



# WELLIES, BROLLIES, SUNHATS AND LOLLIES

EYFS – BLUE CLASS

Medium Term Planning – Spring 2024

## Weeks 1-5 – Communication, Language and Literacy

AoL	Learning Intention/Success Criteria	Implementation/Activity	Differentiation	Resources
<div data-bbox="208 432 286 539" data-label="Image"> </div> <p style="text-align: center;"><b>Reading</b></p> <div data-bbox="192 963 282 1075" 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 and 2: "KIPPER'S SNOWY DAY."</b>  <b>Wk.1:</b></p> <ul style="list-style-type: none"> <li>Children to firstly experience the story "Kipper's Snowy Day" through Youtube. Play through once, then repeat with symbols for children to look at and teach/repeat signs – dog, Winter, snow, hat, scarf, coat, gloves.</li> <li>Children to look at pictures from the story. Matching activity – children will be given between 2 and 6 pictures, related to individual levels, to match to corresponding pictures.</li> </ul>	<p>Whole group, each child with appropriate level of support.</p> <p>All children</p> <p>Grp.1 Grp.2. Grp.3</p>	<p>'Good morning' voice button boxes.  Timetable and symbols.  Individual name cards.</p> <p>Book  Symbols from story – dog, Winter, snow, hat, scarf, coat, gloves.</p> <div data-bbox="1861 1046 2092 1278" data-label="Image"> </div> <p>Laminated pairs of pictures from the story.</p>

<div data-bbox="192 408 273 517" data-label="Image"> </div> <div data-bbox="174 667 293 700" data-label="Section-Header"> <h2>Reading</h2> </div> <div data-bbox="183 884 273 995" data-label="Image"> </div>	<p><i>I can match identical photos, pictures and symbols. (CG, R6)</i></p> <p><i>I show an interest in books and stories. I respond to a familiar story. (Solar, R4)</i></p> <p><i>I can point to a requested image out of 2. (Solar, R4)</i></p> <p><i>I can match a picture or symbol to a familiar object. (Solar, R5)</i></p> <p><i>I 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>	<ul style="list-style-type: none"> <li>Children will be given the word 'Kipper' and corresponding letters to match.</li> </ul> <p><b>Wk.2:</b></p> <ul style="list-style-type: none"> <li>Children to experience the story "Kipper's Snowy Day" read aloud from the book. Children to listen to the story accompanied by story sack. Children to be encouraged to follow the story exploring the resources as appropriate. Resources will be introduced through sign and labelled.</li> <li>Children to look at symbols and objects from the story sack. Matching activity – children will be given between 2 and 6 symbols, related to individual levels, to match to corresponding objects.</li> <li>Children will be given the words 'hat' and 'scarf' alongside corresponding objects. They will be given individual letters to match to each word.</li> </ul> <p><b>Continuous Provision:</b></p> <ul style="list-style-type: none"> <li>Story tuff tray – replicate the story using toys, fabric, objects, etc. Children to explore with/without adult support and accompanying book, symbols and pictures.</li> <li>Set of pictures from the story for children to look at and sequence the story.</li> </ul>	<p>All children.</p> <p><u>Grp.1</u></p> <p><u>Grp.2</u></p> <p><u>Grp.3.</u></p> <p>All children. Whole group to access during free flow Literacy activity time.</p> <div data-bbox="1518 1007 1760 1214" data-label="Image"> </div> <p>All children</p>	<p>Prepared word 'Kipper' and letters to match.</p> <p>Book Story sack – toy dogs, 'snow' (paper shreds, paper snowflakes/polystyrene, etc., hat, scarf, coat, gloves).</p> <p>Symbols from story – dog, Winter, snow, hat, scarf, coat, gloves.</p> <p>Prepared words 'hat' and 'scarf', accompanying objects and letters to match.</p> <p>Book, tuff tray, objects. Symbols, pictures from the story, words for matching. Sequencing pictures.</p>
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## Reading



*I can use single words/signs/symbols for a range of purposes.  
I can copy words or signs. (CG, CLL, 5)  
I can combine two words/signs/symbols.  
I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)  
I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)*

*I listen with interest to the noises adults make when they read stories. (CG, R4)*

*I am interested in books and rhymes.  
I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)*

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

### **Wk.3 and 4: "MAY I COME IN."**

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

- Children to firstly experience the story through Youtube.  
Play through once, then repeat with symbols for children to look at and teach/repeat signs – rain, thunder, lightning, wet, umbrella, friend.
- Children to look at pictures of weather related to the story.  
Matching activity – children will be given between 2 and 6 pictures, related to individual levels, to match to corresponding pictures.
- Children will be given the word 'umbrella' alongside a picture and corresponding letters to match.

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

- Children to listen to the story "May I Come in" read aloud accompanied by story sack. Children to be encouraged to follow the story exploring the resources as appropriate. Weather pictures will be introduced through sign and labelled.
- Children to look at pictures and clothing/items for wearing in the rain. Matching activity – children will

Grp.1

Grp.2.

Grp.3

All children.

Grp.1

Grp.2

Grp.3.

Book



Youtube.  
Symbols from story – rain, thunder, lightning, wet, umbrella, friend.  
Laminated matching weather pictures.  
Prepared picture and word 'umbrella' with letters to match.

Book

Story sack – pictures of weather and animals from the story.  
Symbols from story – rain, umbrella, thunder, lightning.  
Pictures related to wet/cold weather and corresponding items – umbrella, raincoat,



## 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)*

be given between 2 and 6 pictures, related to individual levels, to match to corresponding items.

- Children will be given the words 'rain', 'umbrella', 'thunder' and 'wellies' alongside corresponding pictures. They will be given individual words to match to each word.

### Continuous Provision:

- Weather 'rainy day' tuff tray. Create a rainy day tuff tray for children to explore with teddy dressed for rain and other pictures, clouds, etc. Children to explore with/without adult support and accompanying book, symbols, words and pictures.
- Set of 'weather' books and other stories– fiction and non-fiction for sharing.

### Wk.5: "PIGNIC."

- Children to firstly experience the story "Pignic" 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 – pig, tortoise, wolf, tree, kite, rain, mud.
- Finding and matching activity – children to share the book 1-1 with

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



All children

Grp.1

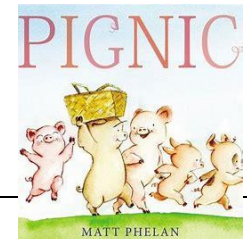
Grp.2.

Grp.3

wellies, hat, scarf and gloves.  
Prepared words and pictures.

Book, tuff tray, objects.  
Symbols, pictures related to a rainy day and words for matching.  
'Weather' book box.

Book  
Symbols from story – pig, tortoise, wolf, tree, kite, rain, mud.



<div data-bbox="197 432 277 539" data-label="Image"> </div> <p><b>Reading</b></p> <div data-bbox="197 1011 277 1118" data-label="Image"> </div>	<p><i>I can match a picture or symbol to a familiar object. (Solar, R5)</i>  <i>I can recall a key element of a familiar story. (Solar, R7)</i>  <i>I can recount a short sequence of events. (Solar, R8)</i>  <i>I can join in with role play to retell a story. (Solar, R8)</i></p> <p><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></p> <p><i>I am interested in books and rhymes. I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)</i></p> <p><i>I am beginning to engage in pretend play. (CG, PSED4)</i></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>an adult. They will be shown the symbols for pig, tortoise and wolf then shown a picture of two of these. Can they find the requested image in response to a verbal instruction and the symbol?</p> <ul style="list-style-type: none"> <li>Finding activity – children to share the book 1-1 with an adult. They will be asked to indicate “Where is the...” in response to symbols – pig, tortoise, wolf, tree, kite, mud, rain.</li> </ul> <p><b>Continuous Provision:</b></p> <ul style="list-style-type: none"> <li>Story related tuff tray – ‘picnic’ - using toys, play food, etc. Children to explore with/without adult support and accompanying book, symbols, words and pictures.</li> <li>Set of related story books for sharing.</li> </ul> <p><b>Role Play Corner – ‘Cosy Home’</b></p> <ul style="list-style-type: none"> <li>Create ‘cosy’ home corner for children to be encouraged to pretend play. Children to have access to home related items – mugs/cups, teapot, plates, toy food, soft toys, etc. Children to also have access to items for dressing up for different weathers – snowy, rainy.</li> </ul> <p><b>Topic Related Signs</b></p>	<p>All children. Whole group to access during free flow Literacy activity time.</p> <p>All children</p> <p>All children</p> <p>All children.</p>	<p>Prepared pictures – pig, tortoise and wolf.</p> <p>Book, tuff tray, objects. Symbols, pictures from the story, words for matching. ‘Weather’ story book box.</p> <p>Role play corner furniture, soft toys, play food, plates, etc. and dressing up clothes for wintry weather. ‘Window’ picture with snowy then rainy day changed as appropriate to Topic book.</p> <p>Symbols Makaton teacher handouts.</p>
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<div data-bbox="210 376 291 488" data-label="Image"> </div> <p data-bbox="181 632 291 663"><b>Reading</b></p> <div data-bbox="192 908 284 1021" data-label="Image"> </div>	<p data-bbox="389 201 869 300"><i>I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)</i></p> <p data-bbox="389 344 869 443"><i>I understand single words/sounds/signs/symbols in context. (CG, CLL 4)</i></p> <p data-bbox="389 488 869 552"><i>I can imitate 10-50 signs/symbols/words. (Solar, CLL4)</i></p> <p data-bbox="389 596 869 660"><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></p> <p data-bbox="389 705 869 839"><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="389 884 869 948"><i>I can listen to a story being read by an adult. (Solar, R7)</i></p> <p data-bbox="389 992 869 1056"><i>I can recognize my own name. (Solar, R5/6)</i></p>	<p data-bbox="918 201 1460 264">Children to be taught signs appropriate to each topic story with accompanying symbols.</p> <p data-bbox="918 272 1460 336"><b><u>Wk.1-2</u></b> dog, Winter, snow, hat, scarf, coat, gloves.</p> <p data-bbox="918 344 1460 408"><b><u>Wk.3-4</u></b> rain, thunder, lightning, wet, umbrella, friend.</p> <p data-bbox="918 416 1460 448"><b><u>Wk.5</u></b> pig, tortoise, wolf, tree, kite, rain, mud.</p> <p data-bbox="918 488 1099 520"><b><u>Sharing Stories</u></b></p> <p data-bbox="918 528 1460 592">Children to experience daily shared stories read aloud from books and via screen:</p> <p data-bbox="918 600 1299 632"><b><u>Stories related to Topic Stories:</u></b></p> <p data-bbox="918 639 1122 663">Handa's Surprise.</p> <p data-bbox="918 671 1099 695">One Rainy Day.</p> <p data-bbox="918 703 1133 727">One Snowy Night.</p> <p data-bbox="918 735 1211 759">We're Going on a Picnic.</p> <p data-bbox="918 767 1227 799"><b><u>Other Judith Kerr Stories:</u></b></p> <p data-bbox="918 807 1189 831">Mog the Forgetful Cat.</p> <p data-bbox="918 839 1111 863">Mog and Bunny.</p> <p data-bbox="918 871 1144 895">Mog and the Baby.</p> <p data-bbox="918 903 1216 935"><b><u>Linked Traditional Tales:</u></b></p> <p data-bbox="918 943 1245 967">The Three Billy Goats Gruff.</p> <p data-bbox="918 1007 1021 1038"><b><u>Ongoing</u></b></p> <p data-bbox="918 1046 1451 1070">Own photo/name matching and recognition.</p> <p data-bbox="918 1078 1330 1110">Phonics – as Phonic/Bug Club plan.</p>	<div data-bbox="1482 264 1644 437" data-label="Image"> </div> <p data-bbox="1487 544 1624 568">All children</p>	<p data-bbox="1830 871 2112 1046">Photos, name cards – matching sets for each child. Phonic plans and resources as necessary.</p>
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<div data-bbox="192 528 284 643" data-label="Image"> </div> <div data-bbox="143 866 329 935" data-label="Section-Header"> <p><b>Mark Making, Writing</b></p> </div> <div data-bbox="192 1193 273 1305" data-label="Image"> </div>	<p><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><i>I attempt to copy the first letter of my own name. I can copy a pattern. I give a picture a name. I label a picture with a symbol. I dictate a caption for a picture – 2 key words. (Solar, W5)</i></p> <p><i>I can order letters of my first name.</i></p>	<p>'snowballs' (white on black paper) to trace lines and circular shapes. Children will explore the different marks they can make using their fingers and brushes.</p> <ul style="list-style-type: none"> <li>• Tracing line and circular patterns – white snowflakes on black paper – using chalks, white pencils and wax crayons.</li> <li>• Children will explore white writing media on black paper. They will trace and be encouraged to copy line and circular 'snowflake' and 'snowball' shapes. They will be given symbols 'snowflake' and 'snowball' to label their own drawings.</li> </ul> <p><b><u>Wk.3 and 4: "MAY I COME IN."</u></b></p> <p><b><u>Wk.3:</u></b></p> <ul style="list-style-type: none"> <li>• 'Rainy day' Theme. Children will explore blue sand trays/tuff tray with added glitter. Children will explore the different marks they can make using their fingers. Can they trace glittery raindrop shapes/lines and circles?</li> <li>• Children will explore a variety of blue and grey writing media to make marks and patterns on raindrop and puddle shaped</li> </ul>	<p><u>Grp.2</u></p> <p><u>Grp.3</u></p> <p>All children to own level.</p> <p><u>Grp.1</u></p> <p><u>Grp.2</u></p> <p><u>Grp.3</u></p>	<p>'snowflake' and 'snowball' cards. Tuff tray, flour, icing sugar, brushes, water.</p> <p>Prepared snowflake pictures (white pencil on black paper). White writing media – chalks, pencil crayons and wax crayons. Symbols for labelling – snowflake, snowball.</p> <p>Prepared trays/tuff tray – blue sand with blue glitter. Blue and grey colour symbol cards.</p> <p>Prepared raindrop and puddle shaped paper.</p>
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<div data-bbox="185 592 275 703" data-label="Image"> </div> <p data-bbox="143 866 331 935"><b>Mark Making, Writing</b></p> <div data-bbox="192 1123 275 1235" data-label="Image"> </div>	<p data-bbox="392 197 837 261"><i>I engage in the sensory experience of making marks. (CG, W4)</i></p> <p data-bbox="392 306 842 405"><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)</i></p> <p data-bbox="392 450 837 513"><i>I engage in the sensory experience of making marks. (CG, W4)</i></p> <p data-bbox="392 558 842 657"><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)</i></p> <p data-bbox="392 702 672 730"><i>I give a picture a name.</i></p> <p data-bbox="392 738 754 767"><i>I label a picture with a symbol.</i></p> <p data-bbox="392 775 851 839"><i>I dictate a caption for a picture – 2 key words. (Solar, W5)</i></p> <p data-bbox="392 956 810 984"><i>I can order letters of my first name.</i></p> <p data-bbox="392 992 866 1056"><i>I can sequence symbols/words to create key word sentence about a picture.</i></p> <p data-bbox="392 1064 736 1093"><i>I can copy words. (Solar, W6)</i></p> <p data-bbox="392 1176 837 1240"><i>I engage in the sensory experience of making marks. (CG, W4)</i></p> <p data-bbox="392 1284 842 1383"><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 1417 261">paper. They will be given pictures of rain and puddles to observe.</p> <ul data-bbox="969 272 1417 512" style="list-style-type: none"> <li>• Children will be encouraged to explore shaped papers and blue and grey writing media to create their own raindrop and puddle patterns as a background for tracing and copying their own names.</li> </ul> <p data-bbox="920 558 994 587"><b>Wk.4:</b></p> <ul data-bbox="969 598 1417 1378" style="list-style-type: none"> <li>• ‘Rainy Day’ Theme. Sensory mark making – children will explore blue paint and glitter trays to explore the marks and patterns that they can make with fingers or brushes. They patterns will be printed.</li> <li>• Children will make their own picture of raccoon from our Topic story, in the rain. They will work on a picture of raccoon, making marks using blue and grey writing media. They will label their picture with a symbol - for rain/wind/puddle.</li> <li>• Children will create their own pictures of raccoon in the wind, rain and puddles. Teacher will scribe sentence “raccoon is in the...”. Children to complete using a symbol and trace scribed letters.</li> </ul>	<p data-bbox="1449 269 1742 298">All children to own level.</p> <p data-bbox="1449 309 1516 338"><u>Grp.1</u></p> <p data-bbox="1449 450 1516 478"><u>Grp.2</u></p> <p data-bbox="1449 702 1516 730"><u>Grp.3</u></p> <p data-bbox="1449 1011 1742 1040">All children to own level.</p> <p data-bbox="1449 1051 1516 1080"><u>Grp.1</u></p> <p data-bbox="1449 1160 1516 1189"><u>Grp.2</u></p> <p data-bbox="1449 1300 1516 1329"><u>Grp.3</u></p>	<p data-bbox="1825 197 2130 405">Variety of dry mark making media in blue and grey. Laminated raindrop and puddle photos. Children’s own name cards.</p> <p data-bbox="1825 592 2130 1054">Blue and grey colour symbol cards. Blue paint trays with added blue glitter, brushes of different sizes, paper for printing. Prepared pictures of raccoon from Topic story, blue and grey writing media, photos of rain, wind and puddles. Symbols for rain, wind, puddle.</p>
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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.*

### Wk.5: "PIGNIC."

- Sensory mark making – exploring mud tuff tray with added grass/leaves/small twigs. Children will explore the different marks/patterns/ shapes they can make using their fingers and small twigs/sticks.
- Tracing writing patterns to take the pigs to the mud (Topic story theme). Children will use felt pens.
- Children will use pictures from the story – pig in the sun, pig in the mud, rain – and symbols 'pig', 'mud', 'rain' and 'sun'. Teacher will model making a caption for a picture. Children will use symbols to make their own to label pictures.

### 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.

All children to own level.

Grp.1

Grp.2

Grp.3

All children to own level.

Grp.1

Grp.2.

Grp.3.

All children to own level.

Grp.1

Grp.2

Grp.3

Brown and green colour symbol cards. Prepared tuff tray – wet mud, leaves, grass, small twigs/sticks. Laminated writing pattern sheets – taking the pig to the mud, felt pens. Pink colour symbol card. Prepared pictures from the story – a pig in the sun, rain and a pig in the mud. Prepared symbols – pig, in, sun, rain, mud. Glue and spreaders.

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

Children's name cards (laminated), pens.



## Mark Making, Writing



*I can copy circular marks. (Solar, W4)*

*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 have regular access to letters for exploration, making own names and words to own levels.
- 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.

Wooden/laminated letters.

iPad.

Books, scrap paper, pens.

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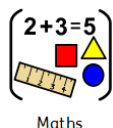
Weeks 1-5– Communication, Language and Literacy				
AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p>Literacy</p>	<p><i>I can pick up small objects with a pincer grasp. (CG, PD3)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration.</i></p> <p><i>I make choices from a range of materials and show preferences. (CG, CD4)</i></p>	<p><b>Wk.1 AND 2: “KIPPER’S SNOWY DAY.”</b></p> <p><b>Wk.1:</b></p> <ul style="list-style-type: none"> <li><b>NO FINE MOTOR LESSON.</b> Due to INSET DAY, Fine Motor lesson will be replaced with Reading lesson to introduce Topic story.</li> </ul>		
<p><b>Fine Motor</b></p>  <p>Creative</p>	<p><i>I can open and close scissors independently. (CG, PD7)</i></p> <p><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></p> <p><i>I experiment with shapes, colours and marks. (CG, PD6)</i></p> <p><i>I explore a variety of textures.</i></p> <p><i>I demonstrate preference.</i></p> <p><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></p> <p><i>I can scoop with a spade/shovel whilst playing. (CG, PD3)</i></p> <p><i>I can pour, sieve and dig with control. (CG, PD6)</i></p>	<p><b>Wk.2:</b></p> <ul style="list-style-type: none"> <li>Exploring moonsand. Children will explore home made moonsand in the tuff tray. Silver glitter will be added to replicate frost and snow. Children will use a snowflake cutter to cut out snowflakes. Can they also model snowballs, snowmen with the moonsand?</li> <li>Paper snowflakes. Children will be given homemade paper snowflakes to explore and offered folded circles to help create. Can they use scissors to make a cut to help create a snowflake pattern?</li> </ul> <p><b>Wk.3 and 4: “MAY I COME IN.”</b></p> <p><b>Wk.3:</b></p>	<p>All children to own level.</p> <p><u>Grp.1</u></p> <p><u>Grp.2.</u></p> <p><u>Grp.3</u></p> <p>All children to own level.</p> <p><u>Grp.1</u></p>	<p>Symbols for white and snowflake. Tuff tray, recipe and ingredients for homemade moonsand. Silver glitter, snowflake cutters.</p> <p>Prepared paper snowflakes, white paper circles, scissors.</p> <p>Symbols for blue, white, snowflake and</p>

<div data-bbox="185 576 277 687" data-label="Image"> </div> <p data-bbox="208 675 259 687">Literacy</p> <p data-bbox="163 826 313 855"><b>Fine Motor</b></p> <div data-bbox="203 1031 255 1129" data-label="Image"> </div> <p data-bbox="203 1117 255 1129">Creative</p>	<p data-bbox="392 199 922 406"> <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>  <i>I can use scissors to cut along a line. (CG, FM9)</i> </p> <p data-bbox="392 523 909 874"> <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 data-bbox="392 997 896 1204"> <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 data-bbox="392 1292 864 1356"> <i>I can pick up small objects with a pincer grasp. (CG, PD3)</i> </p>	<ul data-bbox="996 199 1491 758" style="list-style-type: none"> <li>• Exploring blue playdoh with added blue glitter. Children will be encouraged to touch and manipulate the playdoh using hands, fingers and simple tools. Can they squash it, flatten it and roll it into balls/sausage shapes? Can they copy flattened raindrop and puddle shapes?</li> <li>• Making snow, ice and rain collage pictures. Children will be provided with a selection of paper and fabric textures in blues, whites and greys to create a picture. They will practise skills of tearing, cutting and sticking as appropriate to own level.</li> </ul> <p data-bbox="947 798 1021 826"><b>Wk.4:</b></p> <ul data-bbox="996 837 1491 1364" style="list-style-type: none"> <li>• Exploring blue sand trays. Children will be provided with blue sand in trays or tuff tray with added blue glitter and blue and white pompoms. They will be encouraged to touch and manipulate the sand using hands and fingers. Can they use spoons and tweezers to pick up things from the sand? Can they scoop and pour the sand using small sieves and pots?</li> <li>• Building stripy Duplo towers. Children will be provided with large and medium sized Duplo bricks in two/three colours – blues, black and</li> </ul>	<p data-bbox="1525 199 1592 263"> <a href="#">Grp.2</a>  <a href="#">Grp.3</a> </p> <p data-bbox="1525 603 1821 670">           All children to own level.  <a href="#">Grp.1</a> </p> <p data-bbox="1525 782 1592 845"> <a href="#">Grp.2</a>  <a href="#">Grp.3</a> </p> <p data-bbox="1525 1244 1821 1380">           All children to own level.  <a href="#">Grp.1</a>  <a href="#">Grp.2.</a> </p>	<p data-bbox="1861 199 2130 694">           rain. Blue playdoh balls with added blue glitter. Selection of rolling and cutting tools. Photos of raindrops and puddles. Blue and white background paper. Variety of papers and fabrics in shades of blue, white and grey. Scissors, glue and spreaders.         </p> <p data-bbox="1861 774 2130 1013">           Symbol for blue and sand. Trays/tuff tray. Blue sand, blue glitter, blue and white pompoms. Spoons and tweezers. Small sieves and pots.         </p> <p data-bbox="1861 1173 2130 1340">           Black, blue and white colour symbol cards. Selection of Duplo bricks in blue, black and white.         </p>
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<div data-bbox="181 437 275 553" 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="203 951 257 1053" data-label="Image"> </div>	<p><i>I explore and experiment with a range of materials through sensory exploration. 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 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 experiment with shapes, colours and marks. (CG, PD6) I explore a variety of textures. I demonstrate preference. I show an awareness of the purpose of tools. (Solar, A4)</i></p> <p><i>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)</i></p>	<p>white. They will be challenged to build towers with a given number of bricks. Can they make alternating colour patterns?</p> <p><b>Wk.5: "PIGNIC."</b></p> <ul style="list-style-type: none"> <li>• 'Pigs in Mud' collage pictures. Children will be shown pictures of pigs in mud. They will be provided with paper and fabric textures in shades of pink and brown. They will use glue and spreaders to create their own pink and brown collage picture.</li> <li>• Dotted outline 'pigs in mud' pictures. Children will use pens, pencils and wax crayons in shades of pink and brown to trace and colour a picture.</li> </ul> <p><b>Continuous Provision/Ongoing:</b></p> <ul style="list-style-type: none"> <li>• Explore pull along toys, squeazy/squeaky toys and toys with buttons and switches in role play.</li> <li>• Explore dressing dolls and teddies.</li> <li>• iPad – use Paint program to copy/make lines, circles and patterns/letter shapes to own levels.</li> </ul>	<p><u>Grp.3</u></p> <p>All children to own level.</p> <p><u>Grp.1</u></p> <p><u>Grp.2</u></p> <p><u>Grp.3</u></p>	<p>Pink and brown colour symbol cards. Photos of pigs in mud. Selection of papers and fabrics in shades of pink and brown. Pink and brown background papers to make a choice. Glue and spreaders. Prepared outline pictures, pink and brown drawing media.</p> <p>Pull along toys, squeazy/squeaky toys, toys with buttons and switches. Dolls, teddies and clothes. iPad.</p>
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Weeks 1-5 – Maths				
AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources



Maths

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

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

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

*I recite some number names in sequence.*

*I can select 1/lots when asked.*

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

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

*I can recite numbers in order to 10.*

*I realise anything can be counted.*

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

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

*I can match numeral and quantity correctly up to 5.*

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

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

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

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

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

## **Wk.1 AND 2: "KIPPER'S SNOWY DAY."**

### **Wk.1:**

- Number rhyme – "Snowflakes Song" (Bindi's Music and Rhymes, adding 1 to 10). Children will be encouraged to engage in the number rhyme and supported to join in with counting.

- Children will explore matching, counting and number to individual levels using snowflake theme and number cards.

Children will match numeral 1 to sets of 1, with support as needed.

Children will match numerals 1 and 2 to sets.

Children will count sets to 5 (in different arrangements) and match corresponding numeral cards.

- Children will sort and match a selection of 'Wintry' clothing – hats, socks, gloves and boots. Children will match an item of clothing to a corresponding photograph.

Children will match up to 6 (to own levels) identical clothing items to make pairs – real items and pictures.

### **Wk.2:**

- Number rhyme – "5 Little Snowflakes Falling Down" (Winter Counting Miss Molly, taking away 1). Children will be encouraged to engage in the number

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

Grp.1

Grp.2.

Grp.3

All children to own levels.

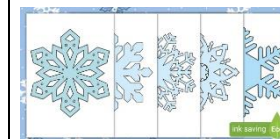
Grp.1

Grp.2.

Grp.3

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

Laminated pictures to use with number rhyme (Twinkl).

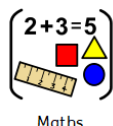


Number cards 1-5. Laminated sets of snowflakes (cards – Twinkl).

Selection of Winter clothing items in matching pairs.

Prepared photographs. Prepared and laminated pictures.

Laminated pictures to use with number rhyme (Twinkl). Number cards 1-5.



*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 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,*

rhyme and supported to join in with taking away 1.

- Children will explore sorting, matching, counting and number to individual levels using small counting dogs and number cards.  
 Children will sort dogs for colour – 2/3 sets.  
 Children will match symbols 1 and lots to sets of 1 and sets of lots (dogs), with support as needed.  
 Children will count out quantities to make sets to 5 (dogs) to match corresponding numeral cards.
- 1-1 correspondence.  
 Children will match clothing items to teddies – can they give each teddy (up to 3) a hat and a scarf?  
 Children will have pictures of Kipper and up to 3 friends. Can they give each friend a scarf, hat, pairs of boots and mittens (as appropriate to level)?
- Exploring patterns.  
 Children will copy simple colour patterns: 2 step repeating patterns with toy dogs and 2 step printing repeating patterns – cotton reel ‘snowflakes’.

**Wk.3 and 4: “MAY I COME IN.”**  
**Wk.3:**

Grp.1  
Grp.2.

Grp.3

All children to own levels.

Grp.1

Grp.2

Grp.3

All children to own levels.

Grp.1

Grp.2

Grp.3

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

Grp.1

Grp.2.

Grp.3

Symbols – 1 and lots.  
 Small counting dogs.  
 Numeral cards to 5.  
 Bowls/plates for sorting. Colour symbol cards.

3 teddies, 3 scarves, 3 hats. Numeral cards 1-3.  
 Prepared pictures of Kipper and 3 friends, 4 pictures – scarves, hats, pairs of boots and mittens. Glue and spreaders.  
 Toy dogs and toy dog prepared pattern cards. Paint in two shades of white/grey, cotton reels, paper and prepared ‘snowflake’ pattern cards.



Maths

*I can pass toys from one hand to another. (CG, SSM3)*  
*I can match identical objects. (CG, SSM4)*  
*I can match objects to a 2D representation. (SSM,5)*  
*I can begin to sort objects according to properties of shape, size or type. (CG, SSM7)*

*I can 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.*

- Number rhyme – “5 Little Penguins”, (Singing Hands, taking away 1). 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 wellies/pictures of raindrops. Children will sort and match wellies/welly pictures for size – big and small. Children will match symbols 1 and lots to sets of 1 and sets of lots (raindrops/wellies), with support as needed. Children will count pictures of sets of raindrops/wellies and match corresponding numeral cards.
- Children will explore sorting, matching, counting and number to individual levels using wellies/gloves/pictures of raindrops. Children will sort and match wellies, gloves/welly, glove pictures for type. Children will match numerals 1 and 2 to sets of 1 and 2 gloves/wellies (real and pictures). Children will count pictures of sets of raindrops/wellies 1-5 and match corresponding numeral cards.
- Capacity. Children will explore the concept of full and empty through

All children to own levels.

Grp.1

Grp.2.

Grp.3.

All children to own levels.

Grp.1

Grp.2.

Grp.3

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

Grp.1

Grp.2.

Grp.3

All children to own levels.

Grp.1

Grp.2

Grp.3

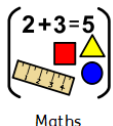
Laminated pictures to use with number rhyme (Twinkl).  
 Number cards 1-5.

Selection of wellies in different sizes.  
 Prepared pictures – big and small wellies, raindrops.  
 Numeral cards 1-5, symbols for 1 and lots.  
 Prepared worksheets – raindrops, wellies 1 and lots.

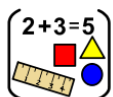
Wellies, gloves and pictures (wellies and gloves). Laminated pictures of raindrops.  
 Numeral cards 1-5.  
 Prepared worksheets – sets for counting.

Water and blue sand trays.

<div data-bbox="181 422 288 547" data-label="Image"> </div> <div data-bbox="181 908 288 1032" data-label="Image"> </div>	<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>water and sand play (blue sand). Can they match symbols full and empty to corresponding containers?</p> <p><b>Wk.4:</b></p> <ul style="list-style-type: none"> <li>Number rhyme – “5 Little Kites”, (Kiboomers,taking away 1). Children will be encouraged to engage in the number rhyme and supported to ‘take away 1’.</li> <li>Children will explore sorting, matching, counting and number to individual levels using pictures of kites and umbrellas. Children will match identical pictures – coloured kites/umbrellas. Children will match numerals 1 and 2 to sets of 1 and 2 kites/umbrella (pictures). Children will order pictures of sets of Winter themed items from 1-10 as far as they are able.</li> <li>1-1 correspondence. Children will match strings/bows to pictures of kites – can they give each kite (up to 3) a string and a bow? Children will have pictures of raccoon from the story and up to 3 friends. Can they give each friend a kite, string, blue bow, red bow (as appropriate to level)?</li> </ul>	<p>All children to own levels.</p> <p><a href="#"><u>Grp.1</u></a> <a href="#"><u>Grp.2</u></a> <a href="#"><u>Grp.3</u></a></p> <p>All children to experience rhymes with focus on engaging and challenged to own levels.</p> <p><a href="#"><u>Grp.1</u></a> <a href="#"><u>Grp.2</u></a> <a href="#"><u>Grp.3</u></a> <a href="#"><u>Grp.1</u></a> <a href="#"><u>Grp.2</u></a> <a href="#"><u>Grp.3</u></a></p> <p>All children to own levels.</p> <p><a href="#"><u>Grp.1</u></a> <a href="#"><u>Grp.2</u></a> <a href="#"><u>Grp.3</u></a></p>	<p>Symbols for full and empty. Selection of containers.</p> <p>Laminated pictures to use with number rhyme (Twinkl). Number cards 1-5. Laminated pictures of kites and umbrellas. Prepared matching sheets – coloured kites/umbrellas. Numeral cards.</p> <div data-bbox="1861 812 2136 951" data-label="Image"> </div> <p>Laminated Winter themed ordering cards (Twinkl).</p> <p>Prepared pictures of kites, strings and bows. Prepared pictures – animals from topic story, kites, strings, bows. Glue and spreaders.</p>
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Maths



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

*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 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)*

- Exploring patterns.  
Children will copy simple size patterns: 2 step repeating patterns with pictures of big and small wellies.

#### **Wk.5: "PIGNIC."**

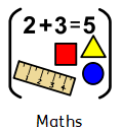
- Number rhyme – "5 Little Piggies Jumping on the Bed" (EduBzzzzkids, taking away 1) (YouTube). Children will be encouraged to engage in the number rhyme and supported to 'take away 1'.
- Children will explore sorting, matching, counting and number to individual levels using toy pigs/pictures of pigs and pictures of muddy puddles.  
Children will sort small world pigs from other animals – can they put 1 pig/lots of pigs in the muddy puddle picture?
- Children will count out small world pigs to match numerals up to 3 in pictures of muddy puddles.  
Children will order pictures of sets of pigs from 1-10 as far as they are able.
- 1-1 correspondence.  
Children will match toy pigs to pictures of muddy puddles – can they put 1 pig in each puddle up to 3?

Laminated pattern cards, prepared welly pictures (big and small), paper, glue and spreaders.

Laminated pictures to use with number rhyme, Youtube.  
Number cards 1-5.

Small world toy pigs, pictures of pigs and muddy puddles.  
Symbols for 1 and lots.  
Numeral cards.  
Pictures of sets of pigs from 1-10 (Twinkl).

Toy pigs and corresponding numbers of muddy puddle pictures.



*I am beginning to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)*  
*I can select a particular named 2D shape. (CG, SSM7)*  
*I can name a particular 2D shape. (CG, SSM8)*  
*I can match 2D shapes circle, square, triangle. (Solar S6).*  
*I can select a specific shape by name. (Solar S7).*



- Children will count out toy pigs to match quantities on puddles 1-10 to own level.
- Exploring 2D shapes.  
Children will explore and handle 2D plastic shapes.  
Children will be encouraged to make pictures with 2D shapes using photos for examples.  
Children will match and label circle, triangle, square and rectangle.

Laminated puddle pictures numbered 1-10.

Selection of 2D shapes. Photos of pictures made with 2D shapes.  
Laminated shape matching sheets and shape word labels.



**Weeks 1-5 – PSED, KUW**

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div data-bbox="197 432 271 528">  </div> <div data-bbox="129 651 344 679"> <p><b>Outdoor Learning</b></p> </div> <div data-bbox="203 962 271 991"> <p><b>PSED</b></p> </div>	<p><i>I can show an awareness of changes in the weather. (Solar, G4)</i>  <i>I can observe the weather. (Solar, G5)</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 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 can describe changes in materials. (Solar, S5)</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><b><u>Wk.1 AND 2: "KIPPER'S SNOWY DAY."</u></b></p> <p><b><u>Wk.1:</u></b></p> <ul style="list-style-type: none"> <li>Introduce Winter Theme. Children will be introduced to the sign and symbol for Winter. They will watch the Twinkl Powerpoint 'All About Winter'. We will talk about weather in Winter and look at symbols for different types of weather. We will begin to observe the daily weather through using a simple class weather chart.</li> <li>What clothing do we wear for cold Wintry days? Children will look at a selection of clothing and sort for suitability for Winter. They will make a teddy bear picture – dressing teddy by sticking on clothes for Wintry weather.</li> <li><b>Outdoor Learning.</b> Children will transition to our Outdoor Learning environment again after singing our class song. We will look at pictures of signs of Winter and make collections – can we find bare branches, dead leaves, etc.?</li> </ul> <p><b><u>Wk.2:</u></b></p>	<p>All children to own level with appropriate level of adult support.</p> <p><u>Grp.1</u></p> <p><u>Grp.2</u></p> <p><u>Grp.3</u></p> <div data-bbox="1525 970 1832 1171">  </div> <p>All children to own level with appropriate level of adult support.</p> <p><u>Grp.1</u></p>	<p>Symbols for Winter, ice, rain, snow, sun, wind.          Twinkl Powerpoint.          Prepared Weather chart.</p> <p>Selection of clothing to sort. Teddy bear dressed in warm clothing. Prepared teddy bear picture and cut out clothes. Glue and spreaders.</p> <p>Outdoor Learning photographs.          Photographs of signs of Winter to look for/collect. Trays to collect special items to look at back in class.</p>

<div data-bbox="192 341 271 437" data-label="Image"> </div> <div data-bbox="107 571 347 603" data-label="Text"> <p>Outdoor Learning</p> </div> <div data-bbox="201 847 273 874" data-label="Text"> <p>PSED</p> </div>	<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.</i></p> <p><i>I can show a response to different tastes and smells. (Solar, S4)</i></p> <p><i>I can describe an item that is either hot or cold. (Solar, G5)</i></p> <p><i>I explore a variety of textures and express preferences. (Solar, A4)</i></p> <p><i>I can identify simple differences.</i></p> <p><i>I can describe changes in materials.</i></p> <p><i>I can answer a simple scientific question.</i></p> <p><i>I 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></p> <p><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></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>	<ul style="list-style-type: none"> <li>• Theme – Frost and Ice. Children will look at photos of ice. We will talk about what makes ice. We will look at a picture of an icy puddle. Children will look at a bowl/tray of a prepared ‘icy puddle’. Investigate and explore – what happens when it gets warmer? Can we get the leaves out of the ice, etc.? Tuff tray to explore the properties of ice and water.</li> <li>• Sensory Winter tuff tray - explore fake snow (shaving cream), bare branches, dead leaves, pine cones, etc.</li> <li>• Sensory Winter bottles – children will explore sensory bottles prepared to replicate falling snowflakes.</li> <li>• <b>Outdoor Learning.</b> Children will be supported to collect items from the environment to decorate with white paint, cotton wool and silver/green glitter to make a natural Winter decoration.</li> </ul> <p><b>Wk.3 and 4: “MAY I COME IN.”</b></p> <p><b>Wk.3:</b></p> <ul style="list-style-type: none"> <li>• Theme of Wind and Rain. Children will explore home made sensory bottles prepared to replicate different weathers.</li> </ul>	<p><u>Grp.2</u></p> <p><u>Grp.3</u></p> <div data-bbox="1547 695 1814 912" data-label="Image"> </div> <p>All children to own level with appropriate level of adult support.</p> <p><u>Grp.1</u></p> <p><u>Grp.2</u></p> <p><u>Grp.3</u></p>	<p>Symbols for snow and ice. Photos of ice cubes and ice in the outdoor environment. ‘Icy puddle’ pictures. Prepared ‘icy puddle’ (small tray with water leaves and small twigs in that has been frozen). Ice cubes and ice for tuff tray.</p> <p>Prepared sensory Winter tuff tray – shaving foam, cotton wool pads, silver and green glitter added, bare twigs, dead leaves, pine cones. Prepared Winter sensory bottles (home made).</p> <p>Trays to make collections of natural objects, silver, green glitter, glue and spreaders, white paint, cotton wool.</p> <p>Prepared home made weather sensory bottles.</p>
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## 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 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)*

*I can listen to a range of religious stories.*  
(Solar, SMSC4)

- Rain and clouds tuff tray. Children will look at photos of rain and rain clouds and will then explore a sensory tuff tray where clouds and raindrops have been created from coloured rice.
- Exploring water/rainwater. Children will engage in water play using containers of collected rain water and also 'blue' water (food colourings). Can they make rain using watering cans, sieves, colanders, etc.?
- **Outdoor Learning.** Exploring puddles. Children will be supported to look at what they can see in puddles, how they can splash, how they can use sticks, etc. to make the water swirl. Can we make bubbly puddles? Can we change the colour of our puddles? Children will observe what happens when washing up liquid and food colourings are added to puddles.

**Wk.4:**

- Exploring materials – what would make a good raincoat/hat for teddy? Children will investigate a selection of materials – some wet, some dry. Which would keep teddy dry? A small teddy will be placed in a tray and children will cover him



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

Grp.1

Grp.2



Grp.3

Photos of clouds, rain and windy days. Symbols for rain, wind, cloud. Colour symbol cards for blue, white and grey. Prepared tuff tray – clouds and raindrops – using blue, white and grey rice. Containers of collected rainwater, tuff tray – ‘blue’ water. Watering cans, sieves, colanders. Puddles, sticks, wash up liquid, food colourings. iPad for photos.

Selection of materials  
– tin foil, plastic,  
fabrics, paper, etc.  
Some wet, some dry.  
Symbols for wet and  
dry. Small teddies and

<div data-bbox="194 386 273 485" data-label="Image"> </div> <div data-bbox="103 692 349 727" data-label="Section-Header"> <h2>Outdoor Learning</h2> </div> <div data-bbox="197 890 273 920" data-label="Section-Header"> <h2>PSED</h2> </div>	<p><i>I can play purposefully with small world models. (CG, KUW6)</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 can start to carry out simple tests on materials. (CG, S5)</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><i>I can describe changes in materials.</i></p>	<p>with a material then pour water on top to investigate whether teddy is dry underneath. We will explore what we mean by wet and dry.</p> <ul style="list-style-type: none"> <li>A religious story – Noah’s Ark. Children will experience the Bible story “Noah’s Ark” through Youtube. We will create a class picture – each child will have the opportunity to add two of the same animal to the Ark. Children will engage in small world play – a box for the Ark, small world people and sets of animals in twos.</li> <li><b>Outdoor Learning.</b> Children will look at pictures of birds. We will talk about how hard it is for birds to find food in Winter. Children will make simple bird feeders to hang outside classroom.</li> </ul> <p><b>Wk.5: “PICNIC.”</b></p> <ul style="list-style-type: none"> <li>Sensory exploration – exploring fruit and veg for a picnic. Children will explore a selection of whole and cut fruit and veg in various colour groups in the tuff tray. They will be encouraged to handle, smell and taste. We will then make a group fruit salad.</li> <li>Pig Face Biscuits. Children will make simple circular shortbread biscuits</li> </ul>	<div data-bbox="1494 478 1845 710" data-label="Image"> </div> <p>All children to own level with appropriate level of adult support.</p> <p><a href="#">Grp.1</a></p> <p><a href="#">Grp.2</a></p> <p><a href="#">Grp.3</a></p> <div data-bbox="1552 1129 1821 1396" data-label="Image"> </div> <p>trays. Watering can, water sprayer.</p> <p>Youtube – Noah’s Ark story. Large scale paper for background picture, prepared people and animal pictures, glue and spreaders. Large box, small world people and animals.</p> <p>Symbol for bird.</p> <p>Photos of birds and birds eating from bird feeders. Materials to make feeders – lard, bird seed, pipe cleaners, Cheerios.</p> <p>Tuff tray. Selection of fruit and vegetables. Photos/symbols to match. Matching colour symbol cards. Knife, bowl, spoon, water, small bowls, spoons.</p>
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<div data-bbox="192 347 271 443" data-label="Image"> </div> <p data-bbox="107 695 344 727"><b>Outdoor Learning</b></p> <p data-bbox="203 895 271 922"><b>PSED</b></p>	<p data-bbox="392 201 875 264"><i>I can answer a simple scientific question. (Solar, S5)</i></p> <p data-bbox="392 344 831 408"><i>I can match pictures to objects in the environment. (Solar, G5)</i></p> <p data-bbox="392 456 907 520"><i>I can show an awareness of past activities I was involved in.</i></p> <p data-bbox="392 528 763 560"><i>I can demonstrate preferences.</i></p> <p data-bbox="392 568 907 632"><i>I can collect objects that interest me. (Solar, H4)</i></p> <p data-bbox="392 671 898 735"><i>I can show an awareness of changes in the weather. (Solar, G4)</i></p> <p data-bbox="392 743 707 775"><i>I can observe the weather.</i></p> <p data-bbox="392 783 831 847"><i>I can talk about what I can see in the environment.</i></p> <p data-bbox="392 855 898 887"><i>I notice leaves changing colour. (Solar, G5)</i></p> <p data-bbox="392 927 887 991"><i>I can go on a visit in the local area. (Solar, G4)</i></p>	<p data-bbox="1043 201 1469 480">using basic cooking skills – mixing, rolling, etc. When cooked, we will explore how to turn icing sugar pink using food colouring. Children will then use a spoon to spread icing sugar onto a biscuit and add sweet decorations to make a simple pig face.</p> <ul data-bbox="999 488 1469 695" style="list-style-type: none"> <li>• <b>Outdoor Learning.</b> Exploring muddy puddles and mud – painting with muddy water and making mud pies using saucepans and a variety of containers. Natural objects to decorate.</li> </ul> <p data-bbox="949 783 1211 807"><b><u>Enrichment Activities:</u></b></p> <ul data-bbox="999 815 1424 959" style="list-style-type: none"> <li>• Park visit – if possible, outdoor Winter ‘picnic’?</li> <li>• Shrove Tuesday/Pancake Day.</li> <li>• Chinese New Year (Assemblies).</li> </ul>	<p data-bbox="1503 464 1856 568">All children to own level with appropriate level of adult support.</p> <p data-bbox="1503 576 1570 600"><u>Grp.1</u></p> <p data-bbox="1503 608 1570 632"><u>Grp.2</u></p> <p data-bbox="1503 639 1570 663"><u>Grp.3</u></p>	<p data-bbox="1883 201 2152 480">Ingredients for shortbread – Dairyfree butter, caster sugar and plain flour. Icing sugar and red food colouring. Kitchen utensils for baking. Sweets for decoration.</p> <p data-bbox="1883 560 2107 767">Old paint brushes, muddy water pots, saucepans and containers, natural materials – leaves, twigs.</p> <p data-bbox="1883 887 2141 951">Minibus, pre-planned visit.</p>
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Weeks 1-5 – 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></p>	<p><b>Wk.1 AND 2: “KIPPER’S SNOWY DAY.”</b>  <b>Wk.1:</b></p> <ul style="list-style-type: none"> <li>Making a snowy day painting. Children will look at pictures from our Topic book and snowy paintings by artists. They will choose from black and blue for background paper. They will use shades of white paint (slightly blue, lilac, grey) and large and small brushes to explore the marks they can make to create their own snowy painting.</li> <li>Snowball printing. Children will use circular sponges in different sizes and shades of white paint to print snowball shapes. They will be supported to make a pattern.</li> </ul> <p><b>Wk.2:</b></p> <ul style="list-style-type: none"> <li>Frosty Theme. Children will be offered white, grey and silver paint with added glue and glitter to explore the marks and effects they can create on a tin foil surface. They will use brushes and sponge brushes.</li> <li>Glitter ‘sparkly’ pictures. Children will choose a black or white</li> </ul>	<p>All children to own level with appropriate level of adult support.  All children to own level.  <a href="#"><u>Grp.1</u></a>  <a href="#"><u>Grp.2</u></a>  <a href="#"><u>Grp.3</u></a></p> <p>All children to own level with appropriate level of adult support.  All children to own level.  <a href="#"><u>Grp.1</u></a>  <a href="#"><u>Grp.2</u></a>  <a href="#"><u>Grp.3</u></a></p>	<p>Symbol for snow.  Pictures and photos – snowy days. Black and blue A3 paper. Large and small paintbrushes.  Prepared shades of white paint.  Circular sponges in different sizes.</p> <p>White, grey, black, blue and silver colour symbol cards. Tin foil. White, grey and silver paint, glue, silver glitter. Paintbrushes and sponge brushes.  Black and white paper.</p>





*I can show an awareness of the purpose of familiar tools.*  
*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. (Solar, G5)*

background paper. They will trickle glue to make patterns and will sprinkle blue and silver glitter to create a sparkly, frosty picture.

### **Wk.3 and 4: "MAY I COME IN."**

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

- Exploring colour mixing and finger painting. Children will make fingerprints with white and black paint. They will then use a brush to mix the two colours to make grey and explore grey fingerprints. They will work on small pieces of grey or black paper.
- Creating a rain cloud picture. Children will work on a prepared cloud outline. They will print their cloud using various shades of grey paint and cotton wool balls/pads and sponges. They will add blue raindrops using fingers or brushes and blue paint.

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

- Watery painting. Children will explore watered down blue/grey paint with brushes to create 'rain' and 'puddle' pictures. They will explore adding 'rain' using blue paint in a sprayer.
- Welly boot printing. Children will experience wearing/using wellies in

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

All children to own level.

Grp.1

Grp.2

Grp.3

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

All children to own level.

Grp.1

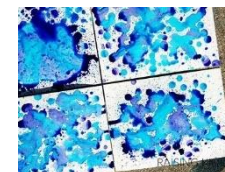
Grp.2

Grp.3.

Glue, fine brushes, silver and blue glitter.

White, black, blue and grey colour symbol cards. White and black paint, brushes. Grey and black papers.

Prepared rain cloud outline sheets. Mixed shades of grey paint. Cotton wool balls, cotton wool pads, sponges. Brushes, blue paint.







*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 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)*

coloured paint trays. They will make prints with the wellies and explore the different patterns/prints they can make.

#### **Wk.5: "PICNIC."**

- Picnic Theme. Fruit and vegetable printing. Children will explore the colours and textures of a selection of fruits and vegetables. They will then use them to make prints and explore the patterns and shapes each one makes.
- St. Valentine's Day (link with (Cultural Capital, PSED). Children will be supported to make a card depicting a heart/hearts. They will use heart-shaped sponges and red/pink paint. They will make choices of heart sizes and colours of paint.

#### **Songs and Rhymes:**

- I Hear Thunder.
- It's Raining, It's Pouring.
- The Sun has got his Hat on.
- Incey Wincey Spider.

#### **Ongoing:**

- Free painting and drawing activities.
- Exploring musical instruments in free play.

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

Grp.1

Grp.2

Grp.3

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

All children to own level.

Grp.1

Grp.2

Grp.3

Blue/grey watery paint, brushes, paper, water sprayer. Blue and grey colour symbol cards. Rain and welly symbol card. Selection of wellies, paint and paper.

Symbol cards for fruit and vegetables. Selection of fruit and vegetables with corresponding paint colours prepared. Paper, knife. Prepared pink card – folded for cards. Heart symbol card. Prepared heart-shaped sponges. Pink and red paint.

		<ul style="list-style-type: none"><li>• 'Wintry' dressing up clothes - role play corner.</li></ul>		Paper, paint, drawing materials. Musical instruments. Dressing up clothes.
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