

Reception - Winter & Christmas - Medium Term Planning- Autumn 1 (2023/24)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1 04.09.23	Show more confidence in new social situations. (3-4yr olds). Circle time-chn to introduce themselves to each other and say something	Sing a large repertoire of songs (3-4yr olds) Listen carefully to rhymes and songs, paying attention to how they sound. (Reception) Learn rhymes, poems and songs	Use one-handed tools and equipment, for example, making snips in paper with scissors (3-4yr olds) Develop their	<p>Make marks on their picture to stand for their name. (Birth -3 years.)</p> <p>Write some or all of their name. (3-4-year-olds.)</p> <p>Challenge: Spell words by identifying the sounds and then writing the sound with letter/s. (Reception).</p> <p>Lesson 1: Children are to draw a picture of themselves and write their name. Challenge: Draw family members and write their names alongside i.e. mum, dad etc.</p>	<p>Develop their phonological awareness, so that they can:</p> <p><i>-recognise words with the same initial sound, such as money and mother</i> (3-4yr olds)</p> <p>Letters and Sounds and Bug Clun Phonics. Phase 1, aspect 7 recap. Oral blending and segmenting of the sounds s a t p i n. Tuning into sounds.</p>	<p>Counting activities. *Hamilton - Unit 1 - Activity 1 - Muddled up puppet.*</p>	4-day week.	Explore colour and colour-mixing (3-4yr olds) Explore, use and refine a variety of artistic effects to express their ideas and feelings	4-day week.	Creating and thinking critically - take part in simple pretend play. For example, children may use objects such as a sponge to pretend to wash the dishes or 'drink' from a cup. Home corner, role play area.

	about them selves .	(Reception) <i>Chn to sing and learn a variety of nursery rhymes.</i>	small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paint	Lesson 2: Draw toys/things that are important/special to them. Challenge: Write initial sounds.				(Reception) <i>Colour mixing on shapes for 'ourselves' display .</i>		
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			brushes, scissors, knives, forks, and spoons (Reception)							
			<i>Children to cut out shapes for 'our class' display.</i>							
2 11.0 9.23	Talk about their feelings using	Enjoy listening to longer stories and can	Be increasingly independent in	Add some marks to their drawing, which they give meaning to. For example: "That says	Develop their phonological awareness, so that they can: <i>-recognise words with the same</i>	Counting and naming numerals: CIL: Unit 1: Activity 1 - Number hunt. Unit 1: Counting & naming numerals.	<i>*See forest school activity . *</i>	Listen with increased attention to	<i>*Understand the World objective and</i>	Creating and thinking critically - take part in simple pretend play. For example, children may use objects such as a

<p>words like 'happy', 'sad', 'angry' or 'worried.' (3-4yr olds) Begin to understand how others might be feeling (3-4yr olds) Identify and moderate their</p>	<p>remember much of what happens (3-4yr olds) Engage in story times (Reception) Story time</p>	<p>meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. (3-4yr olds) Know and talk</p>	<p>mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Write some letters accurately (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Draw toys/things that are important/special to them. Challenge: Write initial</p>	<p>initial sound, such as money and mother (3-4yr olds) Letters and Sounds and Bug Clun Phonics. Phase 1, aspect 7 recap. Oral blending and segmenting of the sounds s a t p i n LS-Listening and remembering sounds (Monday and Tuesday AM) LS-Say the sounds (Wednesday and Thursday AM) Recap of phase 1</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually (subitising) (3-4-year-olds). Say one number for each item order: 1,2,3,4,5. (3-4-year-olds). Challenge: Recite numbers past 5. (3-4-year-olds). Unit 1: Counting and naming numerals. Monday - Whole class Watch number blocks: - https://www.bbc.co.uk/ip/layer/episode/b08cr24d/numberblocks-series-1-how-to-count Unit 1: Activity 1 - Active Learning (pre-printed to follow guidance). Monday - Groups Unit 1: Activity 1- Creating and thinking critically. <ul style="list-style-type: none">• Ask children to help you to place</p>		<p>sounds (3-4yr olds) Explore and engage in music making and dance, performing solo or in groups (Reception) Explore body percussion, such as clapping their hands, stamping their</p>	<p>activity* Use all their senses in hands-on exploration of natural materials (3-4yr olds) Begin to understand the need to respect and care for the natural environment and living</p>	<p>sponge to pretend to wash the dishes or 'drink' from a cup. Home corner, role play area.</p>
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	<p>own feelings socially and emotionally (Reception)</p> <p>Express their feelings and consider the feelings of others (Reception)</p> <p>Show <i>chn</i> diffe <i>rent</i></p>		<p>about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth 	<p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Write some letters accurately (3-4yr olds)</p> <p>Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Label parts of the body using initial sounds</p>		<p>the 1-10 cards in order on the table.</p> <ul style="list-style-type: none"> • Point to each number in turn and ask children to think of something which matches this number, e.g. a chair with 4 legs. • Children draw/write this on a piece of paper and place beside the card in the line. • See pre-printed guidance to follow. <p>Wednesday - Whole class</p> <p>Unit 1: Activity 2 - Active Learning.</p> <p>See pre-printed guidance.</p> <p>Wednesday - Groups</p> <p>Unit 1 - Activity 2 - Creating and thinking critically.</p>		<p>feet and patting their legs.</p>	<p>things (3-4yr olds)</p> <p>Explore the natural world around them (Reception)</p> <p>Explore the FS area and discuss rules and expectations.</p>	
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	<p><i>emotions on faces</i></p> <p><i>. How are they feeling? When have you felt like this? How do you feel now?</i></p>		<p>brushing</p> <p>ing</p> <p>-</p> <p>sensible</p> <p>amounts of</p> <p>'screen time'</p> <p>-</p> <p>having a good sleep routine</p> <p>-</p> <p>being a safe pedestrian (Reception)</p> <p>Demonstrate how and</p>	<p>Challenge: To write CVC words</p>		<p>See pre-printed guidance.</p> <p>Friday - Whole class</p> <p>Unit 1: Activity 3 - Active Learning. See pre-printed guidance.</p> <p>Friday - Groups</p> <p>Unit 1: Activity 3 - Creating and thinking critically.</p> <ul style="list-style-type: none"> • Organise a nature treasure hunt. • Place 10 bowls of different numbers (1 to 10) of beautiful natural objects around the room. • Place number cards 1 to 10 on a table. <p>Challenge each pair of children to find the bowls, count the objects and place by the correct number on the table.</p>				
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			<p><i>why to wash our hands properly. Chn to have a go.</i></p>			<ul style="list-style-type: none"> • See pre-printed guidance. 				
<p>3 18.1 1.23</p>	<p>Develop a sense of responsibility and membership of a community (3-4yr olds) Build constructiv</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story (3-4yr olds) Retell the story, once</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to</p>	<p>*Reception Baseline Assessments* *Speech and Language Assessments*</p>	<p>Read individual letters by saying the sounds for them (Reception) <i>Letters and Sounds and Bug Clun Phonics. Phase 2, week 1. Teach set 1 letters- s a t p Briefly practise oral blending and segmentation.</i></p>	<p>*Reception Baseline Assessments* *Speech and Language Assessments*</p>	<p>Begin to make sense of their own life-story and family's history (3-4yr olds) Comment on images of</p>	<p>Play instruments with increasing control to express their feelings and ideas (3-4yr olds) Explore and engage in</p>	<p>*Expressive Arts and Design* Develop their own ideas and then decide which materials to use to express them</p>	<p>Active Learning- Participate in routines, such as going to their cot or mat when they want to sleep Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the</p>

	<p>e and respectful (Reception)</p> <p>Walk around school OR Crave n Arms</p>	<p>they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Reception) Act out 'Funny Bones' story map</p>	<p>music and rhythm (3-4 yr olds) Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling 				<p>familiar situations to the past (Reception) Chn to bring in old and recent photographs of special family events and family members. Discuss differences.</p>	<p>music making and dance, performing solo or in groups (Reception) Explore and represent different feelings using instruments. Talk about their chosen feelings and why they have</p>	<p>(3-4yr olds) Explore different materials freely, in order to develop their ideas about how to use them and what to make (3-4yr olds) Return to and build on their</p>	<p>door to outdoor area opens Morning timetable. Chn to sequence own timetable during CIL.</p> <p>Playing and exploring- Bring their own interest that they have been previously taught. Wet sand and gravel. Provide chn with buckets, spades. Can they move sand from one container to another?</p>
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			Other children to copy and do. Wednesday PM						FS area. Thursday PM.	
4 25.0 9.23	Show more confidence in new social situations (3-4yr olds) See themselves as a valua	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions	Are increasingly able to use and remember sequences and patterns of movements which are	Understand the five key concepts about print: -print has meaning -print can have different purposes -the names of the different parts of a book -page sequencing (3-4yr olds) Engage in extended conversations about stories, learning new vocabulary (3-4yr olds)	Read individual letters by saying the sounds for them (Reception) Letters and Sounds and Bug Club Phonics. Phase 2, week 1. Teach set 1 letters- s a t p Briefly practise oral blending and segmentation	Ordering Numbers: Sequencing. CIL - Unit 2 - Activity 1 - Race to the ten. Notice patterns and arrange things in patterns. (Birth - 3 year olds). Recite numbers past 5. (3-4 year olds). Compare quantities using language: 'more than', 'fewer than'. (3-4 year olds).	Continue to develop positive attitudes about the difference between people (3-4yr olds)	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs (3-4yr olds)	Create closed shapes with continuous lines and begin to use these shapes to represent objects (3-	Playing and Exploring-Make independent choices. Do things independently that they have been previously taught Self-portraits using paper plates and creative resources Active Learning-Begin to correct

	<p>ble individual (Reception)</p> <p>Speak in front of group and tell others something they are good at.</p>	<p>(3-4yrs old)</p> <p>Articulate their ideas and thoughts in well-formed sentences (Reception)</p> <p>'Guesses who game.'</p> <p>In turns chn to stand in front of the class.</p> <p>Chn to explain answers.</p> <p>Tuesday PM.</p>	<p>related to music and rhythm (3-4 yr olds)</p> <p>Progress towards a more fluent style of moving, with developing control and grace (Reception)</p> <p>Cosmic</p>	<p>Challenge: Read sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception)</p> <p>Read 'Funny bones to chn and talk about concepts of print.</p> <p>Challenge: chn to read key cvc words linked to the story</p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping</p>		<p>Tuesday Whole Class - Unit 2 - Activity 1 - Towering Numbers.</p> <p>Tuesday Small groups - Unit 2 - Activity 1 - Sort it out.</p> <p>Recite numbers past 5. (3-4 year olds).</p> <p>Compare quantities using language: 'more than', 'fewer than'. (3-4 year olds).</p> <p>Link the number symbol (numeral) with its cardinal number value. (Reception).</p> <p>Thursday Whole Class - Unit 2 - Activity 2 - Card count.</p> <p>Tuesday Small groups - Unit 2 - Activity 2 - Get it straight.</p>	<p>Draw information from a simple map (Reception)</p> <p>Draw basic map of Craven Arms and features.</p> <p>Discuss and link to where chn live.</p> <p>Chn to draw their house/simple map.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses (Reception)</p> <p>Sing 'head, shoulders, knees and toes' with actions.</p> <p>Friday PM.</p>	<p>4yr olds)</p> <p>Create collaboratively sharing ideas, resources and skills (Reception)</p> <p>Use natural materials to make a model/picture of their homes.</p> <p>Thursday PM.</p>	<p>their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into a slot, they try another piece to see if it will fit</p> <p>Tweezers and marble putting into different containers, ice cube trays, tees.</p>
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**Kids
Yoga**

Thurs
day
PM.

list that starts at
the top of the
page; write 'm' for
mummy (3-4yr
olds)

Write some letters
accurately (3-4yr
olds)

Spell words by
identifying the
sounds and then
writing the sounds
with letter/s
(Reception)

***Draw pictures of
character from
Funny Bones and
write initial sound
Challenge: Write
CVC words***

Add some marks to
their drawing,
which they give
meaning to. For
example: "That says
mummy." (Birth-3yr
olds)

Use some of their
print and letter

**Monda
y PM**

				<p>knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Write some letters accurately (3-4yr olds)</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Funny Bones speech bubbles</p> <p>Challenge: Write words</p>						
5 02.1 0.23	Select and use activities and	Develop their communication, but may continue	Continue to develop their	Add some marks to their drawing, which they give meaning to. For example: "That says	Blend sounds into words, so that they can read short words made up of known letter-sound	<p>Shapes and Patterns - Exploring and playing with symmetry.</p> <p>CIL - Unit 1 - Activity 1 - Peg patterns.</p>	Show interest in different occupations (3-	Take part in simple pretend play, using	*Expressive Arts and Design *	Active Learning- Review their progress as they try to achieve a goal. Check how

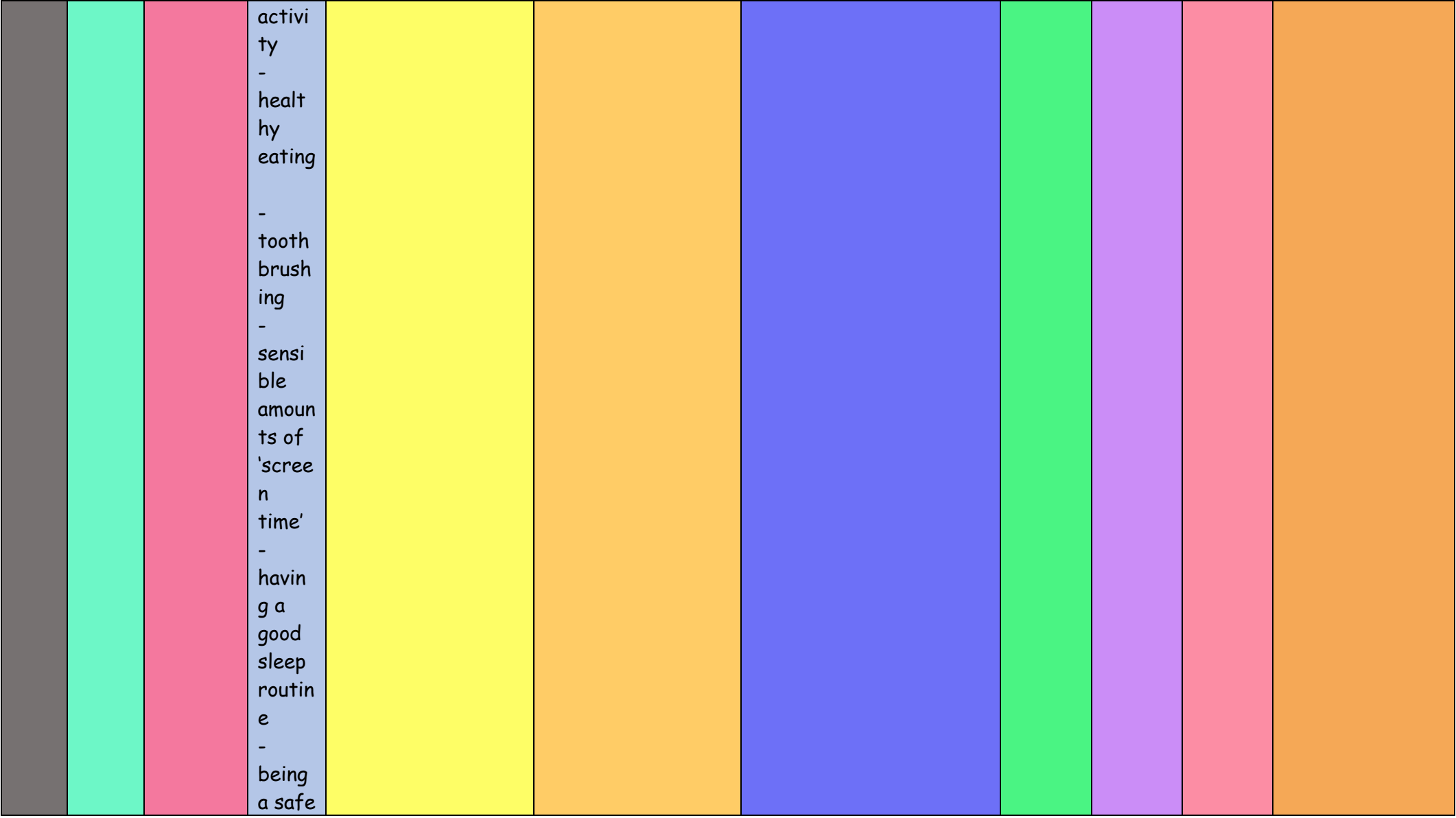
resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them (3-4 yr olds) Show resili	to have problems with irregular tenses and plurals, such as 'runned' for 'ran,' 'swimmed' for 'swam.' (3-4 yr olds) Connect one idea or action using a range of connectives (Reception) Show children photos 'people who help us.' Discuss	movement, balancing, riding (scooter, trikes and bikes) and ball skills (3-4yr olds) Further develop and refine a range of ball skills including:	mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Write some letters accurately (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Draw pictures of people who help us and write initial sounds Challenge: To label people words	correspondences (Reception) Letters and Sounds and Bug Club Phonics. Phase 2, week 2. Teach set 2 letters- i n m d Briefly practise oral blending and segmentation. Begin to read words with letters learnt so far. High frequency words- is it	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. (3-4 year olds). Challenge: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. (Reception). Monday Whole Class - *Active Learning activity for small groups & whole class*. Demonstrate the activity to the whole class. Monday Small groups - Unit 1- Activity 1 - Butterflies. Talk about and identifies the patterns around them. For example:	4 year olds). Talk about member of their immediate family and community (Reception). Name and describe people who are familiar to them (Reception). Look at pictures on Purple Mash and discuss roles of	an object to represent something else even though they are not similar (3-4yr olds) Develop storylines in their pretend play (Reception) Play in new 'Dentist' role play area.	Develop their own ideas and then decide which materials to use to express them (3-4yr olds) Explore different materials freely, in order to develop their ideas about how to	well they are doing Puzzles Active Learning- Use a range of strategies to reach a goal they have set themselves Who can make the tallest tower? Children to have a choice of construction resources to use
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<p>ence and perseverance in the face of challenge (reception)</p> <p><i>Pictures of 'people who help us' cut up into puzzles. Chn to work together to</i></p>	<p><i>what they do. Have they ever been helped by one of them? Tuesday PM.</i></p>	<p>throwing, catching, kicking, passing, battling, and aiming (Reception)</p> <p><i>Throwing and catching equipment</i></p> <p>Wednesday PM.</p>	<p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Write some letters accurately (3-4yr olds)</p> <p>Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p><i>Draw one 'people who help us' and their equipment</i></p>		<p>stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. (3-4 year olds). Continue, copy and create repeating patterns. (Reception).</p> <p>Wednesday Whole Class</p> <p>-</p> <p>Unit 1 - Activity 2: Imaginary mirror.</p> <p>Wednesday Small groups</p> <p>-</p> <p>Unit 1: Activity 2: Symmetry hunt.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language</p>	<p><i>'people who help us.'</i></p>	<p>Friday PM.</p>	<p>use them and what to make (3-4yr olds) Return to and build on their previous learning, refining ideas and developing their ability to represent them (Reception).</p>	
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	<p><i>complete.</i> Wednesday PM</p>			<p><i>that they use/have. Write initial sounds. Challenge: Write words</i></p>		<p>like 'pointy', 'spotty', 'blobs' etc. (3-4 year olds). Continue, copy and create repeating patterns. (Reception).</p> <p>Friday Whole Class - Unit 1 - Activity 3: Flowery Maths</p> <p>Friday Small groups - Unit 1 - Activity 4: Symmetry sort.</p>			<p><i>Bracelets using masking tape and natural materials.</i></p>	
<p>6 09.1 0.23</p>	<p>Become more outgoing with unfamiliar people, in the safe</p>	<p>Understand and 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Be increasingly independent in meeting their own needs, e.g</p>	<p>Understand the five key concepts about print: -print has meaning -print can have different purposes -the names of the different parts of a book -page sequencing (3-4yr olds)</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception) Read simple phrases and sentences made up of words with known letter-sound</p>	<p>Unit 2 - Shapes and patterns - Exploring repetitive patterns. CIL - Unit 2 - Activity 1: Stripey snakes.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes,</p>	<p>Show interest in different occupations (3-4yr olds) Talk about members</p>	<p>Explore different materials freely, in order to develop their</p>	<p>*Physical Development activity* Use one-handed tools and equipment,</p>	<p>Playing and Exploring- Reach for and accept objects. Make choices and explore different resources and materials Loose parts</p>

<p>context of their setting (3-4yr olds) Build constructive and respectful relationships (Reception)</p> <p>'People who help us' Nurse talk. Be confident, good</p>	<p>(3-4yr olds) Understand how to listen carefully and why listening is important (Reception) Learn new vocabulary (Reception)</p> <p>'People who help us' visitor in school to talk about their job role.</p>	<p>brushing teeth, using the toilet, washing and drying their hands thoroughly (3-4yr olds) Make healthy choices about food, drink, activity and</p>	<p>Engage in extended conversations about stories, learning new vocabulary (3-4yr olds) Challenge: Read sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception) Read Charlie the Firefighter story to children and look through key features of a story.</p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their</p>	<p>correspondences and, where necessary, a few exception words (Reception) Letters and Sounds and Bug Club Phonics. Phase 2, week 3. Teach set 2 letters- g o c k Briefly practise oral blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral segmentation for spelling. High frequency words- and</p>	<p>designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. (3 and 4 year olds). Extend and create ABAB patterns - stick, leaf, stick, leaf. (3 and 4 year olds). Notice and correct an error in a repeating pattern. (3 and 4 year olds). Continue, copy and create repeating patterns. (Reception).</p> <p>Tuesday Whole Class - Unit 2 - Activity 1: Colour patterns.</p> <p>Tuesday Small groups - Unit 2 - Activity 1: Headband patterns.</p> <p>Talk about and identifies the patterns around</p>	<p>rs of their immediate family and community (Reception) Name and describe people who are familiar to them (Reception) Thinking about 'people who help us' and their jobs.</p>	<p>ideas about how to use them and what to make (3-4yr olds) Return to and build on their previous learning, refining ideas and developing their ability to represent</p>	<p>for example, making snips in paper with scissors (3-4yr olds) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested</p>	<p>Creating and thinking critically- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Pictures of different uniforms and objects. Match together. Which 'person who helps us' do they belong to?</p>
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	<p>behaviour and speak to the visitor with confidence.</p>		<p>tooth brushing (3-4yr olds) Know and talk about the different factors that support their overall health and wellbeing: - regular physical</p>	<p>early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Write some letters accurately (3-4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Picture linked to the fireman visit. Chn to recount and write initial sounds for words. Challenge: chn to write words.</p>		<p>them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. (3 and 4 year olds). Extend and create ABAB patterns - stick, leaf, stick, leaf. (3 and 4 year olds). Notice and correct an error in a repeating pattern. (3 and 4 year olds). Continue, copy and create repeating patterns. (Reception). Thursday Whole Class - Unit 2 - Activity 2: People patterns. Thursday Small groups - Unit 2 - Activity 2: Beady patterns.</p>	<p>What other jobs are there?</p>	<p>them (Reception) Make 'someone who helps us out of playdough)</p>	<p>tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception) Painting the trees with mud.</p>	
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			<p>pedestrian (Reception)</p> <p><i>Talk about different ways to keep healthy</i></p>							
7 16.1 0.23	<p>Build constructive and respectful relationships (Reception).</p> <p>Make a thank</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (3-4-year-olds).</p> <p>Understand how</p>	<p>*See forest school activity.*</p>	<p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (Birth - 3 years old).</p> <p>Use some of their print and letter knowledge in their early writing. For</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Reception).</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few</p>	<p>How many? - Count how many, match one-to-one.</p> <p>CIL - Unit 1 - Activity 1: Playdough counting.</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3 and 4 year olds).</p> <p>Recite numbers past 5. (3 and 4 year olds).</p>	<p>Show interest in different occupations (3-4 year olds).</p> <p>Compare and contrast charac</p>	<p>Explore different materials freely, in order to develop their ideas about how to</p>	<p>*Physical Development Activity* Show a preference for a dominant hand (3-4 year olds).</p>	<p>Playing and Exploring- Reach for and accept objects. Make choices and explore different resources and materials</p> <p>Loose parts</p> <p>Creating and thinking critically- Know more, so feel</p>

<p>you card to give to the local dentist for looking after our teeth . Monday PM</p>	<p>to listen carefully and why listening is important (Reception). Learn new vocabulary. (Reception). 'People Who Help Us' video, talking about what a firefighter does. - https://www.youtube.com/watch?v=d9R</p>		<p>example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (3-4 year olds). Write some letters accurately (3-4 year olds). Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception).</p> <p>Tuesday: Watch short fire fighter clip - https://www.youtube.com/watch?v=syWonYeJOQU</p> <p>Children to draw a picture and describe how a</p>	<p>exception words. (Reception). Letters and Sounds Bug Club Phonics. Phase 2, week 3. Teach set 2 letters - g, o, c, k. Briefly practice oral blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral segmentation for spelling. High frequency words - and.</p>	<p>Say one number for each item in order: 1,2,3,4,5. (3 and 4 year olds). Compare quantities using language: 'more than', 'fewer than'. (3 and 4 year olds).</p> <p>Monday Whole Class - Unit 1 - Activity 1: Teddies in a basket.</p> <p>Monday small groups - Unit 1 - Activity 1: Martin's Tins.</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3 and 4 year olds). Show 'finger numbers' up to 5. (3 and 4 year olds). Compare quantities using language: 'more than',</p>	<p>ters from stories , including figures from the past. (Reception). Learn about Florence Nightingale and what she did to help people. Wednesday PM</p>	<p>use them and what to make (3-4 year olds). Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors (3-4 year olds). Develop their small motor skills so that they can use a range of tools compet</p>	<p>confident about coming up with their own ideas. Make more links between those ideas. Pictures of different uniforms and objects. Match together. Which 'person who helps us' do they belong to?</p>
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		<p>QDZEm f4I</p> <p>Tuesday PM</p>		<p>fire is put out. Children to write initial sounds. Challenge: Children to write words.</p> <p>Thursday: Understand the five key concepts about print:</p> <ul style="list-style-type: none"> o print has meaning. o the names of the different parts of a book o print can have different purposes o page sequencin g o we read 		<p>'fewer than'. (3 and 4 year olds). Link a numeral with its cardinal number value, to 5 and beyond. (Reception.) Wednesday Whole Class - Unit 1 - Activity 3: Spotty dice.</p> <p>Wednesday Small groups - Unit 1 - Activity 3: Domino trains.</p> <p>Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). (3 and 4 year olds). Recite numbers past 5. (3 and 4 year olds). Link the number symbol (numeral) with its cardinal number value. (Reception).</p>		<p>(Recep tion). Make 'someo ne who helps us' out of playdou gh'. Friday PM</p> <p>ently, safely and confide ntly. Sugges ted tools: pencils for drawin g and writing , paintbr ushes, scissor s, knives, forks and spoons. (Recep tion). Tap-a- shape hamme r, boards, pins,</p>	
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English text from left to right and from top to bottom (3-4 year olds).

Engage in extended conversations about stories, learning new vocabulary (3-4 year olds).

Challenge: Read sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception).

Read 'Charlie the firefighter' to children.

Friday Whole Class -
Subitising Activity -
Create yourself.

Friday Small groups -
Unit 1: Activity 4: Soft
toys' tea party.

and leaves to pin onto the boards.

Thursday PM

				Challenge: To read CVC words links to the story/firefighters.						
8 23.1 0.23	Increasingly follow rules, understanding why they are important (3-4 year olds). Do not always need an adult	Sing a large repertoire of songs (3-4 year olds). Listen carefully to rhymes and songs, paying attention to how they sound (Reception). Learn rhymes,	Continue to develop their movement, balancing, riding (scooter, trikes, and bikes), and ball skills (3-4-year-olds).	Add some marks to their drawing, which they give meaning to. For example: "That says mummy". (Birth-3 years). Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4-year-olds). Write some letters accurately (3-4-year-olds). Challenge: Spell words by	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception). Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Reception). Letters and sounds Bug Club Phonics. Phase 2, week 3. Teach set 2 letters - g, o, c, k.	Unit 2 - How many? One more/one less up to 12. CIL - Activity 2: Digging for treasure. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3 and 4 year olds). Recite numbers past 5. (3 and 4 year olds). Say one number for each item in order: 1,2,3,4,5. (3 and 4 year olds). Show 'finger numbers' up to 5. (3 and 4 year olds). Count objects, actions and sounds. (Reception).	Show interest in different occupations (3-4 year olds). Talk about members of their immediate family and community (Reception).	Join different materials and explore different textures (3-4-year-olds). Create collaboratively sharing ideas, resources, and skills	*Communication & Language Activity. * Can start a conversation with an adult or a friend and continue it for many turns (3-4-year-olds).	Playing and Exploring- Respond to new experiences that you bring to their attention. Cleaning toys using sponges, brushes, cloths. Active Learning- Keep on trying when things are difficult. Using tools correctly when playing with the tap-a-shape

	<p>to remind them of a rule (3-4 year olds). Manage their own needs (Reception). Children are to wash their hands before break time</p>	<p>poems, and songs (Reception). Sing nursery rhymes. Tuesday PM</p>	<p>Combine different movements with ease and fluency (Reception). Obstacle course with a range of equipment. Wednesday PM</p>	<p>identifying the sounds and then writing the sounds with letter/s (Reception). 'Charlie and the firefighter' picture. Children are to describe what is happening and write initial sounds. Challenge: write words.</p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy". (Birth-3 years). Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the</p>	<p>Briefly practise oral blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling. High frequency words - 'and'</p>	<p>Tuesday Whole Class - Unit 2 (3) - Activity 1: What's next on the washing line?</p> <p>Tuesday Small groups - Unit 2 (3) - Activity 1: Mystery numbers.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (3 and 4 year olds). Understand the 'one more than/one less than' relationship between consecutive numbers. (Reception). Explore the composition of numbers to 10. (Reception).</p> <p>Thursday Whole Class - Unit 2 (3) - Activity 3: Beanbag hopscotch.</p>	<p>Talk about what their family members do for their job. What different jobs are there? Monday PM</p>	<p>(Reception). Outline of person 'people who help us'. Children are to work together in small groups and use different glues and tape to add different materials to represent.</p>	<p>Describe events in some detail (Reception). Make bird feed and talk about what we are doing. Thursday PM</p>	
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				<p>page; write 'm' for mummy (3-4-year-olds).</p> <p>Write some letters accurately (3-4-year-olds).</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception).</p> <p>'Charlie the firefighter' speech bubbles.</p> <p>Challenge: write words.</p>		<p>Thursday Small groups - Unit 2 (3) - Activity 3: Teddy's tower is taller!</p>		<p>Friday PM</p>		
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Reception- Winter & Christmas - Medium Term Planning- Autumn 2 (2023/24)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1 06.1 1.23	Develop appropriate ways of being	Engage in non-fiction books	Make healthy choices about	Add some marks to their drawing, which they give meaning to. For	Read a few common exception words	<p>Introducing time:</p> <p>CIL - Unit 3 - Activity 1 - Sandcastles.</p>	*See Forest School activity*	Use drawing to represent	Understanding the World	Creating and Thinking Critically-

<p>assertive (3-4yr olds) Build constructive and respectful relationships (Reception) Chn to play 'teddy bears' picnic' themed matching pair game (Purple Mash resource) with friends.</p>	<p>(Reception) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (Reception) Look at fiction and non-fictions books about bears.</p>	<p>food, drink, activity and toothbrushing (3-4yr olds) Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity</p>	<p>example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Write some letters accurately (3-4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Chn to draw different bears or stick pictures in of different bears. Chn to label using initial sounds.</p>	<p>matched to the school's phonic programme (Reception) Letters and Sounds and Bug Clun Phonics. Phase 2, week 4. Teach set 2 letters- ck e u r Briefly practise oral blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling captions.</p>	<p>Show 'finger numbers' up to 5. (3-4-year-olds). Recite numbers past 5. (3-4-year-olds). Begin to describe a sequence of events, real or fictional, using words such as 'first' or 'then'. (3-4-year-olds). Monday WC - Unit 3 - Activity 1 - Days of the week. Monday Small groups - Unit 3 - Activity 1 - Muddles needs help! Recite numbers past 5. (3-4-year-olds). Count beyond 10. (Reception). Wednesday WC - Unit 3- Activity 2 - How long is a minute?</p>		<p>ideas like movement or loud noises (3-4yr olds) Listen attentively, move to and talk about music, expressing their feelings and responses (Reception) Watch animation of 'We're going on a bear hunt.' Chn to have a white board and draw to</p>	<p>activity* Plant seeds and care for growing plants (3-4yr olds) Explore the natural world around them (Reception) Understand the effect of changing seasons on the</p>	<p>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. Indoor and outdoor role play areas to be set up. Active Learning- Keep on trying when things are difficult. Chn to set up the</p>
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			<ul style="list-style-type: none"> - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian (Reception) <p>Children to bring in a teddy</p>	<p>Challenge: Children to label by spelling/writing words/names.</p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p>	<p>High frequency words- and Tricky words- the to</p>	<p>Wednesday Small groups - Unit 2 - Activity 3 - Just a minute.</p> <p>Recite numbers past 5. (3-4-year-olds).</p> <p>Count beyond 10. (Reception).</p> <p>Friday WC - Unit 3 - Activity 3 - Time to sing.</p> <p>Friday Small groups - Unit 3 - Activity 4 - Inner peace.</p>		<p>represent the music and loud/quiet noises.</p>	<p>natural world around them (Reception)</p> <p>Plant Tulip bulbs in the FS area (Tuesday PM)</p>	<p>water guttering to transport water from one end to the other.</p>
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*food
for a
health
y
teddy
bears
picnic.*

Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception)

*Write words for where bears live.
Challenge: chn to write a sentence*

Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for

				<p>mummy (3-4yr olds) Write some letters accurately (3-4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Draw and write initial sounds for food chn what at the teddy bear's picnic. Challenge: chn to write words.</p>						
2 13.1 1.23	Talk about their feelings using words like 'happy', 'sad', 'angry' or	Know many rhymes, be able to talk about familiar books, and be able to	Use one-handed tools and equipment, for example, snips	<p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their</p>	Read a few common exception words matched to the school's phonic programme (Reception)	<p>Number and sets: Partitioning to create number bonds. CIL - Unit 2 - Activity 1 - Farms and Zoos. Show 'finger numbers' up to 5. (3-4-year-olds).</p>	Know that there are different countries in the world and talk about the differences they have experienced or seen in	Create their own songs, or improvise a song around on they know (3-4yr olds)	*Expressive Arts and Design activity* Create closed shapes	Playing and exploring- Respond to new experiences that you bring to their attention

<p>'worried.' (3-4yr olds) Identify and moderate their own feelings socially and emotionally (Reception) Children to bring in their favourite teddy. Share with a small group of children why it is special to them, how long they</p>	<p>tell a long story (3-4yr olds) Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Reception) 'We're going on</p>	<p>in paper with scissors (3-4yr olds) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing</p>	<p>early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception) Picture 1 from focus story 'We're going on a bear hunt.' Chn to use key phrases to describe what is happening. Write</p>	<p>Letters and Sounds and Bug Clun Phonics. Phase 2, week 4. Teach set 2 letters- ck e u r Briefly practise oral blending and segmentation. Read words learnt so far and begin to read captions. Oral and letter segmentation for spelling captions. High frequency words- and Tricky words- the to</p>	<p>Fast recognition of up to 3 objects, without having to count them individually (subitising). (3-4-year-olds). Subitise. (Reception). Tuesday WC - Unit 2 - Activity 2 - Five funny fingers. Tuesday Small groups - Unit 2 - Activity 2 - Domino dares. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (3-4-year-olds). Show 'finger numbers' up to 5. (3-4-year-olds). Count objects, actions and sounds. (Reception). Thursday WC - Unit 2 - Activity 3 - Cats and dogs.</p>	<p>photos (3-4yr olds) Recognise some similarities and differences between life in this country and life in other countries (Reception) Recognise some environments that are different to the one in which they live (Reception) Look at different bears from around the world and the different types of</p>	<p>Explore and engage in music making and dance, performing solo or in groups (Reception) Create music to the different noises/themes from the story 'we're going on a bear hunt.'</p>	<p>with continuous line and begin to use these shapes to represent objects (3-4yr olds) Create collaboratively sharing ideas, resources and skills (Reception) In pairs use sticks</p>	<p>Chn to have resources to set up plates, knives and forks for teddy bears' picnic Active Learning- Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on the top of a table. Toddlers</p>
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	<p><i>have had it for etc. How the teddy makes them feel.</i></p>	<p><i>a bear hunt' story map to act out.</i></p>	<p>g and writing , paintbrushes, scissors, knives, forks and spoons (Reception) <i>Cut out and paint bear mask.</i></p>	<p><i>initial sounds and words.</i> Challenge: <i>chn to write a short sentence</i></p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p>		<p>Thursday Small groups - Unit 2 - Activity 3 - Which way up are the beans?</p>	<p><i>environments they live in</i></p>		<p><i>to create a frame/outline and then find natural materials to make picture .</i></p>	<p>might turn a storage box upside down so they can stand on it and reach up for an object. <i>Use different tools for selected purposes in the mud kitchen area to make food for the teddy bears' picnic.</i></p>
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				<p>Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception)</p> <p><i>Picture 2 from focus story 'We're going on a bear hunt.'</i></p> <p><i>Chn to use key phrases to describe what is happening. Write initial sounds and words.</i></p> <p><i>Challenge: chn to write a short sentence</i></p>						
3 20.1 1.23	Help to find solutions to conflicts and rivalries. For	Enjoy listening to longer stories and can remember much	Continue to develop their movement, balancing,	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)	Read a few common exception words matched to the school's phonic	Numbers and sets: Recording number bonds. CIL - Unit 3 - Activity 2 - Numicon.	Explore collections of materials with similar and/or different properties (3-4yr olds)	Develop their own ideas and then decide which materials to use to	Begin to understand the need to respect and	Playing and exploring- Bring their own interests and fascinations into early

<p>example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas (3-4 yr olds) Think about the perspective of others (Reception) Talk about being friendly and making</p>	<p>of what happens (3-4yr olds) Listen to and talk about stories to build familiarity and understanding (Reception) Read 'Goldilocks and the three bears' to chn. Chn to retell the story to their talk partner</p>	<p>riding (scooter, trikes and bikes) and ball skills (3-4yr olds) Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception) Write initial sounds and words. Challenge: chn to write a short sentence. Choose</p>	<p>programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception) Letters and Sounds and Bug Clun Phonics. Phase 2, week 5.</p>	<p>Develop a fast recognition of up to 3 objects, without having to count them individually (subitising). (3-4-year-olds). Experiment with their own symbols and marks as well as numerals. (3-4-year-olds). Solve real world mathematical problems up to 5. (3-4-year-olds). Monday WC - Unit 3 - Activity 1 - Girls and Boys. Monday Small groups - Unit 3 - Activity 2 - Make your own. Compare quantities using language: 'more than', 'fewer than'. (3-4-year-olds). Fast recognition of up to 3 objects, without having to count them individually (subitising). (3-4-year-olds).</p>	<p>Talk about difference between materials and changes they notice (3-4yr olds) Children to explore different types of materials. Linked to goldilocks - which materials would be best for daddy's chair, a picnic blanket, bowl, a coat etc.</p>	<p>express them (3-4yr olds) Return to and build on their previous learning, refining ideas and developing their ability to represent them (Reception) Use a range of materials and textures to add to bear mask.</p>	<p>care for the natural environment and all living things (3-4yr olds) Explore the natural world around them (Reception) Litter picking and tidying up in the FS area and school ground</p>	<p>year settings. This helps them to develop their learning. Porridge oats and milk/water. Mixing different quantities together. How does more/less liquid change the porridge. Creating and thinking critically- Sort materials. For example, at tidy-up time,</p>
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	<p><i>friends. How could Goldilocks and the bears become friends?</i></p>	<p><i>and share with the class.</i></p>	<ul style="list-style-type: none"> - walking - jumpin g - running - hopping - skippin g - climbin g <p>(Reception)</p> <p>Re-act out the story of 'Goldilocks and the three</p>	<p><i>character from the story and describe them. Write initial sounds and words..</i></p> <p>Challenge: chn to write short sentences</p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Spell words by identifying the sounds and then</p>	<p>Teach set 2 letters- h b f ff l ll ss</p> <p>Briefly practise oral blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling captions. High frequency words- and Tricky words- no go I</p>	<p>Automatically recall number bonds for numbers 0-10. (Reception).</p> <p>Wednesday WC - Unit 3 - Activity 2 - See-through subtractions.</p> <p>Wednesday Small groups - Unit 3 - Activity 3 - Missing numbers.</p> <p>Develop fast recognition of up to 3 objects without counting. (3-4-year-olds).</p> <p>Solve real world mathematical problems with numbers up to 5. (3-4-year-olds).</p> <p>Explore the composition of numbers to 10. (Reception).</p> <p>Friday WC - Unit 3 - Activity 4 - Frogs on the lilies.</p>				<p>children know how to put different construction materials in separate baskets.</p> <p>Sort the different objects from 'Goldilocks and the three bears' into who they belong to, thinking about size and even objects which are in the story which can't be included.</p>
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**bears'
with
differe
nt
movem
ent.**

writing the sounds
with letter/s
(Reception)
Challenge: Write
short sentences
with words with
known letter-sound
correspondence
using a capital
letter and full stop
(Reception)
**Picture from focus
story 'Goldilocks
and the three
bears.'**
**Chn to use key
phrases to
describe what is
happening. Write
initial sounds and
words.**
**Challenge: chn to
write a short
sentence**

Add some marks to
their drawing,
which they give
meaning to. For
example: "That says

Friday Small groups -
Unit 3 Activity 4 - Is it
my number?

mummy." (Birth-3yr olds)

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)

Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)

Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception)

'Goldilocks and the three bears.' *Chn to change part of*

				<p><i>the story. What else does Goldilocks do when she's in the house on her own?</i></p> <p>Challenge: chn to write a short sentence</p>						
<p>4</p> <p>27.1</p> <p>1.23</p>	<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other</p>	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." (3-4yr olds)</p> <p>Ask questions to find out</p>	<p>Make healthy choices about food, drink, activity and toothbrushing (3-4yr olds)</p> <p>Know and talk about the different factors that</p>	<p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Challenge: Spell words by identifying the</p>	<p>Read a few common exception words matched to the school's phonic programme (Reception)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception)</p> <p>Read simple phrases and sentences made up of</p>	<p>Comparison and measure: Comparing length.</p> <p>CIL Unit 1 - Activity 4 - Brick lengths.</p> <p>Say one number for each item in order: 1,2,3,4,5. (3-4-year-olds).</p> <p>Make comparisons between objects relating to size, length, weight and capacity. (3-4-year-olds).</p> <p>Compare length, weight and capacity. (Reception.)</p> <p>Tuesday WC - Unit 1 - Activity 1 - Snake line-up.</p>	<p>Explore the natural world around them (3-4yr olds)</p> <p>Draw information from a simple map (Reception)</p> <p>Show chn a map on the Forest School area. What is on there? What can you see? Go outside and look. Chn to draw their own maps on whiteboards</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details (3-4yr olds)</p> <p>Show different emotions in their drawings and paintings,</p>	<p>*Expressive Arts and Design activity*</p> <p>Explore colour and colour-mixing (3-4yr olds)</p> <p>Explore, use and refine a variety</p>	<p>Playing and exploring- Plan and think ahead about how they will explore or play with objects.</p> <p>Stacking cups</p> <p>Playing and exploring- Reach for and accept objects. Make choices and explore different</p>

<p>ideas (3-4 yr olds) Express their feelings and consider the feelings of others (Reception) Think about what Goldilocks should say to the three bears. How can she show she is sorry? What should she say?</p>	<p>more and check they understand and what has been said to them (Reception) Follow instructions and make Porridge.</p>	<p>support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amount of 'screen time' - having a good sleep</p>	<p>sounds and then writing the sounds with letter/s (Reception) Write a list of things children will need to make porridge. Challenge: to spell words correctly using letters/sounds learnt so far Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for</p>	<p>words with known letter-sound correspondences and, where necessary, a few exception words (Reception) Letters and Sounds and Bug Club Phonics. Phase 2, week 5. Teach set 2 letters- h b f ff l ll ss Briefly practise oral blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral and</p>	<p>Tuesday Small groups - Unit 1 - Activity 1 - Puzzled teddies. Compare quantities using language: 'more than', 'fewer than'. (3-4-year-olds). Make comparisons between objects relating to size, length, weight and capacity. (3-4-year-olds). Compare weight, length and capacity. (Reception). Thursday WC - Unit 1 - Activity 2 - Leaf lengths. Thursday Small groups - Unit 1 - Activity 2 - Playground paths.</p>	<p>to represent the three bears going for a walk in the woods.</p>	<p>like happiness, sadness, fear etc (3-4yr olds) Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception) Draw a picture of Goldilocks or one of the three bears. Think about how they</p>	<p>of artistic effects to express their ideas and feelings (Reception) Leaf painting.</p>	<p>resources and materials. Explore and play with slime.</p>
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routine
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a safe
pedest
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(Recep
tion)
Discuss
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health
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breakf
ast
choice.
What
would
not be
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Link to
eating
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mummy (3-4yr
olds)
Spell words by
identifying the
sounds and then
writing the sounds
with letter/s
(Reception)
Challenge: Write
short sentences
with words with
known letter-sound
correspondence
using a capital
letter and full stop
(Reception)
Picture from
making porridge.
Recount and then
write initial sounds
and words for
what we did.
Challenge: chn to
write a short
sentence

letter
segmentation
for spelling
captions.
High
frequency
words- and
Tricky
words- no go
I

are
feeling.

<p>5 04.1 2.23</p>	<p>Develop their sense of responsibility and membership of a community (3-4yr olds) See themselves as a valuable individual (Reception) Linked to 'Goldilocks and the three bears' talk about stranger danger and</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story (3-4yr olds) Retell the story, once they have developed a deep familiarity with the text; some as exact</p>	<p>*See Forest School activity*</p>	<p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Challenge: Write short sentences with words with known letter-sound correspondence using a capital</p>	<p>Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception</p>	<p>Comparison and measure: Comparing measures directly. CIL - Unit 2 - Activity 2 - Build a town. Say one number for each item in order: 1,2,3,4,5. (3-4-years-old). Make comparisons between objects relating to size, length, weight and capacity. (3-4-year-olds). Compare length, weight and capacity. (Reception). Monday WC - Unit 2 - Activity 1 - Who's taller? Monday Small groups - Unit 2 - Activity 1 - Taller or shorter? Say one number for each item in order: 1,2,3,4,5. (3-4-years-old). Know that the last number reached when counting a small set of</p>	<p>Use all their senses in hand-on exploration of natural materials (3-4 yr olds) Describe what they see, hear and feel whilst outside (Reception) The bears have been in the Forest School area. They have left a letter to say they've been in there. Look for clues in FS area to see what they have been doing.</p>	<p>Remember and sing entire songs (3-4 year olds.) Sing in a group or on their own, increasing gradually matching the pitch and following melody. (Reception). Practice songs for the nativity.</p>	<p>*Physical Development Activity* Choose the right resources to carry out their own plan. For example choosing a spade to enlarge a small hold they dug with a trowel</p>	<p>Active Learning- Begin to correct their mistakes themselves. For example, instead of using increasingly force to push a puzzle piece into the slot, they try another piece to see if it will fit. Marble run Playing and exploring- Guide their own thinking</p>
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	<p><i>keeping safe in the community.</i></p>	<p>repetition and some in their own words (Reception) <i>'Goldilocks and the three bears' story map to act out and retell.</i></p>		<p>letter and full stop (Reception) <i>Goldilocks wanted poster.</i> Challenge: children to write a short sentence</p> <p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Spell words by identifying the sounds and then writing the sounds</p>	<p>words (Reception) <i>Letters and Sounds and Bug Club Phonics.</i> Phase 2, week 6. <i>Revision of all phase 2 sounds, high frequency and tricky words taught so far. For reading words, captions. For spelling words, captions.</i></p>	<p>objects tells you how many there are in total (cardinal principle). (3-4-year-olds). Compare numbers. (Reception).</p> <p>Wednesday WC - Unit 2 - Activity 2 - Three bears.</p> <p>Wednesday Small groups - Unit 2 - Activity 2 - Build a tower.</p> <p>Compare quantities using language: 'more than', 'fewer than'. (3-4-year-olds). Make comparisons between objects relating to size, length, weight and capacity. (3-4-year-olds). Compare numbers. (Reception).</p> <p>Friday WC - Unit 2 - Activity 4 - More or less.</p>			<p>(3-4yr olds) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes,</p>	<p>and actions by actions to themselves while playing. For example, a child doing a jigsaw puzzle might whisper under their breath: "Where does that one go?- I need to find the big horse." 'Goldilocks and the three bears' small world area.</p>
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with letter/s
(Reception)
Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop
(Reception)
Write a letter from Goldilocks to the bears saying sorry for what she has done.
Challenge: chn to write a short sentence

Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)
Use some of their print and letter knowledge in their early writing. For

Friday Small groups -
Unit 2 - Activity 4 -
More than 5?

scissors,
knives,
forks
and
spoons
(Reception)
Digging in the FS area

example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)

Spell words by identifying the sounds and then writing the sounds with letter/s

(Reception)

Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop
(Reception)

Write a letter from the bears accepting Goldilock's apology and saying that they can be friends.

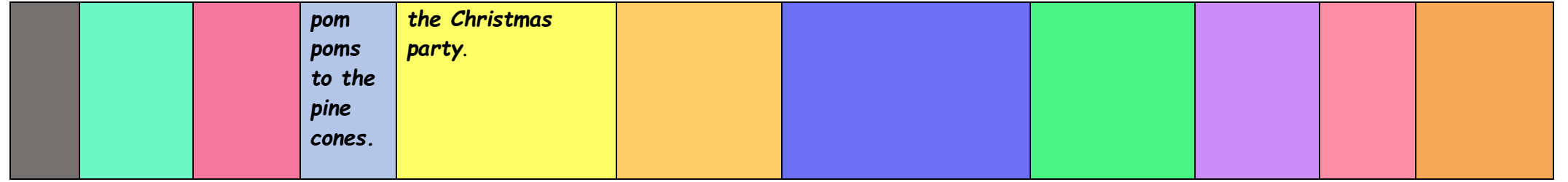
				Challenge: chn to write a short sentence.						
6 11.1 2.23	Begin to understand how others might be feeling (3-4yr olds) Express their feelings and consider the feelings of others? (Reception) Make a list of good deeds. Link to advent calendar - each	Enjoy listening to longer stories and can remember much of what happens (3-4yr olds) Listen to and talk about stories to build familiarity and understanding (Reception) Listen to the Christmas	Use one-handed tools and equipment, for example, snips in paper with scissors (3-4yr olds) Develop their small motor skills so that they can use a range of	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Challenge: Write short sentences with words with	Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where	Shapes and patterns: Counting in 2s/odd & even numbers. CIL - Unit 2 - Activity 3 - Sock sort. Solve real world mathematical problems with numbers up to 5. (3-4-years-old). Notice and correct an error in a repeating pattern. (3-4-year-olds). Continue, copy and create repeating patterns. (Reception). Tuesday WC - Unit 2 - Activity 1 - Mexican wave counting. Tuesday Small groups - Unit 2 - Activity 1 - Missing numbers.	Begin to make sense of their own life-story and family's history (3-4yr olds) Recognise that people have different beliefs and celebrate special times in different ways (Reception) Talk about family times and celebrations with a focus on Christmas. Do all celebrate Christmas?	Join different materials and explore different textures (3-4yr olds) Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception) Christmas Cards	*Understanding the World activity* Talk about what they see, using wide vocabulary (3-4yr olds) Describe what they see, hear and feel whilst outside	Creating and Thinking Critically- Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the toll in lonely and hungry?

	<p><i>day pick a deed which chn need to try and do. Why are deeds important? How do they affect others?</i></p>	<p><i>as story. Chn to retell the story using props.</i></p>	<p>tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception) Cut, paint, and colour</p>	<p>known letter-sound correspondence using a capital letter and full stop (Reception) Write what happens in the Nativity Story. Challenge: chn to write a short sentence Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p>	<p>necessary, a few exception words (Reception) Letters and Sounds and Bug Clun Phonics. Phase 2, week 6. Revision of all phase 2 sounds, high frequency and tricky words taught so far. For reading words, captions. For spelling words, captions.</p>	<p>Solve real world mathematical problems with numbers up to 5. (3-4-year-olds). Talk about and identify the patterns around them. (3-4-year-olds). Count objects, actions and sounds. (Reception). Thursday WC - Unit 2 - Activity 2 - Clever counting. Thursday Small groups - Unit 2 - Activity 2 - Clever counting.</p>			<p>(Reception) Lie down in FS area and look and listen. What have children observed?</p>	<p>That's why he's fierce." Ice cubes in the water tray. What happens to the ice? Playing and exploring-respond to new experiences that you bring to their attention. Use a range of tools for different purposes with the playdough.</p>
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			<p><i>decorations to turn the role play area into Santa's Grotto.</i></p>	<p>Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception)</p> <p><i>Christmas cards</i></p>						
7 18.7 .23	<p>Show more confidence in new social situations (3-4yr olds) Identify and moderate their own</p>	<p>Sing a large repertoire of songs (3-4yr olds) Learn rhymes, poems or songs (Reception).</p>	<p>Use one-handed tools and equipment, for example, snips in paper with</p>	<p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping</p>	<p>Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then</p>	<p>Shapes and patterns: Exploring 2-D shapes.</p> <p>CIL - Unit 2 - Activity 2 - Sock sort.</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (3-4-year-olds). Select, rotate and manipulate shapes in</p>	<p>Continue to develop positive attitudes about the difference between people (3-4yr olds). Understand that some places are special to</p>	<p>Remember and sing entire songs (3-4yr olds) Sing in a group or on their own, increasingly matching the pitch</p>	<p>Talk about what they see, using wide vocabulary (3-4yr olds) Talk about</p>	<p>Creating and thinking critically- Know more, so feel confident in coming up with their own ideas. Make more links</p>

<p>feelings socially and emotionally (Reception) Christmas party.</p>	<p>Learn Christmas songs</p>	<p>scissors (3-4yr olds) Show a preference for a dominant hand (3-4yr olds) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggest</p>	<p>list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception) Write a Christmas list. Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)</p>	<p>writing the sound with letter/s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception) Letters and Sounds and Bug Club Phonics. Phase 2, week 6. Revision of all phase 2 sounds, high frequency and tricky words taught</p>	<p>order to develop spatial reasoning skills. (Reception). Monday WC - Unit 2 - Activity 2 - Ropy shapes. Monday Small groups - Unit 2 - Activity 3 - Guess my shape. Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round', (3-4-years-old). Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. (Reception). Wednesday WC - Unit 2 - Activity 3 - Shape hunt.</p>	<p>members of their community (Reception). With links to Christmas think about places of worship and discuss how Christians celebrate Christmas.</p>	<p>and following the melody (Reception) Christmas songs</p>	<p>members of their immediate family and community (Reception). Take various photos of different cultural celebrations during Christmas to the FS area. Chn to discuss different ways</p>	<p>between those ideas. Magnets. Provide a few objects and then chn to find other objects which are magnetic. Creating and thinking critically- Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of</p>
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			<p>ted tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception)</p> <p>Pine cone decorations.</p> <p>Chn to glue pine cone use tweezers to add</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds)</p> <p>Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Challenge: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception)</p> <p>Write what chn are most looking forward to about</p>	<p>so far. For reading words, captions. For spelling words, captions.</p>	<p>Wednesday Small groups - Unit 2 - Activity 2 - Shape monster.</p>			<p>of celebrating.</p>	<p>each, then a second, and finally a third. Finally, they might check that everyone has the same number of strawberries.</p> <p>Sharing Christmas presents between teddy bears. Do they have an equal amount?</p>
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*pom
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to the
pine
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*the Christmas
party.*