section-Header"> <p>Reading</p> </div> <div data-bbox="197 927 286 1038" data-label="Image"> </div> <div data-bbox="210 1026 266 1042" data-label="Text"> <p>Literacy</p> </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></p> <p><i>I can act out a simple routine in pretend play. (CG, PSED5)</i></p> <p><i>I can use single words/signs/symbols for a range of purposes.</i> <i>I can copy words or signs. (CG, CLL5)</i></p> <p><i>I can combine two words/signs/symbols.</i></p>	<p>Children to explore with/without adult support and accompanying book, symbols, words and pictures.</p> <ul style="list-style-type: none"> • Set of 'Christmas' story books for sharing. • Cards and envelopes to explore and practise reading and writing. <p>Wk.6 and 7: "STICKMAN."</p> <p>Wk.6:</p> <ul style="list-style-type: none"> • Children to firstly experience the story "Stickman" through listening to the book read aloud as a group. Read through once, then repeat with symbols for children to look at and teach/repeat signs – stick, tree, home, dog, snowman, Santa. • Matching activity – children to match 2/4 pictures from the story and to indicate in response to a symbol and word. • Matching activity – children to match 4/6 symbols to corresponding pictures. • Children to match letters to letters – 'stick', 'snow', 'Santa'. <p>Wk.7:</p> <ul style="list-style-type: none"> • Children to experience the story through Youtube animation, accompanied by story sack. Children to be encouraged to follow the story 	<div data-bbox="1509 236 1608 405" data-label="Image"> </div> <div data-bbox="1644 236 1796 437" data-label="Image"> </div> <div data-bbox="1532 443 1751 635" data-label="Image"> </div> <p>All children to own level.</p>	<p>Symbols, pictures from the story, words for matching.</p> <p>'Christmas' story book box.</p> <p>Cards, envelopes and writing materials to explore.</p> <p>Book</p> <p>Symbols from story – stick, tree, home, dog, snowman, Santa.</p> <div data-bbox="1868 707 2085 938" data-label="Image"> </div> <p>Laminated pictures and symbols from the story. Prepared words and corresponding letters for matching.</p> <p>Book, Youtube.</p> <p>Story sack –stick, tree, home, dog, snowman, Santa (toys, objects,</p>
--	---	---	---	--

<div data-bbox="210 300 291 408" data-label="Image"> </div> <div data-bbox="181 552 291 584" data-label="Section-Header"> <p>Reading</p> </div> <div data-bbox="192 826 284 941" data-label="Image"> </div> <div data-bbox="210 1358 291 1468" 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>	<p>exploring the resources as appropriate.</p> <ul style="list-style-type: none"> • Matching activity – children to match 2/4 symbols from the story to objects – stick, dog, Santa, snowman. • Find symbols to label 4/6 pictures or objects. • Children to match short words – dog, Santa, tree. <p><u>Continuous Provision:</u></p> <ul style="list-style-type: none"> • 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 by Julia Donaldson. • Book box – Christmas stories to share. <p><u>Role Play Corner – ‘Christmas Shop and Post Office</u></p> <ul style="list-style-type: none"> • Create Christmas shop and Post Office for children to pretend play. Children to have access to shop/Post Office related items – post box, cards, envelopes, parcels, toys, cash register, etc. Children to also have access to items for dressing up – ‘uniform’, aprons, etc. 		<p>Happyland characters and pictures). Symbols, pictures and objects from story – stick, tree, home, dog, snowman, Santa.</p> <p>Book, tuff tray, objects. Symbols, pictures from the story, words for matching. ‘Christmas’ story book box. Julia Donaldson set of books.</p> <p>Role play corner furniture, signs – Post Office, Christmas shop. Items as listed.</p>
--	---	---	--	---

<p>Reading</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><u>Topic Related Signs</u></p> <p>Children to be taught signs appropriate to each topic story with accompanying symbols.</p> <p><u>Wk.1-2</u> girl, boy, witch, gingerbread house.</p> <p><u>Wk.3-4</u> boy, girl, Mummy, Daddy, cat, tree.</p> <p><u>Wk.5</u> letter, present, postman, Santa, bike, sleigh.</p> <p><u>Wk.6-7</u> stick, tree, home, dog, snowman, Santa.</p> <p><u>Sharing Stories</u></p> <p>Children to experience daily shared stories read aloud from books and via screen:</p> <p><u>Stories related to Topic Stories:</u></p> <p>Mog the Forgetful Cat. Mog and the Baby. Mog and Bunny.</p> <p><u>Other Julia Donaldson Stories:</u></p> <p>Room on the Broom, Gruffalo, Gruffalo's Child.</p> <p><u>Linked Traditional Tales:</u></p> <p>Little Red Riding Hood. The Gingerbread Man.</p> <p><u>Christmas Stories:</u></p> <p>The Christmas Story, Bless You Santa, Careful Santa, One Cosy Night, We're Going on an Elf Hunt, I've Seen Santa, The Night Before Christmas.</p> <p><u>Ongoing</u></p> <p>Own photo/name matching and recognition. Phonics – as Phonic/Bug Club plan.</p>	<p>Symbols Makaton teacher handouts.</p> <p>Books as listed. Youtube stories as listed.</p>   <p>Photos, name cards – matching sets for each child. Phonic plans and resources as necessary.</p>
---	---	--	---

Weeks 1-7 – Communication, Language and Literacy

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p style="text-align: center;">Mark Making, Writing</p> 	<p><i>I engage in the sensory experience of making marks. (CG, W4)</i></p> <p><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)</i></p> <p><i>I can trace horizontal, vertical and circular lines.</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>Wk.1 and 2: “HANSEL AND GRETEL.”</p> <p>Wk.1:</p> <ul style="list-style-type: none"> • Colour Theme (to link with Remembrance) red and black. Sensory mark making – exploring red sand. Children will explore red sand trays. They will be encouraged to explore the different marks they can make – lines and circular shapes – using their fingers and brushes. • Children will explore red and black writing media on red paper. They will be encouraged to trace/copy line and circular patterns, initials of own name and to draw their own poppy which we will label with a symbol (to own level as able). <p>Wk.2:</p> <ul style="list-style-type: none"> • Sensory mark making – exploring yellow sand. Children will explore the different marks they can make using their fingers and brushes. • Theme ‘Candy’. Children will trace/copy line and circular patterns on ‘lollipop’ pictures using pink and yellow writing 	<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>Red and black colour symbol cards.</p> <p>Red sand trays, brushes.</p> <p>Red paper, red and black writing media – crayons, pencil crayons, felt pens, paint in pots with fine brushes.</p> <p>Symbol for ‘poppy’.</p> <p>Yellow and pink colour symbol cards.</p> <p>Yellow sand trays, brushes.</p> <p>Prepared ‘lollipop’ pictures and blank paper.</p>

<div data-bbox="192 371 284 486" data-label="Image"> </div> <p data-bbox="143 710 331 778">Mark Making, Writing</p> <div data-bbox="192 1037 271 1147" data-label="Image"> </div>	<p data-bbox="392 199 855 518"> <i>I experience a range of mark making tools.</i> <i>I touch a range of textures.</i> <i>I am aware of simple cause and effect.</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> <p data-bbox="392 705 851 949"> <i>I attempt to copy the first letter of my own name.</i> <i>I can copy a pattern.</i> <i>I give a picture a name.</i> <i>I label a picture with a symbol.</i> <i>I dictate a caption for a picture – 2 key words. (Solar, W5)</i> </p> <p data-bbox="392 1136 810 1276"> <i>I can order letters of my first name.</i> <i>I engage in the sensory experience of making marks. (CG, W4)</i> </p>	<p data-bbox="1016 199 1417 335">media. They will create their own patterned lollipop pictures (as able) and will label with a lollipop symbol.</p> <p data-bbox="920 378 1341 403">Wk.3 and 4: “MOG’S CHRISTMAS.”</p> <p data-bbox="920 416 994 442">Wk.3:</p> <ul data-bbox="969 453 1422 949" style="list-style-type: none"> • Christmas ‘sparkly’ theme. Children to be provided with paper, glue with brushes and colours of glitter to create their own sparkly name. They will trace name with glue and choose a colour of glitter to sprinkle. Children will finish the sentence “My name is...” by choosing the matching colour symbol (as able). • Use iPad Paint Sparkle – explore making sparkly patterns on screen. Children to copy initial letter of name (as able). <p data-bbox="920 994 994 1019">Wk.4:</p> <ul data-bbox="969 1031 1400 1385" style="list-style-type: none"> • Sensory mark making – children will explore red and green paint and glitter trays to explore the marks and patterns (letter shapes) that they can make. • Present theme. Children to be provided with pictures of presents and toys, symbols of toys. They will choose a present and stick/draw a present which 	<p data-bbox="1449 469 1742 494">All children to own level.</p> <p data-bbox="1449 938 1742 963">All children to own level.</p> <p data-bbox="1449 1131 1742 1157">All children to own level.</p> <p data-bbox="1449 1362 1742 1388">All children to own level.</p>	<p data-bbox="1827 199 2130 298">Pink and yellow pens and pencil crayons. Symbol for lollipop.</p> <p data-bbox="1827 494 2130 770">Name sheets, glue, fine brushes, choice of glitter colours. Prepared sentence sheet “My name is...” and colour symbols to match colours of glitter. iPad – Paint Sparkle.</p> <p data-bbox="1827 1034 2130 1348">Red and green colour symbol cards. Red and green paint trays with added glitter. Prepared present pictures, pictures of toys and corresponding symbols. Pencils and pencil crayons.</p>
--	--	--	---	--

<div data-bbox="183 432 275 549" data-label="Image"> </div> <p data-bbox="143 708 331 778">Mark Making, Writing</p> <div data-bbox="192 963 273 1074" data-label="Image"> </div>	<p data-bbox="392 197 842 300"><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)</i></p> <p data-bbox="392 347 833 411"><i>I engage in the sensory experience of making marks. (CG, W4)</i></p> <p data-bbox="392 453 842 555"><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)</i></p> <p data-bbox="392 596 848 734"><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 833 1133"><i>I engage in the sensory experience of making marks. (CG, W4)</i></p> <p data-bbox="392 1174 842 1276"><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)</i></p>	<p data-bbox="1016 197 1413 300">they would like. They will label their present with a symbol (with support as required).</p> <p data-bbox="920 341 1285 405"><u>Wk.5: “THE JOLLY CHRISTMAS POSTMAN.”</u></p> <ul data-bbox="969 418 1413 986" style="list-style-type: none"> • Sensory mark making – exploring fake snow (shaving foam, flour, icing sugar with added silver glitter). Children will explore the different marks/patterns/letter shapes they can make using their fingers and brushes. • Children will create their names to add to class made Christmas cards. They will trace/copy/stick letter shapes as able. • A letter to Santa. Children will finish a sentence “I would like...” with a symbol to match a chosen picture from a choice of 2/4/6 as able. <p data-bbox="920 1027 1234 1059"><u>Wk.6 and 7: “STICKMAN.”</u></p> <p data-bbox="920 1066 994 1098"><u>Wk.6:</u></p> <ul data-bbox="969 1104 1413 1385" style="list-style-type: none"> • Sensory mark making – exploring mud and flour trays/tuff trays with sticks and fingers. Children will explore making pathways through mud and flour to take Stickman on his journey. • Tracing writing patterns to take Stickman on his journey home. 	<p data-bbox="1451 434 1742 466">All children to own level.</p>	<p data-bbox="1827 424 2105 596">White and silver colour symbol cards. Shaving foam, flour and icing sugar trays with added glitter. Fine brushes.</p> <p data-bbox="1827 638 2105 740">Prepared names, letter shapes. Writing pencils, glue and spreaders.</p> <p data-bbox="1827 782 2130 884">Prepared letters to Santa. Pictures of toys and corresponding symbols.</p> <p data-bbox="1827 1110 2119 1248">Mud and flour trays/tuff trays, sticks. Laminated pictures of Stickman added to trays.</p> <p data-bbox="1827 1289 2130 1391">Prepared Stickman writing pattern laminated sheets. Black felt pens.</p>
---	--	--	---	---



Literacy

Mark Making, Writing



CLL

I can trace horizontal, vertical and circular lines.

I am beginning to use three fingers (tripod grip) to hold writing tools. (CG, W6)

I engage in the sensory experience of making marks. (CG, W4)

I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)

I can trace horizontal, vertical and circular lines.

I am beginning to use three fingers (tripod grip) to hold writing tools. (CG, W6)

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)

Children will use felt pens to trace line and circular patterns.

Wk.7:

- Christmas 'sparkly' celebration theme. Children will explore trays containing gold and silver paint, coloured glitter and stars/sequins with their fingers or fine brushes.
- 'Christmas Present' theme. Children will be given a choice of present pictures to identify their own name on the label. They will then match corresponding letters and stick to label.

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 regularly.
- 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.

Colour symbol cards for colours used in trays. Gold and silver paint, glitter, stars and sequins. Fine brushes. Christmas present pictures with name labels, cut out letters to match to name labels.

Scrap papers, selection of dry mark making materials and 'water painting' pots.

Children's name cards (laminated), pens.

Wooden/laminated letters.



Mark Making, Writing



I engage in the sensory experience of making marks. (CG, W4)

I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)

I can use a keyboard to match letters and input into the computer or tablet. (CG, W7)

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)

- Children will explore mark making on iPad paint program each week.
- Staff will scribe labels for pictures, stories, drawings shared with children at any given opportunities to develop understanding of using writing to express meaning.

iPad.

Books, scrap paper, pens.

Weeks 1-7– Communication, Language and Literacy

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div data-bbox="185 331 277 443" data-label="Image"> <p>Literacy</p> </div> <div data-bbox="159 639 313 667" data-label="Section-Header"> <h3>Fine Motor</h3> </div> <div data-bbox="197 903 250 1002" data-label="Image"> <p>Creative</p> </div>	<p><i>I can pick up small objects with a pincer grasp. (CG, PD3)</i> <i>I explore and experiment with a range of materials through sensory exploration.</i> <i>I make choices from a range of materials and show preferences. (CG, CD4)</i></p> <p><i>I can open and close scissors independently. (CG, PD7)</i> <i>I can cut paper purposefully using scissors with one hand. (CG, PD8)</i></p> <p><i>I can build small towers using blocks. (CG, PD6).</i> <i>I experiment with shapes, colours and marks. (CG, PD6)</i> <i>I explore a variety of textures.</i> <i>I demonstrate preference.</i> <i>I show an awareness of the purpose of tools. (Solar, A4)</i></p> <p><i>I can create sausage shapes when rolling play dough.</i> <i>I can scoop with a spade/shovel whilst playing. (CG, PD3)</i> <i>I can pour, sieve and dig with control. (CG, PD6)</i> <i>I can open and close scissors independently. (CG, FM7)</i> <i>I can cut paper purposefully using scissors with one hand. (CG, FM8)</i></p>	<p>Wk.1 AND 2: “HANSEL AND GRETEL.” Wk.1:</p> <ul style="list-style-type: none"> Theme – Bonfire Night and Diwali celebrations. Children will look at images of fireworks going off and will be introduced to the theme of fireworks for celebrations. Watch Peppa Pig’s First Firework Display on Youtube. Children will explore the properties of materials to make a firework picture – gluing, sticking and sprinkling stars and glitter onto black paper. Children will explore coloured chalks on the black tuff tray to create patterns and ‘firework’ images. <p>Wk.2:</p> <ul style="list-style-type: none"> Creating collage ‘lollipop’ pictures. Children will explore a variety of materials, glue and spreaders to make their collage – paper textures, lentils, pasta shapes, ‘sweet’ decorations. Tuff tray sweets and lollipop. Children will explore tuff tray pictures of sweets and lollipops and use a variety of drawing media to add patterns and colour to pictures. 	<p>All children to own level.</p> <p>All children to own level.</p> <p>All children to own level.</p> <div data-bbox="1547 995 1789 1235" data-label="Image"> <p>How to make Salt Dough</p> <p>Mix together:</p> <ul style="list-style-type: none"> * 2 cups of plain flour * 1 cup of salt * Up to 1 cup of water <p><small>(add the water in slowly as you may need less)</small></p> <p>Knead the mixture into a dough and get creating</p> <p><small>(You can't really go wrong, if it's too sticky just add some more flour)</small></p> <p><small>www.craftforstory.com</small></p> </div> <p>All children to own level.</p>	<p>Youtube – Fireworks, Peppa Pig Firework Display. Black paper, glue, fine brushes, sparkly stars, coloured glitter. Tuff tray, coloured chalks.</p> <div data-bbox="1883 639 2123 799" data-label="Image"> </div> <p>Prepared lollipop pictures. Glue, spreaders and collage materials as listed.</p> <div data-bbox="1921 1082 2078 1235" data-label="Image"> </div> <p>Tuff tray, pictures of sweets and lollipops,</p>

<div data-bbox="185 416 277 533" data-label="Image"> </div> <p data-bbox="208 517 259 533">Literacy</p> <p data-bbox="163 671 311 699">Fine Motor</p> <div data-bbox="203 871 255 970" data-label="Image"> </div> <p data-bbox="203 959 255 975">Creative</p>	<p data-bbox="392 197 887 261"><i>I can use scissors to cut along a line. (J)CG, FM9)</i></p> <p data-bbox="392 379 907 443"><i>I can pull along toys and items using a rope or string. (CG, FM3)</i></p> <p data-bbox="392 451 896 515"><i>I can press small switches or buttons using an index finger.</i></p> <p data-bbox="392 523 819 587"><i>I can squeeze toys or instruments to produce a sound. (CG, FM4)</i></p> <p data-bbox="392 595 887 659"><i>I can build small towers using blocks. (CG, FM5)</i></p> <p data-bbox="392 667 893 730"><i>I can pour, sieve and dig with control. (CG, FM6)</i></p> <p data-bbox="392 853 878 917"><i>I can create sausage shapes when rolling play dough.</i></p> <p data-bbox="392 925 848 989"><i>I can scoop with a spade/shovel whilst playing. (CG, PD3)</i></p> <p data-bbox="392 997 893 1061"><i>I can pour, sieve and dig with control. (CG, PD6)</i></p> <p data-bbox="392 1149 864 1212"><i>I can pick up small objects with a pincer grasp. (CG, PD3)</i></p> <p data-bbox="392 1220 878 1284"><i>I explore and experiment with a range of materials through sensory exploration.</i></p> <p data-bbox="392 1292 878 1356"><i>I make choices from a range of materials and show preferences. (CG, CD4)</i></p>	<p data-bbox="949 268 1368 295"><u>Wk.3 and 4: "MOG'S CHRISTMAS."</u></p> <p data-bbox="949 308 1021 335"><u>Wk.3:</u></p> <ul data-bbox="996 343 1496 877" style="list-style-type: none"> • Salt dough candy canes. Children will explore making salt dough. Can they squash it? Flatten it? Roll it and shape it into a candy cane? (Following pictures and adult modelling). Salt dough will be baked and later painted and made into Christmas tree decorations. • Building stripy Duplo towers. Children will be provided with large and medium sized Duplo bricks in two colours. They will be challenged to build towers with a given number of bricks. Can they make alternating colour patterns? <p data-bbox="949 922 1021 949"><u>Wk.4:</u></p> <ul data-bbox="996 957 1487 1374" style="list-style-type: none"> • Exploring yellow playdoh and star shaped cutters. 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, then cut it with star shaped cutters to make different sized stars? • Decorate a Christmas tree picture. Children will be provided with an outline Christmas tree picture and a 	<p data-bbox="1525 391 1818 418">All children to own level.</p> <p data-bbox="1525 742 1818 769">All children to own level.</p> <p data-bbox="1525 1050 1818 1077">All children to own level.</p> <p data-bbox="1525 1358 1818 1385">All children to own level.</p>	<p data-bbox="1863 197 2123 261">coloured pencils, wax crayons, pens.</p> <p data-bbox="1863 347 2132 483">Recipe for salt dough, Plain flour, salt, water. Pictures of candy canes.</p> <div data-bbox="1890 496 2096 651" data-label="Image"> </div> <p data-bbox="1863 678 2094 774">Large and medium Duplo bricks in two colours.</p> <p data-bbox="1863 965 2139 1204">Yellow playdoh, simple tools – rollers, plastic forks, knives, star shaped cutters of different sizes. Pictures/symbol of star.</p> <p data-bbox="1863 1289 2132 1385">Outline Christmas tree pictures. Selection of collage materials -</p>
--	---	--	---	--

<div data-bbox="181 280 275 395" data-label="Image"> </div> <p data-bbox="203 379 253 395">Literacy</p> <div data-bbox="159 592 313 619" data-label="Section-Header"> <h3>Fine Motor</h3> </div> <div data-bbox="203 794 257 893" data-label="Image"> </div> <p data-bbox="203 882 253 893">Creative</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>variety of collage materials. They will choose materials and stick to decorate their Christmas tree.</p> <p><u>Wk.5: “THE JOLLY CHRISTMAS POSTMAN.”</u></p> <ul style="list-style-type: none"> • Salt dough snowflakes. Children will explore making salt dough. Can they squash it? Flatten it? Roll it? Can they use a snowflake cutter to cut out a snowflake shape? Salt dough will be baked and later painted, glitter added and made into Christmas tree decorations. • Shiny Christmas paper collage ‘present’ pictures. Children will be provided with Christmas/shiny papers, glue and spreaders and an outline present picture to create a collage. <p><u>Wk.6 and 7: “STICKMAN.”</u></p> <p><u>Wk.6:</u></p> <ul style="list-style-type: none"> • Make a Stickman picture. Children will practise cutting, tearing and sticking skills to create a picture of Stickman. They will be provided with a selection of brown papers, googly eyes and small collage leaf shapes. • Moonsand play. Children will explore homemade moonsand with added silver glitter in the Tuff tray to 	<p>pompoms, sequins, glitter. Glue and spreaders.</p> <p>Salt dough recipe, plain flour, salt and water. Snowflake cutter.</p> <div data-bbox="1899 520 2105 659" data-label="Image"> </div> <p>Prepared outline present pictures, variety of Christmas/shiny papers, glue and spreaders.</p> <p>Selection of brown papers, googly eyes, small collage leaf shapes, glue and spreaders, scissors.</p> <p>Moonsand recipe, baby oil, etc., Tuff tray, silver glitter.</p>
--	---	--	--



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)

replicate snow – can they use to model snowballs? Snowmen?

Wk.7:

- Exploring red playdoh with added red glitter. Children will explore playdoh and Christmas cutters to create a selection of Christmas shapes.
- Collage picture – toys in Santa's sack. Children will be provided with an outline picture of Santa's sack and a selection of toy catalogues, pictures of toys. They will practise tearing, cutting and sticking skills to create a collage picture.

Continuous Provision/Ongoing:

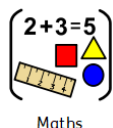
- Explore pull along toys, squeeze/squeaky toys and toys with buttons and switches in role play.
- Explore dressing dolls and teddies.
- iPad – use Paint Sparkle to copy/make lines, circles and patterns/letter shapes to own levels.

Red playdoh with added red glitter. Christmas cutters.

Outline picture of Santa's sack, selection of pictures of toys, toy catalogues. Scissors, glue and spreaders.

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

Weeks 1-7 – 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 AND 2: "HANSEL AND GRETEL."

Wk.1:

- Number rhyme – "5 Currant Buns...", (taking 1 away). Children will be encouraged to engage in the number rhyme and supported to exchange a 'coin' with the 'baker' for a currant bun for themselves or teddies (concept of transaction).
- Children will explore matching, counting and number to individual levels using currant buns/pictures, our 'shop window' and number cards.
- 1-1 correspondence – buying a currant bun for each teddy bear.

Wk.2:

- Number rhyme – "5 Sticky Lollipops", (taking away 1) (YouTube). Children will be encouraged to engage in the number rhyme and supported to 'take away 1', exchange a 'coin' for a lollipop.
- Children will explore sorting, matching, counting and number to individual levels using pictures of lollipops and sweets.
- 1-1 correspondence – buying a lollipop for each teddy bear.
- Exploring 2D shapes – matching to pictures of sweets and lollipops.

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.

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

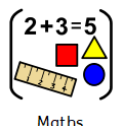
All children to experience rhymes with focus on engaging and challenged to own levels.

Laminated pictures to use with number rhyme.
Number cards, currant buns, pennies and related objects.
Teddies, apron, wooden spoon and mixing bowl to replicate baker's shop.



Laminated pictures to use with number rhyme.
Number cards, lollipop and sweets pictures, coins.
Teddies.
Prepared counting pictures – sets of lollipops.





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 use language big and small. (Solar, S5).
I can order three objects by size.
I can copy a simple size pattern. (Solar S6).
I can identify big and small from a selection of two. (Solar, S7).
I can recognize long and short. (Solar S7).

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,

Wk.3 and 4: "MOG'S CHRISTMAS."

Wk.3:

- Number rhyme – "5 Candy Canes", (taking away 1) (YouTube). Children will be encouraged to engage in the number rhyme and supported to 'take away 1', exchange a 'coin' for a candy cane.
- Children will explore sorting, matching, counting and number to individual levels using pictures of coloured candy canes.
- 1-1 correspondence – buying a candy cane for each teddy bear.
- Long and short. Children will be introduced to the concept of long and short through comparing pictures of candy canes and other real objects. Children will sort for long and short or order 3-5 items to own level.

Wk.4:

- Number rhyme – "5 Little Christmas Trees", (taking away 1) (YouTube). Children will be encouraged to engage in the number rhyme and supported to 'take away 1'.
- Children will explore sorting, matching, counting and number to individual levels using pictures of Christmas trees, baubles, etc..
- 1-1 correspondence – adding one star/fairy to each Christmas tree.

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.

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

Laminated pictures to use with number rhyme.
 Number cards, pictures of candy canes, coins.
 Teddies.
 Prepared counting pictures – sets of candy canes.
 Prepared candy cane pictures for sorting, comparing and ordering.
 Long and short symbols, related objects.

Laminated pictures to use with number rhyme.
 Number cards, pictures of Christmas trees, baubles, etc.
 Prepared counting pictures – sets of Christmas trees, etc.
 Pictures for sorting, comparing and ordering.



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.

- Tall and short. Children will be introduced to the concept of tall and short through comparing pictures of Christmas trees and other real objects/each other/adults. Children will sort for tall and short or order 3-5 items to own level.
- 3D shape. Children will explore the properties of 3D shapes through handling boxes wrapped in Christmas paper – ‘presents’.

Wk.5: “THE JOLLY CHRISTMAS POSTMAN.”

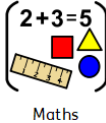
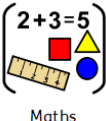
- Number rhyme – “5 Little Gingerbread Men”, (taking away 1) (YouTube). Children will be encouraged to engage in the number rhyme and supported to ‘take away 1’.
- Children will explore sorting, matching, counting and number to individual levels using pictures of gingerbread men.
- 1-1 correspondence –one gingerbread man to one teddy.
- Big and small. Children will re-visit the concept of big and small through comparing pictures of gingerbread men and other real objects. Children will sort for big and small or order 3-5 items to own level.

Wk.6 and 7: “STICKMAN.”

Tall and short symbols, related objects.
 3D shapes, boxes wrapped in Christmas paper as presents.



Laminated pictures to use with number rhyme.
 Number cards, pictures of gingerbread men.
 Prepared counting pictures – sets of gingerbread men, teddies.
 Pictures for sorting, comparing and ordering, related real objects.
 Big and small symbols.

 	<p> <i>I can recite numbers in order to 10.</i> <i>I realise anything can be counted.</i> <i>I can count up to 5 objects accurately by saying one number name for each item.</i> <i>I understand the concept of 'more'. (CG, MD7 Solar, M7)</i> <i>I can match numeral and quantity correctly up to 5.</i> <i>I am beginning to represent numbers using fingers, marks on paper or pictures.</i> <i>I know that two groups of 3 or less objects are the same or different.</i> <i>I recognise numerals 1-5. (CG, MD8)</i> <i>I can count and recognise numerals up to 20. (Solar, N8)</i> <i>I can add and take away in practical situations. (Solar, N9)</i> </p> <p> <i>I am beginning to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)</i> <i>I can select a particular named 2D shape. (CG, SSM7)</i> <i>I can name a particular 2D shape. (CG, SSM8)</i> <i>I can match 2D shapes circle, square, triangle. (Solar S6).</i> <i>I can select a specific shape by name. (Solar S7).</i> </p> <p> <i>I show an interest in number rhymes and songs.</i> <i>I interact with number rhymes and songs. (CG, MD4, Solar, N4)</i> <i>I understand the concept of 1. (CG, MD5)</i> <i>I recognise that numeral 1 corresponds to 1 action/object. (Solar, N4)</i> </p>	<p>Wk.6:</p> <ul style="list-style-type: none"> • Number rhyme – “5 Little Snowmen”, (taking away 1) (YouTube). Children will be encouraged to engage in the number rhyme and supported to ‘take away 1’. • Children will explore sorting, matching, counting and number to individual levels using sticks and pictures of snowmen. • 1-1 correspondence –one hat, carrot, etc. to one snowman. • Long and short. Children will re-visit the concept of long and short through comparing a range of sticks. Children will sort for long and short or order 3-5 sticks to own level. <p>Wk.7:</p> <ul style="list-style-type: none"> • Number rhyme – “5 Fat Santas”, (taking away 1) (YouTube). Children will be encouraged to engage in the number rhyme and supported to ‘take away 1’. • Children will explore sorting, matching, counting and number to individual levels using pictures of Santas and reindeers. • 1-1 correspondence –one hat, sack, etc. to one Santa. • 2D shapes. Children will explore the properties of 2D shapes through 	<p> Laminated pictures to use with number rhyme. Number cards, pictures of snowmen, sticks. Prepared counting pictures – sets of sticks, snowmen and carrots, etc. Sticks for sorting, comparing and ordering. Long and short symbols. </p> <p> Laminated pictures to use with number rhyme. Number cards, pictures of Santas, reindeers. Prepared counting pictures – sets of Santas, reindeers, sacks, etc. 2D shapes and prepared shape pictures for matching. </p>
---	--	--	---

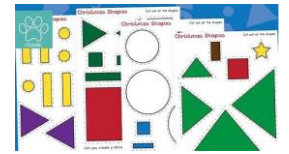


Maths

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 can begin to use mathematical names for 'solid' 3D shapes. (CG, SSM10)
I can handle a range of 3D shapes. (Solar S6).

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

matching and making Christmas
'shape' pictures.



Weeks 1-7 – PSED, KUW

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div data-bbox="197 368 271 464" data-label="Image"> </div> <div data-bbox="129 587 344 619" data-label="Text"> <p>Outdoor Learning</p> </div> <div data-bbox="203 898 271 930" data-label="Text"> <p>PSED</p> </div>	<p><i>I can look in a mirror and make a response to my reflection.</i> <i>I can point to the main parts of my face and body. (Solar, S5)</i></p> <p><i>I can travel short distances to transition between activities. (CG, KUW6)</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></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. (Solar, S5)</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>	<p>Wk.1 AND 2: "HANSEL AND GRETEL." Wk.1:</p> <ul style="list-style-type: none"> Theme - Festival of Remembrance. Children will be introduced to Remembrance through exploring a poppy. We will learn the signs for poppy, remember and soldier. We will also look at symbols and signs for red and black. Message – we wear poppies to remember our soldiers. Children will use stencils, sponges and paint (and add a green handprint) to create their own poppy picture. Outdoor Learning. Children will be introduced to our Outdoor Learning environment. We will look at pictures of our route to this outdoor space and what it looks like. We will sing our special Outdoor Learning song before transitioning and following our route. Children will explore and find a special item. <p>Wk.2:</p> <ul style="list-style-type: none"> Theme – Cookie People. Baking biscuits using gingerbread man cutters – large and small. Exploring skills of measuring, mixing, rolling, cutting and decorating to make cookies based upon the 'children' cookies in our story. 	<p>All children to own level with appropriate level of adult support.</p> <p>All children to own level with appropriate level of adult support.</p> <div data-bbox="1563 906 1783 1110" data-label="Image"> </div>	<p>Poppy, picture of poppy and soldier plus related symbols. Colour symbols – black and red. Prepared stencils, sponges, green, red, black paint and paper.</p> <div data-bbox="1944 651 2078 839" data-label="Image"> </div> <p>Outdoor Learning photographs. Tray to collect special items to look at back in class.</p> <p>Ingredients for making simple cookies – flour, butter, caster sugar, icing sugar and chocolate buttons to decorate.</p>






<div data-bbox="192 300 271 399" data-label="Image"> </div> <div data-bbox="105 528 347 563" data-label="Section-Header"> <h2>Outdoor Learning</h2> </div> <div data-bbox="199 804 273 834" data-label="Section-Header"> <h2>PSED</h2> </div>	<p><i>I can collect and interact with natural objects. (CG, UW5)</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 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></p>	<ul style="list-style-type: none"> • Outdoor Learning. Recap our route, sing our song and transition to our outdoor space. What do we wear? What can we do? Focus on seasonal changes – fallen leaves and puddles. Children to make a collection of different leaves and paint with ‘water’ and a variety of brushes. Children to use iPad to photograph puddles and leaf collections. <p>Wk.3 and 4: “MOG’S CHRISTMAS.” Wk.3:</p> <ul style="list-style-type: none"> • Assembly – Thanksgiving. Watch simple prepared Powerpoint to understand celebration. Children to create a simple class wreath using leaves and pictures of leaves, simple pictures of things we say ‘thank you’ for. • Theme – ‘Mog is sad’. Explore what we mean by sad. Look at sad faces, sign and symbol for sad. Explore why Mog is sad in our Topic story. What makes us sad? Children to create a sad face picture (adding mouth) and choose a picture of something that might make them sad to add to it. • Outdoor Learning. Children to be reminded of previous learning and to follow previous routines. Focus – 	<p>All children to own level with appropriate level of adult support.</p> <div data-bbox="1563 352 1771 611" data-label="Image"> </div> <p>All children to own level with appropriate level of adult support.</p> <div data-bbox="1574 1066 1760 1348" data-label="Image"> </div>	<p>Kitchen utensils, aprons. Photographs of Outdoor Learning and route. iPad, trays to collect leaves.</p> <p>Prepared Thanksgiving Powerpoint. Pictures of different leaves and leaf shapes, paper, glue and spreaders. Pictures of family, friends, nature, home and food. Topic book, sad symbol and pictures of sad faces. Mirrors. Prepared picture of sad face without mouth for children to add and pictures of things that may make them sad. Glue and spreaders, paint/pens.</p>
---	---	--	---	--

<div data-bbox="185 357 264 456" data-label="Image"> </div> <div data-bbox="107 592 347 624" data-label="Section-Header"> <h2>Outdoor Learning</h2> </div> <div data-bbox="199 866 273 895" data-label="Section-Header"> <h2>PSED</h2> </div>	<p><i>I can sometimes recognize myself in photos. (Solar, H4)</i></p> <p><i>I explore a variety of textures and express preferences. (Solar, A4)</i></p> <p><i>I can express own feelings. (CG, PSED 7)</i></p> <p><i>I can collect and interact with natural objects. (CG, UW5)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p><i>I explore substances and materials. (Solar, S4)</i></p> <p><i>I know that my movements can make marks and show an interest in the effects.</i></p> <p><i>I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)</i></p> <p><i>I explore a variety of textures and express preferences. (Solar, A4)</i></p> <p><i>I can identify simple differences.</i></p> <p><i>I can describe changes in materials.</i></p> <p><i>I can answer a simple scientific question. (Solar, S5)</i></p>	<p>clothes for outdoor. Children to explore and make different footprints in mud and water and follow footprint trails. Look at textures and patterns and take a photo of a footprint on the iPad.</p> <p>Wk.4:</p> <ul style="list-style-type: none"> St. Andrew's Day. Children to learn in simple terms about St. Andrew and how he is important in Scotland. Children to paint the Scottish flag. Introduce Advent, December, Christmas and Advent calendar. Calendar will be Christmas pictures behind numbered doors (with children's faces on, added each day for recognition and turn taking) which we will open each day and learn the vocabulary and sign for the picture. Outdoor Learning. Follow previous routines. Collect pine cones (hidden in area). Children will add glue, glitter and ribbon to create a pine cone Christmas tree decoration. <p>Wk.5: "THE JOLLY CHRISTMAS POSTMAN."</p> <ul style="list-style-type: none"> Making toast. Children will explore how we make toast and then use Christmas tree cutters to make their 	<p>All children to own level with appropriate level of adult support.</p> <div data-bbox="1556 467 1792 667" data-label="Image"> </div> <p>All children to own level with appropriate level of adult support.</p>	<p>Photographs of Outdoor Learning. Selection of wellies and boots, iPad, paper.</p> <p>Prepared Powerpoint/picture to teach about St. Andrew. Prepared flag outlines, blue and white paint and brushes. Prepared Advent calendar. Children's photos.</p> <p>Collected pine cones hidden in area. Glue, brushes and coloured glitter, coloured ribbon.</p> <p>Toaster, bread, range of spreads, Christmas tree cutter, knives.</p>
---	--	---	---	--

<div data-bbox="197 347 275 443" data-label="Image"> </div> <div data-bbox="107 655 347 687" data-label="Section-Header"> <h2>Outdoor Learning</h2> </div> <div data-bbox="203 855 271 882" data-label="Section-Header"> <h2>PSED</h2> </div>	<p><i>I can match pictures to objects in the environment. (Solar, G5)</i></p> <p><i>I can collect and interact with natural objects. (CG, UW5)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p><i>I explore substances and materials. (Solar, S4)</i></p> <p><i>I know that my movements can make marks and show an interest in the effects.</i></p> <p><i>I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)</i></p> <p><i>I explore a variety of textures and express preferences. (Solar, A4)</i></p> <p><i>I can play purposefully with small world models. (CG, UW6)</i></p> <p><i>I explore a variety of textures and express preferences. (Solar, A4)</i></p> <p><i>I can identify simple differences.</i></p>	<p>toast tree shaped. They will make a choice of spread to add.</p> <ul style="list-style-type: none"> • Theme – celebration and excitement. Pass the present game – children will explore what’s in the present and feeling of excitement. Look at pictures of excited faces. Are we excited to find out what’s inside the present? Take photos of children and relate to pictures and excited symbol. • Outdoor Learning. Follow routines. Scavenger hunt. Hunt for pre-hidden envelopes containing pictures of things to find – stick, leaf, etc. Make collections. <p>Wk.6 and 7: “STICKMAN.”</p> <p>Wk.6:</p> <ul style="list-style-type: none"> • Baking snowman biscuits using snowman cutters – large and small. Exploring skills of measuring, mixing, rolling, cutting and decorating to make cookies based upon the snowman in our story. • Outdoor Learning. Follow previous routines. Exploring sticks – can children make a Stickman on the floor? A pattern with sticks? Draw in puddles and mud with sticks? Make a stick collection to sort, compare and photograph with the iPad. 	<p>All children to own level with appropriate level of adult support.</p> <div data-bbox="1563 331 1765 595" data-label="Image"> </div>	<p>Present wrapped up in lots of layers of Christmas paper to contain small gifts. Photographs of excited faces, iPad, excited symbol.</p> <p>Photographs of Outdoor Learning. Prepared envelopes hidden in area, trays to collect items, iPad.</p> <p>Ingredients for making simple cookies – flour, butter, caster sugar, icing sugar and chocolate buttons, fondant icing to decorate. Kitchen utensils, aprons. Photographs of Outdoor Learning. Trays to collect sticks, iPad.</p>
---	--	---	---	---

<div data-bbox="192 308 271 405" data-label="Image"> </div> <p data-bbox="109 655 344 687">Outdoor Learning</p> <p data-bbox="203 855 271 887">PSED</p>	<p data-bbox="392 201 875 300"><i>I can describe changes in materials. I can answer a simple scientific question. (Solar, S5)</i></p> <p data-bbox="392 379 831 443"><i>I can match pictures to objects in the environment. (Solar, G5)</i></p> <p data-bbox="392 491 907 555"><i>I can show an awareness of past activities I was involved in.</i></p> <p data-bbox="392 563 763 595"><i>I can demonstrate preferences.</i></p> <p data-bbox="392 603 913 667"><i>I can collect objects that interest me. (Solar, H4)</i></p> <p data-bbox="392 707 898 770"><i>I can show an awareness of changes in the weather. (Solar, G4)</i></p> <p data-bbox="392 778 707 810"><i>I can observe the weather.</i></p> <p data-bbox="392 818 831 882"><i>I can talk about what I can see in the environment.</i></p> <p data-bbox="392 890 898 922"><i>I notice leaves changing colour. (Solar, G5)</i></p>	<ul data-bbox="994 201 1447 300" style="list-style-type: none"> • Possible Santa visit – enrichment. Children to transition to a new environment to meet Santa Claus. <p data-bbox="947 347 1021 379"><u>Wk.7:</u></p> <ul data-bbox="994 387 1473 882" style="list-style-type: none"> • The Christmas Story. Children will explore The Christmas Story through song, pictures, Tuff Tray play. Create a class scene – children will each take a turn to stick a person or animal onto a prepared stable scene to create a large scale Nativity scene. • Outdoor Learning. Follow previous routines. Make a Leaf Man. Children to collect leaves small stones for eyes, etc. and use fixings to attach to paper to create Leaf Man – a friend for Stickman. <p data-bbox="947 930 1216 962"><u>Enrichment Activities:</u></p> <ul data-bbox="994 970 1368 1145" style="list-style-type: none"> • Bonfire Night. • Festival of Remembrance. • St. Andrew’s Day. • Visit to Santa. • Christmas Play Celebration. 		<p data-bbox="1881 201 2141 264">Minibus, pre-planned visit.</p> <p data-bbox="1881 379 2141 627">Book – The Christmas Story. Song – Away in a Manger (Singing Hands). Prepared stable scene and characters, glue and spreaders.</p> <p data-bbox="1881 667 2119 882">Photographs of Outdoor Learning. Trays for collecting, leaves and stones, masking tape, Sellotape, paper.</p>
---	---	--	--	---

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: "HANSEL AND GRETEL." Wk.1:</p> <ul style="list-style-type: none"> Festival of Remembrance Theme. Exploring stencils. Children will use a stencil, sponge and paint to print a poppy picture (link with KUW). They will explore red, black and green using paint and sponges (green handprint) to print. Children will use fingers for printing and the three colours – red, black and green – to create a picture of a poppy field. <p>Wk.2:</p> <ul style="list-style-type: none"> Free painting. Children will use A3 paper and a range of different sized brushes to explore painting with 'candy' colours (linked to Topic story) – pink and purple. They will use prepared colours and experience colour mixing – red and white, red and blue to create colours. Watery painting. Children will explore watered down blue/grey paint to create 'puddle' pictures. They will add sponge leaf prints of brown/orange to replicate leaves in puddles (link with Outdoor Learning exploration). 	<p>All children to own level with appropriate level of adult support.</p> <p>All children to own level with appropriate level of adult support.</p>  <p>All children to own level with appropriate level of adult support.</p> 	<p>Prepared poppy stencils. Red, black and green paint, sponges, paper. Symbols and pictures to support.</p>  <p>A3 paper. Red, white, blue, purple, pink paint, range of brushes, mixing plates. Colour symbols and 'candy' pictures.</p> <p>Blue/grey watery paint, brushes, paper. Leaf shaped sponges, brown, orange paint. Photographs from Outdoor Learning, colour symbols.</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)

Wk.3 and 4: "MOG'S CHRISTMAS."

Wk.3:

- Exploring silver and gold. Children will make a star picture on black paper. They will make fingerprints using silver and gold paint. They will decorate with silver and gold glitter and small stars..
- Children will explore silver and gold paint with star shaped sponges to make a picture. They will add papers and fabrics to make a mixed media silver and gold collage picture.

Wk.4:

- **Christmas Calendars.** Children will begin Christmas calendars to take home for parents. We will create 2024 using seasonal colours and a variety of printing techniques – finger printing, cotton reel printing, junk printing and sponge printing.
- Making small blue balloons. Each child will fingerprint a small blue fabric balloon and add their face to attach to their calendar.

Wk.5: "THE JOLLY CHRISTMAS POSTMAN."

- **Christmas Cards.** Children will begin Christmas cards to take home for parents. They will use a stencil to

All children to own level with appropriate level of adult support.

2024

All children to own level with appropriate level of adult support.



All children to own level with appropriate level of adult support.



All children to own level with appropriate level of adult support.

Cut out star shapes (black paper). Silver and gold paint, small stars, glitter, glue and spreaders. Star shaped sponges. Silver and gold papers and fabric pieces of different textures, glue and spreaders. Choice of two colours to use as background. Colour symbols.

Black A3 card for calendar background. Pink, yellow, orange and blue A4 paper to with number outlines to print on. Pink, yellow, orange and blue paint and objects for printing as listed. Fabric balloon shapes, blue paint, children's photographs.

Gingerbread man stencil shapes, card.



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.

print the shape of a gingerbread man. They will complete their gingerbread man's features by adding a variety of collage materials, including a prepared Santa hat.

- Printing using junk materials – Christmas presents. Children will work on present outlines. Using a range of brightly coloured paint and junk materials they will print patterns to decorate their Christmas present paper.

Wk.6 and 7: "STICKMAN."

Wk.6:

- Exploring white. Children will explore the effects of white mixed media on black paper to create a snowflake picture. They will print with cotton reels, small round sponges and fingers. They will add collage materials – a selection of papers and fabrics will be provided.
- Snowman collage. Children will use different textures of paper and fabric to create a snowman picture. They will be provided with small sticks to add for arms.

Wk.7:

- Free sponge printing. Children will use Christmas sponge shapes and

All children to own level with appropriate level of adult support.

Brown paint, glue, spreaders and a variety of collage materials.
 Gingerbread man symbol and pictures.
 Pre-prepared Santa hats.

Black paper, white paint, cotton reels, small round sponges.
 White papers and fabrics, glue and spreaders.

Snowman outline picture, selection of papers and fabrics for collage, glue and spreaders, sticks.

Christmas sponge shapes, paint in festive colours, paper.



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)

festive colours of paint to create a picture of their own.

- Free paint exploration. Children will make a choice from red and green paper to paint on. They will be provided with white, red, green and yellow paint with glitter added and a selection of different sized brushes.

Songs and Rhymes:

- Twinkle, Twinkle.
- Away in a Manger.
- When Santa got Stuck up the Chimney.
- Rudolph the Red-Nosed Reindeer.
- Jingle Bells.

Ongoing:

- Free painting and drawing activities.
- Exploring musical instruments in free play.
- Dressing up clothes in role play corner.

Red and green paper.
Red, white, green and yellow paint with red, silver, green and gold glitter added.
Selection of brushes.
Colour symbol cards.

Paper, paint, drawing materials.
Musical instruments.
Dressing up clothes.