

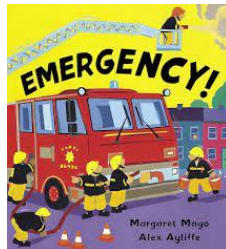




EVERYDAY HEROES

EYFS – BLUE CLASS

Medium Term Planning – Spring 2024
Jennifer E. Parkes

Weeks 1-5 – Communication, Language and Literacy					J.E.Parkes	
AoL	Learning Intention/Success Criteria	Implementation/Activity	Differentiation	Resources		
 Reading 	<p><i>I can use single words/signs/symbols for a range of purposes.</i></p> <p><i>I can copy words or signs. (CG, CLL5)</i></p> <p><i>I can combine two words/signs/symbols.</i></p> <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 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></p> <p><i>I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)</i></p> <p><i>I show an interest in books and stories.</i></p> <p><i>I respond to a familiar story. (Solar, R4)</i></p> <p><i>I can match identical photos, pictures and symbols. (CG, R6)</i></p> <p><i>I can point to a requested image out of 2. (Solar, R4)</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: "EMERGENCY!"</p> <p>Wk.1:</p> <ul style="list-style-type: none"> Children to be introduced to the book "Emergency!" and then firstly to experience the story through Youtube. Play through once, then repeat with symbols for children to look at and teach/repeat signs – police car, ambulance, fire engine, lifeboat. Children to look at pictures of emergency vehicles from the story. Matching activity – children will be given between 2 and 4 pictures, related to individual levels, to match to corresponding pictures. Children will be given the words for the four emergency vehicles 	<p>Whole group, each child with appropriate level of support.</p>	<p>'Good morning' voice button boxes.</p> <p>Timetable and symbols.</p> <p>Individual name cards.</p> <p>Book</p> <p>Symbols from story – police car, ambulance, fire engine, lifeboat.</p>  <p>Laminated pairs of pictures from the story.</p> <p>Prepared words – four emergency vehicles - and</p>		

<div data-bbox="190 327 273 438" data-label="Image"> </div> <p data-bbox="181 592 291 624">Reading</p> <div data-bbox="183 805 275 917" data-label="Image"> </div>	<p data-bbox="389 197 857 252"><i>I can match short words with distinct shape and differing initial sounds. (Solar, R6)</i></p> <p data-bbox="389 363 837 418"><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></p> <p data-bbox="389 453 882 596"><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 show an interest in books and stories. I respond to a familiar story. (Solar, R4)</i></p> <p data-bbox="389 708 815 772"><i>I can match a picture or symbol to a familiar object. (Solar, R5)</i></p> <p data-bbox="389 963 869 1027"><i>I can match familiar object to known initial sound i.e. monkey – m. (Solar, R6)</i></p> <p data-bbox="389 1181 864 1318"><i>I show an interest in books and stories. I respond to a familiar story. (Solar, R4) I am interested in books and rhymes. (CG, R5)</i></p>	<p data-bbox="1010 197 1411 300">introduced and a corresponding word and picture board to match words to words.</p> <p data-bbox="916 341 992 373">Wk.2:</p> <ul data-bbox="965 379 1458 1098" style="list-style-type: none"> • Children to experience the story “Emergency!” read aloud from the book. Children to listen to the story accompanied by story sack – objects, pictures and symbols. Children to be encouraged to follow the story exploring the resources as appropriate. Resources will be introduced through sign and labelled. • Children to look at symbols and toy vehicles from the story sack. Matching activity – children will be given between 2 and 4 symbols, related to individual levels, to match to corresponding objects. • Children will be given initial letters corresponding to vehicles in the story sack. They will listen as each vehicle is named and match to initial sounds. <p data-bbox="916 1139 1184 1171">Continuous Provision:</p> <ul data-bbox="965 1177 1426 1353" 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. 	<p data-bbox="1487 197 1783 300">Whole group to access during free flow Literacy activity time.</p> <p data-bbox="1487 1244 1783 1385">All children. Whole group to access during free flow Literacy activity time.</p>	<p data-bbox="1830 197 2125 261">corresponding matching boards.</p> <p data-bbox="1830 379 2125 625">Book Story sack – toy emergency vehicles, corresponding pictures and symbols. Initial letter sound cards to match to toy vehicles.</p> <div data-bbox="1868 896 2094 1145" data-label="Image"> </div> <p data-bbox="1830 1171 2107 1347">Book, tuff tray, objects. Symbols, pictures from the story, words for matching. Sequencing pictures.</p>
---	---	--	---	--

<div data-bbox="188 391 266 501" data-label="Image"> </div> <div data-bbox="174 587 293 622" data-label="Section-Header"> <h2>Reading</h2> </div> <div data-bbox="188 798 277 912" data-label="Image"> </div>	<p><i>I can use pictures to help tell the story. (Solar, R6)</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> <i>I show an interest in books and stories.</i> <i>I respond to a familiar story. (Solar, R4)</i></p> <p><i>I can match identical photos, pictures and symbols. (CG, R6)</i></p> <p><i>I can point to a requested image out of 2. (Solar, R4)</i> <i>I can match short words with distinct shape and differing initial sounds. (Solar, R6)</i></p> <p><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></p> <p><i>I am interested in books and rhymes.</i></p>	<ul style="list-style-type: none"> Set of pictures from the story for children to look at and sequence the story. <p>Wk.3 and 4: “TOPSY AND TIM MEET THE POLICE.”</p> <p>Wk.3:</p> <ul style="list-style-type: none"> Children to firstly experience the story through Youtube. Play through once, then repeat with symbols for children to look at and teach/repeat signs –boy, girl, Mummy, Daddy, policeman/police lady, car. Children to look at pictures related to the story – police officer, police car, police hat and police dog. Matching activity – children will be given between 2 and 4 pictures, related to individual levels, to match to corresponding pictures. Children will be given the words for officer, car, hat and dog and a corresponding word and picture board to match words to words. <p>Wk.4:</p> <ul style="list-style-type: none"> Children to listen to the story “Topsy and Tim Meet the Police” read aloud accompanied by pictures and symbols. Children to be encouraged 	<div data-bbox="1518 201 1742 402" data-label="Image"> </div> <p>All children. Whole group to access during free flow Literacy activity time.</p>	<p>Book</p> <div data-bbox="1908 515 2123 726" data-label="Image"> </div> <p>Youtube. Symbols from story – boy, girl, Mummy, Daddy, police officer, police car. Laminated matching activity pictures – police officer, police car, police hat and police dog. Prepared words – officer, car, hat, dog - and corresponding matching board.</p> <p>Book Pictures and symbols from the story.</p>
---	--	---	---	--

<div data-bbox="185 352 264 461" data-label="Image"> </div> <div data-bbox="174 587 293 622" data-label="Section-Header"> <h2>Reading</h2> </div> <div data-bbox="185 788 277 903" data-label="Image"> </div>	<p><i>I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)</i> <i>I show an interest in books and stories.</i> <i>I respond to a familiar story. (Solar, R4)</i></p> <p><i>I can match a picture or symbol to a familiar object. (Solar, R5)</i></p> <p><i>I can match familiar object to known initial sound i.e. monkey – m. (Solar, R6)</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><i>I can match a picture or symbol to a familiar object.</i> <i>I can identify objects on a page in a simple book. (Solar, R5)</i> <i>I show an interest in books and stories.</i> <i>I respond to a familiar story. (Solar, R4)</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>to follow the story as pictures are matched. Pictures will be introduced through sign and labelled.</p> <ul style="list-style-type: none"> Children to look at symbols and toys/objects from the story – police officer, police car, police hat, police dog. Matching activity – children will be given between 2 and 4 symbols, related to individual levels, to match to corresponding objects. Children will be given four words corresponding to toys/objects provided. They will listen as each object is named and match a word to an object focusing on highlighted initial sounds. <p>Continuous Provision:</p> <ul style="list-style-type: none"> ‘Police’ tuff tray. Create a tuff tray for children to explore themed around the police. Children to explore with/without adult support and accompanying books, symbols, words and pictures. Set of ‘police’ related books – fiction and non-fiction - for sharing. <p>Wk.5: “SUPER DUPER YOU.”</p> <ul style="list-style-type: none"> Children to experience the story “Super Duper You” through listening to the book read aloud as a group. 	<p>Whole group to access during free flow Literacy activity time.</p> <div data-bbox="1473 699 1653 880" data-label="Image"> </div> <div data-bbox="1666 715 1800 855" data-label="Image"> </div> <div data-bbox="1532 906 1742 1110" data-label="Image"> </div> <div data-bbox="1523 1145 1742 1340" data-label="Image"> </div>	<div data-bbox="1863 201 2078 411" data-label="Image"> </div> <p>Symbols from story – police officer, car, hat, dog. Toys/objects to match symbols – small world toys and police hat. Highlighted initial letter word cards to match to toys/objects.</p> <p>Book, tuff tray, objects. Symbols, pictures related to a rainy day and words for matching. ‘Weather’ book box.</p> <p>Book</p>
---	---	---	--	---

<div data-bbox="197 352 277 461" data-label="Image"> </div> <p data-bbox="181 746 293 778">Reading</p> <div data-bbox="197 927 286 1042" data-label="Image"> </div>	<p data-bbox="389 197 864 252"><i>I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)</i></p> <p data-bbox="389 284 882 485"><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i> <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> <i>I show an interest in books and stories.</i> <i>I respond to a familiar story. (Solar, R4)</i></p> <p data-bbox="389 528 882 703"><i>I can match identical photos, pictures and symbols. (CG, R6)</i> <i>I can point to a requested image out of 2. (Solar, R4)</i> <i>I can demonstrate understanding by answering questions such as 'Where is the...?' (Solar, R7)</i></p> <p data-bbox="389 887 882 1209"><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> <i>I can match a picture or symbol to a familiar object.</i> <i>I can identify objects on a page in a simple book. (Solar, R5)</i> <i>I show an interest in books and stories.</i> <i>I respond to a familiar story. (Solar, R4)</i></p> <p data-bbox="389 1281 831 1374"><i>I can make choices when dressing up and notice a change in my appearance. (CG, EAD5)</i></p>	<p data-bbox="1010 197 1447 368">Read through once then repeat with pictures and symbols for children to look at and teach signs – nurse, police officer, firefighter, astronaut superhero.</p> <ul data-bbox="965 379 1458 842" style="list-style-type: none"> • Finding and matching activity. Children will be shown the symbols and pictures for between 2 and 4 of the 'everyday heroes' introduced. Can they find the requested image in response to a verbal instruction and the symbol? • Finding activity – children to look at the 'everyday heroes' pictures with an adult. They will be asked to indicate "Where is the..." in response to symbols – nurse, police officer, firefighter, astronaut, superhero. <p data-bbox="920 887 1182 911"><u>Continuous Provision:</u></p> <ul data-bbox="965 922 1435 1209" style="list-style-type: none"> • Story related tuff tray – 'people we could be' - using toys, pictures, symbols, books. Children to explore with/without adult support and accompanying book, symbols, words and pictures. • Set of related story books for sharing. <p data-bbox="920 1249 1435 1313"><u>Role Play Corner – 'Home Corner, Dressing Up'</u></p> <ul data-bbox="965 1326 1435 1385" style="list-style-type: none"> • Create home corner for children to be encouraged to pretend play. 		<div data-bbox="1899 204 2069 435" data-label="Image"> </div> <p data-bbox="1832 451 2130 587">Pictures and symbols – nurse, police officer, firefighter, astronaut and superhero.</p> <p data-bbox="1832 887 2130 1169">Tuff tray, objects, books, small world people, pictures. Symbols, words for matching. Book box – fiction and non-fiction – different people, occupations.</p> <p data-bbox="1832 1281 2130 1385">Role play corner furniture, soft toys, play food, plates, etc. and</p>
--	--	--	--	--

<div data-bbox="210 300 291 411" data-label="Image"> </div> <div data-bbox="181 552 291 584" data-label="Section-Header"> <p>Reading</p> </div> <div data-bbox="192 831 284 943" data-label="Image"> </div>	<p><i>I can pretend that one object represents another. I can make believe by pretending with adult support. (CG, EAD6)</i> <i>I can engage independently in imaginative role play.</i> <i>I can choose dressing up items for a familiar role with adult support. (CG, EAD7)</i> <i>I am beginning to engage in pretend play. (CG, PSED4)</i> <i>I can act out a simple routine in pretend play. (CG, PSED5)</i></p> <p><i>I understand single words/sounds/signs/symbols in context. (CG, CLL 4)</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> <i>I respond to a familiar story. (Solar, R4)</i></p> <p><i>I can listen to a story being read by an adult. (Solar, R7)</i> <i>I can recall a key element of a familiar story. (Solar, R7)</i></p>	<p>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 occupations.</p> <p>Topic Related Signs Children to be taught signs appropriate to each topic story with accompanying symbols. Wk.1-2 police car, ambulance, fire engine, lifeboat. Wk.3-4 boy, girl, Mummy, Daddy, police officer, car, dog, hat. Wk.5 nurse, police officer, firefighter, astronaut superhero.</p> <p>Sharing Stories Children to experience daily shared stories read aloud from books and via screen:</p> <p>Stories related to Topic Stories: Topsy and Tim Meet the Firefighters. Topsy and Tim Meet the Dentist.</p> <p>Other Judith Kerr Stories: Mog the Forgetful Cat. Mog and Bunny. Mog and the Baby. Mog and the V.E.T</p> <p>Linked Traditional Tales: The Enormous Turnip.</p> <p>Seasonal:</p>	<p>dressing up clothes for different occupations. ‘Photos’ of different occupations as appropriate to Topic book.</p> <p>Symbols Makaton teacher handouts.</p> <p>Books as listed. Youtube stories as listed.</p> <div data-bbox="1818 986 2123 1374" data-label="Image"> </div>
---	---	--	---

Reading



Literacy

*I can recount a short sequence of events.
(Solar, R8)*
*I can join in with role play to retell a story.
(Solar, R8)*



*I can recognize my own name. (Solar,
R5/6)*
*I can recognize the letters in my first
name by sound.*
*I can recognize my own surname from a
selection. (Solar, R7)*

The Easter Story.
We're Going on an Egg Hunt.

Ongoing

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

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

Weeks 1-5 – Communication, Language and Literacy				
J.E.Parkes				
AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p>Literacy</p> <p>Mark Making, Writing</p>  <p>CLL</p>	<p><i>I engage in the sensory experience of making marks. (CG, W4)</i> <i>I am interested in mark making.</i> <i>I can touch a range of textures.</i> <i>I am aware of simple cause and effect.</i> <i>I can copy horizontal movements.</i> <i>I can copy vertical movements.</i> <i>I can copy circular movements. (Solar, W4)</i></p>	<p>Wk.1 and 2: “EMERGENCY!” Wk.1:</p> <ul style="list-style-type: none"> Exploring black and white (road theme). Sensory mark making – children will explore two tuff trays. They will be encouraged to explore the different patterns they can make – lines and circular shapes – using their hands and fingers in white shaving foam. They will explore white on black mark making using chalks on sugar paper. Mark making with black felt pens and tracing line patterns. Children will explore felt pens on white laminates and then to trace line patterns to join people who help us to emergency vehicles. Tracing and copying patterns. Children will use felt pens to trace and copy patterns linking people who help us to their emergency vehicles. <p>Wk.2:</p> <ul style="list-style-type: none"> Sensory mark making – exploring sand trays (yellow and red mixed sand, fire theme) to make lines and circular shapes. Children will 	All children to own level.	<p>Black and white colour symbol cards. Prepared tuff tray – black sugar paper and a selection of different sized white chalks. Black tuff tray and shaving foam.</p> <p>Prepared white laminates and line pattern laminates (people who help us). Felt pens.</p> <p>People who help us pattern laminate sheets (Twinkl).</p> <p>Red, yellow and orange colour symbol cards. Trays of red and yellow mixed dry sand. Simple</p>
	<p><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)</i> <i>I can trace horizontal, vertical and circular lines. (CG,W6)</i> <i>I can make marks when asked to write. (Solar, W4)</i></p> <p><i>I can trace horizontal, vertical and circular lines.</i> <i>I am beginning to use three fingers (tripod grip) to hold writing tools. (CG, W6)</i> <i>I can copy horizontal movements.</i> <i>I can copy vertical movements.</i> <i>I can copy circular movements. (Solar, W4)</i></p> <p><i>I engage in the sensory experience of making marks. (CG, W4)</i> <i>I am interested in mark making.</i> <i>I can touch a range of textures.</i></p>			

<div data-bbox="192 371 284 486" data-label="Image"> </div> <div data-bbox="143 708 331 778" data-label="Section-Header"> <p>Mark Making, Writing</p> </div> <div data-bbox="192 1035 271 1147" data-label="Image"> </div>	<p><i>I am aware of simple cause and effect. I can copy horizontal movements. I can copy vertical movements. I can copy circular movements. (Solar, W4)</i></p> <p><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5) I can make marks with the intention of conveying meaning. (CG, 8) I can make marks when asked to write. (Solar, W4)</i></p> <p><i>I can trace horizontal, vertical and circular lines. I am beginning to use three fingers (tripod grip) to hold writing tools. (CG, W6) I can say an appropriate word to complete a sentence. I can label a picture with a symbol. I can sequence symbols to build a caption. (Solar, W5)</i></p> <p><i>I engage in the sensory experience of making marks. (CG, W4) I am interested in mark making. I can touch a range of textures. I am aware of simple cause and effect. I can copy horizontal movements. I can copy vertical movements. I can copy circular movements. (Solar, W4)</i></p>	<p>explore the different marks they can make using their fingers. Pattern cards will be provided for examples.</p> <ul style="list-style-type: none"> Exploring 'fire' coloured writing media. Children will work on yellow, red and orange paper fixed to tuff tray with pictures of firefighters and fire engines. They will explore the marks they can make with crayons, chalks and pencils in red, yellow and orange to create background 'flames'. Children will be provided with prepared pictures of emergency vehicles and corresponding symbols. They will choose a picture and an adult will scribe "I can see a...". Children will be supported to trace letter shapes and complete caption with the correct symbol. <p>Wk.3 and 4: "TOPSY AND TIM MEET THE POLICE."</p> <p>Wk.3:</p> <ul style="list-style-type: none"> Exploring blue, yellow (police and fire helmet theme) and brown. Children will explore blue, yellow and brown wet sand trays. They will explore the different marks they can make using their fingers or sticks in the wet sand. Can 	<p>All children to own level.</p>	<p>line and circular pattern card laminates.</p> <p>Colour symbol cards – red, yellow and orange. Yellow, red and orange paper fixed to tuff tray. Selection of red, yellow and orange crayons, pencils and chalks. Prepared pictures of fire engine and firefighters.</p> <p>Prepared pictures – fire engine, ambulance, police car, lifeboat – and corresponding symbols. Felt pens and pencils.</p> <p>Prepared trays – blue, yellow and brown wet sand. Colour symbol cards – blue, yellow and brown. Pictures of police and firefighters' helmets.</p>
---	--	--	-----------------------------------	---



Mark Making, Writing



*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 am interested in mark making.
I can touch a range of textures.
I am aware of simple cause and effect.
I can copy horizontal movements.
I can copy vertical movements.
I can copy circular movements. (Solar, W4)*

*I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)
I can make marks with the intention of conveying meaning. (CG, 8)
I am interested in mark making.
I can touch a range of textures.
I am aware of simple cause and effect.*

they make lines and circular shapes?

- Tracing simple line and circular patterns. Children will use blue, brown and yellow pens to trace a selection of simple patterns.
- Tracing around shapes to make pictures. Children will complete pictures of helmets and emergency vehicles by tracing over dotted lines using coloured pens.

Wk.4:

- Police 'fingerprint' Theme. Sensory mark making – children will explore making patterns and fingerprints in flour in the tuff tray. They will be encouraged to make fingerprints and swirly patterns. They will explore blobs of blue and black paint on white paper with their fingers – can they spread the paint and make fingerprints.
- Children will explore blue and black pens on a variety of different textured papers – wallpaper, corrugated cardboard. What marks can they make? Can they copy an adult's line and circular shapes?

Sticks. Pictures of patterns made in wet sand as examples. Prepared pattern card laminates (Twinkl), blue, yellow and brown pens. Twinkl tracing picture sheets – helmets and emergency vehicles. Selection of coloured pens.

Blue, white and black colour symbol cards. Prepared tuff tray – flour. Example cards of fingerprints. Blue and black paint, white paper.

Blue and black felt and marker pens. Selection of textured papers. Simple pattern cards as examples.



Literacy

Mark Making, Writing



CLL

I can make marks when asked to write. (Solar, W4)
I can trace horizontal, vertical and circular lines.
I am beginning to use three fingers (tripod grip) to hold writing tools. (CG, W6)
I can say an appropriate word to complete a sentence.
I can label a picture with a symbol.
I can sequence symbols to build a caption. (Solar, W5)

I engage in the sensory experience of making marks. (CG, W4)
I am interested in mark making.
I can touch a range of textures.
I am aware of simple cause and effect.
I can tolerate hand over hand. (Solar, W4)

I can match letters in my name.
I can trace horizontal, vertical and circular lines.
I am beginning to use three fingers (tripod grip) to hold writing tools. (CG, W6)
I can say an appropriate word to complete a sentence.
I can label a picture with a symbol.
I can sequence symbols to build a caption. (Solar, W5)

- Children will be provided with prepared pictures of a police officer, hat car and dog and corresponding symbols. They will choose a picture and an adult will scribe "I can see a...". Children will be supported to trace letter shapes and complete caption with the correct symbol.

Wk.5: "SUPER DUPER YOU."

- Sensory mark making with primary colours (Superhero theme). Children will be provided with laminated superhero pictures in the tuff tray with their names written on. They will explore blobs of paint in primary colours on their picture using their fingers/brushes. They will be challenged to trace over their own name using the paint.
- Children will complete own named superhero pictures. They will match letters of own name and make corresponding sentences – I can... They will trace over letter shapes and use a choice of symbols to complete caption – help, share, tidy, smile, listen.

Prepared pictures – police officer, hat, car and dog – and corresponding symbols. Felt pens and pencils.

Laminated black and white outline pictures of superheroes, named for each child. Red, yellow and blue paint, brushes. Red, yellow and blue colour symbol cards.

Prepared superhero pictures, names and corresponding letters. Felt pens and pencils. Symbols – help, share, tidy, smile, listen.



Literacy

Mark Making, Writing



CLL

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 attempt to copy first letter in my name.
I can match letters in my name. (Solar, W5)
I can order letters of my first name. (Solar, W6)

I am aware of simple cause and effect.
I can make marks on screen. (Solar, W4)

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

I can sequence symbols/words to create key word sentence about a picture.
I can copy words. (Solar, W6)

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.
- 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.

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

Children's name cards (laminated), pens.

Wooden/laminated letters.

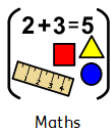
iPad.

Books, scrap paper, pens.

<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="203 871 255 971" data-label="Image"> </div> <p data-bbox="203 959 255 971">Creative</p>	<p data-bbox="392 199 913 336"><i>I can open and close scissors independently. (CG, PD7)</i> <i>I can cut paper purposefully using scissors with one hand. (CG, PD8)</i></p> <p data-bbox="392 416 913 659"><i>I experiment with shapes, colours and marks. (CG, PD6)</i> <i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i> <i>I can create sausage shapes when rolling play dough. (CG, PD3)</i></p> <p data-bbox="392 703 913 841"><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 1034 913 1171"><i>I can pick up small objects with a pincer grasp. (CG, PD3)</i> <i>I show an awareness of the purpose of tools. (Solar, A4)</i></p> <p data-bbox="392 1216 913 1353"><i>I can open and close scissors independently. (CG, PD7)</i> <i>I can cut paper purposefully using scissors with one hand. (CG, PD8)</i></p>	<p data-bbox="1041 199 1417 263">background for their figure and engine.</p> <p data-bbox="947 308 1438 371">Wk.3 and 4: “TOPSY AND TIM MEET THE POLICE.”</p> <p data-bbox="947 379 1021 406">Wk.3:</p> <ul data-bbox="996 419 1491 968" style="list-style-type: none"> • Exploring yellow and red playdoh. 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/flame-like shapes? • Exploring yellow and red sand. Children will be given a tray of yellow or red sand to explore. The sand trays will contain a few small containers (some with holes in) and spoons. Children will be encouraged to explore filling and emptying containers and modelling small shapes. <p data-bbox="947 1013 1021 1040">Wk.4:</p> <ul data-bbox="996 1050 1491 1383" style="list-style-type: none"> • Make a police officer – cutting and sticking jigsaw activity. Children will be provided with pictures of a policeman and a policewoman cut into 2 or 3. (complete figures will be provided as examples). Their task will be to piece the figures together and stick to make a picture. 		<p data-bbox="1863 416 2134 802">Yellow and red balls of playdoh, simple rolling and cutting tools. Images of fire and flames. Colour symbols – yellow, red and orange. Yellow and red sand trays. Small containers – some with holes in like ‘sieves’. Spoons.</p> <p data-bbox="1863 1066 2134 1235">Prepared jigsaw pieces and laminated figures as examples. Glue and spreaders, white paper, scissors.</p>
--	---	--	--	---

<div data-bbox="181 280 275 395" data-label="Image"> </div> <div data-bbox="159 588 313 619" data-label="Section-Header"> <h2>Fine Motor</h2> </div> <div data-bbox="203 793 257 895" data-label="Image"> </div>	<p><i>I can use scissors to cut along a line. (J)CG, FM9)</i> <i>I make choices from a range of materials and show preferences. (CG, CD4)</i> <i>I can build small towers using blocks. (CG, PD6).</i> <i>I experiment with shapes, colours and marks. (CG, PD6)</i></p> <p><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 use glue to join a variety of materials. (Solar, A5)</i></p> <p><i>I can pull along toys and items using a rope or string. (CG, FM3)</i> <i>I can press small switches or buttons using an index finger.</i> <i>I can squeeze toys or instruments to produce a sound. (CG, FM4)</i> <i>I can use an iPad for mark making activities. (CG, ICT5)</i></p>	<ul style="list-style-type: none"> Building stripy 'police' towers. Children will be provided with large and medium sized Duplo bricks in two/three colours – blues, black and white. They will be challenged to build towers with a given number of bricks. Can they make alternating colour patterns? <p><u>Wk.5: "SUPER DUPER YOU." (Easter)</u></p> <ul style="list-style-type: none"> Children will make Easter bonnets. They will decorate a strip of card with spots or stripes (link to story) using paint and brushes. They will sponge print and collage a chick shape to add to their bonnet strip. Decorating an Easter egg shape. Children will be provided with a coloured card Easter egg shape and a selection of collage materials – papers, fabrics, sequins, flower shapes. They will stick shapes onto their egg template to decorate. <p><u>Continuous Provision/Ongoing:</u></p> <ul style="list-style-type: none"> Explore pull along toys, squeazy/squeaky toys and toys with buttons and switches in role play. Explore dressing dolls and teddies. IPad – use Paint program to copy/make lines, circles and patterns/letter shapes to own levels. 	<p>Selection of large and medium Duplo bricks in blues, black and white. Colour symbols – blue, black, white. Laminated photos of colour pattern towers as examples.</p> <p>Strips of coloured card. Selection of paint colours and brushes. Symbols – spots and stripes. Prepared chick shapes, sponges, collage materials to decorate. Prepared card Easter egg shapes. Selection of papers, fabrics and collage materials, Glue and spreaders.</p> <p>Pull along toys, squeazy/squeaky toys, toys with buttons and switches. Dolls, teddies and clothes. iPad.</p>
--	--	---	---

Weeks 1-5 – Maths J.E.Parkes				
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 know that numbers identify how many in a set. (CG, MD4, CG, MD6, Solar, N5)*

*I can begin to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)
I can group similar objects together. (Solar, MA4)*

*I know that numbers identify how many in a set. (CG, MD4, CG, MD6, Solar, N5)
I can match numeral and quantity correctly up to 5. (CG, M8)
I can begin to count groups over 5. (Solar, M7)*

*I can understand the concepts big and small. (CG, SSM6)
I can sort objects by size into two groups.
I can order 3 objects by size. (Solar, MS6)*

*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)*

Wk.1 AND 2: "EMERGENCY!"

Wk.1:

- Number rhyme – "5 Little Monkeys" (Youtube, Singing Hands, subtracting from 5). 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 emergency vehicle theme and number cards.
Children will sort vehicles into two sets, with support as needed.

Children will sort vehicles into sets and match numerals to sets, 1-5 with support as needed.
Children will count sets of vehicles 5 to 8 (in different arrangements) and match corresponding numeral cards.

- Sorting for big and small.
Children will sort vehicles into two sets for big and small. They will match pictures of vehicles to those of corresponding sizes.
Children will order 3/4 vehicles from smallest to biggest.

Wk.2:

- Number rhyme – "5 Little Firemen" (Youtube, Singing Hands, taking away 1). Children will be encouraged to engage in the number rhyme and

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 own levels.

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

Selection of toy vehicles. Trays for sorting and counting sets. Matching numeral cards, 1-8.



Symbols – big and small. Vehicles with obvious size difference. Prepared matching pictures and ordering pictures.

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



I recognise that numeral 1 corresponds to 1 action/object. (Solar, N4)
I recite some number names in sequence.
I know that numbers identify how many in a set. (CG, MD4, CG, MD6, Solar, N5)

I can begin to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)
I can group similar objects together. (Solar, MA4)
I can understand 1 and lots. (CG, M6)

I know that numbers identify how many in a set. (CG, MD4, CG, MD6, Solar, N5)
I can match numeral and quantity correctly up to 5. (CG, M8)
I can begin to count groups over 5. (Solar, M7)

I can assist with 1-1 matching. 9Solar, M4)

I can match quantities to 5 to numerals. (Solar, M7)
I can begin to count out quantities up to 10. (Solar, M8)

I can copy simple patterns. (CG, SSM7)
I can copy a simple object pattern. (Solar, M6)

supported to join in with taking away 1.

- Children will explore sorting, matching, counting and number to individual levels using small world people and number cards. Children will match symbols 1 and lots to sets of 1 and sets of lots (people), with support as needed. Children will match numerals to sets, 1-5 with support as needed. Children will count sets of people 5 to 8 (in different arrangements) and match corresponding numeral cards.

- 1-1 correspondence. Children will match small world people to vehicles – do they have a driver for each vehicle?

Count out firefighters. Children will have a picture of a fire engine and firefighters to count out and stick on. They will be supported to stick each one with numeral cards.

- Exploring patterns. Children will match/copy simple patterns: 2 step repeating patterns with toy people and vehicles and pictures of firefighters and fire engines.

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

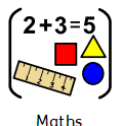
All children to own levels.

Selection of small world people. Symbols 1 and lots. Numeral cards 1-8.

Selection of small world people and emergency vehicles.

Prepared pictures – fire engines and firefighters (Twinkl). Numeral cards 1-8. Glue and spreaders.

Small world people and vehicles. Prepared laminated pictures of firefighters and fire engines.



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

*I can begin to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)
I can group similar objects together. (Solar, MA4)
I can understand 1 and lots. (CG, M6)*

*I know that numbers identify how many in a set. (CG, MD4, CG, MD6, Solar, N5)
I can match numeral and quantity correctly up to 5. (CG, M8)
I can begin to count groups over 5. (Solar, M7)*

*I can begin to recognise numerals 1-5. (CG, M8)
I can show awareness of numerals 1-5. (Solar, M6)*

I can sequence numerals to 10 consistently. (Solar, M8)

Wk.3 and 4: "TOPSY AND TIM MEET THE POLICE."

Wk.3:

- Number rhyme – "5 Little Policemen", (Youtube, 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 pictures of policemen and firefighters. Children will sort pictures for type – policemen and firefighters. Children will match symbols 1 and lots to sets of 1 and sets of lots with support as needed. Children will match numerals to sets, 1-5 with support as needed. Children will count sets of people 5 to 8 (in different arrangements) and match corresponding numeral cards.
- Children will find numbered policemen/helmets in a sensory tray and supported to find matching numbers : 1-3.

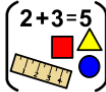
Ordering numbers. Children will order police themed number cards to own level. Practise writing numbers 1-5.

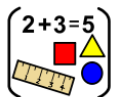
Laminated pictures to use with number rhyme.
Number cards 1-5.

Laminated pictures of policemen and firefighters. Sorting trays.
Symbols 1 and lots.
Numeral cards 1-8.

Laminated policemen/helmets in pairs of numbers 1-3.
Tuff tray – sand/flour/shredding.

Number cards 1-10.
Whiteboards and pens.

 <p>Maths</p>	<p><i>I can begin to use mathematical names for 3D shapes. (CG, SSM10)</i> <i>I can handle shapes.</i> <i>I can roll cylinders and spheres. (Solar, M4)</i> <i>I can put shapes into a shape sorter. (Solar, M5)</i> <i>I can handle a range of 3D shapes. (Solar, M6)</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> <i>I recite some number names in sequence.</i> <i>I know that numbers identify how many in a set. (CG, MD4, CG, MD6, Solar, N5)</i></p> <p><i>I can begin to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)</i> <i>I can group similar objects together. (Solar, MA4)</i> <i>I can make a group of 1/2. (Solar, M5)</i></p> <p><i>I can match numeral and quantity correctly up to 5. (CG, M8)</i> <i>I can match numerals 1-3 to a quantity. (Solar, M6)</i> <i>I can begin to count out objects up to 10. (Solar, M8)</i></p> <p><i>I can assist with 1-1 matching. (Solar, M4)</i></p>	<ul style="list-style-type: none"> Children will explore 3D shapes – shape sorters, wooden shapes and junk materials. They will handle shapes and use some for printing. <p>Wk.4:</p> <ul style="list-style-type: none"> Number rhyme – “5 Little Astronauts”, (Youtube, 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 police cars, small world policemen and police dogs (small counting dogs). Children will make groups of cars and dogs. Can they pick out 1 to match a numeral card? Children will match numerals to quantities to own level. Children will count out quantities to match numerals 5-8. 1-1 correspondence. Children will match policemen to police dogs (small world characters). They will match numeral 1 to 1 policeman and 1 dog. 1-1 correspondence. Do they have a dog for each policeman? 	<p>Shape sorters, wooden shapes, junk materials, paper, paint.</p> <p>Laminated pictures to use with number rhyme. Number cards 1-5.</p> <p>Toy police cars, policemen and counting dogs. Numeral cards.</p> <p>Small world policemen and counting dogs. Numeral cards.</p>
--	---	--	---



Maths

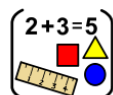
I can match quantities to 5 to numerals. (Solar, M7)
I can begin to count out quantities up to 10. (Solar, M8)

I can handle a range of 2D shapes. (Solar, M5)
I can match 2D shapes. (Solar, M6)
I can select a specific shape by name. (Solar, M7)

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

I can begin to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)
I can group similar objects together. (Solar, MA4)
I can make a group of 1/2. (Solar, M5)

I can match numeral and quantity correctly up to 5. (CG, M8)



Maths

Count out policemen.
 Children will have a picture of a police station and policemen to count out and stick on. They will be supported to stick each one with numeral cards.

- Children will explore 2D shapes – plastic and wooden shapes. They will handle shapes and use them to make pictures. Examples of shape vehicle pictures will be provided.

Wk.5: “SUPER DUPER YOU.”

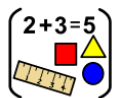
- Number rhyme – “5 Little Bunnies” (Youtube, Singing Hands, taking away 1) (YouTube). Children will be encouraged to engage in the number rhyme and supported to ‘take away 1’.
- Children will explore sorting, matching, counting and number to individual levels using the theme of Easter – chicks, bunnies, eggs. Children will match and sort Easter egg pictures for colour and pattern. Can they pick out 1 to match a numeral card?
 Children will match numerals to quantities to own level.
 Children will count out quantities to match numerals 5-8.

Prepared pictures – police station and policemen. Numeral cards.

Selection of 2D shapes. Laminated shape vehicle pictures.

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

Laminated pictures of Easter chicks, bunnies and eggs. Numeral cards.



Maths

I can match numerals 1-3 to a quantity. (Solar, M6)
I can begin to count out objects up to 10. (Solar, M8)

I can assist with 1-1 matching. (Solar, M4)

I can match quantities to 5 to numerals. (Solar, M7)
I can begin to count out quantities up to 10. (Solar, M8)

I can copy simple patterns. (CG, SSM7)
I can copy a simple object pattern. (Solar, M6)

- 1-1 correspondence. Children will match using Easter themes – bunnies to carrots, chicks to eggs. They will match numeral 1 to 1 bunny and 1 carrot, etc.
 Do they have a carrot for each bunny?

Count out pictures.
 Children will have an Easter themed background picture and chicks/bunnies/eggs to count out and stick on. They will be supported to stick each one with numeral cards.

- Exploring patterns.
 Children will match/copy simple patterns: 2 step repeating patterns with pictures of Easter eggs, chicks and bunnies. They will use Easter shaped sponges to copy simple patterns.


Laminated pictures of bunnies and carrots, chicks and eggs.
 Numeral cards.

Prepared pictures.
 Numeral cards.

Prepared laminated pictures of Easter eggs, chicks and bunnies. Easter shaped sponges, paper, paint.

--	--	--	--	--

Weeks 1-5 – PSED, KUW J.E.Parkes

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p>Outdoor Learning</p>	<p><i>I can give familiar people a name. I can watch staff point to pictures. (Solar, H4)</i></p>	<p>Wk.1 AND 2: “EMERGENCY!” Wk.1:</p> <ul style="list-style-type: none"> Introduce People who Help us Theme. Children will be introduced to the sign and symbol for help. They will watch the Twinkl Powerpoint ‘Let’s Meet People who Help us.’ We will talk about how different people help us for different reasons. Children will be introduced to dressing up clothes (uniforms). Children will be provided with photographs of various people who help us – some whole, some cut to be put together as jigsaws. Visit from school nurse. The school nurse will visit the classroom so that children can see her in uniform. She will talk about how she helps people in her role. Children will be introduced to the sign and symbol for nurse. ‘Poorly’ teddies and dolls will be available to care for and bandage. Outdoor Learning. Children will transition to our Outdoor Learning environment again after singing our class song. We will look at pictures of emergency vehicles which are hidden around the outdoor area. 	<p>All children to own level with appropriate level of adult support.</p>	<p>Symbol for help. Twinkl Powerpoint. Selection of dressing up clothes – people who help us.</p>
<p>PSED</p>	<p><i>I can give familiar people a name. I can watch staff point to pictures. (Solar, H4)</i></p> <p><i>I can give familiar people a name. I can watch staff point to pictures. (Solar, H4)</i></p> <p><i>I can travel short distances to transition between activities. (CG, KUW6)</i></p>		<p>All children to own level with appropriate level of adult support.</p>	<p>Laminated photos of various people who help us – some cut into jigsaws (2, 4 and 6 pieces).</p> <p>Photo and symbol – nurse. Nurse dress up uniform if available.</p> <p>Outdoor Learning photographs. Laminated photographs of emergency vehicles,</p>



Outdoor Learning

PSED

I can play purposefully with small world models. (CG, KUW6)

*I can give familiar people a name.
I can watch staff point to pictures. (Solar, H4)*

*I can play purposefully with small world models. (CG, KUW6)
I can explore substances and materials.
I can select an object for a purpose. (Solar, S4)
I can answer a simple scientific question. (Solar, S5)*

I can travel short distances to transition between activities. (CG, KUW6)

Children will then be supported to hunt for the vehicles with an adult and a core vocabulary board.

Wk.2:

- Children will explore a selection of toy emergency vehicles on road playmats. They will explore a prepared tuff tray – buildings, small world people and vehicles (village scene) accompanied by symbols and photographs.
- Children will be provided with photographs of emergency vehicles – some whole, some cut to be put together as jigsaws.
- Theme – People who help us outdoors and on water. Children will look at photos of lifeboats and lifeboatmen/women. We will talk about how they help people. Children will then investigate containers with small world people in on a water tray – what would make the best lifeboat?
- **Outdoor Learning.** Children will be shown photographs of people who help us outdoors and their vehicles – gardeners, builders, construction vehicles. They will explore small world construction vehicles in the outdoor environment.

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

core vocabulary boards.

Road playmats, toy emergency vehicles, corresponding photos and symbols. Prepared tuff tray - small world people and buildings.

Laminated photos of various emergency vehicles – some cut into jigsaws (2, 4 and 6 pieces).

Photos and symbols – lifeboats and people. Selection of containers (some with holes in), small world people. Water tray.

Laminated photos of people who work outdoors to help us. Small world construction vehicles.



Outdoor Learning

PSED

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

*I can give familiar people a name.
I can watch staff point to pictures. (Solar, H4)*

*I can identify simple differences.
I can answer a simple scientific question.
I can point to the main parts of the body.
(Solar, S5)*

*I am curious about people and show an interest in stories about myself and my family. (CG, KUW5)
I can give familiar people a name.
(Solar, H4)*

Wk.3 and 4: "TOPSY AND TIM MEET THE POLICE."

Wk.3:

- Theme of how the police help us. Children will look at photos and symbols of police officers, cars, handcuffs, dogs, etc. to explore alongside a prepared 'police' tuff tray – small world police station, officers, dogs and police cars, helmets, etc.
- Visit from police officer. The police officer will visit the classroom so that children can see him/her in uniform. They will talk about how they help people in their role. Children will be introduced to the sign and symbol for police officer. They will dress in police uniform if available.
- Investigating fingerprints. Children will use ink pads and magnifying glasses to make and observe their own fingerprints. They will be encouraged to look at the differing patterns.
- Explore how our Moms help us. Children will be supported to create a Mother's Day card to say thank you to their Moms.
- **Outdoor Learning.** Children will be 'investigating officers'. They will

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

Photos and symbols – police officers, cars, dogs, helmets, handcuffs. Small world prepared tuff tray.

Photo and symbol – police officer. Police dress up uniform if available.

Paper, black/blue ink pads. Magnifying glasses.

Card, objects for printing (flower theme), paint.

<div data-bbox="197 352 273 443" data-label="Image"> </div> <div data-bbox="107 659 347 687" data-label="Text"> <p>Outdoor Learning</p> </div> <div data-bbox="201 858 273 884" data-label="Text"> <p>PSED</p> </div>	<p><i>I can travel short distances to transition between activities. (CG, KUW6)</i></p> <p><i>I can play purposefully with small world models. (CG, UW6)</i></p> <p><i>I can give familiar people a name.</i> <i>I can watch staff point to pictures. (Solar, H4)</i></p> <p><i>I can listen to a range of religious stories. (Solar, SMSC4)</i></p> <p><i>I can travel short distances to transition between activities. (CG, KUW6)</i></p>	<p>explore the outdoor environment, looking at footprints, etc. with magnifying glasses and hunt for 'missing' small world people and animals.</p> <p>Wk.4:</p> <ul style="list-style-type: none"> • Theme of how the fire service help us. Children will look at photos and symbols of firefighters, fire engines, helmets, etc. to explore alongside a prepared 'firefighter' tuff tray – small world fire station, firefighters, fire engines, helmets, etc. • Visit from firefighter (TBC). The firefighter will visit the classroom so that children can see him/her in uniform. They will talk about how they help people in their role. Children will be introduced to the sign and symbol for firefighter. They will dress in firefighter uniform if available. • St. Patrick's Day. Children will learn a little of St. Patrick and create a shamrock with a stencil. • Outdoor Learning. Children will explore chalks in the outdoor environment. They will use red, yellow and orange and will be encouraged to make marks resembling flames/fire. They will 	<p>All children to own level with appropriate level of adult support.</p>	<p>Magnifying glasses, small world people and animals.</p> <p>Photos and symbols – firefighters, fire engines, etc. Small world prepared tuff tray.</p> <p>Photo and symbol – firefighter. Firefighter dress up uniform if available.</p> <p>Prepared simple powerpoint – St. Patrick's Day. Shamrock shaped stencil, paper, green paint.</p>
---	---	---	---	---



Outdoor Learning

PSED

I can help to hand out objects to a group. (Solar, SMSC5)
I am curious about people and show an interest in stories about myself and my family. (CG, KUW5)

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

I can travel short distances to transition between activities. (CG, KUW6)

I can go on a visit in the local area. (Solar, G4)

become firefighters and use water sprayers to put out the flames.

Wk.5: "SUPER DUPER YOU."

- Theme – I am a Superhero. How can I help others, at home and at school? Children to make handprints – helping hands for display with labels about how they can help others.
- Easter theme. Children will watch/listen to a simple version of the Easter story. They will then bake Easter biscuits. They will make simple Easter shaped shortbread biscuits using basic cooking skills – mixing, rolling, etc.
- **Outdoor Learning.** Easter egg hunt. Children will be supported to hunt for hidden laminated Easter egg shapes around the outdoor environment. How many different ones can they find?

Enrichment Activities:

- Fire Station/Playtropolis visit?
- St. Patrick's Day.
- Mother's Day.
- Easter, Easter Egg Hunt.

Red, yellow and orange chalks, water sprayers.

Paper and paint.
 Pictures of superheroes. Pens for labelling.



Youtube version of The Easter Story, book.
 Ingredients for shortbread – Dairyfree butter, caster sugar and plain flour. Easter shaped cutters.
 Kitchen utensils for baking.

Laminated Easter egg shapes.

Minibus, pre-planned visit.

Weeks 1-5 – Expressive Arts and Design

J.E.Parkes

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 	<p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p><i>I know that my movements can make marks and show an interest in the effects. (CG, CD5)</i></p> <p><i>I can experiment with changing colours in different ways. (CG, CE7)</i></p> <p><i>I explore substances and materials. (Solar, S4)</i></p> <p><i>I can describe changes in materials. (Solar, S5)</i></p> <p><i>I use objects to do simple printing. (Solar, A4)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p><i>I know that my movements can make marks and show an interest in the effects. (CG, CD5)</i></p> <p><i>Look at images with interest and show a preference. (CG, DT5)</i></p>	<p>Wk.1 AND 2: “EMERGENCY!”</p> <p>Wk.1:</p> <ul style="list-style-type: none"> Exploring emergency vehicles. Children will be provided with a selection of toy emergency vehicles in the tuff tray with blobs of black and white paint. They will be encouraged to push the vehicles through the paint to observe the patterns/tracks made by the different vehicles and the effect of the two colours mixing. Sponge printing – emergency vehicles. Children will use a selection of vehicle shaped sponges with appropriate paint colours to create a picture. <p>Wk.2:</p> <ul style="list-style-type: none"> Create a display – theme ‘Helping Hands’. Children will explore making handprints and fingerprints using a selection of paint colours. People who help us happy faces. Children will paint paper plates as happy faces, making choices of paint colours. They will be supported to add features as necessary. They will then choose from pictures of hats to add to their 	<p>All children to own level with appropriate level of adult support.</p> <p><u>Grp.2</u> Ella, Oscar.</p> <p><u>Grp.3</u> Theo, Isaac.</p> <p>All children to own level with appropriate level of adult support.</p>	<p>Symbols and pictures of emergency vehicles – ambulance, police car, fire engine, lifeboat. Tuff tray prepared with blobs of black and white paint. Toy emergency vehicles with differing wheel patterns. Vehicle shaped sponges, paper, paint.</p> <p>Paper, selection of paint colours, brushes, sponges.</p> <p>Paper plates, mixed pots of paint colours and brushes. Prepared pictures of hats – nurse, firefighter, police officer.</p>



I explore and experiment with a range of materials through sensory exploration. (CG, CD4)
I know that my movements can make marks and show an interest in the effects. (CG, CD5)
I can recognise a range of colours. (Solar, A5)

I explore and experiment with a range of materials through sensory exploration. (CG, CD4)
I know that my movements can make marks and show an interest in the effects. (CG, CD5)
I can experiment with changing colours in different ways. (CG, CE7)
I can experiment with materials to make different marks.
I can create patterns with support.
I can recognise a range of colours. (Solar, A5)

I can show an awareness of the purpose of simple tools. (CG, DT6)
I can make a choice during an activity (tools, materials, media).
I can demonstrate preferences. (Solar, A4)

face painting to create their person who helps us.

Wk.3 and 4: "TOPSY AND TIM MEET THE POLICE."

Wk.3:

- Free painting exploration. Theme: firefighting. Children will choose background paper – red, yellow or orange. They will explore the marks and effects they can create using a selection of different sized paintbrushes and red and yellow paint. Can they observe what happens when the two paint colours mix?
- Colour mixing with red and yellow. Children will be encouraged to push toy fire engines across the tuff tray through red and yellow paint. They will observe the patterns and effects they can make and how the two colours mix.

Wk.4:

- Junk model making – police cars. Children will choose a box to paint in 'police colours'. They will then be supported to add printed wheels and an egg box section 'blue light' to create a model police car. They will be supported to use

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

Pictures of fires/flames. Symbols for red, yellow and orange. Red, yellow and orange paper. Red and yellow paint and a selection of different sized brushes.

Picture and symbol – fire engine. Toy fire engines. Prepared tuff tray – red and yellow paint.

Selection of junk boxes, glue and tape for fixing. Prepared printed wheel shapes. Egg boxes. Blue, yellow, black and white paint, brushes.



I can use glue to join a variety of materials. (Solar,A5)

I can experiment with shapes, colours and marks. (CG, CE6)

I can use objects to do simple printing. (Solar, A4)

I can recognize a range of colours. (Solar, A5)

I can use objects to do simple printing. (Solar, A4)

I can experiment with materials to make different marks. (Solar, A5)

I can make a choice during an activity.

I can demonstrate preferences. (Solar, A4)

I show an interest in the way musical instruments sound. (CG, EAD4)

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

I can make choices when dressing up and notice a change in my appearance. (CG, CE5)

appropriate joining and fixing materials.

- Printing with junk materials. Children will explore the effects they can create from printing using 'police colour themed' paint and a selection of junk materials.

Wk.5: "SUPER DUPER YOU."

- Easter theme. Children will be provided with materials and supported to create an Easter card to take home. They will use printing techniques – sponge printing and card printing – to create an image of an Easter bunny in Spring flowers.
- Free exploration with sponge printing. Children will be provided with Easter shaped sponges and card shaped as eggs, etc. to create a printed picture with paint.

Songs and Rhymes:

- 5 Little Firemen.

Ongoing:

- Free painting and drawing activities.
- Exploring musical instruments in free play.
- People who help us dressing up clothes - role play corner.

Selection of junk materials, paper, paint – blue, yellow, white and black.

Card, bunny and flower shaped sponges, edges of card for printing. Selection of paint colours.

Easter shaped sponges. Prepared card 'printers' in Easter shapes. Paint.

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

