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

| Wee<br>k     | PSED             | Communic ation and | Physic al    | Literacy                              | Phonics                             | Mathematics             | Underst anding | Express ive     | Forest<br>School | CoETL                                   |
|--------------|------------------|--------------------|--------------|---------------------------------------|-------------------------------------|-------------------------|----------------|-----------------|------------------|---|
|              |                  | Language           | Develo       |                                       |                                     |                         | of the         | Arts            |                  |   |
|              |                  |                    | pment        |                                       |                                     |                         | World          | and<br>Design   |                  |   |
| 1            | Show             | Sing a             | Use          | Make marks on their                   | Develop their                       | Counting activities.    | 4-day          | Explor          | 4-day            | Creating and                            |
|              | more             | large              | one-         | picture to stand for                  | phonological                        | *Hamilton – Unit 1 –    | week.          | е               | week.            | thinking critically                     |
| 04.0<br>9.23 | confid<br>ence   | repertoi           | hande        | their name. (Birth -3 years.)         | awareness, so that                  | Activity 1 - Muddled up |                | colour          |                  | - take part in simple pretend           |
| 9.23         | in new           | re of              | d            | yeurs.)                               | they can:                           | puppet.*                |                | and             |                  | play. For example,                      |
|              | social           | songs              | tools        | Write some or all of                  | -recognise words                    |                         |                | colour-         |                  | children may use                        |
|              | situati          | (3-4yr             | and          | their name. (3-4-                     | with the same                       |                         |                | mixing          |                  | objects such as a                       |
|              | ons.             | olds)<br>Listen    | equip        | year-olds.)                           | initial sound, such<br>as money and |                         |                | (3-4yr<br>olds) |                  | sponge to pretend                       |
|              | (3-4yr           | carefully          | ment,<br>for | Challanaa, Chall                      | mother                              |                         |                | Explor          |                  | to wash the dishes<br>or 'drink' from a |
|              | olds).<br>Circle | to                 | exam         | Challenge: Spell words by identifying | (3-4yr olds)                        |                         |                | e, use          |                  | cup.                                    |
|              | time-            | rhymes             | ple,         | the sounds and then                   | Letters and                         |                         |                | and             |                  | Home corner, role                       |
|              | chn              | and                | makin        | writing the sound                     | Sounds and Bug                      |                         |                | refine          |                  | play area.                              |
|              | to               | songs,             | g            | with letter/s.                        | Clun Phonics.                       |                         |                | α               |                  |   |
|              | intro            | paying             | snips        | (Reception).                          | Phase 1, aspect 7                   |                         |                | variety         |                  |   |
|              | duce             | attentio           | in           | Lesson 1:                             | recap.                              |                         |                | of              |                  |   |
|              | them             | n to how           | paper        | Children are to draw                  | Oral blending and                   |                         |                | artistic        |                  |   |
|              | selves           | they               | with         | a picture of                          | segmenting of the                   |                         |                | effect          |                  |   |
|              | to               | sound.             | scisso       | themselves and write                  | sounds s a t p i                    |                         |                | s to            |                  |   |
|              | each             | (Recepti           | rs (3-       | their name.                           | <b>n.</b>                           |                         |                | expres          |                  |   |
|              | other            | on)Learn           | 4yr          | Challenge: Draw                       | Tuning into                         |                         |                | s their         |                  |   |
|              | and              | rhymes,            | olds)        | family members and write their names  | sounds.                             |                         |                | ideas           |                  |   |
|              | say              | poems              | Devel        | alongside i.e. mum,                   |                                     |                         |                | and             |                  |   |
|              | somet            | and                | op<br>their  | dad etc.                              |                                     |                         |                | feeling         |                  |   |
|              | hing             | songs              | THEIL.       |                                       |                                     |                         |                | S               |                  |   |

| them selves . | (Reception) Chn to sing and learn a variety of nursery rhymes.  In the same of tools competently, safely and confidently. Sugge sted tools: pencil s for drawing and writin g, paint |  |  |  | (Recetion) Colour mixing on shape for 'ourse ves' displa | s<br>I |  |
|---------------|--|--|--|--|--|--------|--|
|---------------|--|--|--|--|--|--------|--|

|              |                                  |  | brush es, scisso rs, knives , forks, and spoon s (Rece ption)  Chn to cut out shape s for 'our class' displa y. |  |  |  |   |                                      |  |  |
|--------------|----------------------------------|--|---|--|--|--|---|--------------------------------------|--|--|
| 11.0<br>9.23 | Talk about their feelin gs using | Enjoy<br>listening<br>to<br>longer<br>stories<br>and can | Be increa singly indep enden t in   | Add some marks to<br>their drawing,<br>which they give<br>meaning to. For<br>example: "That says | Develop their phonological awareness, so that they can: -recognise words with the same | Counting and naming numerals: CIL: Unit 1: Activity 1 - Number hunt. Unit 1: Counting & naming numerals. | *See<br>forest<br>school<br>activity<br>. * | Listen with increas ed attenti on to | *Under<br>standin<br>g the<br>World<br>objecti<br>ve and | Creating and thinking critically - take part in simple pretend play. For example, children may use objects such as a |

| words  | rememb   | meeti   | mummy." (Birth-3yr  | initial sound, such | Develop fast recognition                           | sounds  | activit | sponge to pretend  |
|--------|----------|---------|---------------------|---------------------|--|---------|---------|--------------------|
| like   | er much  | ng      | olds)               | as money and        | of up to 3 objects,                                | (3-4yr  | y*      | to wash the dishes |
| 'happ  | of what  | their   | Use some of their   | mother              | without having to count                            | olds)   | Use all | or 'drink' from a  |
| у',    | happens  | own     | print and letter    | (3-4yr olds)        | them individually                                  | Explor  | their   | cup.               |
| 'sad', | (3-4yr   | care    | knowledge in their  | Letters and         | (subitising) (3-4-year-                            | e and   | senses  | Home corner, role  |
| angry' | olds)    | needs   | early writing. For  | Sounds and Bug      | olds).   | engage  | in      | play area.         |
| or     | Engage   | , e.g   | example: writing a  | Clun Phonics.       | Say one number for each item order: 1,2,3,4,5. (3- | in      | hands-  |                    |
| 'worri | in story | brush   | pretend shopping    | Phase 1, aspect 7   | 4-year-olds).                                      | music   | on      |                    |
| ed.'(3 | times    | ing     | list that starts at | recap. Oral         | Challenge: Recite numbers                          | making  | explora |                    |
| -4yr   | (Recepti | teeth   | the top of the      | blending and        | past 5. (3-4-year-olds).                           | and     | tion of |                    |
| olds)  | on)      | ,       | page; write 'm' for | segmenting of the   |  | dance,  | natural |                    |
| Begin  | Story    | using   | mummy (3-4yr        | sounds satpin       | Unit 1: Counting and                               | perfor  | materi  |                    |
| to     | time     | the     | olds)               | LS-Listening and    | naming numerals.                                   | ming    | als (3- |                    |
| under  |          | toilet, | Write some letters  | remembering         |  | solo or | 4yr     |                    |
| stand  |          | washi   | accurately (3-4yr   | sounds (Monday      | Monday - Whole class Watch number blocks: -        | in      | olds)   |                    |
| how    |          | ng      | olds)               | and Tuesday AM)     | https://www.bbc.co.uk/ipl                          | groups  | Begin   |                    |
| other  |          | and     | Spell words by      | LS-Say the sounds   | ayer/episode/b08cr24d/nu                           | (Recep  | to      |                    |
| S      |          | dryin   | identifying the     | (Wednesday and      | mberblocks-series-1-how-                           | tion)   | unders  |                    |
| might  |          | 9       | sounds and then     | Thursday AM)        | to-count   | Explor  | tand    |                    |
| be     |          | their   | writing the sounds  | Recap of phase 1    |  | e body  | the     |                    |
| feelin |          | hands   | with letter/s       |                     | Unit 1: Activity 1 -                               | percus  | need to |                    |
| g (3-  |          | thoro   | (Reception)         |                     | Active Learning (pre-                              | sion,   | respec  |                    |
| 4yr    |          | ughly.  | Draw toys/things    |                     | printed to follow                                  | such    | t and   |                    |
| olds)  |          |         | that are            |                     | guidance).   | as      | care    |                    |
| Ident  |          | (3-     | important/special   |                     | Monday - Groups                                    | clappin | for the |                    |
| ify    |          | 4yr     | to them.            |                     | Unit 1: Activity 1-                                | g their | natural |                    |
| and    |          | olds)   | Challenge: Write    |                     | Creating and thinking                              | hands,  | environ |                    |
| mode   |          | Know    | initial             |                     | critically.  | stampi  | ment    |                    |
| rate   |          | and     |                     |                     | Ask children                                       | ng      | and     |                    |
| their  |          | talk    |                     |                     | to help you to place                               | their   | living  |                    |

|        | ala a 4 | A d d d d a a m a   | the 1-10 cards in                                     |    |        | مامانه - م |  |
|--------|---------|---------------------|---|----|--------|------------|--|
| own    | about   | Add some marks to   | order on the table.                                   |    | eet    | things     |  |
| feelin | the     | their drawing,      | Point to  |    | nd     | (3-4yr     |  |
| gs     | diffe   | which they give     | each number in turn                                   | •  | atting | olds)      |  |
| social | rent    | meaning to. For     | and ask children to                                   |    | heir   | Explor     |  |
| ly and | facto   | example: "That says | think of something                                    | le | egs.   | e the      |  |
| emoti  | rs      | mummy." (Birth-3yr  | which matches this                                    |    |        | natual     |  |
| onally | that    | olds)               | number, e.g. a chair                                  |    |        | world      |  |
| (Rece  | suppo   | Use some of their   | with 4 legs.  |    |        | around     |  |
| ption) | rt      | print and letter    | <ul> <li>Children<br/>draw/write this on a</li> </ul> |    |        | them       |  |
|        | their   | knowledge in their  | piece of paper and                                    |    |        | (Recep     |  |
| Expre  | overal  | early writing. For  | place beside the                                      |    |        | tion)      |  |
| SS     | 1       | example: writing a  | card in the line.                                     |    |        | Explor     |  |
| their  | healt   | pretend shopping    | • See pre-  |    |        | e the      |  |
| feelin | h and   | list that starts at | printed .   |    |        | FS         |  |
| gs     | wellb   | the top of the      | guidance to   |    |        | area       |  |
| and    | eing:   | page; write 'm' for | follow.   |    |        | and        |  |
| consi  | -       | mummy (3-4yr        |   |    |        | discuss    |  |
| der    | regula  | olds)               |   |    |        | rules      |  |
| the    | r       | Write some letters  | Wednesday - Whole                                     |    |        | and        |  |
| feelin | physi   | accurately (3-4yr   | class   |    |        | expect     |  |
| gs of  | cal     | olds)               | Unit 1: Activity 2 –                                  |    |        | ations.    |  |
| other  | activi  | Spell words by      | Active Learning.                                      |    |        |            |  |
| S      | ty      | identifying the     | Active bearing.                                       |    |        |            |  |
| (Rece  | -       | sounds and then     | See pre-printed                                       |    |        |            |  |
| ption) | healt   | writing the sounds  | guidance.   |    |        |            |  |
|        | hy      | with letter/s       |   |    |        |            |  |
| Show   | eating  | (Reception)         | Wednesday - Groups                                    |    |        |            |  |
| chn    |         | Label parts of the  |   |    |        |            |  |
| diffe  | -       | body using initial  | Unit 1 - Activity 2 -                                 |    |        |            |  |
| rent   | tooth   | sounds              | Creating and thinking                                 |    |        |            |  |
|        |         |                     | critically.   |    |        |            |  |

|        |        | a               |  |  | <br> |
|--------|--------|-----------------|--|--|------|
| emoti  | brush  |                 | Can man mainted                                    |  |      |
| on     | ing    | write CVC words | See pre-printed                                    |  |      |
| faces  | -      |                 | guidance.  |  |      |
|        | sensi  |                 |  |  |      |
| How    | ble    |                 | Friday - Whole class                               |  |      |
| are    | amoun  |                 | Triday - Whole class                               |  |      |
| they   | ts of  |                 | Unit 1: Activity 3 -                               |  |      |
| feelin | 'scree |                 | Active Learning. See pre-                          |  |      |
| g?     | n      |                 | printed guidance.                                  |  |      |
| When   | time'  |                 |  |  |      |
| have   | -      |                 | Friday - Groups                                    |  |      |
| you    | havin  |                 |  |  |      |
| felt   | ga     |                 | Unit 1: Activity 3 -                               |  |      |
| like   | good   |                 | Creating and thinking                              |  |      |
| this?  | sleep  |                 | critically.  |  |      |
| How    | routin |                 | Organise a   |  |      |
| do     | e      |                 | nature treasure<br>hunt.                           |  |      |
| you    | _      |                 | • Place 10   |  |      |
| feel   | being  |                 | bowls of different                                 |  |      |
| now?   | a safe |                 | numbers (1 to 10) of                               |  |      |
| now:   | pedes  |                 | beautiful natural                                  |  |      |
|        | trian  |                 | objects around the                                 |  |      |
|        | (Rece  |                 | room.  |  |      |
|        | •      |                 | • Place  |  |      |
|        | ption) |                 | number cards 1 to                                  |  |      |
|        |        |                 | 10 on a table.                                     |  |      |
|        | Demo   |                 | Challenge each pair of children to find the bowls, |  |      |
|        | nstra  |                 | count the objects and place                        |  |      |
|        | te     |                 | by the correct number on                           |  |      |
|        | how    |                 | the table.   |  |      |
|        | and    |                 |  |  |      |

|      |               |                 | why to wash our hands prope rly. Chn to have a go. |                                  |                                  | See pre-<br>printed<br>guidance. |             |                |         |                                  |
|------|---------------|-----------------|--|----------------------------------|----------------------------------|----------------------------------|-------------|----------------|---------|----------------------------------|
| 3    | Devel         | Know            | Are<br>increa                                      | *Reception Baseline Assessments* | Read individual                  | *Reception Baseline Assessments* | Begin<br>to | Play<br>instru | *Expre  | Active Learning-                 |
| 18.1 | op a<br>sense | many<br>rhymes, | singly   | *Speech and                      | letters by saying the sounds for | *Speech and Language             | make        | ments          | Arts    | Participate in routines, such as |
| 1.23 | of            | be able         | able   | Language                         | them (Reception)                 | Assessments*                     | sense       | with           | and     | going to their                   |
|      | respo         | to talk         | to use   | Assessments*                     | Letters and                      | 713363311161113                  | of          | increas        | Design  | cot or mat when                  |
|      | nsibili       | about           | and  | 7.0000011101110                  | Sounds and Bug                   |                                  | their       | ing            | *       | they want to                     |
|      | ty            | familiar        | reme   |                                  | Clun Phonics.                    |                                  | own         | control        | Develo  | sleep                            |
|      | and           | books,          | mber   |                                  | Phase 2, week 1.                 |                                  | life-       | to             | p their | Begin to predict                 |
|      | memb          | and be          | seque  |                                  | Teach set 1                      |                                  | story       | expres         | own     | sequences                        |
|      | ershi         | able to         | nces   |                                  | letters- s a t p                 |                                  | and         | s their        | ideas   | because they                     |
|      | pofa          | tell a          | and  |                                  | Briefly practise                 |                                  | family'     | feeling        | and     | know routines.                   |
|      | comm          | long            | patte  |                                  | oral blending and                |                                  | S           | s and          | then    | For example,                     |
|      | unity         | story           | rns of   |                                  | segmentation.                    |                                  | history     | ideas          | decide  | they may                         |
|      | (3-           | (3-4yr          | move   |                                  |                                  |                                  | (3-4yr      | (3-4yr         | which   | anticipate lunch                 |
|      | 4yr           | olds)           | ments  |                                  |                                  |                                  | olds)       | olds)          | materi  | when they see                    |
|      | olds)         | Retell          | which  |                                  |                                  |                                  | Comme       | Explor         | als to  | the table being                  |
|      | Build         | the             | are  |                                  |                                  |                                  | nt on       | e and          | use to  | set, or get their                |
|      | const         | story,          | relate   |                                  |                                  |                                  | images      | engage         | expres  | coat when the                    |
|      | ructiv        | once            | d to   |                                  |                                  |                                  | of          | in             | s them  |                                  |

| e and  | they           | music  |  | familia | music   | (3-4yr  | door to outdoor  |
|--------|----------------|--------|--|---------|---------|---------|------------------|
| respe  | have           | and    |  | r       | making  | olds)   | area opens       |
| ctful  | develope       | rhyth  |  | situati | and     | Explor  | Morning          |
| (Rece  | d a deep       | m (3-  |  | ons to  | dance,  | e       | timetable. Chn   |
| ption) | familiari      | 4 yr   |  | the     | perfor  | differe | to sequence own  |
|        | ty with        | olds)  |  | past    | ming    | nt      | timetable during |
| Walk   | the            | Revis  |  | (Recep  | solo or | materi  | CIL.             |
| aroun  | text;          | e and  |  | tion)   | in      | als     |                  |
| d      | some as        | refin  |  | Chn to  | groups  | freely, | Playing and      |
| schoo  | exact          | e the  |  | bring   | (Recep  | in      | exploring- Bring |
| I OR   | repetitio      | funda  |  | in old  | tion)   | order   | their own        |
| Crave  | n and          | menta  |  | and     | Explor  | to      | interest that    |
| n      | some in        | 1      |  | recent  | e and   | develop | they have been   |
| Arms   | their          | move   |  | photog  | repres  | their   | previously       |
|        | own            | ment   |  | raphs   | ent     | ideas   | taught.          |
|        | words          | skills |  | of      | differe | about   | Wet sand and     |
|        | (Recepti       | they   |  | special | nt      | how to  | gravel. Provide  |
|        | on) <i>Act</i> | have   |  | family  | feeling | use     | chn with         |
|        | out            | alrea  |  | events  | s using | them    | buckets,         |
|        | 'Funny         | dy     |  | and     | instru  | and     | spades. Can      |
|        | Bones'st       | acquir |  | family  | ments.  | what    | they move sand   |
|        | ory            | ed:    |  | membe   | Talk    | to      | from one         |
|        | map .          | -      |  | rs.     | about   | make    | container to     |
|        |                | rollin |  | Discuss | their   | (3-4yr  | another?         |
|        |                | 9      |  | differe | chosen  | olds)   |                  |
|        |                | -      |  | nces.   | feeling | Return  |                  |
|        |                | crawli |  |         | s and   | to and  |                  |
|        |                | ng     |  |         | why     | build   |                  |
|        |                |        |  |         | they    | on      |                  |
|        |                |        |  |         | have    | their   |                  |

|  |                        | <br> |  |        |         |  |
|--|------------------------|------|--|--------|---------|--|
|  | -                      |      |  | used   | previou |  |
|  | walkin                 |      |  | those  | S       |  |
|  | 9                      |      |  | sounds | learnin |  |
|  | -                      |      |  | to     | g,      |  |
|  | jumpi                  |      |  | repres | refinin |  |
|  | ng                     |      |  | ent.   | g ideas |  |
|  | -                      |      |  |        | and     |  |
|  | runnin                 |      |  | Friday | develop |  |
|  | g                      |      |  | PM.    | ing     |  |
|  | <i>-</i>               |      |  |        | their   |  |
|  | hoppi                  |      |  |        | ability |  |
|  | ng                     |      |  |        | to      |  |
|  | 11 <del>9</del><br>  - |      |  |        | repres  |  |
|  | skippi                 |      |  |        | ent     |  |
|  | ng                     |      |  |        | them    |  |
|  | 11g<br>  -             |      |  |        | (Recep  |  |
|  | climbi                 |      |  |        | tion)   |  |
|  |                        |      |  |        | Self    |  |
|  | ng                     |      |  |        |         |  |
|  | (Rece                  |      |  |        | portrai |  |
|  | ption)                 |      |  |        | ts      |  |
|  | 01                     |      |  |        | using   |  |
|  | Play                   |      |  |        | paper,  |  |
|  | 'Follo                 |      |  |        | pens    |  |
|  | W                      |      |  |        | and     |  |
|  | Leade                  |      |  |        | natural |  |
|  | r'                     |      |  |        | materi  |  |
|  | game                   |      |  |        | als     |  |
|  | with                   |      |  |        | found   |  |
|  | action                 |      |  |        | in the  |  |
|  | cards                  |      |  |        |         |  |

|                   |  |   | . Othe r childr en to copy and do. Wedn esday PM   |  |  |  |  |  | FS<br>area.<br>Thursd<br>ay<br>PM.  |  |
|-------------------|--|---|--|--|--|--|--|--|---|--|
| 4<br>25.0<br>9.23 | Show more confi dence in new social situat ions (3- 4yr olds) See them selves 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 increa singly able to use and reme mber seque nces and patte rns of move ments which | 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). | Continu e to develop positiv e attitud es about the differe nce betwee n people (3-4yr olds) | Sing the melodic shape (moving melody, such as up and down, down and up) of familia r songs (3-4yr olds) | Create closed shapes with continu ous line 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 |

| ble    | (3-4yrs          | relate | Challenge: Read     | Tuesday Whole Class -      | Draw    | Listen   | 4yr     | their mistakes     |
|--------|------------------|--------|---------------------|----------------------------|---------|----------|---------|--------------------|
| indivi | old)             | d to   | sounds into words,  | Unit 2 - Activity 1 -      | inform  | attenti  | olds)   | themselves. For    |
| dual   | Articula         | music  | so that they can    | Towering Numbers.          | ation   | vely,    | Create  | example, instead   |
| (Rece  | te their         | and    | read short words    |                            | from a  | move     | collabo | of using           |
| ption) | ideas            | rhyth  | made up of known    | Tuesday Small groups -     | simple  | to and   | rativel | increasing force   |
|        | and              | m (3-  | letter-sound        | Unit 2 - Activity 1 - Sort | map     | talk     | У       | to push a puzzle   |
| Spea   | thoughts         | 4 yr   | correspondences     | it out.                    | (Recep  | about    | sharing | piece into a slot, |
| k in   | in well-         | olds)  | (Reception)         |                            | tion)   | music,   | ideas,  | they try another   |
| front  | formed           | Progr  | Read 'Funny bones   |                            | Draw    | expres   | resour  | piece to see if it |
| of     | sentence         | ess    | to chn and talk     | Recite numbers past 5.     | basic   | sing     | ces and | will fit           |
| group  | S                | towar  | about concepts of   | (3-4 year olds).           | map of  | their    | skills  | Tweezers and       |
| and    | (Recepti         | ds a   | print.              | Compare quantities using   | Craven  | feeling  | (Recep  | marble putting     |
| tell   | on) <i>'Gues</i> | more   | Challenge: chn to   | language: 'more than',     | Arms    | s and    | tion)   | into different     |
| other  | s who            | fluent | read key cvc        | 'fewer than'. (3-4 year    | and     | respon   | Use     | containers, ice    |
| S      | game.'           | style  | words linked to     | olds).                     | featur  | ses      | natural | cube trays,        |
| somet  | In turns         | of     | the story           | Link the number symbol     | es.     | (Recep   | materi  | tees.              |
| hing   | chn to           | movin  |                     | (numeral) with its         | Discuss | tion)    | als to  |                    |
| they   | stand in         | g,     | Add some marks to   | cardinal number value.     | and     | Sing     | make a  |                    |
| are    | front of         | with   | their drawing,      | (Reception).               | link to | 'head,   | model/  |                    |
| good   | the              | devel  | which they give     |                            | where   | should   | picture |                    |
| at.    | class.           | oping  | meaning to. For     | Thursday Whole Class -     | chn     | ers,     | of      |                    |
|        | Chn to           | contr  | example: "That says | Unit 2 - Activity 2 - Card | live.   | knees    | their   |                    |
|        | explain          | ol and | mummy." (Birth-3yr  | count.                     | Chn to  | and      | homes.  |                    |
|        | answers          | grace  | olds)               |                            | draw    | toes'    |         |                    |
|        | •                | (Rece  | Use some of their   | Tuesday Small groups -     | their   | with     | Thursd  |                    |
|        |                  | ption) | print and letter    | Unit 2 - Activity 2 - Get  | house/  | actions  | ay PM.  |                    |
|        | Tuesday          |        | knowledge in their  | it straight.               | simple  | •        |         |                    |
|        | PM.              | Cosmi  | early writing. For  |                            | тар.    | <b>.</b> |         |                    |
|        |                  | С      | example: writing a  |                            |         | Friday   |         |                    |
|        |                  |        | pretend shopping    |                            |         | PM.      |         |                    |

|  | Kids  | list that starts at  |  | Monda |  |  |
|--|-------|--|--|-------|--|--|
|  | Yoga  | the top of the   |  | y PM  |  |  |
|  |       | page; write 'm' for  |  |       |  |  |
|  | Thurs | mummy (3-4yr   |  |       |  |  |
|  | day   | olds)  |  |       |  |  |
|  | PM.   | 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  |  |       |  |  |
|  |       |  |  |       |  |  |
|  |       | CVC words  |  |       |  |  |
|  |       |  |  |       |  |  |
|  |       | Add some marks to  |  |       |  |  |
|  |       | their drawing,   |  |       |  |  |
|  |       | which they give  |  |       |  |  |
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|  |       |  |  |       |  |  |
|  |       | 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 |  |       |  |  |

|                   |  |   |  | 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) Funny Bones speech bubbles Challenge: Write words |  |   |   |  |   |   |
|-------------------|--|---|--|---|--|---|---|--|---|---|
| 5<br>02.1<br>0.23 | Selec<br>t and<br>use<br>activi<br>ties<br>and | Develop<br>their<br>communi<br>cation,<br>but may<br>continue | Conti<br>nue<br>to<br>devel<br>op<br>their | Add some marks to<br>their drawing,<br>which they give<br>meaning to. For<br>example: "That says  | Blend sounds into<br>words, so that they<br>can read short<br>words made up of<br>known letter-sound | Shapes and Patterns - Exploring and playing with symmetry.  CIL - Unit 1 - Activity 1 - Peg patterns. | Show interest in differe d occupat ions (3- | Take part in simple preten d play, using | *Expre<br>ssive<br>Arts<br>and<br>Design<br>* | Active Learning-<br>Review their<br>progress as they<br>try to achieve a<br>goal. Check how |

mummy." (Birth-3yr Talk about and identifies well they are to have correspondences 4 year resou move an Develo olds). (Reception) the patterns around problem olds) object p their doing rces, ment, Talk Use some of their s with Letters and them. For example: Puzzles with balan to own about stripes on clothes, help irregular print and letter Sounds and Bug repres ideas cinq, member when knowledge in their Clun Phonics. designs on rugs and Active Learningtenses ridina ent and of their early writing. For Phase 2, week 2. wallpaper. Use informal someth then Use a range of neede and (scoo immedia example: writing a Teach set 2 language like 'pointy', decide strategies to d. plurals, ing else ter. te This trikes pretend shopping letters- i n m d 'spotty', 'blobs' etc. (3-4 which reach a goal they such as even family list that starts at Briefly practise year olds). though have set helps 'runned' and materi and them for 'ran,' bikes) the top of the oral blending and Challenge: Select, rotate als to themselves they commun page; write 'm' for and manipulate shapes in ity Who can mak segmentation. to 'swimme and are not use to (Recept order to develop spatial achie d' for ball mummy (3-4yr Begin to read similar e the tallest expres ion). skills olds) words with letters reasoning skills. tower? Chn to 'swam.' (3-4yr s them ve a Name (3-Write some letters goal (3-4 yr)learnt so far. (Reception). olds) (3-4yr have a choice of and they olds) 4yr accurately (3-4yr High frequency Develo olds) construction describ olds) olds) words- is it Monday Whole Class -Explor have Connect resources to chose Spell words by \*Active Learning activity storyli one idea use people identifying the for small groups & whole differe Furth n, or or action nes in who are sounds and then class\* their using a nt one er familiar writing the sounds Demonstrate the activity which range of to them devel preten materi to the whole class. with letter/s (Recept d play is connecti op als ion). (Reception) freely, sugge ves and (Recep Monday Small groups -Draw pictures of (Recepti refin tion) sted Look at on) Show people who help us Unit 1- Activity 1 -Play in order to ea pictures and write initial Butterflies. them chn to range new on (3-4)photos of sounds 'Dentis develop Purple 'people balls Challenge: To label Talk about and t' role their yr Mash olds) who help skills people words identifies the play ideas and Show us.' includ patterns around about area. discuss resili them. For example: how to Discuss ing: roles of

| ence   | what     | throw  | Add some marks to   | stripes on clothes,    | 'people | Friday | use     |  |
|--------|----------|--------|---------------------|------------------------|---------|--------|---------|--|
| and    | they do. | ing,   | their drawing,      | designs on rugs and    | who     | PM.    | them    |  |
| perse  | Have     | catchi | which they give     | wallpaper. Use         | help    |        | and     |  |
| veran  | they     | ng,    | meaning to. For     | informal language      | us.'    |        | what    |  |
| ce in  | ever     | kickin | example: "That says | like 'pointy',         |         |        | to      |  |
| the    | been     | g,     | mummy." (Birth-3yr  | 'spotty', 'blobs' etc. |         |        | make    |  |
| face   | helped   | passin | olds)               | (3-4 year olds).       |         |        | (3-4yr  |  |
| of     | by one   | g,     | Use some of their   | Continue, copy and     |         |        | olds)   |  |
| challe | of       | battin | print and letter    | create repeating       |         |        | Return  |  |
| nge    | them?    | g, and | knowledge in their  | patterns. (Reception). |         |        | to and  |  |
| (rece  | Tuesday  | aimin  | early writing. For  |                        |         |        | build   |  |
| ption) | PM.      | 9      | example: writing a  | Wednesday Whole Class  |         |        | on      |  |
|        |          | (Rece  | pretend shopping    | -                      |         |        | their   |  |
| Pictur |          | ption) | list that starts at | Unit 1 - Activity 2:   |         |        | previou |  |
| es of  |          |        | the top of the      | Imaginary mirror.      |         |        | S       |  |
| 'peopl |          | Thro   | page; write 'm' for |                        |         |        | learnin |  |
| e who  |          | wing   | mummy (3-4yr        | Wednesday Small groups |         |        | g,      |  |
| help   |          | and    | olds)               | -                      |         |        | refinin |  |
| us'    |          | catch  | Write some letters  | Unit 1: Activity 2:    |         |        | g ideas |  |
| cut    |          | ing    | accurately (3-4yr   | Symmetry hunt.         |         |        | and     |  |
| up     |          | equip  | olds)               |                        |         |        | develop |  |
| into   |          | ment   | Spell words by      |                        |         |        | ing     |  |
| puzzl  |          |        | identifying the     | Talk about and         |         |        | their   |  |
| es.    |          | Wedn   | sounds and then     | identifies the         |         |        | ability |  |
| Chn    |          | esday  | writing the sounds  | patterns around        |         |        | to      |  |
| to     |          | PM.    | with letter/s       | them. For example:     |         |        | repres  |  |
| work   |          |        | (Reception)         | stripes on clothes,    |         |        | ent     |  |
| toget  |          |        | Draw one 'people    | designs on rugs and    |         |        | them    |  |
| her    |          |        | who help us' and    | wallpaper. Use         |         |        | (Recep  |  |
| to     |          |        | their equipment     | informal language      |         |        | tion).  |  |

|                   | compl<br>ete.<br>Wedn<br>esday<br>PM  |   |  | that they use/have. Write initial sounds. Challenge: Write words  |   | like 'pointy',   'spotty', 'blobs' etc.   (3-4 year olds). Continue, copy and create repeating patterns. (Reception).  Friday Whole Class - Unit 1 - Activity 3: Flowery Maths  Friday Small groups - Unit 1 - Activity 4: Symmetry sort. |   |  | Bracel ets using maskin g tape and natural materi als.                  |   |
|-------------------|---|---|--|---|---|---|---|--|---|---|
| 6<br>09.1<br>0.23 | Beco<br>me<br>more<br>outgo<br>ing<br>with<br>unfam<br>iliar<br>peopl<br>e, in<br>the<br>safe | Underst<br>and 'why'<br>question<br>s, like:<br>"Why do<br>you<br>think<br>the<br>caterpill<br>ar got so<br>fat?" | Be increa singly indep enden t in meeti ng their own needs , e.g | 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) | 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 | Unit 2 - Shapes and patterns - Exploring repetitive patterns.  CIL - Unit 2 - Activity 1: Stripey snakes.  Talk about and identifies the patterns around them. For example: stripes on clothes,   | Show interes t in differe nt occupa tions (3-4yr olds) Talk about membe | Explor e differe nt materi als freely, in order to develop their | *Physic al Develo pment activit y* Use one-handed tools and equipm ent, | Playing and Exploring- Reach for and accept objects. Make choices and explore different resources and materials Loose parts |

| conte  | (3-4yr    | brush   | Engage in extended  | correspondences   | designs on rugs and        | rs of   | ideas   | for      | Creating and     |
|--------|-----------|---------|---------------------|-------------------|----------------------------|---------|---------|----------|------------------|
| xt of  | olds)     | ing     | conversations about | and, where        | wallpaper. Use             | their   | about   | exampl   | thinking         |
| their  | Underst   | teeth   | stories, learning   | necessary, a few  | informal language          | immedi  | how to  | e,       | critically- Know |
| settin | and how   | ,       | new vocabulary (3-  | exception words   | like 'pointy',             | ate     | use     | making   | more, so feel    |
| g (3-  | to listen | using   | 4yr olds)           | (Reception)       | 'spotty', 'blobs' etc.     | family  | them    | snips in | confident about  |
| 4yr    | carefully | the     | Challenge: Read     | Letters and       | (3 and 4 year              | and     | and     | paper    | coming up with   |
| olds)  | and why   | toilet, | sounds into words,  | Sounds and Bug    | olds).                     | commu   | what    | with     | their own ideas. |
| Build  | listening | washi   | so that they can    | Clun Phonics.     | Extend and create ABAB     | nity    | to      | scissor  | Make more links  |
| const  | is        | ng      | read short words    | Phase 2, week 3.  | patterns – stick, leaf,    | (Recep  | make    | s (3-    | between those    |
| ructiv | importan  | and     | made up of known    | Teach set 2       | stick, leaf. (3 and 4 year | tion)Na | (3-4yr  | 4yr      | ideas.           |
| e and  | †         | dryin   | letter-sound        | letters- g o c k  | olds).                     | me and  | olds)   | olds)    | Pictures of      |
| respe  | (Recepti  | 9       | correspondences     | Briefly practise  | Notice and correct an      | describ | Return  | Develo   | different        |
| ctful  | on        | their   | (Reception)         | oral blending and | error in a repeating       | е       | to and  | p their  | uniforms and     |
| relati | Learn     | hands   | Read Charlie the    | segmentation.     | pattern. (3 and 4 year     | people  | build   | small    | objects. Match   |
| onshi  | new       | thoro   | Firefighter story   | Read words with   | olds).                     | who     | on      | motor    | together. Which  |
| ps     | vocabula  | ughly   | to children and     | letters learnt so | Continue, copy and         | are     | their   | skills   | 'person who      |
| (Rece  | ry        | (3-     | look through key    | far and begin to  | create repeating           | familia | previou | so that  | helps us' do     |
| ption) | (Recepti  | 4yr     | features of a       | read captions.    | patterns. (Reception).     | r to    | S       | they     | they belong to?  |
|        | on)       | olds)   | story.              | Oral segmentation |                            | them    | learnin | can use  |                  |
| 'Peopl | 'People   | Make    |                     | for spelling.     | Tuesday Whole Class -      | (Recep  | g,      | a range  |                  |
| e who  | who help  | healt   | Add some marks to   | High frequency    | Unit 2 - Activity 1:       | tion)   | refinin | of       |                  |
| help   | us'       | hy      | their drawing,      | words- and        | Colour patterns.           | Thinkin | g ideas | tools    |                  |
| us'    | visitor   | choic   | which they give     |                   |                            | g       | and     | compet   |                  |
| Nurs   | in school | es      | meaning to. For     |                   | Tuesday Small groups -     | about   | develop | ently,   |                  |
| e      | to talk   | about   | example: "That says |                   | Unit 2 - Activity 1:       | 'people | ing     | safely   |                  |
| talk.  | about     | food,   | mummy." (Birth-3yr  |                   | Headband patterns.         | who     | their   | and      |                  |
| Ве     | their     | drink,  | olds)               |                   |                            | help    | ability | confide  |                  |
| confi  | job       | activi  | Use some of their   |                   | Talk about and             | us' and | to      | ntly.    |                  |
| dent,  | role.     | ty      | print and letter    |                   | identifies the             | their   | repres  | Sugges   |                  |
| good   |           | and     | knowledge in their  |                   | patterns around            | jobs.   | ent     | ted      |                  |

| ing pretend shopping (3- list that starts at 4yr the top of the designs on rugs and wallpaper. Use informal language there? tion)  designs on rugs and jobs wallpaper. Use are informal language there? 'someo | designs on rugs and wallpaper. Use write 'm' for like 'pointy', 'blobs' etc. (3 and 4 year olds).  designs on rugs and wallpaper. Use are there?  informal language there?  isportly', 'blobs' etc. (3 and 4 year olds).                             | ing pretend shopping (3- list that starts at 4yr the top of the olds) page; write 'm' for Know mummy (3-4yr and olds)  | ing<br>(3-<br>4yr<br>olds) | our<br>ind<br>peak<br>o<br>he |
|--|--|--|----------------------------|-------------------------------|
| (3- list that starts at 4yr the top of the wallpaper. Use are informal language there? Make 'someo'  | wallpaper. Use informal language write 'm' for y (3-4yr  some letters  wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. (3 and 4 year olds).  wallpaper. Use informal language there? 'someo ne who writi helps us out of ushe | (3- 4yr the top of the olds) Know mummy (3-4yr olds) and olds)   | (3-<br>4yr<br>olds)        | peak<br>o                     |
| 4yr the top of the informal language there? 'someo   | informal language like 'pointy', 'y (3-4yr  some letters  informal language like 'pointy', 'spotty', 'blobs' etc. (3 and 4 year olds).  there? 'someo ne who writi helps us out of ushe  | 4yr the top of the page; write 'm' for mummy (3-4yr olds)  | 4yr<br>olds)               | 0                             |
|  | write 'm' for y (3-4yr  some letters  like 'pointy', 'spotty', 'blobs' etc. (3 and 4 year olds).  ne who writi helps us out of ushe  | olds) page; write 'm' for mummy (3-4yr olds)   | olds)                      |                               |
| alde) mass with helders  | y (3-4yr some letters spotty', 'blobs' etc. (3 and 4 year olds). helps us out paint of ushe.   | Know mummy (3-4yr olds)  |                            | he                            |
| olds) page; write in for like pointy, in the who   | some letters (3 and 4 year olds). us out paint of ushe.  | and <mark>olds)</mark>   | I/                         | 116                           |
| Know mummy (3-4yr 'spotty', 'blobs' etc. helps   | some letters olds). of ushe  |  | Know                       | isito                         |
| and olds) (3 and 4 year us out   |  |  | and                        |                               |
|  | tely (3-4yr Fytend and create ARAR nlayda sciss  | talk Write some letters  | talk                       | vith                          |
|  | playab sciss   |  | about                      | onfi                          |
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|  |  |  | diffe                      |                               |
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| h and for words.  Unit 2 - Activity 2:   |  |  |                            |                               |
| wellb Challenge: chn to People patterns.   |  |  |                            |                               |
| eing: write words.   |  | eing: write words.   | eing:                      |                               |
| Thursday Small groups  | Thursday Small groups  | nagula   | nocula                     |                               |
| regula regula Unit 2 - Activity 2:   | Unit 2 Activity 2  | regula   | regula                     |                               |
|  |  | physi  | nhyai                      |                               |
| physi cal Beady patterns.  | beddy parterns.  |  |                            |                               |

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|                   |  |  | pedes trian (Rece ption)  Talk about diffe red ways to keep healt hy |  |   |   |   |   |   |   |
|-------------------|--|--|--|--|---|---|---|---|---|---|
| 7<br>16.1<br>0.23 | Build const ructiv e and respe ctful relati onshi ps (Rece ption) . Make a thank | Underst and 'why' question s, like: "Why do you think the caterpill ar got so fat?" (3-4-year-olds). Underst and how | *See<br>fores<br>t<br>schoo<br>l<br>activi<br>ty.*                   | Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (Birth - 3 years old).  Use some of their print and letter knowledge in their early writing. For | 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 | How many? - Count how many, match one-to-one.  CIL - Unit 1 - Activity 1: Playdough counting.  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). | Show interes t in differe nt occupa tions (3-4 year olds). Compare and contras t charac | Explor e differe nt materi als freely, in order to develop their ideas about how to | *Physic al Develo pment Activit y* Show a prefer ence for a domina te hand (3-4 year olds). | Playing and Exploring- Reach for and accept objects. Make choices and explore different resources and materials Loose parts  Creating and thinking critically- Know more, so feel |

| you    | to listen     | example:            | exception words.    | Say one number for       | ters     | use     | Use      | confident about  |
|--------|---------------|---------------------|---------------------|--------------------------|----------|---------|----------|------------------|
| card   | carefully     | writing a           | (Reception).        | each item in order:      | from     | them    | one-     | coming up with   |
| to     | and why       | pretend             | Letters and Sounds  | 1,2,3,4,5. (3 and 4      | stories  | and     | handed   | their own ideas. |
| give   | listening     | shopping list that  | Bug Club Phonics.   | year olds).              | ,        | what    | tools    | Make more links  |
| to     | is            | starts at the top   | Phase 2, week 3.    | Compare quantities using | includin | to      | and      | between those    |
| the    | importan      | of the page; write  | Teach set 2 letters | language: 'more than',   | g        | make    | equipm   | ideas.           |
| local  | †             | 'm' for mummy. (3-  | - g, o, c, k.       | 'fewer than'. (3 and 4   | figures  | (3-4    | ent,     | Pictures of      |
| denti  | (Recepti      | 4 year olds).       | Briefly practice    | year olds).              | from     | year    | for      | different        |
| st     | on).          | Write some          | oral blending and   |                          | the      | olds).  | exampl   | uniforms and     |
| for    | Learn         | letters accurately  | segmentation. Read  | Monday Whole Class –     | past.    | Return  | e,       | objects. Match   |
| lookin | new           | (3-4 year olds).    | words with letters  | Unit 1 – Activity 1:     | (Recep   | to and  | making   | together. Which  |
| g      | vocabula      | Challenge: Spell    | learnt so far and   | Teddies in a basket.     | tion).   | build   | snips in | 'person who      |
| after  | ry.           | words by            | begin to read       |                          | Learn    | on      | paper    | helps us' do     |
| our    | (Recepti      | identifying the     | captions. Oral      | Monday small groups -    | about    | their   | with     | they belong to?  |
| teeth  | on).          | sounds and then     | segmentation for    | Unit 1 - Activity 1:     | Florenc  | previou | scissor  |                  |
|        | 'People       | writing the sounds  | spelling.           | Martin's Tins.           | е        | S       | s (3-4   |                  |
| Mond   | Who           | with letter/s       | High frequency      |                          | Nightin  | learnin | year     |                  |
| ay     | Help Us'      | (Reception).        | words - and.        | Fast recognition of      | gale     | g,      | olds).   |                  |
| PM     | video,        |                     |                     | up to 3 objects,         | and      | refinin | Develo   |                  |
|        | talking       | Tuesday:            |                     | without having to        | what     | g ideas | p their  |                  |
|        | about         | Watch short fire    |                     | count them               | she did  | and     | small    |                  |
|        | what a        | fighter clip -      |                     | individually             | to help  | develop | motor    |                  |
|        | firefigh      | https://www.yout    |                     | ('subitising'). (3 and   | people.  | ing     | skills   |                  |
|        | ter           | ube.com/watch?v     |                     | 4 year olds).            |          | their   | so that  |                  |
|        | does          | <u>=syWonYeJOQU</u> |                     | Show 'finger numbers' up | Wedne    | ability | they     |                  |
|        | https://      |                     |                     | to 5. (3 and 4 year      | sday     | to      | can use  |                  |
|        | www.you       |                     |                     | olds).                   | PM       | repres  | a range  |                  |
|        | tube.co       | Children to draw a  |                     | Compare quantities using |          | ent     | of       |                  |
|        | m/watch       | picture and         |                     | language: 'more than',   |          | them    | tools    |                  |
|        | <u>?v=d9R</u> | describe how a      |                     |                          |          |         | compet   |                  |

|          | 0N7E       | fine is not such                   | Same thank (2 and 1       | (Dasan  |         |  |
|----------|------------|------------------------------------|---------------------------|---------|---------|--|
|          | QDZEm      | fire is put out. Children to write | 'fewer than'. (3 and 4    | (Recep  | ently,  |  |
| <u> </u> | <u>f4I</u> |                                    | year olds).               | tion).  | safely  |  |
|          |            | initial sounds.                    | Link a numeral with its   | Make    | and     |  |
|          | Tuesday    | Challenge:                         | cardinal number value, to | 'someo  | confide |  |
|          | PM         | Children to write                  | 5 and beyond.             | ne who  | ntly.   |  |
|          |            | words.                             | (Reception.)              | helps   | Sugges  |  |
|          |            |                                    | Wednesday Whole Class     | us' out | ted     |  |
|          |            | Thursday:                          | -                         | of      | tools:  |  |
|          |            | Understand the                     | Unit 1 - Activity 3:      | playdou | pencils |  |
|          |            | five key                           | Spotty dice.              | gh'.    | for     |  |
|          |            | concepts about                     |                           | Friday  | drawin  |  |
|          |            | print:                             | Wednesday Small groups    | PM      | g and   |  |
|          |            | o print                            | -                         |         | writing |  |
|          |            | has                                | Unit 1 - Activity 3:      |         | ,       |  |
|          |            | meaning.                           | Domino trains.            |         | paintbr |  |
|          |            | o the                              |                           |         | ushes,  |  |
|          |            | names of                           |                           |         | scissor |  |
|          |            | the                                | Fast recognition of       |         | s,      |  |
|          |            | different                          | up to 3 objects,          |         | knives, |  |
|          |            | parts of a                         | without having to         |         | forks   |  |
|          |            | book                               | count them                |         | and     |  |
|          |            | o print                            | individually              |         | spoons. |  |
|          |            | can have                           | ('subitising'). (3 and    |         | (Recep  |  |
|          |            | different                          | 4 year olds).             |         | tion).  |  |
|          |            |                                    | Recite numbers past 5.    |         |         |  |
|          |            | purposes                           | •                         |         | Tap-a-  |  |
|          |            | o page                             | (3 and 4 year olds).      |         | shape   |  |
|          |            | sequencin                          | Link the number symbol    |         | hamme   |  |
|          |            | 9                                  | (numeral) with its        |         | r,      |  |
|          |            | o we                               | cardinal number value.    |         | boards, |  |
|          |            | read                               | (Reception).              |         | pins,   |  |

| English text from left to right and from top to botto m (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 | 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.  Thursd ay PM |  |
|--|--|--|--|
|  |  |  |  |

|      |        |           |        | Challenge: To read CVC words links to the story/firefight ers. |                     |                           |         |         |             |                  |
|------|--------|-----------|--------|--|---------------------|---------------------------|---------|---------|-------------|------------------|
| 8    | Incre  | Sing a    | Conti  | Add some marks to  | Blend sounds into   | Unit 2 - How many? One    | Show    | Join    | *Comm       | Playing and      |
|      | asingl | large     | nue    | their drawing,   | words, so that they | more/one less up to 12.   | interes | differe | unicati     | Exploring-       |
| 23.1 | у      | repertoi  | to     | which they give  | can read short      |                           | t in    | nt      | on &        | Respond to new   |
| 0.23 | follow | re of     | devel  | meaning to. For  | words made up of    | CIL - Activity 2: Digging | differe | materi  | Langua      | experiences that |
|      | rules, | songs     | ор     | example: "That says  | known letter-sound  | for treasure.             | nt      | als and | ge          | you bring to     |
|      | under  | (3-4      | their  | mummy". (Birth-3   | correspondences     |                           | occupa  | explore | Activit     | their attention. |
|      | stand  | year      | move   | years).  | (Reception).        | Develop fast recognition  | tions   | differe | y. <b>*</b> | Cleaning toys    |
|      | ing    | olds).    | ment,  | Use some of their  | Read simple         | of up to 3 objects,       | (3-4    | nt      | Can         | using sponges,   |
|      | why    | Listen    | balan  | print and letter   | phrases and         | without having to count   | year    | textur  | start a     | brushes,         |
|      | they   | carefully | cing,  | knowledge in their   | sentences made up   | them individually         | olds).  | es (3-  | conver      | cloths.          |
|      | are    | to        | riding | early writing. For   | of words with       | ('subitising'). (3 and 4  | Talk    | 4-year- | sation      |                  |
|      | impor  | rhymes    | (scoo  | example: writing a   | known letter-sound  | year olds).               | about   | olds).  | with an     | Active Learning- |
|      | tant   | and       | ter,   | pretend shopping   | correspondences     | Recite numbers past 5.    | membe   | Create  | adult       | Keep on trying   |
|      | (3-4   | songs,    | trikes | list that starts at  | and, where          | (3 and 4 year olds).      | rs of   | collabo | or a        | when things are  |
|      | year   | paying    | , and  | the top of the   | necessary, a few    | Say one number for each   | their   | rativel | friend      | difficult.       |
|      | olds). | attentio  | bikes) | page; write 'm' for  | exception words.    | item in order: 1,2,3,4,5. | immedi  | y       | and         | Using tools      |
|      | Do     | n to how  | , and  | mummy (3-4-year-   | (Reception).        | (3 and 4 year olds).      | ate     | sharing | continu     | correctly when   |
|      | not    | they      | ball   | olds).   | Letters and sounds  | Show 'finger numbers' up  | family  | ideas,  | e it for    | playing with the |
|      | alway  | sound     | skills | Write some letters   | Bug Club Phonics.   | to 5. (3 and 4 year       | and     | resour  | many        | tap-a-shape      |
|      | S      | (Recepti  | (3-4-  | accurately (3-4-   | Phase 2, week 3.    | olds).                    | commu   | ces,    | turns       |                  |
|      | need   | on).      | year-  | year-olds).  | Teach set 2 letters | Count objects, actions    | nity    | and     | (3-4-       |                  |
|      | an     | Learn     | olds). | Challenge: Spell   | - g, o, c, k.       | and sounds. (Reception).  | (Recep  | skills  | year-       |                  |
|      | adult  | rhymes,   |        | words by   |                     |                           | tion).  |         | olds).      |                  |

| to     | poems,   | Combi  | identifying the     | Briefly practise    | Tuesday Whole Class -      | Talk    | (Recep  | Descri  |  |
|--------|----------|--------|---------------------|---------------------|----------------------------|---------|---------|---------|--|
| remin  | and      | ne     | sounds and then     | oral blending and   | Unit 2 (3) - Activity 1:   | about   | tion).  | be      |  |
| d      | songs    | diffe  | writing the sounds  | segmentation.       | What's next on the         | what    | Outline | events  |  |
| them   | (Recepti | rent   | with letter/s       | Read words with     | washing line?              | their   | of      | in some |  |
| of a   | on).     | move   | (Reception).        | letters learnt so   |                            | family  | person  | detail  |  |
| rule   | Sing     | ments  | 'Charlie and the    | far and begin to    | Tuesday Small groups -     | membe   | 'people | (Recep  |  |
| (3-4   | nursery  | with   | firefighter'        | read captions. Oral | Unit 2 (3) - Activity 1:   | rs do   | who     | tion).  |  |
| year   | rhymes.  | ease   | picture. Children   | and letter          | Mystery numbers.           | for     | help    | Make    |  |
| olds). | Tuesday  | and    | are to describe     | segmentation for    |                            | their   | us'.    | bird    |  |
| Mana   | PM       | fluen  | what is happening   | spelling.           |                            | job.    | Childre | feed    |  |
| ge     |          | су     | and write initial   | High frequency      | Link numerals and          | What    | n are   | and     |  |
| their  |          | (Rece  | sounds.             | words - 'and'       | amounts: for example,      | differe | to work | talk    |  |
| own    |          | ption) | Challenge: write    |                     | showing the right number   | nt jobs | togeth  | about   |  |
| needs  |          | •      | words.              |                     | of objects to match the    | are     | er in   | what    |  |
| (Rece  |          | Obsta  |                     |                     | numeral, up to 5. (3 and 4 | there?  | small   | we are  |  |
| ption) |          | cle    | Add some marks to   |                     | year olds).                |         | groups  | doing.  |  |
|        |          | cours  | their drawing,      |                     | Understand the 'one        | Monda   | and use | Thursd  |  |
| Childr |          | e with | which they give     |                     | more than/one less than'   | у РМ    | differe | ay PM   |  |
| en     |          | α      | meaning to. For     |                     | relationship between       |         | nt      |         |  |
| are to |          | range  | example: "That says |                     | consecutive numbers.       |         | glues   |         |  |
| wash   |          | of     | mummy". (Birth-3    |                     | (Reception).               |         | and     |         |  |
| their  |          | equip  | years).             |                     | Explore the composition    |         | tape to |         |  |
| hands  |          | ment.  | Use some of their   |                     | of numbers to              |         | add     |         |  |
| befor  |          |        | print and letter    |                     | 10. (Reception).           |         | differe |         |  |
| е      |          | Wedn   | knowledge in their  |                     |                            |         | nt      |         |  |
| break  |          | esday  | early writing. For  |                     | Thursday Whole Class -     |         | materi  |         |  |
| time   |          | PM     | example: writing a  |                     | Unit 2 (3) - Activity 3:   |         | als to  |         |  |
|        |          |        | pretend shopping    |                     | Beanbag hopscotch.         |         | repres  |         |  |
|        |          |        | list that starts at |                     |                            |         | ent.    |         |  |
|        |          |        | the top of the      |                     |                            |         |         |         |  |

| page; write 'm' for | Thursday Small groups -  | Friday |  |
|---------------------|--------------------------|--------|--|
| mummy (3-4-year-    | Unit 2 (3) - Activity 3: | PM     |  |
| olds).              | Teddy's tower is taller! |        |  |
| Write some letters  |                          |        |  |
| accurately (3-4-    |                          |        |  |
| year-olds).         |                          |        |  |
| Challenge: Spell    |                          |        |  |
| words by            |                          |        |  |
| identifying the     |                          |        |  |
| sounds and then     |                          |        |  |
| writing the sounds  |                          |        |  |
| with letter/s       |                          |        |  |
| (Reception).        |                          |        |  |
| 'Charlie the        |                          |        |  |
| firefighter' speech |                          |        |  |
| bubbles.            |                          |        |  |
| Challenge: write    |                          |        |  |
| words.              |                          |        |  |
|                     |                          |        |  |
|                     |                          |        |  |

## Reception- Winter & Christmas - Medium Term Planning- Autumn 2 (2023/24)

| Wee  | PSED     | Communi  | Physical | Literacy          | Phonics    | Mathematics               | Understanding | Expressive | Forest  | C <sub>0</sub> ETL |
|------|----------|----------|----------|-------------------|------------|---------------------------|---------------|------------|---------|--------------------|
| k    |          | cation   | Develop  |                   |            |                           | of the World  | Arts and   | School  |                    |
|      |          | and      | ment     |                   |            |                           |               | Design     |         |                    |
|      |          | Language |          |                   |            |                           |               |            |         |                    |
| 1    | Develop  | Engage   | Make     | Add some marks to | Read a few | Introducing time:         | *See Forest   | Use        | Unders  | Creating           |
|      | appropri | in non-  | healthy  | their drawing,    | common     |                           | School        | drawing    | tanding | and                |
| 06.1 | ate ways | fiction  | choices  | which they give   | exception  | CIL - Unit 3 - Activity 1 | activity*     | to         | the     | Thinking           |
| 1.23 | of being | books    | about    | meaning to. For   | words      | - Sandcastles.            |               | represent  | World   | Critically-        |

| assertive | (Recepti  | food,   | example: "That says  | matched to    | Show 'finger numbers' up   | ideas like | activit | Concentrat  |
|-----------|-----------|---------|----------------------|---------------|----------------------------|------------|---------|-------------|
| (3-4yr    | on)       | drink,  | mummy." (Birth-3yr   | the school's  | to 5. (3-4-year-olds).     | movement   | y*      | e on        |
| olds)     | Listen    | activit | olds)                | phonic        |                            | or loud    | Plant   | achieving   |
| Build     | to and    | y and   | Use some of their    | programme     | Recite numbers past 5.     | noises (3- | seeds   | something   |
| construc  | talk      | toothb  | print and letter     | (Reception)   | (3-4-year-olds.)           | 4yr olds)  | and     | that's      |
| tive and  | about     | rushing | knowledge in their   | Letters and   | Begin to describe a        | Listen     | care    | important   |
| respectf  | selected  | (3-4yr  | early writing. For   | Sounds and    | sequence of events, real   | attentivel | for     | to them.    |
| ul        | non-      | olds)   | example: writing a   | Bug Clun      | or fictional, using words  | y, move to | growin  | They are    |
| relations | fiction   | Know    | pretend shopping     | Phonics.      | such as 'first' or 'then'. | and talk   | g       | increasingl |
| hips      | to        | and     | list that starts at  | Phase 2,      | (3-4-year-olds).           | about      | plants  | y able to   |
| (Recepti  | develop   | talk    | the top of the       | week 4.       |                            | music,     | (3-4yr  | control     |
| on)       | a deep    | about   | page; write 'm' for  | Teach set 2   | Monday WC - Unit 3 -       | expressin  | olds)   | their       |
| Chn to    | familiari | the     | mummy (3-4yr         | letters- ck e | Activity 1 - Days of the   | g their    | Explor  | attention   |
| play      | ty with   | differe | olds)                | ur            | week.                      | feelings   | e the   | and ignore  |
| 'teddy    | new       | nt      | Write some letters   | Briefly       | Monday Small groups -      | and        | natural | distraction |
| bears'    | knowled   | factors | accurately (3-4yr    | practise oral | Unit 3 - Activity 1 -      | responses  | world   | S.          |
| picnic'   | ge and    | that    | olds)                | blending and  | Muddles needs help!        | (Receptio  | around  | Indoor and  |
| themed    | vocabula  | suppor  | Challenge: Spell     | segmentation. | '                          | n)         | them    | outdoor     |
| matching  | ry        | t their | words by             | Read words    |                            | Watch      | (Recep  | role play   |
| pair      | (Recepti  | overall | identifying the      | with letters  |                            | animation  | tion)   | areas to    |
| game      | on)       | health  | sounds and then      | learnt so far | Recite numbers past 5.     | of 'We're  | Unders  | be set up.  |
| (Purple   | Look at   | and     | writing the sounds   | and begin to  | (3-4-year-olds).           | going on   | tand    |             |
| Mash      | fiction   | wellbei | with letter/s        | read          | Count beyond 10.           | a bear     | the     | Active      |
| resource  | and       | ng:     | (Reception)          | captions.     | (Reception).               | hunt.'     | effect  | Learning-   |
| ) with    | non-      | -       | Chn to draw          | Oral and      | (кесерноп).                | Chn to     | of      | Keep on     |
| friends.  | fictions  | regular | different bears or   | letter        |                            | have a     | changin | trying when |
|           | books     | physica | stick pictures in of | segmentation  | Wednesday WC - Unit 3-     | white      | 9       | things are  |
|           | about     | 1       | different bears.     | for spelling  | Activity 2 - How long is   | board      | season  | difficult.  |
|           | bears.    | activit | Chn to label using   | captions.     | a minute?                  | and draw   | s on    | Chn to set  |
|           |           | у       | initial sounds.      |               |                            | to         | the     | up the      |

|  |              | Challenge: Chn to   | High       | Wednesday Small groups                         | nonnesent           | natural | water      |
|--|--------------|---------------------|------------|--|---------------------|---------|------------|
|  | -<br>healthy | label by            | frequency  | - Unit 2 - Activity 3 -                        | represent the music | world   | guttering  |
|  | ,            | •                   | •          | Just a minute.                                 |                     |         |            |
|  | eating       | spelling/writing    | words- and | Gust a tilliars.                               | and                 | around  | to         |
|  | -            | words/names.        | Tricky     |  | loud/quiet          | them    | transport  |
|  | toothb       |                     | words- the |  | noises.             | (Recep  | water      |
|  | rushing      | Add some marks to   | to         |  |                     | tion)   | from one   |
|  |              |                     |            | Recite numbers past 5.                         |                     | Plant   | end to the |
|  | -            | their drawing,      |            | (3-4-year-olds).                               |                     | Tulip   | other.     |
|  | sensibl      | which they give     |            |  |                     | bulbs   |            |
|  | e            | meaning to. For     |            | Count beyond 10.                               |                     | in the  |            |
|  | amount       | example: "That says |            | (Reception).                                   |                     | FS      |            |
|  | s of         | mummy." (Birth-3yr  |            |  |                     | area    |            |
|  | 'screen      | olds)               |            | Friday WC - Unit 3 -                           |                     | (Tuesd  |            |
|  | time'        | Use some of their   |            | Activity 3 - Time to sing.                     |                     | ay PM)  |            |
|  | -having      | print and letter    |            | C. I. C. II.                                   |                     |         |            |
|  | a good       | knowledge in their  |            | Friday Small groups -<br>Unit 3 - Activity 4 - |                     |         |            |
|  | sleep        | early writing. For  |            | Inner peace.                                   |                     |         |            |
|  | routine      | example: writing a  |            | Thiner peace.                                  |                     |         |            |
|  |              | pretend shopping    |            |  |                     |         |            |
|  | -being       | list that starts at |            |  |                     |         |            |
|  | a safe       | the top of the      |            |  |                     |         |            |
|  | pedest       | page; write 'm' for |            |  |                     |         |            |
|  | rian         | mummy (3-4yr        |            |  |                     |         |            |
|  | (Recep       | olds)               |            |  |                     |         |            |
|  | tion)        | Spell words by      |            |  |                     |         |            |
|  | Childre      | identifying the     |            |  |                     |         |            |
|  |              | sounds and then     |            |  |                     |         |            |
|  | n to         | writing the sounds  |            |  |                     |         |            |
|  | bring        | with letter/s       |            |  |                     |         |            |
|  | in a         |                     |            |  |                     |         |            |
|  | teddy        | (Reception)         |            |  |                     |         |            |

|  | f J     | Challanas M/sit      |  |  |  |
|--|---------|----------------------|--|--|--|
|  | food    | Challenge: Write     |  |  |  |
|  | for a   | short sentences      |  |  |  |
|  | health  | with words with      |  |  |  |
|  | У       | known letter-sound   |  |  |  |
|  | teddy   | correspondence       |  |  |  |
|  | bears   | using a capital      |  |  |  |
|  | picnic. | 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  |  |  |  |
|  |         | page, wille ill 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) Draw and write initial sounds for food chn what at the teddy bear's picnic. Challenge: chn to write words. |                          |   |                        |                     |                  |                          |
|------|--------------------|--------------------|----------------|---|--------------------------|---|------------------------|---------------------|------------------|--------------------------|
| 2    | Talk               | Know               | Use            | Add some marks to   | Read a few               | Number and sets: Partitioning to create         | Know that              | Create<br>their own | *Expre           | Playing and              |
| 13.1 | about<br>their     | many<br>rhymes,    | one-<br>handed | their drawing,<br>which they give   | common exception         | number bonds.                                   | there are<br>different | songs, or           | ssive<br>Arts    | exploring-<br>Respond to |
| 1.23 | feelings           | be able            | tools          | meaning to. For   | words                    |   | countries in           | improvise           | and              | new                      |
|      | using              | to talk            | and            | example: "That says   | matched to               | CIL - Unit 2 - Activity 1<br>- Farms and Zoos.  | the world and          | a song              | Design           | experience               |
|      | words              | about              | equipm         | mummy." (Birth-3yr  | the school's             | , willie and 2000.                              | talk about the         | around on           | activit          | s that you               |
|      | like               | familiar<br>books, | ent,<br>for    | olds)<br>Use some of their  | phonic                   |   | differences            | they know<br>(3-4yr | y*               | bring to their           |
|      | 'happy',<br>'sad', | and be             | exampl         | print and letter  | programme<br>(Reception) | Show 'finger numbers' up to 5. (3-4-year-olds). | they have experienced  | olds)               | Create<br>closed | attention                |
|      | 'angry' or         | able to            | e, snips       | knowledge in their  | (                        | 10 3. (3-4-year-olds).                          | or seen in             |                     | shapes           |                          |

| 'worrie  | d.' tell a | in      | early writing. For   | Letters and   | Fast recognition of up to  | photos (3-4yr | Explore   | with     | Chn to      |
|----------|------------|---------|----------------------|---------------|----------------------------|---------------|-----------|----------|-------------|
| (3-4yr   | long       | paper   | example: writing a   | Sounds and    | 3 objects, without         | olds)         | and       | continu  | have        |
| olds)    | story      | with    | pretend shopping     | Bug Clun      | having to count them       | Recognise     | engage in | ous line | resources   |
| Identi   | y (3-4yr   | scissor | list that starts at  | Phonics.      | individually (subitising). | some          | music     | and      | to set up   |
| and      | olds)      | s (3-   | the top of the       | Phase 2,      | (3-4-year-olds).           | similarities  | making    | begin    | plates,     |
| moder    | t Retell   | 4yr     | page; write 'm' for  | week 4.       | Subitise. (Reception).     | and           | and       | to use   | knives and  |
| e their  | the        | olds)   | mummy (3-4yr         | Teach set 2   | Subitise. (Reception).     | differences   | dance,    | these    | forks for   |
| own      | story,     | Develo  | olds)                | letters- ck e | Tuesday WC - Unit 2 -      | between life  | performin | shapes   | teddy       |
| feeling  | once       | p their | Spell words by       | ur            | Activity 2 - Five funny    | in this       | g solo or | to       | bears'      |
| socially | they       | small   | identifying the      | Briefly       | fingers.                   | country and   | in groups | repres   | picnic      |
| and      | have       | motor   | sounds and then      | practise oral |                            | life in other | (Receptio | ent      |             |
| emotio   | na develop | skills  | writing the sounds   | blending and  | Tuesday Small groups -     | countries     | n)        | object   | Active      |
| lly      | ed a       | so that | with letter/s        | segmentation. | Unit 2 - Activity 2 -      | (Reception)   | Create    | s (3-    | Learning-   |
| (Recep   | ti deep    | they    | (Reception)          | Read words    | Domino dares.              | Recognise     | music to  | 4yr      | Show goal-  |
| on)      | familiari  | can use | Challenge: Write     | with letters  | Link numerals and          | some          | the       | olds)    | directed    |
| Childre  | n ty with  | a range | short sentences      | learnt so far | amounts: for example,      | environments  | different | Create   | behaviour.  |
| to brii  | g the      | of      | with words with      | and begin to  | showing the right          | that are      | noises/th | collabo  | For         |
| in the   | text;      | tools   | known letter-sound   | read          | number of objects to       | different to  | emes      | rativel  | example,    |
| favour   | t some as  | compet  | correspondence       | captions.     | match the numeral, up to   | the one in    | from the  | У        | babies may  |
| e tedo   | y. exact   | ently,  | using a capital      | Oral and      | 5. (3-4-year-olds).        | which they    | story     | sharing  | pull        |
| Share    | repetiti   | safely  | letter and full stop | letter        |                            | live          | 'we're    | ideas,   | themselves  |
| with a   | on and     | and     | (Reception)          | segmentation  | Show 'finger numbers' up   | (Reception)   | going on  | resour   | up by using |
| small    | some in    | confide | Picture 1 from       | for spelling  | to 5. (3-4-year-olds).     | Look at       | a bear    | ces and  | the edges   |
| group    |            | ntly.   | focus story 'We're   | captions.     | Count objects, actions     | different     | hunt.'    | skills   | of a low    |
| childre  |            | Sugges  | going on a bear      | High          | and sounds. (Reception).   | bears from    |           | (Recep   | table to    |
| why it   | is words   | ted     | hunt.'               | frequency     | una sounas. (Neception).   | around the    |           | tion)    | reach for a |
| specia   | (Recepti   | tools:  | Chn to use key       | words- and    |                            | world and the |           | In       | toy on the  |
| to the   |            | pencils | phrases to           | Tricky        | Thursday WC - Unit 2 -     | different     |           | pairs    | top of a    |
| how lo   | g 'We're   | for     | describe what is     | words- the    | Activity 3 - Cats and      | types of      |           | use      | table.      |
| they     | going on   | drawin  | happening. Write     | to            | dogs.                      |               |           | sticks   | Toddlers    |

| have had | a bear   | g and   | initial sounds and  |                         | environments | to      | might turn  |
|----------|----------|---------|---------------------|-------------------------|--------------|---------|-------------|
| it for   | hunt'    | writing | words.              | Thursday Small groups - | they live in | create  | a storage   |
| etc.     | story    | ,       | Challenge: chn to   | Unit 2 - Activity 3 -   |              | а       | box upside  |
| How the  | map to   | paintbr | _                   | Which way up are the    |              | frame/  | down so     |
| teddy    | act out. | ushes,  | sentence            | beans?                  |              | outline | they can    |
| makes    |          | scissor |                     |                         |              | and     | stand on it |
| them     |          | s,      | Add some marks to   |                         |              | then    | and reach   |
| feel.    |          | knives, | their drawing,      |                         |              | find    | up for an   |
|          |          | forks   | which they give     |                         |              | natural | object.     |
|          |          | and     | meaning to. For     |                         |              | materi  | Use         |
|          |          | spoons  | example: "That says |                         |              | als to  | different   |
|          |          | (Recep  | mummy." (Birth-3yr  |                         |              | make    | tools for   |
|          |          | tion)   | olds)               |                         |              | picture | selected    |
|          |          | Cut     | Use some of their   |                         |              | •       | purposes in |
|          |          | out     | print and letter    |                         |              |         | the mud     |
|          |          | and     | knowledge in their  |                         |              |         | kitchen     |
|          |          | paint   | early writing. For  |                         |              |         | area to     |
|          |          | bear    | example: writing a  |                         |              |         | make food   |
|          |          | mask.   | pretend shopping    |                         |              |         | for the     |
|          |          |         | list that starts at |                         |              |         | teddy       |
|          |          |         | the top of the      |                         |              |         | bears'      |
|          |          |         | page; write 'm' for |                         |              |         | picnic.     |
|          |          |         | 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 2 from focus story 'We're going on a bear hunt.'  Chn to use key phrases to describe what is happening. Write initial sounds and words.  Challenge: chn to write a short sentence |  |   |   |   |   |  |
|-------------|--|---|---|--|--|---|---|---|---|--|
| 3 20.1 1.23 | Help to find solutions to conflicts and rivalries. | Enjoy<br>listening<br>to<br>longer<br>stories<br>and can<br>rememb<br>er much | Continu e to develop their movem ent, balanci ng, | Add some marks to<br>their drawing,<br>which they give<br>meaning to. For<br>example: "That says<br>mummy." (Birth-3yr<br>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 unders tand the need to respec t and | Playing and exploring-Bring their own interests and fascination s into early |

| example,  | of what   | riding  | Use some of their    | programme      | Develop a fast                            | Talk about    | express         | care    | year        |
|-----------|-----------|---------|----------------------|----------------|---|---------------|-----------------|---------|-------------|
| acceptin  | happens   | (scoote | print and letter     | (Reception)    | recognition of up to 3                    | difference    | them (3-        | for the | settings.   |
| g that    | (3-4yr    | r,      | knowledge in their   | Spell words    | objects, without having                   | between       | 4yr olds)       | natural | This helps  |
| not       | olds)     | trikes  | early writing. For   | by identifying | to count them                             | materials and | Return to       | environ | them to     |
| everyone  | Listen    | and     | example: writing a   | the sounds     | individually (subitising).                | changes they  | and build       | ment    | develop     |
| can be    | to and    | bikes)  | pretend shopping     | and then       | (3-4-year-olds).<br>Experiment with their | notice (3-4yr | on their        | and all | their       |
| Spider-   | talk      | and     | list that starts at  | writing the    | own symbols and marks                     | olds)         | previous        | living  | learning.   |
| Man in    | about     | ball    | the top of the       | sound with     | as well as numerals. (3-                  | Children to   | learning,       | things  | Porridge    |
| the       | stories   | skills  | page; write 'm' for  | letter/s       | 4-year-olds).                             | explore       | refining        | (3-4yr  | oats and    |
| game,     | to build  | (3-4yr  | mummy (3-4yr         | (Reception)    | Solve real world                          | different     | ideas and       | olds)   | milk/water  |
| and       | familiari | olds)   | olds)                | Read simple    | mathematical problems                     | types of      | developin       | Explor  | . Mixing    |
| suggesti  | ty and    | Revise  | Spell words by       | phrases and    | up to 5. (3-4-year-olds).                 | materials.    | g their         | e the   | different   |
| ng other  | underst   | and     | identifying the      | sentences      |   | Linked to     | ability to      | natural | quantities  |
| ideas (3- | anding    | refine  | sounds and then      | made up of     | Monday WC - Unit 3 -                      | goldilocks -  | represent       | world   | together.   |
| 4 yr      | (Recepti  | the     | writing the sounds   | words with     | Activity 1 – Girls and Boys.              | which         | them            | around  | How does    |
| olds)     | on)       | fundam  | with letter/s        | known letter-  | Б0у5.                                     | materials     | (Receptio       | them    | more/less   |
| Think     | Read      | ental   | (Reception)          | sound          | Monday Small groups -                     | would be best | n) <i>Use a</i> | (Recep  | liquid      |
| about     | 'Goldiloc | movem   | Challenge: Write     | corresponden   | Unit 3 - Activity 2 -                     | for daddy's   | range of        | tion)   | change the  |
| the       | ks and    | ent     | short sentences      | ces and,       | Make your own.                            | chair, a      | materials       | Litter  | porridge.   |
| perspect  | the       | skills  | with words with      | where          |   | picnic        | and             | picking |             |
| ive of    | three     | they    | known letter-sound   | necessary, a   |   | blanket,      | textures        | and     | Creating    |
| others    | bears'    | have    | correspondence       | few exception  | Compare quantities using                  | bowl, a coat  | to add to       | tidying | and         |
| (Recepti  | to chn.   | already | using a capital      | words          | language: 'more than',                    | etc.          | bear            | up in   | thinking    |
| on)       | Chn to    | acquire | letter and full stop | (Reception)    | 'fewer than'. (3-4-year-<br>olds).        |               | mask.           | the FS  | critically- |
| Talk      | retell    | d:      | (Reception)          | Letters and    | Fast recognition of up to                 |               |                 | area    | Sort        |
| about     | the       | -       | Write initial        | Sounds and     | 3 objects, without                        |               |                 | and     | materials.  |
| being     | story to  | rolling | sounds and words.    | Bug Clun       | having to count them                      |               |                 | school  | For         |
| friendly  | their     | -       | Challenge: chn to    | Phonics.       | individually (subitising).                |               |                 | ground  | example, at |
| and       | talk      | crawlin | write a short        | Phase 2,       | (3-4-year-olds).                          |               |                 |         | tidy-up     |
| making    | partner   | 9       | sentence. Choose     | week 5.        |   |               |                 |         | time,       |

| friends.  | and    | -        | character from      | Teach set 2   | Automatically recall                      |  | children    |
|-----------|--------|----------|---------------------|---------------|---|--|-------------|
| How       | share  | walking  | the story and       | letters- h b  | number bonds for                          |  | know how    |
| could     | with   |          | describe them.      | f ff      ss  | numbers 0-10.                             |  | to put      |
| Goldilock | the    | -        | Write initial       | Briefly       | (Reception).                              |  | different   |
| s and     | class. | jumpin   | sounds and          | practise oral | w l l wa u ha                             |  | constructio |
| the       |        | g        | words               | blending and  | Wednesday WC - Unit 3 - Activity 2 - See- |  | n materials |
| bears     |        | -        | Challenge: chn to   | segmentation. | through subtractions.                     |  | in separate |
| become    |        | running  | write short         | Read words    | Thi bught subtractions.                   |  | baskets.    |
| friends?  |        |          | sentences           | with letters  | Wednesday Small groups                    |  | Sort the    |
|           |        | -        | Add some marks to   | learnt so far | - Unit 3 - Activity 3 -                   |  | different   |
|           |        | hopping  | their drawing,      | and begin to  | Missing numbers.                          |  | objects     |
|           |        |          | which they give     | read          |   |  | from        |
|           |        | -        | meaning to. For     | captions.     | Develop fast recognition                  |  | 'Goldilocks |
|           |        | skippin  | example: "That says | Oral and      | of up to 3 objects                        |  | and the     |
|           |        | g        | mummy." (Birth-3yr  | letter        | without counting. (3-4-<br>year-olds).    |  | three       |
|           |        | -        | olds)               | segmentation  | year-olas).                               |  | bears' into |
|           |        | climbin  | Use some of their   | for spelling  | Solve real world                          |  | who they    |
|           |        | 9        | print and letter    | captions.     | mathematical problems                     |  | belong to,  |
|           |        | (Recep   | knowledge in their  | High          | with numbers up to 5.                     |  | thinking    |
|           |        | tion)    | early writing. For  | frequency     | (3-4-year-olds).                          |  | about size  |
|           |        | Re-act   | example: writing a  | words- and    |   |  | and even    |
|           |        | out      | pretend shopping    | Tricky        | Explore the composition                   |  | objects     |
|           |        | the      | list that starts at | words- no go  | of numbers to 10.                         |  | which are   |
|           |        | story    | the top of the      | I             | (Reception).                              |  | in the      |
|           |        | of       | page; write 'm' for |               |   |  | story       |
|           |        | 'Goldilo | mummy (3-4yr        |               | Friday WC - Unit 3 -                      |  | which can't |
|           |        | cks      | olds)               |               | Activity 4 - Frogs on the                 |  | be          |
|           |        | and      | Spell words by      |               | lilies.                                   |  | included.   |
|           |        | the      | identifying the     |               |   |  |             |
|           |        | three    | sounds and then     |               |   |  |             |

| bears  | 3                    | Friday Small groups -     |  |  |
|--------|----------------------|---------------------------|--|--|
| with   | with letter/s        | Unit 3 Activity 4 - Is it |  |  |
| differ | (Reception)          | my number?                |  |  |
| nt     | Challenge: Write     |                           |  |  |
| mover  | short sentences      |                           |  |  |
| ent.   | 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  |                           |  |  |

|         | # (D:-+1- 2    |  |  |  |
|---------|----------------|--|--|--|
|         | y." (Birth-3yr |  |  |  |
| olds)   | 6.11           |  |  |  |
|         | ome of their   |  |  |  |
| · ·     | and letter     |  |  |  |
|         | edge in their  |  |  |  |
|         | writing. For   |  |  |  |
|         | ole: writing a |  |  |  |
|         | nd shopping    |  |  |  |
|         | at starts at   |  |  |  |
|         | p of the       |  |  |  |
|         | write 'm' for  |  |  |  |
|         | y (3-4yr       |  |  |  |
| olds)   |                |  |  |  |
|         | words by       |  |  |  |
|         | fying the      |  |  |  |
|         | s and then     |  |  |  |
|         | g the sounds   |  |  |  |
| with le | etter/s        |  |  |  |
| (Rece   | otion)         |  |  |  |
| Challe  | nge: Write     |  |  |  |
| short   | sentences      |  |  |  |
| with w  | vords with     |  |  |  |
| known   | letter-sound   |  |  |  |
| corres  | spondence      |  |  |  |
| using o | a capital      |  |  |  |
|         | and full stop  |  |  |  |
| (Rece   |                |  |  |  |
|         | locks and the  |  |  |  |
| three   | bears.' Chn    |  |  |  |
|         | ange part of   |  |  |  |

|                   |   |  |  | the story. What else does Goldilocks do when she's in the house on her own? Challenge: chn to write a short sentence  |   |   |  |  |  |  |
|-------------------|---|--|--|---|---|---|--|--|--|--|
| 4<br>27.1<br>1.23 | Help to find solutions to conflicts and rivalries. For example, acceptin g that not everyone can be Spider-Man in the game, and | Underst and a question or instruct ion that has two parts, such as "Get your coat and wait at the door." (3-4yr olds) Ask question | Make healthy choices about food, drink, activit y and toothb rushing (3-4yr olds) Know and talk about the differe nt | 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) Challenge: Spell | 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 | Comparison and measure: Comparing length.  CIL Unit 1 - Activity 4 - Brick lengths.  Say one number for each item in order: 1,2,3,4,5. (3-4-year-olds).  Make comparisons between objects relating to size, length, weight and capacity. (3-4-year-olds).  Compare length, weight and capacity. (Reception.)  Tuesday WC - Unit 1 - Activity 1 - Snake line-up. | Explore the natural world around them (3-4yr olds) Draw information from a simple map (Reception) 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 | Draw with increasing complexit y and detail, such as represent ing a face with a circle and including details (3-4yr olds) Show different emotions in their drawings | *Expre<br>ssive<br>Arts<br>and<br>Design<br>activit<br>y*<br>Explor<br>e<br>colour<br>and<br>colour-<br>mixing<br>(3-4yr<br>olds)<br>Explor<br>e, use<br>and<br>refine | Playing and exploring- Plan and think ahead about how they will explore or play with objects.  Stacking cups  Playing and exploring- Reach for and accept objects.  Make choices and |
|                   | suggesti<br>ng other  | s to find out  | factors<br>that  | words by identifying the  | sentences<br>made up of   |   | own maps on whiteboards  | and<br>paintings,  | a<br>variety   | explore<br>different   |

| ideas (3- | more      | suppor  | sounds and then     | words with    | Tuesday Small groups -                          | to represent  | like       | of       | resources   |
|-----------|-----------|---------|---------------------|---------------|---|---------------|------------|----------|-------------|
| 4 yr      | and       | t their | writing the sounds  | known letter- | Unit 1 - Activity 1 -                           | the three     | happiness, | artistic | and         |
| olds)     | check     | overall | with letter/s       | sound         | Puzzled teddies.                                | bears going   | sadness,   | effect   | materials.  |
| Express   | they      | health  | (Reception)         | corresponden  |   | for a walk in | feat etc   | s to     | Explore     |
| their     | underst   | and     | Write a list of     | ces and,      |   | the woods.    | (3-4yr     | expres   | and play    |
| feelings  | and       | wellbei | things chn will     | where         | Compare quantities using language: 'more than', |               | olds)      | s their  | with slime. |
| and       | what      | ng:     | need to make        | necessary, a  | 'fewer than'. (3-4-year-                        |               | Explore,   | ideas    |             |
| consider  | has       | -       | porridge.           | few exception | olds).  |               | use and    | and      |             |
| the       | been      | regular | Challenge: to       | words         | Make comparisons                                |               | refine a   | feeling  |             |
| feelings  | said to   | physica | spell words         | (Reception)   | between objects relating                        |               | variety of | S        |             |
| of        | them      | 1       | correctly using     | Letters and   | to size, length, weight                         |               | artistic   | (Recep   |             |
| others    | (Recepti  | activit | letters/sounds      | Sounds and    | and capacity. (3-4-year-                        |               | effects    | tion)    |             |
| (Recepti  | on)       | У       | learnt so far       | Bug Clun      | olds).  |               | to         | Leaf     |             |
| on)       | Follow    | -       | rearnt 30 yar       | Phonics.      | Compare weight, length                          |               | express    | paintin  |             |
| Think     | instruct  | healthy | Add some marks to   | Phase 2,      | and capacity. (Reception).                      |               | their      | g.       |             |
| about     | ions and  | eating  | their drawing,      | week 5.       | (кесерноп).                                     |               | ideas and  |          |             |
| what      | make      | -       | which they give     | Teach set 2   | Thursday WC - Unit 1 -                          |               | feelings   |          |             |
| Goldilock | Porridge. | toothb  | meaning to. For     | letters- h b  | Activity 2 - Leaf                               |               | (Receptio  |          |             |
| s should  |           | rushing | example: "That says | f ff      ss  | lengths.  |               | n)         |          |             |
| say to    |           |         | mummy." (Birth-3yr  | Briefly       |   |               | Draw a     |          |             |
| the       |           | -       | olds)               | practise oral | Thursday Small groups -                         |               | picture    |          |             |
| three     |           | sensibl | Use some of their   | blending and  | Unit 1 - Activity 2 -                           |               | of         |          |             |
| bears.    |           | e       | print and letter    | segmentation. | Playground paths.                               |               | Goldilocks |          |             |
| How can   |           | amount  | knowledge in their  | Read words    |   |               | or one of  |          |             |
| she show  |           | s of    | early writing. For  | with letters  |   |               | the three  |          |             |
| she is    |           | 'screen | example: writing a  | learnt so far |   |               | bears.     |          |             |
| sorry?    |           | time'   | pretend shopping    | and begin to  |   |               | Think      |          |             |
| What      |           | -having | list that starts at | read          |   |               | about      |          |             |
| should    |           | a good  | the top of the      | captions.     |   |               | how they   |          |             |
| she say?  |           | sleep   | page; write 'm' for | Oral and      |   |               |            |          |             |

|   |   | routine     | mummy (3-4yr                     | letter       |  | are     |
|---|---|-------------|----------------------------------|--------------|--|---------|
|   |   | Touring     | olds)                            | segmentation |  | feeling |
|   |   | -being      | Spell words by                   | for spelling |  | , comig |
|   |   | a safe      | identifying the                  | captions.    |  |         |
|   |   | pedest      | sounds and then                  | High         |  |         |
|   |   | rian        | writing the sounds               | frequency    |  |         |
|   |   | (Recep      | with letter/s                    | words- and   |  |         |
|   |   | tion)       |                                  | Tricky       |  |         |
|   |   | Discuss     | (Reception)                      | · ·          |  |         |
|   |   |             | Challenge: Write short sentences | words- no go |  |         |
|   |   | a<br>baalab |                                  | I            |  |         |
|   |   | health      | with words with                  |              |  |         |
|   |   | y           | known letter-sound               |              |  |         |
|   |   | breakf      | correspondence                   |              |  |         |
|   |   | ast         | using a capital                  |              |  |         |
|   |   | choice.     | letter and full stop             |              |  |         |
|   |   | What        | (Reception)                      |              |  |         |
| ı |   | would       | Picture from                     |              |  |         |
|   | 1 | not be      | making porridge.                 |              |  |         |
| ı |   | а           | Recount and then                 |              |  |         |
|   |   | health      | write initial sounds             |              |  |         |
|   |   | У           | and words for                    |              |  |         |
|   |   | breakf      | what we did.                     |              |  |         |
|   | • | ast?        | Challenge: chn to                |              |  |         |
|   |   | Link to     | write a short                    |              |  |         |
|   | ( | eating      | sentence                         |              |  |         |
|   |   | porridg     |                                  |              |  |         |
|   |   | e for       |                                  |              |  |         |
|   |   | breakf      |                                  |              |  |         |
|   |   | ast.        |                                  |              |  |         |

| 5    | Develop    | Know      | *See    | Add some marks to   | Read a few     | Comparison and measure:                      | Use all their  | Remembe    | *Physic | Active      |
|------|------------|-----------|---------|---------------------|----------------|--|----------------|------------|---------|-------------|
|      | their      | many      | Forest  | their drawing,      | common         | Comparing measures                           | senses in      | r and sing | al      | Learning-   |
| 04.1 | sense of   | rhymes,   | School  | which they give     | exception      | <mark>directly.</mark>                       | hand-on        | entire     | Develo  | Begin to    |
| 2.23 | responsi   | be able   | activit | meaning to. For     | words          | CTI III II O A II II O                       | exploration of | songs (3-  | pment   | correct     |
|      | bility     | to talk   | y*      | example: "That says | matched to     | CIL - Unit 2 - Activity 2<br>- Build a town. | natural        | 4 year     | Activit | their       |
|      | and        | about     |         | mummy." (Birth-3yr  | the school's   | - Build a Town.                              | materials (3-4 | olds.)     | y*      | mistakes    |
|      | members    | familiar  |         | olds)               | phonic         | Say one number for each                      | yr olds)       | Sing in a  | Choose  | themselves. |
|      | hip of a   | books,    |         | Use some of their   | programme      | item in order: 1,2,3,4,5.                    | Describe what  | group or   | the     | For         |
|      | communi    | and be    |         | print and letter    | (Reception)    | (3-4-years-old).                             | they see, hear | on their   | right   | example,    |
|      | ty (3-4yr  | able to   |         | knowledge in their  | Spell words    | Make comparisons                             | and feel       | own,       | resour  | instead of  |
|      | olds)      | tell a    |         | early writing. For  | by identifying | between objects relating                     | whilst outside | increasing | ces to  | using       |
|      | See        | long      |         | example: writing a  | the sounds     | to size, length, weight                      | (Reception)    | ly         | carry   | increasingl |
|      | themselv   | story     |         | pretend shopping    | and then       | and capacity. (3-4-year-                     | The bears      | matching   | out     | y force to  |
|      | es as a    | (3-4yr    |         | list that starts at | writing the    | olds).                                       | have been in   | the pitch  | their   | push a      |
|      | valuable   | olds)     |         | the top of the      | sound with     | Compare length, weight and capacity.         | the Forest     | and        | own     | puzzle      |
|      | individual | Retell    |         | page; write 'm' for | letter/s       | (Reception).                                 | School area.   | following  | plan.   | piece into  |
|      | (Recepti   | the       |         | mummy (3-4yr        | (Reception)    | (Neception).                                 | They have      | melody.    | For     | the slot,   |
|      | on)        | story,    |         | olds)               | Read simple    | Monday WC - Unit 2 -                         | left a letter  | (Receptio  | exampl  | they try    |
|      | Linked     | once      |         | Spell words by      | phrases and    | Activity 1 - Who's                           | to say         | n).        | e       | another     |
|      | to         | they      |         | identifying the     | sentences      | taller?                                      | they've been   | Practice   | choosin | piece to    |
|      | 'Goldiloc  | have      |         | sounds and then     | made up of     |  | in there.      | songs for  | ga      | see if it   |
|      | ks and     | develop   |         | writing the sounds  | words with     | Monday Small groups -                        | Look for       | the        | spade   | will fit.   |
|      | the        | ed a      |         | with letter/s       | known letter-  | Unit 2 - Activity 1 -<br>Taller or shorter?  | clues in FS    | nativity.  | to      | Marble      |
|      | three      | deep      |         | (Reception)         | sound          | Taller or Shorter?                           | area to see    |            | enlarge | run         |
|      | bears'     | familiari |         | Challenge: Write    | corresponden   | Say one number for each                      | what they      |            | a small |             |
|      | talk       | ty with   |         | short sentences     | ces and,       | item in order: 1,2,3,4,5.                    | have been      |            | hold    | Playing and |
|      | about      | the       |         | with words with     | where          | (3-4-years-old).                             | doing.         |            | they    | exploring-  |
|      | stranger   | text;     |         | known letter-sound  | necessary, a   | Know that the last                           |                |            | dug     | Guide their |
|      | danger     | some as   |         | correspondence      | few exception  | number reached when                          |                |            | with a  | own         |
|      | and        | exact     |         | using a capital     |                | counting a small set of                      |                |            | trowel  | thinking    |

| keeping | repetiti  | letter and full stop | words         | objects tells you how                              |  | (3-4yr  | and actions  |
|---------|-----------|----------------------|---------------|--|--|---------|--------------|
| safe in | on and    | (Reception)          | (Reception)   | many there are in total                            |  | olds)   | by actions   |
| the     | some in   | Goldilocks wanted    | Letters and   | (cardinal principle). (3-4-                        |  | Develo  | by talking   |
| communi | their     | poster.              | Sounds and    | year-olds).  |  | p their | to           |
| ty.     | own       | Challenge: chn to    | Bug Clun      | Compare numbers.                                   |  | small   | themselves   |
|         | words     | write a short        | Phonics.      | (Reception).                                       |  | motor   | while        |
|         | (Recepti  | sentence             | Phase 2,      | Wednesday WC - Unit 2                              |  | skills  | playing. For |
|         | on)       |                      | week 6.       | - Activity 2 - Three                               |  | so that | example, a   |
|         | 'Goldiloc | Add some marks to    | Revision of   | bears.   |  | they    | child doing  |
|         | ks and    | their drawing,       | all phase 2   | 3.5  |  | can use | a jigsaw     |
|         | the       | which they give      | sounds, high  | Wednesday Small groups                             |  | a range | puzzle       |
|         | three     | meaning to. For      | frequency     | - Unit 2 - Activity 2 -                            |  | of      | might        |
|         | bears'    | example: "That says  | and tricky    | Build a tower.                                     |  | tools   | whisper      |
|         | story     | mummy." (Birth-3yr   | words taught  |  |  | compet  | under their  |
|         | map to    | olds)                | so far. For   | Compare quantities using                           |  | ently,  | breath:      |
|         | act out   | Use some of their    | reading       | language: 'more than',<br>'fewer than'. (3-4-year- |  | safely  | "Where       |
|         | and       | print and letter     | words,        | olds).   |  | and     | does that    |
|         | retell.   | knowledge in their   | captions. For | Make comparisons                                   |  | confide | one go?- I   |
|         |           | early writing. For   | spelling      | between objects relating                           |  | ntly.   | need to      |
|         |           | example: writing a   | words,        | to size, length, weight                            |  | Sugges  | find the     |
|         |           | pretend shopping     | captions.     | and capacity. (3-4-year-                           |  | ted     | big horse."  |
|         |           | list that starts at  |               | olds).   |  | tools:  | 'Goldilocks  |
|         |           | the top of the       |               | Compare numbers.                                   |  | pencils | and the      |
|         |           | page; write 'm' for  |               | (Reception).                                       |  | for     | three        |
|         |           | mummy (3-4yr         |               | C : 1  |  | drawin  | bears'       |
|         |           | olds)                |               | Friday WC - Unit 2 - Activity 4 - More or          |  | g and   | small world  |
|         |           | Spell words by       |               | less.  |  | writing | area.        |
|         |           | identifying the      |               | 1655.  |  | ,       |              |
|         |           | sounds and then      |               |  |  | paintbr |              |
|         |           | writing the sounds   |               |  |  | ushes,  |              |

| with letter/s     |       | Friday Small groups - |   | scissor |  |
|-------------------|-------|-----------------------|---|---------|--|
| (Reception)       |       | Unit 2 - Activity 4 - |   | S,      |  |
| Challenge: Wri    | te    | More than 5?          |   | knives, |  |
| short sentence    | S     |                       | 1 | forks   |  |
| with words wit    | h     |                       |   | and     |  |
| known letter-s    | ound  |                       |   | spoons  |  |
| correspondence    | 2     |                       |   | (Recep  |  |
| using a capital   |       |                       |   | tion)   |  |
| letter and full   | stop  |                       |   | Digging |  |
| (Reception)       |       |                       |   | in the  |  |
| Write a letter    | ,     |                       |   | FS      |  |
| from Goldilock    | s to  |                       |   | area    |  |
| the bears say     | ing   |                       |   |         |  |
| sorry for wha     |       |                       |   |         |  |
| has done.         |       |                       |   |         |  |
| Challenge: chr    | to    |                       |   |         |  |
| write a short     |       |                       |   |         |  |
| sentence sentence |       |                       |   |         |  |
|                   |       |                       |   |         |  |
| Add some mark     | ks to |                       |   |         |  |
| their drawing,    |       |                       |   |         |  |
| which they give   | 2     |                       |   |         |  |
| meaning to. For   |       |                       |   |         |  |
| example: "That    |       |                       |   |         |  |
| mummy." (Birth    | ı-3yr |                       |   |         |  |
| olds)             |       |                       |   |         |  |
| Use some of the   | eir   |                       |   |         |  |
| print and lette   | r     |                       |   |         |  |
| knowledge in the  | neir  |                       |   |         |  |
| early writing. F  | or    |                       |   |         |  |

| 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    | Begin to | Enjoy     | Use      | Add some marks to       | Read a few     | Shapes and patterns:                            | Begin to make  | Join       | *Under  | Creating    |
|      | understa | listening | one-     | their drawing,          | common         | Counting in 2s/odd &                            | sense of their | different  | standin | and         |
| 11.1 | nd how   | to        | handed   | which they give         | exception      | even numbers.                                   | own life-story | materials  | g the   | Thinking    |
| 2.23 | others   | longer    | tools    | meaning to. For         | words          | CTI I livit 2 A ativita 2                       | and family's   | and        | World   | Critically- |
|      | might be | stories   | and      | example: "That says     | matched to     | CIL - Unit 2 - Activity 3 - Sock sort.          | history (3-4yr | explore    | activit | Use         |
|      | feeling  | and can   | equipm   | mummy." (Birth-3yr      | the school's   | 30CK 3011.                                      | olds)          | different  | y*      | pretend     |
|      | (3-4yr   | rememb    | ent,     | olds)                   | phonic         | Solve real world                                | Recognise      | textures   | Talk    | play to     |
|      | olds)    | er much   | for      | Use some of their       | programme      | mathematical problems                           | that people    | (3-4yr     | about   | think       |
|      | Express  | of what   | exampl   | print and letter        | (Reception)    | with numbers up to 5.                           | have           | olds)      | what    | beyond the  |
|      | their    | happens   | e, snips | knowledge in their      | Spell words    | (3-4-years-old).                                | different      | Explore,   | they    | 'here and   |
|      | feelings | (3-4yr    | in       | early writing. For      | by identifying | Notice and correct an                           | beliefs and    | use and    | see,    | now' and to |
|      | and      | olds)     | paper    | example: writing a      | the sounds     | error in a repeating                            | celebrate      | refine a   | using   | understand  |
|      | consider | Listen    | with     | pretend shopping        | and then       | pattern. (3-4-year-olds). Continue, copy and    | special times  | variety of | wide    | another     |
|      | the      | to and    | scissor  | list that starts at     | writing the    | create repeating                                | in different   | artistic   | vocabul | perspective |
|      | feelings | talk      | s (3-    | the top of the          | sound with     | patterns. (Reception).                          | ways           | effects    | ary (3- | . For       |
|      | of       | about     | 4yr      | page; write 'm' for     | letter/s       | parrenne (reception).                           | (Reception)    | to         | 4yr     | example, a  |
|      | others?  | stories   | olds)    | mummy (3-4yr            | (Reception)    |   | Talk about     | express    | olds)   | child role- |
|      | (Recepti | to build  | Develo   | olds)                   | Read simple    | Tuesday WC - Unit 2 -                           | family times   | their      | Descri  | playing the |
|      | on)      | familiari | p their  | Spell words by          | phrases and    | Activity 1 - Mexican                            | and            | ideas and  | be      | billy goats |
|      | Make a   | ty and    | small    | identifying the         | sentences      | wave counting.                                  | celebrations   | feelings   | what    | gruff       |
|      | list of  | underst   | motor    | sounds and then         | made up of     | T   | with a focus   | (Receptio  | they    | might       |
|      | good     | anding    | skills   | writing the sounds      | words with     | Tuesday Small groups –<br>Unit 2 – Activity 1 – | on Christmas.  | n)         | see,    | suggest     |
|      | deeds.   | (Recepti  | so that  | with letter/s           | known letter-  | Missing numbers.                                | Do all         | Christmas  | hear    | that        |
|      | Link to  | on)       | they     | (Reception)             | sound          | Missing numbers.                                | celebrate      | Cards      | and     | "Maybe the  |
|      | advent   | Listen    | can use  | Challenge: Write        | corresponden   |   | Christmas?     |            | feel    | toll in     |
|      | calendar | to the    | a range  | short sentences         | ces and,       |   |                |            | whilst  | lonely and  |
|      | - each   | Christm   | of       | with words with         | where          |   |                |            | outside | hungry?     |

| day pick | as     | tools   | known letter-sound   | necessary, a  | Solve real world                                 |  | (Recep  | That's why  |
|----------|--------|---------|----------------------|---------------|--|--|---------|-------------|
| a deed   | story. | compet  | correspondence       | few exception | mathematical problems                            |  | tion)   | he's        |
| which    | Chn to | ently,  | using a capital      | words         | with numbers up to 5.                            |  | Lie     | fierce."    |
| chn need | retell | safely  | letter and full stop | (Reception)   | (3-4-year-olds).                                 |  | down    | Ice cubes   |
| to try   | the    | and     | (Reception)          | Letters and   | Talk about and identify the patterns around      |  | in FS   | in the      |
| and do.  | story  | confide | Write what           | Sounds and    | them. (3-4-year-olds).                           |  | area    | water       |
| Why are  | using  | ntly.   | happens in the       | Bug Clun      | Count objects, actions                           |  | and     | tray.       |
| deeds    | props. | Sugges  | Nativity Story.      | Phonics.      | and sounds. (Reception).                         |  | look    | What        |
| importan |        | ted     | Challenge: chn to    | Phase 2,      | · · ·  |  | and     | happens to  |
| t? How   |        | tools:  | write a short        | week 6.       | Thursday WC - Unit 2 -                           |  | listen. | the ice?    |
| do they  |        | pencils | sentence             | Revision of   | Activity 2 - Clever                              |  | What    |             |
| affect   |        | for     |                      | all phase 2   | counting.  |  | have    | Playing and |
| others?  |        | drawin  | Add some marks to    | sounds, high  | Thursday Court and a                             |  | childre | exploring-  |
|          |        | g and   | their drawing,       | frequency     | Thursday Small groups -<br>Unit 2 - Activity 2 - |  | n       | respond to  |
|          |        | writing | which they give      | and tricky    | Clever counting.                                 |  | observ  | new         |
|          |        | ,       | meaning to. For      | words taught  | Clever counting.                                 |  | ed?     | experience  |
|          |        | paintbr | example: "That says  | so far. For   |  |  |         | s that you  |
|          |        | ushes,  | mummy." (Birth-3yr   | reading       |  |  |         | bring to    |
|          |        | scissor | olds)                | words,        |  |  |         | their       |
|          |        | S,      | Use some of their    | captions. For |  |  |         | attention.  |
|          |        | knives, | print and letter     | spelling      |  |  |         | Use a       |
|          |        | forks   | knowledge in their   | words,        |  |  |         | range of    |
|          |        | and     | early writing. For   | captions.     |  |  |         | tools for   |
|          |        | spoons  | example: writing a   |               |  |  |         | different   |
|          |        | (Recep  | pretend shopping     |               |  |  |         | purposes    |
|          |        | tion)   | list that starts at  |               |  |  |         | with the    |
|          |        | Cut,    | the top of the       |               |  |  |         | playdough.  |
|          |        | paint,  | page; write 'm' for  |               |  |  |         |             |
|          |        | and     | mummy (3-4yr         |               |  |  |         |             |
|          |        | colour  | olds)                |               |  |  |         |             |

|                  |   |   | decora<br>tions<br>to turn<br>the<br>role<br>play<br>area<br>into<br>Santa's<br>Grotto | 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)  Christmas cards |   |   |   |  |   |   |
|------------------|---|---|--|--|---|---|---|--|---|---|
| 7<br>18.7<br>.23 | Show more confiden ce in new social situation s (3-4yr olds) Identify and moderat e their own | Sing a large repertoi re of songs (3-4yr olds) Learn rhymes, poems or songs (Recepti on). | Use one-handed tools and equipm ent, for exampl e, snips in paper with                 | 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                       | Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then | Shapes and patterns: Exploring 2-D shapes.  CIL - Unit 2 - Activity 2 - Sock sort.  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 | Continue to develop positive attitudes about the difference between people (3-4yr olds). Understand that some places are special to | Remembe r and sing entire songs (3-4yr olds) Sing in a group or on their own, increasing ly matching the pitch | Talk about what they see, using wide vocabul ary (3- 4yr olds) Talk about | Creating and thinking critically-Know more, so feel confident in coming up with their own ideas.  Make more links |

| feelings | Learn   | scissor | list that starts at  | writing the   | order to develop spatial                      | members of    | and       | membe   | between     |
|----------|---------|---------|----------------------|---------------|---|---------------|-----------|---------|-------------|
| socially | Christm | s (3-   | the top of the       | sound with    | reasoning skills.                             | their         | following | rs of   | those       |
| and      | as      | 4yr     | page; write 'm' for  | letter/s      | (Reception).                                  | community     | the       | their   | ideas.      |
| emotion  | a songs | olds)   | mummy (3-4yr         | (Reception)   |   | (Reception).  | melody    | immedi  | Magnets.    |
| lly      |         | Show a  | olds)                | Read simple   | Monday WC - Unit 2 -                          | With links to | (Receptio | ate     | Provide a   |
| (Recept  | i       | prefer  | Spell words by       | phrases and   | Activity 2 - Ropey shapes.                    | Christmas     | n)        | family  | few         |
| on)      |         | ence    | identifying the      | sentences     | snupes.                                       | think about   | Christmas | and     | objects     |
| Christn  | a       | for a   | sounds and then      | made up of    | Monday Small groups -                         | places of     | songs     | commu   | and then    |
| s party  |         | domina  | writing the sounds   | words with    | Unit 2 - Activity 3 -                         | worship and   |           | nity    | chn to find |
|          |         | nt hand | with letter/s        | known letter- | Guess my shape.                               | discuss how   |           | (Recep  | other       |
|          |         | (3-4yr  | (Reception)          | sound         |   | Christian's   |           | tion).  | objects     |
|          |         | olds)   | Challenge: Write     | corresponden  | Talk about and explore                        | celebrate     |           | Take    | which are   |
|          |         | Develo  | short sentences      | ces and,      | 2D and 3D shapes using                        | Christmas.    |           | various | magnetic.   |
|          |         | p their | with words with      | where         | informal and                                  |               |           | photos  |             |
|          |         | small   | known letter-sound   | necessary, a  | mathematical language:<br>'sides', 'corners'; |               |           | of      | Creating    |
|          |         | motor   | correspondence       | few exception | 'straight', 'flat', 'round',                  |               |           | differe | and         |
|          |         | skills  | using a capital      | words         | (3-4-years-old).                              |               |           | d       | thinking    |
|          |         | so that | letter and full stop | (Reception)   | Compose and decompose                         |               |           | cultura | critically- |
|          |         | they    | (Reception)          | Letters and   | shapes so that children                       |               |           | 1       | Solve real  |
|          |         | can use |                      | Sounds and    | recognise a shape can                         |               |           | celebra | problems:   |
|          |         | a range | Write a Christmas    | Bug Clun      | have other shapes within                      |               |           | tions   | for         |
|          |         | of      | list.                | Phonics.      | it, just as numbers can.                      |               |           | during  | example, to |
|          |         | tools   |                      | Phase 2,      | (Reception).                                  |               |           | Christ  | share nine  |
|          |         | compet  | Add some marks to    | week 6.       |   |               |           | mas to  | strawberri  |
|          |         | ently,  | their drawing,       | Revision of   | Wednesday WC - Unit 2                         |               |           | the FS  | es between  |
|          |         | safely  | which they give      | all phase 2   | - Activity 3 - Shape                          |               |           | area.   | three       |
|          |         | and     | meaning to. For      | sounds, high  | hunt.   |               |           | Chn to  | friends,    |
|          |         | confide | example: "That says  | frequency     |   |               |           | discuss | they might  |
|          |         | ntly.   | mummy." (Birth-3yr   | and tricky    |   |               |           | differe | put one in  |
|          |         | Sugges  | olds)                | words taught  |   |               |           | d ways  | front of    |

|  | ted<br>tools:<br>pencils<br>for | Use some of their print and letter knowledge in their early writing. For | so far. For reading words, captions. For | Wednesday Small groups - Unit 2 - Activity 2 - Shape monster. |  | of<br>celebra<br>ting. | each, then<br>a second,<br>and finally<br>a third. |
|--|---------------------------------|--|--|---|--|------------------------|--|
|  | drawin                          | example: writing a   | spelling                                 |   |  |                        | Finally,   |
|  | g and                           | pretend shopping   | words,                                   |   |  |                        | they might   |
|  | writing                         | list that starts at  | captions.                                |   |  |                        | check that   |
|  | ,                               | the top of the   |  |   |  |                        | everyone   |
|  | paintbr                         | page; write 'm' for  |  |   |  |                        | has the  |
|  | ushes,                          | mummy (3-4yr   |  |   |  |                        | same   |
|  | scissor                         | olds)  |  |   |  |                        | number of  |
|  | S,                              | Spell words by   |  |   |  |                        | strawberri   |
|  | knives,<br>forks                | identifying the sounds and then  |  |   |  |                        | es.  |
|  | and                             | writing the sounds   |  |   |  |                        | Sharing<br>Christmas                               |
|  | spoons                          | with letter/s  |  |   |  |                        | presents   |
|  | (Recep                          | (Reception)  |  |   |  |                        | between  |
|  | tion)                           | Challenge: Write   |  |   |  |                        | teddy  |
|  | Pine                            | short sentences  |  |   |  |                        | bears. Do  |
|  | cone                            | with words with  |  |   |  |                        | they have  |
|  | decora                          | known letter-sound   |  |   |  |                        | an equal   |
|  | tions.                          | correspondence   |  |   |  |                        | amount?  |
|  | Chn to                          | using a capital  |  |   |  |                        |  |
|  | glue                            | letter and full stop   |  |   |  |                        |  |
|  | pine                            | (Reception)  |  |   |  |                        |  |
|  | cone                            |  |  |   |  |                        |  |
|  | use                             | Write what chn   |  |   |  |                        |  |
|  | tweeze                          | are most looking   |  |   |  |                        |  |
|  | rs to                           | forward to about   |  |   |  |                        |  |
|  | add                             |  |  |   |  |                        |  |

|  | pom<br>poms<br>to the | the Christmas<br>party. |  |  |  |
|--|-----------------------|-------------------------|--|--|--|
|  | pine<br>cones.        |                         |  |  |  |