



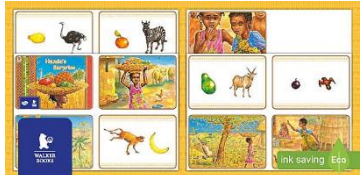
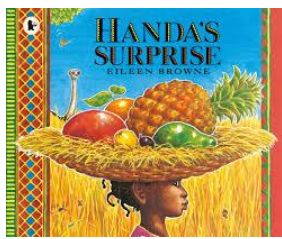
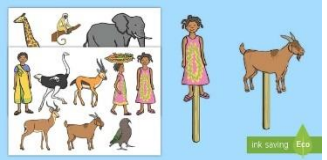


# PAWS, CLAWS, FEATHERS AND FUR

EYFS - BLUE CLASS

Medium Term Planning **SPRING 1 2025**

Jennifer E. Parkes

AoL	Implementation/Activity		Continuous provision	Resources
 <p>CLL</p> <p><b>Reading</b></p>  <p>Literacy</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 - 2: “HANDA’S SURPRISE.”</b> <b>Wk.1:</b></p> <ul style="list-style-type: none"> <li>Children to be introduced to the book “Handa’s Surprise” and then experience the story on Youtube. Children to watch and listen to the story accompanied by a sensory story sack. Symbols and signs will be introduced for girl, goat, monkey, elephant, giraffe, parrot.</li> <li>Children will be encouraged to explore the items in the sensory story sack alongside pictures from the story.</li> <li>Children will match pictures/symbols to story related toy animals (between 2-6 to own level).</li> <li>Children will match words to words (and pictures as needed) – girl, goat, monkey, elephant, giraffe, parrot.– and then words to items in the sensory story bag.</li> </ul> <p><b>Wk.2:</b></p> <ul style="list-style-type: none"> <li>Children to listen to the story “Handa’s Surprise” re-read from the book with accompanying stick puppet pictures.</li> </ul>		<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 containing pictures from the story, objects, symbols and words related to objects in sack.</p> <p>Sequencing cards to retell story (Twinkl).</p>  <p>Story sack in Quiet/Reading Corner containing pictures</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</p>  <p>Sensory story sack – toy fruit as related to story, toy animals, basket. Pictures, words and symbols.</p> <p>Sequencing cards as shown.</p> 



**Reading**



Children to be encouraged to match puppet pictures to characters in the story.

- Children will be encouraged to explore the items in the sensory story sack and to match to pictures from the story.
- Children will match pictures/symbols to story related fruits – toy/real (between 2-6 to own level).
- Children will match words to words (and pictures as needed) – fruit from the story - and then words to items in the sensory story bag

**Wk. 3: "MONKEY PUZZLE."**

- Children to be introduced to the book "Monkey Puzzle" and then experience the story on Youtube. Children to watch and listen to the story accompanied by a sensory story sack. Symbols and signs will be reinforced or introduced for monkey, elephant, parrot, butterfly, spider and snake.
- Children will be encouraged to explore the items in the sensory story sack alongside pictures from the story and to make choices.
- Matching activity – children will be given between 2 and 6 pictures from the story to match to identical pictures on a corresponding matching board. Those who are able will match symbols to pictures.
- Children will match words to words (and pictures as needed) - creatures from the story - and then words to items in the sensory story bag

from the story, objects, symbols and 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.



**Role Play Corner:**

Create a Pet Shop. Children to have access to toy animals related to the story, toy till and large coins plus any other items appropriate for pets – basket, toys, blanket, etc.

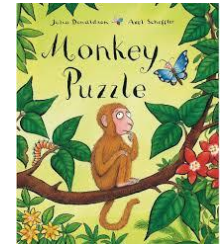
Twinkl puppets.

Sensory story sack – toy fruit as related to story, toy animals, basket.

Pictures, words and symbols.

Real fruit as is possible.

Book



Sensory story sack – small world toy woman, man, soft toy gingerbread man, pig, cow, fox.  
Pictures, words and symbols.

Prepared tuff tray, symbols and pictures.  
Home corner furniture, items as listed.

Pictures of animals/pets to display/look at.  
Prepared matching activity – pictures and picture board, symbols.

Prepared words and pictures with words for matching.



**Reading**

**Wk. 4: "ELMER"**

- Children to be introduced to the book "Elmer" and then experience the story on Youtube. Children to watch and listen to the story accompanied by a sensory story sack. Symbols and signs will be reinforced or introduced for elephant and colours.
- Children will be encouraged to explore the items in the sensory story sack alongside pictures from the story and to make choices – toy elephant, small world elephant.
- 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 firstly with pictorial matching board support, and then without..

**Wk.5 - 6: "OWL BABIES."**

**Wk. 5:**

- Children to be introduced to the book "Owl Babies" and then experience the story on Youtube. Children to watch and listen to the story accompanied by a sensory story sack. Symbols and signs will be introduced for owl, baby, Mummy, tree, stick, leaf.
- Children will be encouraged to explore the items in the sensory story sack and to match to pictures from the story.
- Children will match symbols to symbols and then to objects in the story sack – Mummy owl, baby owl, stick, leaf.
- Sequencing activity – children will be given 4 pictures from the story to sequence firstly



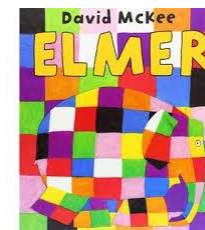
Set of pictures from the story for children to look at independently and tell/sequence the story.

Story sack in Quiet/Reading Corner with symbols, pictures, words related to objects in sack – toy elephants and colour samples.

Story sack in Quiet/Reading Corner with symbols, pictures, words related to objects in sack – 4 toy owls, twigs, leaves.

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

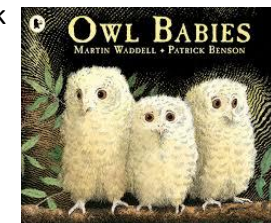
Book



Story sack as listed.

Prepared pictures for sequencing, corresponding picture sequencing board.

Book



Sensory story sack – 4 toy owls, twigs, leaves. Pictures, words and symbols.

Prepared tuff tray, symbols and pictures.

Objects, symbols and pictures for matching.



**Reading**



with pictorial matching board support, and then without.

**Wk. 6:**

- Children to listen to the story “Owl Babies” re-read from the book with accompanying stick puppet pictures. Children to be encouraged to match puppet pictures to characters in the story.
- Children will share the story 1-1 and will be encouraged to match the puppets/soft toys to the characters in the story.
- Matching activity – children will be given between 2 and 6 symbols to match to objects in the story sack.
- Children will match words to words and pictures and then words to words –stick, tree, Mummy owl, baby owl, leaf.

**Topic Related Signs**

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

**Wk.1** girl, goat, monkey, elephant, giraffe, parrot.

**Wk.2** banana, orange, pineapple, avocado.

**Wk.3** monkey, elephant, parrot, butterfly, spider and snake.

**Wk.4** elephant, colours (red, yellow, blue, green).

**Wk.5-6** owl, baby, Mummy, tree, stick, leaf.

**Sharing Stories**

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

**Stories related to Topic Stories:**



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

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

Sequencing pictures (Twinkl).



Book, prepared Twinkl stick puppets.

Prepared tuff tray, symbols and pictures. Story sack as listed.

Prepared matching activity – objects and symbols. Prepared words and pictures with words for matching.

Set of sequencing pictures and corresponding story matching board.

Symbols, Youtube. Makaton teacher handouts.

Books as listed. Youtube stories as listed.



Reading



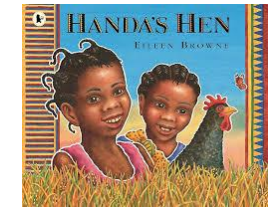
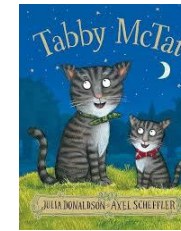
Handa's Noisy Night.  
Handa's Hen.  
Tinga Tinga Tales Stories.  
Rumble in the Jungle.  
Little Tiger Stories.  
The Selfish Crocodile.  
Various Elmer stories.

**Other Julia Donaldson Stories:**

Tabby McTat.

**Linked Traditional Tales:**

The Little Red Hen.



Set of books – fiction and non-fiction for sharing – stories.

**Ongoing:**

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

Selection of available clothes/costumes for Dressing up Box.





CLL

## Mark Making, Writing



Literacy

- Children will draw, name and label a picture. They will be given a picture of a basket and asked to draw fruit in it using selected range of coloured pencils – orange, yellow and green. Can they name what they have drawn and label with a symbol?

### **Wk. 3: “MONKEY PUZZLE.”**

- Exploring sensory trays – mud containing grass and sticks. Children will be encouraged to explore trays of wet and dry mud/dirt and make marks using hands, fingers and sticks. Can they make lines and circular shapes?
- Jungle animals pencil control sheets. Tracing patterns – take the jungle animals to the trees, etc. Children will use pens and pencils to trace/copy a range of line and circular patterns themed around the story.
- Children will colour and be encouraged to draw their own jungle animal. Can they name their drawings? Teacher to scribe for children to copy captions.

### **Wk. 4: “ELMER”**

- Exploring sensory trays – mixing blobs of primary coloured paint. Children will explore paint trays (themed to story) with their hands, fingers and small world elephants. Can they mix the colours and make elephant footprints in the paint?
- Explore making marks on screen using iPad and Paint program. Children will be encouraged to find and use primary colours – red, yellow and blue – and make lines and circular shapes on screen using their fingers.
- Children will be given Elmer shaped outlines with a range of patterns on to copy. They

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

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

Prepared basket picture and fruit symbols. Yellow, green and orange coloured pencils.

Prepared sensory trays – wet and dry mud/dirt containing grass and leaves, sticks.

Pencil control sheets (some laminated, Jungle Animals – Twinkl).

Pens and pencils.

Prepared pictures of jungle animals to colour with space to draw, animal symbols, writing pencils.

Sensory trays – red, yellow, blue colours of paint. Small world elephant toys. Elephant symbol.

Laminated pencil control sheets – Jungle Animals (Twinkl).

Colour symbols – red, yellow and blue. iPad.



**Mark Making,  
Writing**



will choose from a selection of primary coloured pens and pencils to copy the patterns.

**Wk.5 - 6: "OWL BABIES."**

**Wk. 5:**

- Exploring sensory tuff tray – shaving foam, feathers, sticks and leaves. Children will be encouraged to explore the tuff tray (themed to story) using their hands, fingers and sticks of various thicknesses, leaves and feathers to make imprints.
- Exploring white and brown writing media. Children will work on owl shaped papers of various textures (brown paper, wallpaper, etc.) They will be offered wax crayons, pencil crayons, chalks and felt pens to explore in the colours listed.
- Sequencing symbols to make a caption/sentence. Children will be given pictures – Mummy owl, baby owl, trees, branches. They will be given symbols – 'I see...', etc. to sequence to create a caption for each picture.

**Wk.6:**

- Exploring sensory trays – wet and dry brown sand containing feathers, sticks and leaves. Children will be encouraged to make marks using hands, fingers, white pipe cleaners and sticks.
- Tracing patterns. Children will work on Owl Babies bordered paper with prepared patterns to trace. They will use brown, green and black felt pens to trace their patterns.
- Children will work on Owl Babies bordered paper as listed above and will copy prepared

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

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

Prepared Elmer outlines with patterns. Selection of pens and pencils as listed.

Sensory tuff tray – shaving foam, feathers, sticks and leaves. Selection of sticks and leaves to make marks and imprints.

Children's photo name cards – in brown writing, laminated.


Selection of brown and white owl shaped papers in a variety of textures. Range of writing media in white and brown. Colour symbols.



Prepared pictures from the story as listed and symbols to create captions.



Prepared sensory sand trays as listed. White pipe cleaners and sticks.

Children's photo name cards – in brown writing, laminated.

Prepared pattern sheets (Twinkl bordered paper, laminated). Brown, green and black pens.

 <p>CLL</p> <p><b>Writing/Mark Making</b></p>	<p>patterns. They will use brown, green and black felt pens.</p>		<p>Children will explore mark making on iPad paint program.</p>	<p>iPad.</p>
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 <b>Literacy</b>				
<b>Weeks: 1-7 Communication, Language and Literacy J.E.Psrkes</b>				
	<b>Implementation/Activity</b>		<b>Continuous provision</b>	<b>Resources</b>
 <p>CLL</p>	<p><b>Wk. 1 - 2: "HANDA'S SURPRISE."</b></p> <p><b>Wk.1:</b></p> <ul style="list-style-type: none"> <li>Children to create Handa's fruit basket. Children will be provided with an outline picture of a basket and a selection of brown paper strips. They will be encouraged to rip the paper strips to make collage pieces to glue onto their baskets. (Some children will practise cutting using scissors as able.) Children will then make choices from cut out fruit shapes in a variety of textures – paper and fabric – to add fruit to their basket collage.</li> <li>Exploring green and orange jelly 'goo'. Green and orange jelly will be made for children to explore with hands, fingers and tweezers. Hidden 'fruit' pompoms (orange, yellow and green) will be in the jelly. Can children</li> </ul>		<p>Children will be provided with large and medium sized green, yellow and orange Duplo bricks and transparent bricks. They will be challenged to build towers.</p>	<p>Prepared outline basket pictures, prepared fruit shapes as described. Glue, spreaders, scissors. Strips of brown paper in a variety of textures.</p> <p>Large and medium sized Duplo bricks and transparent Duplo bricks in green, yellow and orange colours. Photos of towers of 3, 5 and 10 bricks.</p> <p>Prepared green and orange jelly with hidden 'fruit' pompoms. Tweezers.</p>

<p><b>Fine Motor</b></p>  <p>Literacy</p>	<p>retrieve the objects with their fingers or the tweezers?</p> <p><b>Wk.2:</b></p> <ul style="list-style-type: none"> <li>Banana theme. Children will explore the properties of bananas. They will peel them, use a knife to cut and slice them and a fork to mash them. They will be encouraged to explore using all their senses – to feel, smell and taste.</li> <li>Exploring yellow playdoh - bananas. Edible yellow playdoh will be made for children to explore, squash, flatten and shape with their hands and fingers. They will then be shown how to make a sausage ‘banana’ shape by rolling and shaping with their hands.</li> </ul> <p><b>Wk. 3: “MONKEY PUZZLE.”</b></p> <ul style="list-style-type: none"> <li>Collage spiral snakes. Children will be provided with cut out ‘spiral’ snake shapes. They will decorate their snakes with a range of small collage materials – foam shapes, sequins using glue and spreaders.</li> <li>Exploring green playdoh - snakes. Edible green playdoh will be made for children to explore, squash, flatten and shape with their hands and fingers. They will then be shown how to make a sausage ‘snake’ shape by rolling and shaping with their hands.</li> </ul>		<p>Children will be provided with large and medium sized green, yellow and orange Duplo bricks and transparent bricks. They will be challenged to build towers.</p>	<p>Bananas for each child. Knives, forks, plates and chopping boards. Symbols for banana and cutlery.</p> <p>Large and medium sized Duplo bricks and transparent Duplo bricks in green, yellow and orange colours. Photos of towers of 3, 5 and 10 bricks.</p> <p>Prepared yellow playdoh. Symbols – yellow and banana.</p> <p>Prepared spiral snakes. Glue, spreaders, range of small collage materials as listed.</p>
<p><b>Fine Motor</b></p>  <p>CLL</p>	<p><b>Wk. 4: “ELMER”</b></p> <ul style="list-style-type: none"> <li>Sand play. Children will explore wet and dry sand trays with their fingers and hands. Small world jungle animals will be in the sand for children to ‘dig out’ and explore the</li> </ul>	<p>Exploring jungle animals. Children will be provided with a box/tuff tray of soft toys/small world toy jungle animals to manipulate and explore textures, etc.</p>	<p>Prepared green playdoh. Symbols – green and snake.</p> <p>Sand tuff tray/trays. Small world jungle animals. Spades, sieves, containers.</p>	



Literacy

patterns their footprints make. Spades, sieves and a selection of containers will be provided for children to dig, pour, sieve and 'hide' the animals in the sand.

- Making a collage Elmer picture. Children will be provided with an outline picture of Elmer and strips of different papers in primary colours. Their task will be to rip or cut (as able) the strips of paper to make small square pieces to collage Elmer as a patchwork elephant.

**Wk.5 - 6: "OWL BABIES."**

**Wk. 5:**

- Making an owl picture – cutting and sticking jigsaw activity. Children will be provided with pictures of an owl cut into 2,3 or 4 pieces (complete pictures will be provided as examples). Their task will be to piece the owl together and stick to make a picture. (Some children will cut out pieces as able.)
- Making a collage owl. Children will be provided with an outline picture of an owl and a selection of strips of white and brown tissue/crepe papers. They will be encouraged to rip/cut (as able) the papers and to stick them to their pictures as feathers. They will add collage feathers, cardboard beaks and googly eyes to complete their owls.

**Wk.6:**

- Finding feathers and pompoms. Children will hunt for feathers and pompoms hidden in sand and leaves. They will use tweezers to



CLL

**Fine Motor**

Exploring jungle animals. Children will be provided with a box/tuff tray of soft toys/small world toy jungle animals to manipulate and explore textures, etc.

Children will be provided with large and medium sized blue, green, brown and white Duplo bricks and transparent bricks. They will be challenged to build towers/make patterns.

Children will be provided with 2, 3 and 4 piece laminated

Collection of interesting small world jungle animals/cuddly toys. Animal symbols.

Prepared outline Elmer pictures. Selection of paper strips in primary colours. Glue, spreaders, scissors. Symbols – red, yellow, blue, elephant.


Prepared jigsaw pieces and laminated completed pictures as examples. Glue and spreaders, white paper, scissors.

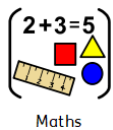
Large and medium sized Duplo and transparent bricks in blue, green, brown and white colours.

Outline owl pictures. Glue, spreaders, scissors. Prepare paper strips as listed, feathers, prepared card beaks, googly eyes.

Tray of sand containing feathers, pompoms and leaves. Tweezers. Basket for 'nest'.



 <p>Maths</p>	<p>More/less/enough – fruit in Handa’s basket*.</p> <ul style="list-style-type: none"> <li>Children will explore sorting, matching, counting and number to individual levels using fruit and story related pictures, objects and number cards. Counting and adding 2 sets, practical subtraction*.</li> <li>Exploring pattern. Children will match, copy and continue real object/picture patterns related to the story – fruit - to own levels.</li> </ul> <p><b>Wk.2:</b></p> <ul style="list-style-type: none"> <li>Number rhyme – “10 Little Crocoliles” (Youtube – Tiny Tunes).</li> <li>Children will explore sorting, matching, counting and number to individual levels using fruit and story related pictures, objects and number cards. Counting and adding 2 sets, practical subtraction*.</li> <li>Exploring pattern. Children will match, copy and continue real object/picture patterns related to the story – fruit - to own levels.</li> <li>Children will explore the concept of full and empty in relation to Handa’s fruit basket. They will make full and empty baskets and basket pictures. They will explore filling and emptying containers with sand.</li> </ul> <p><b>Wk.3: “MONKEY PUZZLE.”</b></p> <ul style="list-style-type: none"> <li>Number rhyme – “5 Little Monkeys...”, (Youtube – Singing Hands).</li> <li>Sorting and matching activities for type. Children will sort small world jungle animals. They will explore counting and number to individual levels.</li> </ul>		<p>make pattern lines or towers following card examples.</p> <p>Children will be provided with Duplo bricks in three different colours - orange, yellow, green – sizes and transparent. They will be challenged to make pattern lines or towers following card examples.</p> <p>Children will have access to pictures and symbols related to the rhyme to practise</p>	<p>Prepared pictures for sorting, counting, etc.. Numeral cards.</p> <p>Duplo bricks as listed.</p> <p>Prepared pattern cards as listed. Toy fruit.</p> <p>Laminated pictures to use with number rhyme. Numeral cards.</p> <p>Duplo bricks as listed. Prepared pattern cards as listed.</p> <p>Prepared pictures for sorting, counting, etc.. Numeral cards.</p> <p>Prepared pattern cards as listed. Toy fruit. Basket and toy fruit. Prepared basket and fruit pictures. Full and empty symbols. Sand and containers, spoons, spades.</p> <p>Laminated pictures to use with number rhyme. Numeral cards. Number cards, small world jungle animals, sorting trays. Symbols for more and less.</p>
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Counting and adding sets, practical subtraction. Concept of more, less\*.

- Exploring repeating patterns – snakes. Children will make colour patterns using coloured spots and 2D shape patterns using cut out prepared shapes.
- Long and short – snakes. Children will sort snake pictures for long and short/shortest to longest\*.

**Wk.4: “ELMER.”**

- Number rhyme – “1 Grey Elephant Balancing” (Youtube).
- Sorting and matching activities for type. Children will sort small world jungle animals/jungle animal pictures. They will explore counting and number to individual levels.  
Counting and adding sets, practical subtraction. Concept of more, less\*.
- Exploring 2D shapes. Children will handle 2D shapes and explore their properties. They will match and sort into sets.
- Sorting and sticking activity – 2D shapes. Children will work on outline elephant shapes – Elmer. They will stick circles, triangles on elephants to sort into patterned elephants.

**Wk.5-6: “OWL BABIES.”**

**Wk.5:**

- Number rhyme – “1 Elephant went out to Play” (Youtube).
- Sorting and matching activities for colour and type – pictures related to story: owls,

saying the rhyme independently.

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

Prepared outline snakes and cut out coloured spots and 2D shapes. Glue and spreaders. Long and short symbols. Prepared snake pictures.

Laminated pictures to use with number rhyme. Numeral cards.

Number cards, small world animals and animal pictures. Symbols for more and less.

2D shapes and shape symbols. Sorting trays.

Prepared elephant outlines with shapes added for sorting. Cut out shapes. Glue and spreaders.

Laminated pictures to use with number rhyme. Numeral cards.

feathers of different colours; sticks, leaves and feathers for type. They will explore counting and number to individual levels using these pictures and natural objects. Counting and adding sets, practical subtraction. Concept of more, less\*.

- Exploring long and short. Children will sort sticks for long and short - ordering for longest/shortest (3-5 objects depending on individual levels).
- Exploring heavy and light. Children will handle and compare feathers and bricks/stones. They will sort a collection of objects for heavy and light.

**Wk.6:**

- Number rhyme – “10 Little Owls” (Youtube).
- 1-1 correspondence – children will match one stick, one leaf, one feather to one owl (real toys/objects and prepared pictures). More/less/enough\*.
- Sorting and matching activities for colour and type – pictures related to story: owls, feathers of different colours; sticks, leaves and feathers for type. They will explore counting and number to individual levels using these pictures and natural objects. Counting and adding sets, practical subtraction. Concept of more, less\*.
- Exploring big and small, biggest and smallest. Children will sort toy owls/owl pictures for big and small, 3-5 ordering to individual levels\*.

Children will be provided with a box/tuff tray of comparative objects – long and short – to explore.

Laminated story related pictures in colour sets. Natural objects – sticks, leaves, feathers, numeral cards. Sorting trays.

Tuff tray as listed.

Selection of long and short sticks. Symbols.

Feathers, stones, heavy and light comparison objects. Symbols for heavy and light.

Laminated pictures to use with number rhyme.

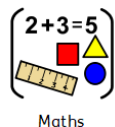
Toys and objects/pictures as listed.

Children will be provided with a box/tuff tray of 3D shapes to explore and examine the properties.


Laminated story related pictures in colour sets. Natural objects – sticks, leaves, feathers, numeral cards. Sorting trays.


Tuff tray as listed – 3D shapes and shape symbols.

Prepared pictures, owl toys. Symbols for big and small, biggest, smallest.



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AoL	Implementation/Activity		Continuous provision	Resources
 <small>UTW</small>	<p><b><u>Wk.1-2:</u> "HANDA'S SURPRISE."</b></p> <p><b><u>Wk.1:</u></b></p> <ul style="list-style-type: none"> <li>• Theme – Fruit. Children will observe and explore a selection of green, orange and yellow fruit. They will sort for colour and be encouraged to use their senses to explore the properties of the various fruit. They will match to fruit symbols and colour symbols. They will be encouraged to taste a little of each fruit and to draw 'My Favourite Fruit.'</li> </ul>		<p>Fruit tuff tray. Children will explore a 'fruit basket' tuff tray containing plastic toy fruits, plates, cutlery, pictures of fruit and symbols.</p>	<p>Selection of green, yellow and orange fruit. Fruit symbols, colour symbols. Prepared sheets 'My Favourite Fruit', pencils and pencil crayons.</p> <p>Tuff tray prepared as listed.</p> <p>Selection of green fruit, pictures of green fruit, fruit</p>

<p><b>Outdoor Learning</b></p>	<ul style="list-style-type: none"> <li>• Theme – Green. We will explore the variety of fruit that is green – name, symbol match and explore properties. Children will explore mixing blue and yellow food colouring to turn icing sugar green. They will use their icing to decorate a biscuit and add fruit sweets – green pastilles, orange and lemon slices.</li> </ul>			<p>and colour symbols. Plain biscuits, icing sugar, food colouring as listed, kitchen utensils, fruit sweets as listed.</p>
<p><b>PSED</b></p>	<p><b>Wk.2:</b></p> <ul style="list-style-type: none"> <li>• Exploring more/tropical fruit. Children will observe a explore a selection of more exotic fruit. They will be encouraged to use their senses to explore the properties of the various fruit. They will match to fruit symbols. They will be encouraged to taste a little of each fruit. We will make pictures of fruit faces – happy and sad.</li> <li>• Exploring emotions – recognising happy and surprised. Children will look at a selection of photos of people with happy/surprised faces and a symbol of a surprised face. Children will use mirrors to explore making a surprised expression. We will talk about how surprises can make us feel.</li> </ul>		<p>Fruit tuff tray. Children will explore a ‘fruit basket’ tuff tray containing plastic toy fruits, plates, cutlery, pictures of fruit and symbols.</p>	<p>Selection of fruit in tuff tray – whole and cut. Fruit symbols, happy and sad symbols.</p> <p>Tuff tray prepared as listed.</p> <p>Pictures/photos of people with surprised faces. (+ How do I feel today board, happy and surprised symbols.) Mirrors.</p>
<p><b>Outdoor Learning</b></p> 	<p><b>Wk.3: “MONKEY PUZZLE.”</b></p> <ul style="list-style-type: none"> <li>• Theme – Jungle Animals. Children will explore pictures, soft toys and small world animals. They will match to symbols and sort for different properties – furry/scaly, live on land/in water, etc. They will draw a picture of an animal they like with support and we will label with a name and a property symbol.</li> <li>• Jungle animal hunt. Children will hunt for a matching pair to make a jungle animal. They</li> </ul>		<p>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>	<p>Laminated pictures of jungle animals, soft toys and small world animals. Animal symbols. Symbols related to animal properties.</p> <p>Story small world tuff tray.</p> <p>Prepared picture sheets (Twinkl). Glue and spreaders.</p>

PSED



will match to picture halves on a prepared sheet.

**Wk.4: "ELMER."**

- Jungle animal outdoor footprint hunt. Children will hunt for toy jungle animals outdoors following footprint trails – selection of four very different animals from the jungle.
- Exploring animal patterns. Children will look at the various patterned elephants in our story. We will talk about how real animals have different patterns (camouflage). We will look at examples of patterns – fabric and pictures and match patterns to animals.

**Wk.5-6: "OWL BABIES."**

**Wk.5:**

- Theme – Animals and Birds. Children explore the properties of animals and birds – fur and feathers. They will observe and examine examples of fur and feathers. They will look at photos of animals and birds and sort into two sets for fur and feathers.
- Exploring emotions – recognising worry. Children will look at a selection of photos of people with worried faces and a symbol of a worried face. Children will use mirrors to explore making a worried expression. We will talk about the owl babies' worries. What might we worry about?

**Wk.6:**

- St.Valentine's Day. Children will listen to a simple story about loving others 'I Love my Mommy' and learn a little of St. Valentine's Day as a special day on the calendar. They will use heart shaped sponges to make a

Elmer tuff tray – to include small world elephants, fabric and card samples in a variety of colours. Outline pictures of Elmer for children to place colours on and wax crayons for children to draw/colour patterns on elephant outlines.

Tuff tray – natural objects related to story. Children will explore a collection of bark, sticks, leaves, ivy, etc. alongside soft toy owls, symbols and pictures. Can they label the natural objects?

Prepared laminated 'footprints' as listed. Toy animals and photos/pictures.

Elmer tuff tray as listed.

Elmer story. Toy animals, photos/pictures of animals with varied patterns. Patterned fabric. Pattern pictures (Twinkl) to match to animals.

Photos of a variety of animals and birds. Collection of feathers and fur samples. Symbols – fur and feathers. Tuff tray containing toy owls, symbols and natural objects as listed.

Pictures/photos of worried faces, symbols. Mirrors. Owl Babies book.

Story as listed. Pink and red card, pink and red paint, heart shaped sponges. Prepared





yellow, orange and green paint to explore printing.

**Wk.2:**

- Fruit theme – exploring fruit. Children will be provided with apples, oranges, pears and bananas to observe and explore. They will handle the fruit and match colour symbols. They will be provided with brushes and paint in colours of yellow, orange and green to make their own ‘fruit’ painting.
- Fruit theme. Children will handle and explore fruit – apples, pears, oranges. They will observe the fruit being cut into halves and observe the shapes and patterns. They will use the fruit to make prints and patterns.

**Wk.3: “MONKEY PUZZLE.”**

- Theme – Jungle Animals. Children will be provided with a background jungle scene and sponges in the shape of jungle animals. They will use the sponges with a selection of appropriate colours of paint to print animals in their jungle setting.
- Snake patterns. Children will be provided with a selection of pictures of snakes to observe their colours and patterns. They will work on an outline snake shape to print their own patterned snakes using corks, cotton reels and an appropriate range of paint colours.

**Wk.4: “ELMER.”**

- Exploring colour. Children will use paint in primary colours and assorted textured paint rollers to explore colour and colour mixing.



Children will be provided with assorted large and medium sized coloured and transparent coloured bricks/blocks in orange, yellow and green. They will be challenged to build and create.

Children will explore the theme of Winter and the colours of Winter through a collection of pictures, leaves and natural objects.

White paper, junk boxes/materials, yellow, orange and green paint.

Fruit as listed. Paintbrushes, colours of paint as listed, white paper, corresponding colour symbols.

Range of coloured and transparent coloured building blocks in yellow, orange and green..

Fruit as listed, knives, white paper, orange and green paint shades.

Prepared background ‘jungle setting’ A3 papers. Jungle animal sponge shapes. Selection of paint colours. Winter Box for tuff tray – pictures, objects and natural materials.

Outline snake shapes, pictures of snakes. Corks and cotton reels, selection of paint colours.



- Free painting to explore colour. Children will be provided with an outline elephant shape – Elmer – and a range of primary and secondary colours of paint. They will explore the properties and colours of the paint using a range of different sized paintbrushes.

**Wk.5-6: “OWL BABIES.”**

**Wk.5:**

- Exploring printing and pattern. Children will use small world elephants to make elephant ‘footprints’ with a range of different colours of paint.
- Colour mixing. Children will explore grey and how we mix this colour using black and white. We will mix colours by painting hands and rubbing hands together to create grey handprints.

**Wk.6:**

- Painting using white, black and grey – colours from story and colours of Winter. They will choose to paint on white or black paper and will be offered sticks and feathers to paint with alongside paintbrushes.
- Painting an owl baby. Children will use an owl shaped stencil and sponges to paint a ‘fluffy’ baby owl. They will use fingers to paint/add a beak, claws and eyes.

Children will explore the theme of Winter and the colours of Winter through a collection of pictures, leaves and natural objects.

Children will explore the theme of Winter, trees and colours through a collection of pictures, leaves, white and silver objects, foam, cotton wool snow and natural objects.

Children will explore the theme of Winter, trees and colours through a collection of pictures, leaves, white and silver objects, foam, cotton wool snow and natural objects.

Tuff tray, textured rollers. Paint plates – red, yellow, blue. White paper.

Winter Box for tuff tray – pictures, objects and natural materials.

Outline elephant shapes. Selection of paintbrushes and paint colours. Pictures from Elmer story.

Small world elephants. White paper, range of paint colours.

Winter Box for tuff tray focusing on trees – pictures, objects, materials as listed and natural materials.

White paper, black and white paint.

Pictures from Owl Babies story. Colour symbols. Paint colours as listed, brushes, sticks and feathers.

Winter Box for tuff tray focusing on trees – pictures, objects, materials as listed and natural materials.

Paper, owl shaped stencils, sponges, paint.



Creative



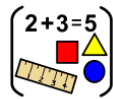
UTW



Creative



UTW



Maths



Literacy



CLL