



# ME AND MY WORLD


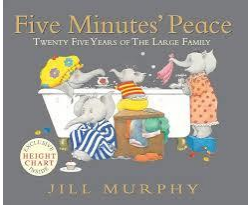
EYFS - BLUE CLASS

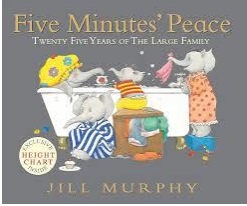
Medium Term Planning

AUTUMN 1 2024

Jennifer E. Parkes

Learning Intentions/Groups

Weeks: 1-8 Communication, Language and Literacy				
AoL	Implementation/Activity	Adaptations	Continuous provision	Resources
 <p>CLL</p> <p><b>Reading</b></p>	<p><b>Ongoing</b> HELLO AND REGISTRATION, GOODBYE 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. Children to be encouraged to engage with the class timetable, now and next symbols.</p> <p><b>Wk.1: “I AM IN BLUE CLASS.”</b></p> <ul style="list-style-type: none"> <li>Children will explore the concept of ‘Myself’ and ‘My Class’. They will be introduced to the signs for me, you, Blue Class.</li> <li>Children will find and match own photos and name cards (to individual levels). We will talk about girls, boys, who has long hair, etc.</li> </ul> <p><b>Wk.2 - 4: “FIVE MINUTES PEACE.”</b></p> <p><b>Wk. 2:</b></p> <ul style="list-style-type: none"> <li>Children to be introduced to the book “Five Minutes Peace” and then firstly to experience the story read aloud from the book. Children to listen to the story accompanied by a sensory story sack. Symbols and signs will be introduced for family, Mommy, Daddy, brother, sister, baby.</li> <li>Children will be encouraged to explore the items in the sensory story sack and to match to pictures in the story.</li> </ul>	<p>Whole group, each child with appropriate level of support.</p> <p>Whole group, each child with appropriate level of support.</p> <p>All children</p> <p>All children</p>	<p>Photos and name cards to explore, sort and match. Class self-registration board – children will be taught initially to find and match own photos, then names as able.</p> <p>Story sack in Quiet/Reading Corner with symbols for family members and symbols, pictures, words related to objects in sack.</p> <p><b>Role Play Corner:</b> Create Mrs Large’s kitchen. Children to have access to items from the story – toy</p>	<p>‘Good morning’ voice button boxes. Timetable and symbols. Individual name cards.</p> <p>Children’s own photos and name cards. Prepared self-registration board.</p> <p>Book  Sensory story sack – cornflakes, toast, butter, jam, newspaper, bubble bath bottle, toy bath, towel, recorder, Little Red Riding Hood book, few toys (as in story). Pictures and symbols.</p>





Reading



- Children will match symbols to pictures – elephant, toast, newspaper, bath, towel, recorder.

**Wk. 3:**

- Children to experience the story “Five Minutes Peace” through Youtube. 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 with symbols.
- Matching activity – children will be given between 2 and 6 pictures from the story to match to identical pictures on a corresponding matching board.
- Children will match words to words and pictures – elephant, toast, newspaper, bath, towel, recorder.

**Wk. 4:**

- Children to listen to the story “Five Minutes Peace” re-read from the book with accompanying stick puppet pictures. Children to be encouraged to match puppet pictures to characters in the story.
- Sequencing activity – children will be given 4 pictures from the story to sequence with a corresponding picture board.
- Sequencing activity – children will be given 4 pictures from the story to sequence without pictorial matching board support.

All children

All children

All children

elephants, elephant puppets/masks, tray, teacups, cutlery, play food, book, newspaper, toys, etc. so that they can re-enact the story.

Story sack in Quiet/Reading Corner with symbols for family members and symbols, pictures, words related to objects in sack.

Story tuff tray – replicate the story using toys, fabric, objects, etc. Children to explore with/without adult support and accompanying book, symbols and pictures.

Set of pictures from the story for children to look at independently and tell/sequence the story.



Home corner furniture, items as listed, Large family banner for wall (Twinkl), puppets/masks (Twinkl).

Book, Youtube version. Story sack containing objects, pictures and symbols.

Prepared tuff tray, symbols and pictures.

Prepared matching activity – pictures and picture board (elephant, toast, newspaper, bath, towel, recorder). Prepared words and pictures with words for matching.

Book, prepared Twinkl stick puppets.

Prepared pictures for sequencing, corresponding picture sequencing board.



Reading



**Wk.5 - 6: "THE THREE LITTLE PIGS."**

**Wk. 5:**

- Children to be introduced to the book "The Three little Pigs" and then firstly to experience the story read aloud from the book. Children to listen to the story accompanied by a sensory story sack. Symbols and signs will be reinforced/introduced for Mommy, big, pig, little, house.
- Children will be encouraged to explore the items in the sensory story sack and to match to pictures in the story.
- Children will match symbols to pictures in the story – Mommy, pig, straw. sticks, bricks, wolf.

**Wk. 6:**

- Children to experience the story "The Three Little Pigs" through Youtube. 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 with symbols.
- Matching activity – children will be given between 2 and 6 pictures from the story to match to identical pictures on a corresponding matching board.
- Children will match words to words and pictures – Mommy, pig, straw. sticks, bricks, wolf.

All children

All children

All children

Story sack in Quiet/Reading Corner with symbols, pictures, words related to objects in sack.



**Role Play Corner:**

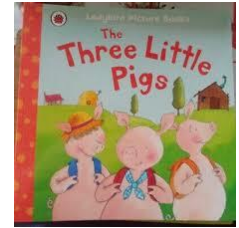
Create Mommy Pig's house interior. Include photos of the 3 piglets. Children to have access to items from the story – toy pigs, pig puppets/masks, plates, cups, cutlery, play food, etc. – so that they can re-enact the story.

Story sack in Quiet/Reading Corner with symbols, pictures, words related to objects in sack.

Story tuff tray – replicate the story using toys, materials, objects, etc. Children to explore with/without adult support and accompanying book, symbols and pictures.



Book



Sensory story sack – 3 pigs, Mommy pig, straw, sticks, brick, wolf, house. Pictures and symbols.

Home corner furniture, items as listed, Three Little Pigs banner for wall (Twinkl), pig puppets/masks (Twinkl).

Book, Youtube version. Story sack containing objects, pictures and symbols.

Prepared tuff tray, symbols and pictures.

Prepared matching activity – pictures and picture board (Mommy, pig, straw house, stick house, brick house, wolf). Prepared words and pictures with words for matching.



**Reading**



**Wk.7: "THE SMARTEST GIANT IN TOWN."**

- Children to be introduced to the book "The Smartest Giant in Town" and then firstly to experience the story read aloud from the book. Children to listen to the story accompanied by a sensory story sack. Symbols and signs will be introduced for giant, shop, clothes, shoes, crown.
- Children will be encouraged to explore the items in the sensory story sack and to match to pictures in the story.
- Children will match symbols to pictures in the story – giant, shop, gown, sandals, shoes, crown.

**Wk.8: "ZOG."**

- Children to experience the story "Zog" through Youtube. 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 with symbols.
- Matching activity – children will be given between 2 and 6 pictures from the story to match to identical pictures on a corresponding matching board.
- Children will match words to words and pictures – dragon, star, fire, smoke, girl, princess.

**Topic Related Signs**

Children to be taught signs appropriate to each topic story with accompanying symbols.

All children

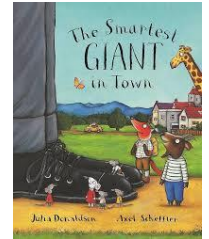
Story sack in Quiet/Reading Corner with symbols, pictures, words related to objects in sack.

Dressing up box of clothes similar to story – crown, etc.

Story sack in Quiet/Reading Corner with symbols, pictures, words related to objects in sack.

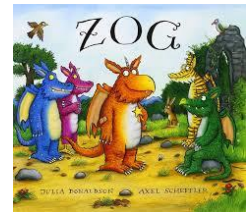
Set of books – fiction and non-fiction for sharing – stories, books about families, houses and homes.

Book



Sensory story sack – crown, gown, shoes, sandals, animals, tie, belt, etc. Pictures and symbols. Dressing up box.

Book



Youtube version. Story sack containing objects, pictures and symbols. Prepared matching activity – pictures and picture board (dragon, star, fire, smoke, girl, princess). Prepared words and pictures with words for matching.

Symbols, Youtube. Makaton teacher handouts.



Reading



**Wk.1** me, you, blue, class.

**Wk.2-4** family, Mommy, Daddy, brother, sister, baby, elephant.

**Wk.5-6** pig, big, little, house.

**Wk.7** giant, shop, clothes, shoes.

**Wk.8** dragon, school, star, friend.

**Sharing Stories**

Children to experience daily shared stories read aloud from books and via screen:

**Stories related to Topic Stories:**

The Blue Balloon,

The Large Family – A Piece of Cake, All in One Piece,

Mr Large in Charge, A Quiet Night in.

The Slightly Annoying Elephant,

Elmer,

Wibbly Pig, Peppa Pig, The Pig in the Pond,

Once There were Giants.

**Other Julia Donaldson Stories:**

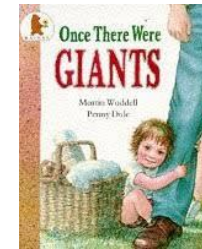
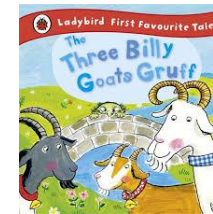
Zog and the Flying Doctors.

**Linked Traditional Tales:**

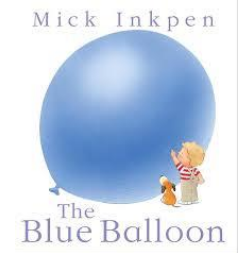
The Three Billy Goats Gruff.



**Ongoing:**

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



Books as listed.  
Youtube stories as listed.



Weeks: 1-8				
Communication, Language and Literacy			J.E.Parkes	
AoL	Implementation/Activity	Adaptations	Continuous provision	Resources
 <p>CLL</p>	<p><b>Wk.1: "I AM IN BLUE CLASS."</b></p> <ul style="list-style-type: none"> <li>Sensory mark making. Children will explore two blue sand trays – one wet, one dry. They will be encouraged to explore the different textures and patterns they can make – lines and circular shapes – using their hands and fingers.</li> <li>Tracing blue patterns. Children will be provided with pattern sheets to trace and a selection of blue writing media – pens, pencil crayons, wax crayons. They will be encouraged to trace and copy the patterns.</li> </ul>	<p>Whole group, each child with appropriate level of support.</p> <p>All children</p>	<p>Children's photo name cards (in blue writing) will be provided for them to explore and practise tracing letter shapes with their fingers.</p>	<p>Blue sand trays – one wet, one dry.</p> <p>Children's photo name cards – in blue writing, laminated.</p> <p>Prepared blue pattern sheets, selection of blue writing media as listed.</p>
	<p><b>Wk.2-4: "FIVE MINUTES PEACE."</b></p> <p><b>Wk.2:</b></p> <ul style="list-style-type: none"> <li>Exploring sensory bags/trays – blue shower gel, bubble bath, shave foam. Children will be encouraged to use their fingers/hands to squash, make patterns and manipulate the materials in the bags/trays.</li> <li>'Elephant' writing. Children will be provided with prepared pictures of the Large family, elephant families. They will be encouraged to draw their own elephants and to label with a caption – 'My elephant'.</li> </ul> <p><b>Wk.3:</b></p> <ul style="list-style-type: none"> <li>Exploring sensory trays – 'Mrs Large's Breakfast'. Children will be encouraged to explore trays of jam, porridge, crushed coco pops and make marks using hands, fingers, plastic spoons and forks.</li> <li>Tracing patterns – take Mrs Large to her table/bath. Children will use pens and</li> </ul>	<p>Whole group, each child with appropriate level of support.</p> <p>All children</p> <p>Whole group, each child with appropriate level of support.</p> <p>All children</p> <p>Whole group, each child with appropriate level of support.</p> <p>All children</p>	<p>Children's photo name cards (in blue writing) will be provided for them to explore and practise tracing letter shapes with their fingers.</p> <p>The Large Family pencil control sheets will be laminated and provided for children to explore and practise tracing patterns with their fingers.</p>	<p>Prepared sensory bags/trays - blue shower gel, bubble bath, shave foam.</p> <p>Children's photo name cards – in blue writing, laminated.</p> <p>Prepared elephant pictures, grey pencils.</p> <p>Prepared sensory trays – jam, porridge, crushed coco pops. Plastic spoons and forks.</p> <p>Pencil control sheets (some laminated, The Large Family – Twinkl).</p>
 <p>Literacy</p>				



**Mark Making,  
Writing**



pencils to trace/copy a range of line and circular patterns themed around the story.

**Wk.4:**

- Elephant mark making. Children will be provided with elephant face shaped paper and a range of grey shades of paint. They will use a selection of brushes to explore the marks they can make on the paper.
- Elephant face labelling. Children will be provided with a picture of an elephant face and symbols/labels – head, ears, trunk, eyes. They will label the parts of the face.

**Wk.5-6: “THE THREE LITTLE PIGS.”**

**Wk.5:**

- Exploring sensory trays – ‘pigs’. Children will be encouraged to explore trays of pink paint (dark and light) and make marks using hands, fingers and pipe cleaners. Can they make lines and curly shapes?
- Tracing patterns – take the wolf to the three little pigs’ houses. Children will use pens and pencils to trace/copy a range of line and circular patterns themed around the story.

**Wk.6:**

- Exploring sensory trays – ‘pigs and mud’. Children will be encouraged to explore two trays – one cornflour, water and pink food colouring, one brown paint/mud. They will be encouraged to make marks using fingers, straw and sticks.
- Mark making on house shapes. Children will be provided with outline house shapes (some with horizontal and vertical line patterns – ‘bricks’). They will use brown

Whole group, each child with appropriate level of support.

All children

Whole group, each child with appropriate level of support.

All children

Whole group, each child with appropriate level of support.

All children

Whole group, each child with appropriate level of support.

All children

The Large Family pencil control sheets will be laminated and provided for children to explore and practise tracing patterns with their fingers.

Children’s photo name cards (in pink writing) will be provided for them to explore and practise tracing letter shapes with their fingers.

Children’s photo name cards (in pink writing) will be provided for them to explore and practise tracing letter shapes with their fingers.

Pens and pencils.

Paper cut as elephant face shapes, range of paintbrushes and shades of grey paint.

Laminated pencil control sheets – The Large Family (Twinkl).

Elephant face pictures, labels/symbols.

Prepared sensory trays – shades of pink paint, pipe cleaners.

Children’s photo name cards – in pink writing, laminated.

Laminated pencil control sheets – The Three Little Pigs (Twinkl). Pens.

Prepared sensory trays as listed. Straw and sticks.

Children’s photo name cards – in pink writing, laminated.

Outline house shapes (with patterns as listed). Brown



**Mark Making,  
Writing**



paint to mark make and trace/copy patterns on the houses using brushes, card edges, straw and sticks.

**Wk.7: "THE SMARTEST GIANT IN TOWN".**

- Exploring sensory trays – 'materials'. Children will be encouraged to explore sensory trays – mud, sand and shaving foam. They will be encouraged to make marks using hands, fingers, straw and sticks.
- Giant clothes labelling. Children will be provided with a picture of George the giant in his smart clothes and symbols/labels – shirt, trousers, tie and shoes. They will label the clothes.

**Wk.8: "ZOG".**

- Sensory mark making. Children will explore two sand trays – one red, one yellow. They will be encouraged to explore the different textures and patterns they can make – lines and circular shapes – using their hands and fingers.
- Exploring red and yellow mark making media on prepared dragon picture sheets. Children will be provided with red and yellow pencils, chalks and wax crayons. Sheets 'I am a Dragon'. Children will be encouraged to draw and 'write'.

Tracing patterns on 'giant' dragon shapes. Laminated outline dragon shapes with patterns on will be provided for children to explore and practise tracing patterns with their fingers.

Tracing patterns on 'giant' dragon shapes. Laminated outline dragon shapes with patterns on will be provided for children to explore and practise tracing patterns with their fingers.

Children will explore mark making on iPad paint program.

paint, brushes, sticks, straw, card edges.

Prepared sensory trays as listed. Straw and sticks.

Laminated patterned giant dragon shapes.





Pictures of George the giant in his smart clothes. Labels/symbols as listed.

Red and yellow sand trays.

Laminated patterned giant dragon shapes.

iPad.

Prepared dragon picture/writing sheets. Red and yellow mark making media – chalks, pencil and wax crayons.

Weeks: 1-8				
Communication, Language and Literacy				
J.E.Psrkes				
AoL	Implementation/Activity	Adaptations	Continuous provision	Resources
 CLL	<p><b>Wk.1: "I AM IN BLUE CLASS."</b></p> <ul style="list-style-type: none"> <li>Children to create collage balloon pictures using cutting, sticking and tearing skills. Children will be provided with outline balloon shapes and blue materials of different textures to rip, cut and stick on to create their blue balloon. Children will then find their own photo to stick in the middle of their balloon.</li> <li>Exploring blue playdoh. Edible blue playdoh will be made for children to explore, squash, flatten and shape with their hands and fingers.</li> </ul>	<p>Whole group, each child with appropriate level of support.</p>	<p>Children will be provided with large and medium sized blue Duplo bricks. They will be challenged to build towers.</p>	<p>Blue papers and fabrics in different textures, scissors, glue and spreaders. Outline balloon shapes. Children's own photos.</p> <p>Large and medium sized Duplo bricks in blue colours. Photos of towers of 3, 5 and 10 bricks.</p> <p>Balls of blue playdoh.</p>
	<p><b>Fine Motor</b></p> <p><b>Wk.2-4: "FIVE MINUTES PEACE."</b></p> <p><b>Wk.2:</b></p> <ul style="list-style-type: none"> <li>Making an elephant picture – cutting and sticking jigsaw activity. Children will be provided with pictures of an elephant cut into 2, 3 or 4 pieces (complete pictures will be provided as examples). Their task will be to piece the elephant together and stick to make a picture.</li> <li>Creating a collage elephant picture. Children will make a collage picture of an elephant, making choices from different textures of paper in differing shades of grey. They will use glue and spreaders to apply materials.</li> </ul>	<p>Whole group, each child with appropriate level of support.</p> <p>All children</p>		
 Literacy	<p><b>Wk.3:</b></p> <ul style="list-style-type: none"> <li>Sand play. Children will explore household objects in the sand tray – containers for</li> </ul>	<p>Whole group, each child with appropriate level of support.</p> <p>All children</p>	 	<p>Prepared outline pictures of elephants. Selection of different textured grey papers. Glue and spreaders, scissors.</p> <p>Sand tray, assorted household objects as listed.</p>



**Fine Motor**



filling and emptying, wooden spoons, cake tins, cardboard tubes, saucepans, etc.

- My home. Children will explore catalogues and magazines to collect pictures of furniture/household items. They will rip/cut and use glue and spreaders to stick on an outline picture of a house.

**Wk.4:**

- Water play – ‘Mrs Large’s bath’. Children will explore water, bubbles and containers in the water tray – pouring, filling, emptying, making bubbles.
- My body/face. Children will make a picture of Mrs Large in her bath tub. They will decorate her bath hat using sequins, small flower shapes and balls of tissue paper.

**Wk.5-6: “THE THREE LITTLE PIGS”.**

**Wk.5:**

- Exploring pink playdoh - pigs. Edible pink playdoh will be made for children to explore, squash, flatten and shape with their hands and fingers. They will be shown how to make a pig shape and to add googly eyes and pipe cleaner tails.
- Exploring pink. Children will be provided with pink paper pig shapes and a selection of pink materials to make a collage picture – pink tissue/crepe paper, pink card, rice, pasta shapes, etc.

**Wk.6:**

- Making a pig picture – cutting and sticking jigsaw activity. Children will be provided with pictures of a pig cut into 2 ,3 or 4 pieces

Whole group, each child with appropriate level of support.

All children

Whole group, each child with appropriate level of support.

All children

Whole group, each child with appropriate level of support.

All children

Whole group, each child with appropriate level of support.

All children

Whole group, each child with appropriate level of support.

Exploring objects from around the home. Children will be provided with a box/tuff tray of household objects/containers to manipulate and explore.

Exploring objects from around the home. Children will be provided with a box/tuff tray of household objects/containers to manipulate and explore. To include bathtime objects.

Children will be provided with large and medium sized red and white Duplo bricks. They will be challenged to build towers/make patterns.

Collection of interesting household objects.

Outline house pictures, catalogues/magazines, glue and spreaders, scissors.

Water tray, assorted containers, empty bottles, bubble bath.  
Collection of interesting household objects.  
Prepared outline picture – Mrs Large in her bath.  
Selection of sequins, small flower shapes, tissue paper balls, glue and spreaders.

Balls of pink playdoh, googly eyes, pink pipe cleaners.

Large and medium sized Duplo bricks in red and white colours.

Pink outline pig shapes, pink materials as listed, glue and spreaders.

Prepared jigsaw pieces and laminated completed pictures as examples. Glue and



CLL

## Fine Motor



Literacy

(complete pictures will be provided as examples). Their task will be to piece the pig together and stick to make a picture.

- Making a wolf mask. Children will be provided with a mask outline and a selection of textured grey materials to create a wolf mask attached to a lolly stick.

### **Wk.7: "THE SMARTEST GIANT IN TOWN".**

- Create a gown for George. Children will be provided with a selection of fabric pieces to explore and make a collage gown for George.
- 'Dress up George'. Children will be provided with a picture of George in his underwear and pictures of his clothing to place and stick on him – shirt, trousers, shoes and tie.

### **Wk.8: "ZOG".**

- Decorate a special reward star. Children will be provided with an outline star shape, glitter, sequins, small pom poms. They will use glue and spreaders to attach materials to decorate their star.
- Exploring red and yellow playdoh. Edible red and yellow playdoh will be made for children to explore, squash, flatten and shape with their hands and fingers. Can they also use rollers and cut out star shapes with star cutters?

Children will be provided with 2, 3 and 4 piece laminated jigsaws of pigs and wolves, houses from the story. Can they piece them together?

Wooden jigsaws – teddy dress ups.  
Explore dressing dolls and teddies.  
IPad – use Paint program to copy/make lines, circles and patterns/letter shapes shapes..

Explore pull along toys, squeezey/squeaky toys and toys with buttons and switches in role play.

spreaders, white paper, scissors.  
Laminated jigsaw pieces.

Outline wolf mask shapes, lolly sticks, textured materials, glue and spreaders.

Outline pictures of George in his gown. Selection of small fabric pieces, glue and spreaders.

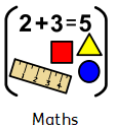
Wooden teddy dress up jigsaws.  
Dolls, teddies, clothing. iPad.

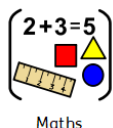
Outline pictures of George in his underwear, pictures of clothing as listed, glue and spreaders.

Outline star shapes. Glitter, sequins, pom poms, glue and spreaders.

Range of pull along toys.

Balls of red and yellow playdoh. Rollers, star-shaped cutters.

Weeks: 1-8				
Maths				
J.E.Parkes				
AoL	Implementation/Activity	Adaptations	Continuous provision	Resources
 <p>Maths</p>	<p><b>Wk.1: "I AM IN BLUE CLASS."</b></p> <ul style="list-style-type: none"> <li>Number rhyme – "5 Blue Balloons...", (taking 1 away).</li> <li>Sorting and matching activities for colour recognition – assess children's awareness of colours: blue, red, yellow, others as appropriate.</li> <li>Children will explore counting and number to individual levels using blue balloons, related pictures, blue objects and number cards – assess children's awareness of number and number recognition. Counting and adding 2 sets.</li> </ul>	<p>All children to experience rhymes with focus on engaging and challenged to own levels.</p> <p>All children Whole group, each child with appropriate level of support.</p> <p>All children to experience rhymes with focus on engaging and challenged to own levels.</p>	<p>Children will be provided with large and medium sized blue, red and yellow Duplo bricks. They will be challenged to build towers/make colour sets/make sets to match number cards..</p>	<p>Laminated pictures to use with number rhyme.</p> <p>Colour symbols – blue, red, yellow. Colour related objects for sorting.</p> <p>Large and medium sized Duplo bricks in colours listed. Numeral cards 1-10.</p> <p>Number cards, blue balloons, blue related objects, pictures.</p>
	<p><b>Wk.2-4: "FIVE MINUTES PEACE."</b></p> <p><b>Wk.2:</b></p> <ul style="list-style-type: none"> <li>Number rhymes – "1 Elephant...", "10 Tall Fingers" (Youtube – Pink fong).</li> <li>Sorting and matching activities for type and size – related to Myself. Children will sort handprints/wellies/gloves for colour and type.</li> <li>Children will explore counting and number to individual levels using hands, fingers, toes, wellies, gloves, objects and number cards. Counting and adding sets.</li> <li>Big and small size comparison wellies, etc. – ordering for biggest/smallest (3-5 objects depending on individual levels).</li> </ul>	<p>Whole group, each child with appropriate level of support.</p> <p>All children to experience rhymes with focus on engaging and challenged to own levels.</p> <p>Whole group, each child with appropriate level of support.</p>	<p>Children will be provided with large and medium sized blue, red and yellow Duplo bricks. They will be challenged to build big and small towers.</p>	<p>Laminated pictures to use with number rhyme.</p> <p>Number cards, 'myself' related objects/pictures as listed.</p> <p>Prepared pictures for sorting and ordering. Big and small symbols.</p>
	<p><b>Wk.3:</b></p>			



- Number rhyme – “1 Elephant Went out to Play...”, (Youtube).
- Sorting and matching activities for type – related to elephants and other wild animals. Children will sort sets of animals into elephants and other animals. They will explore counting and number to individual levels using small world animals and pictures of animals.  
Counting and adding sets.
- Big and small size comparison elephants and spiders – ordering for biggest/smallest (3-5 objects depending on individual levels).

**Wk.4:**

- Number rhyme – “5 Little Elephants Having a Wash/Balancing” (Youtube).
- Sorting and matching activities for type – My Home. Children will sort items from the home – forks and spoons, etc. They will explore counting and number to individual levels using these items.  
Counting and adding sets.
- 1-1 correspondence. Children will match 1-1 – plates, cups, etc. – to elephants in Mrs Large’s kitchen.
- Time. What can I do in 1, 2, 5 minutes? How many jumps, etc.? Introduce ‘My Day’.  
Sequence basic daily activities using pictures.

**Wk.5-6: “THE THREE LITTLE PIGS.”**

**Wk.5:**

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

Whole group, each child with appropriate level of support.

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

Whole group, each child with appropriate level of support.

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

Whole group, each child with appropriate level of support.

Children will have access to pictures and symbols related to the rhyme to practise saying the rhyme independently.

Children will have access to pictures and symbols related to rhymes to practise saying the rhymes independently.

**Role Play Corner:**  
Mrs Large’s kitchen (as listed in Reading plan).

Laminated pictures to use with number rhyme.

Number cards, wild animals (small world)/pictures of wild animals, elephants and spiders.

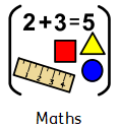
Prepared pictures for sorting and ordering.  
Big and small symbols.

Laminated pictures to use with number rhyme.

Number cards, home items, number cards.

**Role Play Corner:** items as listed.

Timers.  
Laminated sequencing pictures – My Day.



- Number rhyme – “5 Little Piggies Jumping on the Bed” (Youtube).
- Sorting and matching activities for type – related to pigs and other farm animals. Children will sort sets of animals into pigs and other animals. They will explore counting and number to individual levels using small world pigs and pictures of animals with mud patches. Counting and adding sets – how many mud patches on pigs?
- Exploring simple repeating colour patterns using blocks, Duplo bricks. Children to copy and continue patterns as appropriate to individual levels using prepared pattern cards, bricks and sponges in paint.

**Wk.6:**

- Number rhyme – “5 Little Pigs went out one Day” (Youtube).
- Exploring Numicon. Children will use Numicon to create house pictures. Prepared house pictures will also be used for counting out – add 1 door, 3 windows, etc. Children will explore counting and number to individual levels using building materials from the story – sticks, bricks (Duplo). Counting and adding sets.
- Exploring shape. Children will explore the properties of 2D shapes and use them to create/copy house pictures.

**Wk.7: “THE SMARTEST GIANT IN TOWN”.**

- Number rhyme – “The Ants go Marching one by one” (Youtube).
- Sorting and matching activities with ants. Children will sort colours of ants into sets.

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

Whole group, each child with appropriate level of support.

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

Whole group, each child with appropriate level of support.

Children will be provided with wooden blocks and Duplo bricks in a variety of colours. They will be challenged to copy/continue/create repeating patterns independently.

**Role Play Corner:**  
Mrs Large’s kitchen (as listed in Reading plan).

Children will be provided with wooden blocks, Duplo bricks and junk boxes. They will be challenged to build 3D houses, independently exploring the properties of the materials.

Children will have access to pictures, numeral cards and symbols related to the rhyme

Laminated pictures to use with number rhyme.

Number cards, farm animals (small world)/pictures of farm animals, pigs, muddy patches.

Wooden blocks, Duplo, laminated pattern cards, sponges, paint.

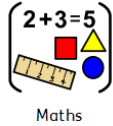
**Role Play Corner:** items as listed.

Laminated pictures to use with number rhyme.

Numicon, laminated house pictures (Twinkl). Prepared house outlines and features to add. Number cards. Sticks, bricks.

Selection of 2D and 3D shapes, Duplo, junk boxes. 2D shape house pictures (Twinkl).

Laminated pictures to use with number rhyme.



They will explore counting and number to individual levels using pictures of ants. Counting and adding sets.

- Big and small size comparison ants and George the Giant – sorting for big and small. Ants - ordering for biggest/smallest (3-5 objects depending on individual levels).

**Wk.8: "ZOG".**

- Number rhyme – "5 Little Dragons Learning How to Fly" (Youtube).
- Sorting and matching activities with dragons. Children will sort colours of dragons into sets. They will explore counting and number to individual levels using pictures of dragons. Counting and adding sets.
- Big and small size comparison pictures of coloured dragons– sorting for big and small. Dragons - ordering for biggest/smallest (3-5 objects depending on individual levels).

to practise saying the rhyme independently.

Children will have access to pictures, numeral cards and symbols related to the rhyme to practise saying the rhyme independently.


Number cards, pictures of ants, small world ant.

Prepared pictures for sorting and ordering.  
Big and small symbols.

Laminated pictures to use with number rhyme.

Number cards, pictures of dragons, cuddly dragon.

Prepared pictures for sorting and ordering.  
Big and small symbols.

Weeks: 1-8						
PSED/KUW		J.E.Parkes				
AoL	Implementation/Activity	Adaptations	Continuous provision	Resources		
	<p><b>Wk.1: "I AM IN BLUE CLASS."</b></p> <ul style="list-style-type: none"> <li>Who am I? Children will be provided with their own photos to find and observe, then to make own face jigsaws. Children will have their own facial photo and a cut up version – can they piece together their own face?</li> <li>How do I feel today? Introduce feelings board from Quiet Corner. Children will explore pictures/photos of happy and sad faces. They will sort into happy and sad sets. We will look at pictures of things that might make us happy. We will take photos of children to look at when they are happy.</li> </ul>	<p>All children</p> <p>Whole group, each child with appropriate level of support.</p>	<p>Children's photo name cards (in blue writing) will be provided for them to explore and practise tracing letter shapes with their fingers.</p>	<p>A4 size photos of children and cut up laminated copies.</p> <p>Children's photo name cards – in blue writing.</p> <p>Pictures/photos of people with happy and sad faces. How do I feel today board, happy and sad symbols.</p>		
	<p><b>Wk.2-4: "FIVE MINUTES PEACE."</b></p> <p><b>Wk.2:</b></p> <ul style="list-style-type: none"> <li>My Family – who is in my family? Talk about the Large Family and make comparisons to children's own families. Discuss differences and similarities, how all families are different. Set up a small world family tuff tray with houses, people, etc.</li> <li>Mrs Large's breakfast. Children will look at pictures from story of Mrs Large's breakfast tray. We will make tea and toast. Children will explore cutting, spreading, tasting. Learn 'I'm a Little Teapot' song.</li> </ul>	<p>All children</p> <p>Whole group, each child with appropriate level of support.</p>			<p>Small world family tuff tray.</p> <p><b>Role Play Corner:</b> Mrs Large's kitchen (as listed in Reading plan).</p>	<p>Topic Story Book. Photos of children's own families. Tuff tray and small world people, houses, animals, vehicles.</p> <p><b>Role Play Corner</b> as listed.</p> <p>Symbols, utensils and ingredients to make tea and toast.</p>
	<p><b>Wk.3:</b></p> <ul style="list-style-type: none"> <li>Inside my Home. Children will look at pictures of inside different rooms of the house. They will explore objects from various rooms and sort accordingly onto a large-scale house picture.</li> </ul>	<p>All children</p> <p>Whole group, each child with appropriate level of support.</p>			<p>Small world family tuff tray.</p> <p><b>Role Play Corner:</b></p>	<p>Pictures/photos – rooms inside different houses. Prepared large-scale house outline. Selection of objects from various rooms inside a house.</p>
Outdoor Learning						
PSED						



**Outdoor Learning**

- Mrs Large’s bath – water play. Children will be provided with small ‘bubble baths’ for small world toy elephants. What happens when they put in the elephant? Can they fill containers to pour over the elephants/wash the elephants?

**Wk.4:**

- Health and Hygiene – bathing a baby. Children will explore bathing a baby doll. We will look at items we need and label these with symbols. We will sequence pictures – what to do.
- Keeping our teeth clean. Children will explore cleaning a baby doll’s teeth. We will look at items we need and label these with symbols. We will sequence pictures – what to do.

**Wk.5-6: “THE THREE LITTLE PIGS.”**

**Wk.5:**

- My Home. Explore materials and forces. Children will explore collections of natural materials. – bark, sticks, grass, straw. We will create homes for the pigs – which are the strongest/blow down the easiest?
- Decorating biscuits – pig faces. We will explore changing the colour of icing by adding pink food colouring, spreading on plain biscuits and decorating with small sweets to create a pig face.

**Wk.6:**

- Who lives in my home? Children to bring in pictures from home to stick on an outline picture of a house.
- Pigs in mud. Children will hunt for small world pigs hidden outdoors and pictures of

All children

Whole group, each child with appropriate level of support.

All children

Whole group, each child with appropriate level of support.

All children

Whole group, each child with appropriate level of support.

All children

Whole group, each child with appropriate level of support.

Mrs Large’s kitchen (as listed in Reading plan).

Sequencing sets of laminated pictures – bathing a baby, cleaning teeth.

Small world tuff tray – exploring construction vehicles and construction workers in dry sand. What tracks and patterns can children make?

Small world tuff tray – exploring construction vehicles and construction

Small world tuff tray.  
**Role Play Corner** as listed.

Containers, bubble bath, toy elephants, water trays.

Baby dolls, water containers, bubble bath, shampoo, flannel, towels, sponges, soap, shower gel.

Sets of laminated sequencing pictures as listed.

Toothbrushes, toothpaste, dolls.


Natural materials as listed.  
Fixings – string, tape.

Small world tuff tray as listed.

Plain biscuits, icing sugar, pink/red food colouring, sweets, cooking utensils.

Pictures of children’s own families (requested from home), prepared outline house pictures.

**PSED**

	<p>muddy pigs. Once collected, we will bath the muddy pigs to clean off the mud.</p> <p><b>Wk.7: "THE SMARTEST GIANT IN TOWN."</b></p> <ul style="list-style-type: none"> <li>• My Clothes. Explore outdoors – what kind of clothing is suitable for seasonal changes? Look at a selection of clothing. Talk about Autumn, seasonal changes. Sort clothing into sets for hot weather and cold weather. Hunt outdoors for pictures of hidden clothing to add to sets.</li> <li>• Dress teddy for Autumn weather. We will dress a toy bear in suitable clothes for colder weather. Children will then dress a picture of a bear in pictures of coats, hats and boots. Can they put the clothing in the correct place?</li> </ul>		<p>workers in wet sand. What tracks and patterns can children make? Can they sculpt small houses?</p> <p>Children will make collections for an Autumn table/tuff tray to explore the properties of natural materials.</p>	<p>Small world tuff tray as listed.</p> <p>Small world pigs, pictures of pigs (laminated), small containers and materials for bathing pigs.</p> <p>Selection of clothing. Symbols for hot and cold weather. Laminated pictures of a range of clothing.</p> <p>Seasonal pictures, tuff tray as described.</p> <p>Teddy and clothing, clothing symbols. Pictures of teddy and clothing as listed.</p>
<p><b>PSED</b></p>	<p><b>Wk.8: "ZOG."</b></p> <ul style="list-style-type: none"> <li>• My Community. If possible children will go out into the community on the minibus to the supermarket where fruit will be bought. Children will be provided with fruit to explore. They will be encouraged to handle and taste some of the fruit.</li> <li>• 'Kind Friend' Stars (Achievement Stars). Children will decorate a star with glitter and small stars. We will talk about achievements and being a kind friend. Children will add a photo of themselves to their star which shows them achieving or being a kind friend.</li> </ul>		<p>Children will add to collections for an Autumn table/tuff tray to explore the properties of natural materials. Fruit will be added for exploration.</p>	<p>Selection of fruit bought to taste, explore.</p> <p>Seasonal pictures, tuff tray as described.</p> <p>Prepared star shapes, glitter, small stars, glue and spreaders. Prepared photos of children.</p>





- Exploring paint to create finger, hand and footprints. Children will be encouraged to create painted patterns with their fingers, to make a hand and a foot print. Whose are the biggest/smallest?
- Salt dough. Children will make salt dough and explore its properties – can they squash it/roll it/make holes in it, etc.? They will be encouraged to make a handprint in a flattened piece of dough.

**Wk.5-6: “THE THREE LITTLE PIGS.”**

**Wk.5:**

- Colour mixing. Children will explore pink, mixing red and white paint to make various shades. They will use their paint to make a painting on pink paper. They will also be encouraged to paint their hands, one white and one red and rub them together. Can they make pink?
- Bubble painting. Children will explore washing up liquid mixed with pink paint using straws. Making bubble prints will be modelled and adding googly eyes and cut ‘curly tails’ to create pigs.

**Wk.6:**

- Children will explore painting with straw and sticks and printing with small bricks/sponge shaped bricks on a house shaped piece of paper.
- Tuff tray paint exploration. Children will explore the patterns and tracks they can make in paint using toy construction vehicles.

**Wk.7: “THE SMARTEST GIANT IN TOWN.”**

Whole group, each child with appropriate level of support.

All children

Whole group, each child with appropriate level of support.

All children

Whole group, each child with appropriate level of support.

All children

Whole group, each child with appropriate level of support.

Children will explore ‘big and small’ through creative construction – different sized Duplo and building blocks.

Children will be provided with a selection of small world pigs and materials to explore (fake grass, brown fur, straw, etc.)

Children will be provided with a selection of small world pigs and materials to explore (fake grass, brown fur, straw, building blocks, etc.) Can they make a house for the pigs?

Paper and paint (primary colours).

Large and small Duplo/building blocks.

Ingredients and recipe for salt dough, rollers, cutters.

Red and white paint, pink paper, paintbrushes, sponges.

Small world pigs, materials as listed.

Washing up liquid, pink paper, straws, pink paint, googly eyes, cut out ‘curly tails’.

Paper (cut into house shapes), straw, bricks, sticks, sponge shaped bricks, paint.

Small world pigs, materials as listed.

Tuff tray, paint in primary colours, toy construction vehicles.



- Autumn theme. Children will collect leaves of different colours and patterns to explore and make prints with. They will print using a selection of Autumnal colours on a 'gown' outline shape – designing a gown for George for Autumn.
- Children will use their collected leaves to decorate an Autumn crown for George, placing and sticking their leaves, plus grass, sticks, etc. onto crown shapes.

**Wk.8: "ZOG."**

- Harvest theme. Children will be provided with fruit to explore and make prints with using appropriate paint colours. They will be encouraged to handle and taste some of the fruit.
- Sponge and stencil printing. Children will use star shaped sponges and prepared star stencils with gold and silver paint to explore the shape and its properties and to create a picture.

Children will make collections for an Autumn table/tuff tray to explore the properties of natural materials.

Children will add to collections for an Autumn table/tuff tray to explore the properties of natural materials. Fruit will be added for exploration.

Own collections of Autumn leaves/Autumn related natural objects. Prepared outline gown shapes, paint in Autumnal colours, sponges.

Prepared crown shapes, fixing materials – tape, glue, spreaders.

Selection of fruit to taste, explore and use for printing. Paper, paint.

Star shaped sponges, star stencils, black paper, gold and silver paint.



