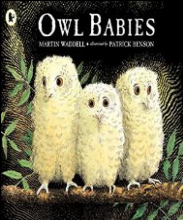




West End Primary School

Apple Class Medium Term Planning Autumn B 2021 - 2022



Key Books	Themes/Areas of Interest			Celebrations/Events/Visits/Visitors		Class Environment/Learning Areas/Display	
	Owl Babies/Christmas <ul style="list-style-type: none">Night and DayForests/Woodland HabitatsOwlsTexturesLight and Dark			<ul style="list-style-type: none">Children in NeedPoppiesPTFA Fun DayEntertainment VisitPartyPerformanceSanta Visit		<div>Water</div> <div>Craft</div> <div>Malleable</div> <div>Construction</div> <div>Painting</div> <div>Finger gym</div> <div>Small world</div> <div>Listening centre</div> <div>Maths</div>	<div>Writing/mark making</div> <div>Role play</div> <div>Model/workshop</div> <div>Quiet reading</div> <div>Investigating/exploring</div> <div>Technology</div> <div>Sand</div> <div>Small world</div> <div>Transient art</div>
Implementation							
	PSED	CAL	PD	LIT	MATHS	UW	EAD
Week 1 1st – 5th November Autumn & Fireworks Sparkler Biscuits	Self-Regulation <i>Planning ahead</i> <i>*Choose what I want to do there and find the resources I need</i> Extend area pictures at snack time from selecting a first activity to saying what they will do there <i>Feelings</i> <i>*Know the names of feelings – happy, sad</i> Look at pictures of emotions – happy/sad Talk about the things which might make us feel happy/sad Talk about how they feel during snack time <i>*Know how to return the resources correctly</i> Staff to move around the areas teaching children to match and sort	Listening, Attention & Understanding <i>* Listen to simple stories and understand what is happening, with the help of the pictures</i> Adults telling stories daily Asking the children simple questions containing ‘what’ ... Throughout the term <i>*Listen and respond to questions</i> Asking the children questions about the story Asking children questions about what they are doing	Gross Motor <i>Outdoors</i> <i>*Climb on tyres with safety and jump off</i> <i>*Balance on a beam</i> Adults working with the children to model making an obstacle course. Encourage the children to put out arms to support balance Encourage those children who are not usually engaged with the activity <i>Indoors</i> <i>*Climb with confidence on the indoor climbing frame</i> Access to the climbing frame all half term	Comprehension <i>Stories</i> <i>*Listen and respond to stories by answering simple questions</i> <i>*Talk about key features of a familiar story</i> <i>*Say who was in the story (character)</i> <i>*Say where they were (setting)</i> Listen and respond to the Guy Fawkes story <i>*Hold a book correctly, handle with care and turn pages from front to back</i> Access to the book area daily <i>*Discrimination between general environmental sounds</i> Playing ‘If your name starts with...’	Number <i>Numbers Recognition</i> <i>*Recognise numerals 0-3</i> <i>*Talk about what they are doing as they do it</i> <i>Explain, Reason and Justify</i> Daily number stick work Introduce before, after and because with rockets To continue throughout the term <i>Using Numbers</i> <i>*Match the Numicon tile to the number to 3</i> <i>*Make a set to match a numeral within 3</i> Putting the correct number of stars on the firework Matching the Numicon tiles to the number	Past & Present <i>*Talk about the past</i> Talking about what they did during the holidays <i>My History & Significant events</i> <i>*Talk about past experiences</i> Talk about past experiences of bonfire night	Creating With Materials DT Joining <i>*Know how to glue (PVA) and attach with tape (Masking)</i> <i>* Know how to use a glue spreader</i> <i>*Explore using these</i> Gluing stars onto the fireworks <i>Colour</i> <i>*Mix primary colours to create secondary colours (poster paint)</i> <i>*Wash and return palettes, brushes etc</i> <i>Painting</i> <i>*Use paint palettes</i> <i>*Explore Autumn colours</i> Mixing yellow and red to make orange Printing leaves
	Managing Self <i>Rules & Routines</i> <i>*Follow daily routines with some support</i>	Speaking <i>*Learn vocabulary linked to Autumn</i> Learn vocabulary –	Fine Motor <i>Manipulative</i> <i>*Build 3 steps with 6 cubes</i>	Word Reading <i>*Recognise own name</i> Finding their own water bottle	Shape & Space <i>3D shapes</i> <i>*Use these appropriately in construction</i>	People & Communities Our Community <i>*Know about some cultural traditions –</i>	Being Imaginative & Expressive <i>*Enjoy and take part in action songs, such as</i>

<p>Support children to remember and follow classroom rules, boundaries and routines.</p> <p>Health & Wellbeing *Put on a coat independently Practise putting on and zipping coats up independently for outdoor play daily *Washing hands independently Washing hands before cooking Discussing hygiene</p> <p>Our place *Set the table for lunch Children to match plates, cutlery and cups to placemats for lunch</p>	<p>autumn, season, hibernate etc. Bonfire night</p> <p>*Respond to a question Talk about their holidays when asked</p>	<p>Staff model how to build steps Children to build steps with cubes, crates etc.</p> <p>Mark Making *Trace wavy patterns Handwriting pattern sheets Encourage appropriate pressure *create a zig-zag or wavy pattern Copying wavy firework cards in sand trays</p>	<p>Selecting their name from a selection Making their name to match a card</p> <p>*Know what sound name starts with Playing 'If your name starts with... Standing up for the toilet/home by first letter</p>	<p>Construction area Staff to use correct names at tidy time Introduce names – cube, cylinder Add cylinders into the area</p>	<p>Xmas, Bonfire, Halloween Talk about their experiences of Halloween What did they do to celebrate it Talk about bonfire night How we celebrate it Know why we celebrate it Listen to the story of Guy Fawkes</p> <p>Our Community *Know about some cultural traditions from other cultures Look at books/power points etc. about Diwali Compare to Bonfire night – discuss what is similar and different (4th November) *Know it is ok to be different Discussing that it is ok to be different</p>	<p>'Twinkle, Twinkle Little Star' Singing Nursery Rhymes</p> <p>*Listen and repeat sound and body patterns Action Songs Listen to the music Roly Poly Follow The Sound</p> <p>*Respond to music Pen Disco</p>
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	Building Relationships <i>*Seek out others for play</i> Adults to support those children who have yet to establish relationships <i>*Initiate and join in play</i> Support the children to ask another child to play where needed Ask them who they would like to work with		Visual Discrimination <i>*Match a familiar item to its shadow at tidy time</i> Staff to encourage children to match back toys at tidy time	Writing Letter Formation <i>* Tracing patterns</i> Tracing firework patterns Phonics <i>Phase 1 Phonics</i> <i>Focus Aspects 3-4</i> <i>*Listen and repeat sound and body patterns</i> Action Songs Listen to the music Roly Poly Follow The Sound	Numerical Patterns Counting <i>*Count objects, actions, sounds with 1:1 correspondence within 5</i> <i>*Know different things can be counted</i> Putting the correct number of stars on the firework Counting Apples daily Counting children daily <i>*Count by rote within 10</i> Daily counting the children in the nursery Counting songs '1,2,3,4,5 ...' Patterns <i>*Continue/ make an AB pattern using colour/shape</i> <i>*Learn the vocabulary of pattern</i> Making threaded bead patterns - ABAB	The Natural World <i>*Talking about what they see</i> <i>*Talk about differences they see in materials as they change</i> Making sparkler biscuits Discussing what happens when we dip chocolate in hot water Looking at reversible changes Seasons <i>*Observe the changes in the garden and local area in Autumn</i> <i>*Listen and comment on stories about Autumn</i> Power points about autumn E book – Little Acorn Clearing up the leaves from the garden Look for signs of Autumn	
Week 2 8th – 12th November Owl Babies Puppets Cheerio Bird Feeders	Self-Regulation <i>*Choose where to work from a choice</i> Daily choosing a first activity Encouraging trying something new Independence <i>*Source/request resources to follow their plans</i> Encourage children to plan ahead when they access an area Encourage them to look in the area for resources Encourage them to ask if what they need is not there <i>*Can tidy away resources</i> Staff to support sorting of items at tidy time.	Listening, Attention & Understanding <i>* Listen to simple stories and understand what is happening, with the help of the pictures</i> Adults telling the story of Owl babies daily Asking the children simple questions containing 'what' ... Throughout the term <i>*Listen and respond to questions</i> Asking the children questions about the story Asking children questions about what they are doing	Gross Motor <i>*Traverse the A frame</i> Children to cross the A frame Repeat hanging from the frame for a count <i>*Climb steps with alternate feet</i> Free access to the indoor climbing frame Climbing the steps on the outdoor frame	Comprehension <i>*Listen and respond to stories by answering simple questions</i> <i>*Talk about key features of a familiar story</i> <i>*Say who was in the story (character)</i> <i>*Say where they were (setting)</i> Listen and respond to the Owl Babies story Answer simple questions	Number Numbers Recognition <i>*Recognise numerals 0-3</i> Matching number to amounts <i>*Make a set the same</i> Matching a Numicon tile Using numbers <i>*Order the numbers to 3</i> <i>*Order numbers from 3</i> <i>*Talk about what they are doing as they do it</i> <i>*Explain, Reason and Justify</i> Daily number stick work Introduce before, after and because with owls To continue throughout the term	Past & Present <i>*Talk about and compare pre-school and nursery</i> Talk about what they did in Pre-school & what they do now	Creating With Materials <i>*Know how to put on an apron</i> Teach the children how to put on aprons and help each other fasten them *Sculpture- Explore Playdough Provide access to playdough and owl accessories *Use the tools Introduce the equipment Model use Imaginary Play <i>*Use story props to act out familiar stories</i> Use spoon puppets and hand puppets to act out the story Use story stones to

	<p><i>*Know the names of feelings –worried, excited</i> Look at pictures of emotions – worried/excited Talk about the things which make us feel worried/excited Talk about how they feel during snack time</p>						sequence the story
	<p>Managing Self</p> <p><i>*Know Growth Mindset (COETL) characters – Exploring Elephant, Choosing Chimp</i> Introduce the wooden spoon puppets and use the language in the daily life of nursery</p> <p><i>*keep to the nursery boundaries, rules,</i> Implementing rewards, sanctions, rewards and routines</p>	<p>Speaking</p> <p><i>*Be able to talk about familiar books</i> Discussing Owl babies Develop vocabulary Introduce Story Stones to retell the story of Owl Babies</p> <p><i>*Join in with repeated refrains in a story</i> Joining in with the Owl Babies story Introduce Owl Baby</p>	<p>Fine Motor</p> <p>Manipulative</p> <p><i>*Build 3 block bridges from a model</i> Staff model how to build steps Children to build steps with cubes, crates etc.</p> <p><i>*Roll dough into a ball</i> Provide play-dough to make representations of owls Add features –eyes etc.</p> <p><i>*finger skills</i> Match the buttons to the owl Threading Cheerios to make bird feeders Making play nests with twigs and feathers</p>	<p>Word Reading</p> <p><i>*Fill in missing phrases and words in known stories</i> Joining in with repeated refrains Adults to stop and let the children continue with the refrain</p> <p><i>*Clap name syllables</i> Clapping name for the register Circle clapping games</p>	<p>Shape & Space</p> <p><i>*Chooses the right shape for a task</i> Using 3D construction shapes Matching Numicon tiles to picture boards</p> <p><i>*Combine 2D /3D shapes to make new ones</i> Tap a shape game Shape picture games Construction area</p>	<p>People & Communities</p> <p>Our Community <i>*Know about some cultural traditions</i> Discussing Remembrance day Making a handprint wreath Observing a minutes silence</p>	<p>Being Imaginative & Expressive</p> <p><i>*Respond to music</i> Pen Disco</p> <p>Music <i>*Tap name syllables</i> Clap name syllables Tap name syllables – chime bar/castanet etc.</p> <p>Imaginary Play <i>*Use story props to act out familiar stories</i> Use spoon puppets and hand puppets to act out the story Use story stones to sequence the story</p> <p><i>*Begin to develop storylines with adult support</i> Act out the story of Owl Babies</p>
	<p>Building Relationships</p> <p><i>*Engage in pretend play</i> Adults using puppets to retell the story of Owl Babies</p>		<p>Visual Discrimination</p> <p><i>*Match a familiar item to its shadow at tidy time</i> Staff to encourage children to match back toys at tidy time</p>	<p>Writing</p> <p>Phonics</p> <p>Phase 1 Phonics Focus Aspects 3-4 <i>*Listen and repeat sound and body patterns</i> Action Songs Listen to the music</p>	<p>Numerical Patterns</p> <p>Counting <i>*Count objects, actions, sounds with 1:1 correspondence within 5</i> <i>*Know different things can be counted</i> Putting the correct number of stars on the firework Counting Apples daily Counting children daily</p> <p><i>*Copying and AB pattern</i></p>	<p>The Natural World</p> <p>Exploration <i>*Explore natural materials indoors and outdoors</i> Using natural materials to make nests Talking about the why they have used various resources Woodland Tuff spot</p>	

					Using coloured figures complete and copy an AB pattern <i>*Counting a regular arrangement up to 3</i> Regular counting Know that the last number is 'how many'		
Week 3 15th – 19th November Owl Babies Clay Owls	Self-Regulation <i>*Tolerates delay when needs not met immediately</i> Playing turn taking games Taking turns to say how we feel and to choose a first activity Listening to what our friends are saying they will do during activity choices <i>*Know the children belong in their group/class</i> Remind the children of their names Revisit names in group/circle activities	Listening, Attention & Understanding <i>* Listen to simple stories and understand what is happening, with the help of the pictures</i> Adults telling daily stories about nocturnal and diurnal animals Asking the children simple questions containing 'what'... <i>*Learn vocabulary linked to themselves</i> Nocturnal/Diurnal animals <i>*Able to follow directions with 3 parts</i> Giving increasingly longer instructions <i>*Know a few simple songs</i> Learning 5 Little Owls	Gross Motor <i>* Use large muscle movements to wave flags and streamers, paint and make marks</i> Access to the writing shed Water buckets and brushes Water buckets and rollers Access to the writing ribbons Making clockwise and anticlockwise movements	Comprehension <i>*Listen and respond to stories by answering simple questions</i> <i>*Talk about key features of a familiar story</i> <i>*Say who was in the story (character)</i> <i>*Say where they were (setting)</i> Listen and respond to the Owl Babies story and other books about owls Answer simple questions	Number Numbers Recognition <i>*Recognise numerals 0-3</i> Matching number to amounts <i>*Make a set the same</i> Matching a Numicon tile Using numbers <i>*Order the numbers to 3</i> <i>*Order numbers from 3</i> <i>*Talk about what they are doing as they do it</i> <i>*Explain, Reason and Justify</i> Daily number stick work Introduce before, after and because with owls To continue throughout the term Subitising <i>*Subitise dice patterns to 3</i> Daily make a set and say how many without counting	Past & Present	Creating With Materials <i>*Create a clay owl (Owl Babies)</i> Using clay to create an owl Add features – feathers, beak, eyes etc. Media <i>*Clay – Create a clay owl</i> <i>*Add mixed media to decorate</i> Clay owls ICT <i>*Take a photograph on an iPad</i> Photograph there owl Imaginary Play <i>*Use story props to act out familiar stories</i> Use spoon puppets and hand puppets to act out the story Use story stones to sequence the story
	Managing Self <i>*Put on a Waterproof and wellies independently</i> Daily practise putting on waterproofs and willies for the mud kitchen <i>*Select activities from those available with adult help</i> Adults to work in areas to establish firm boundaries and learning intentions	Speaking <i>*Talk about what I am doing</i> Staff talking to children about the activities they are engaged in and what they intend to do <i>*Know a few simple songs</i> Singing Nursery Rhymes Learning 5 Little Leaves Learning 5 Little Owls <i>*Learn vocabulary linked</i>	Fine Motor Manipulative <i>*Roll clay into a ball</i> Model rolling a ball Provide clay to make representations of owls Add features – feathers/eyes etc Mark Making <i>*Apply increasing pressure</i> <i>*Trace wavy patterns</i> Handwriting pattern sheets	Word Reading <i>*Fill in missing phrases and words in known stories</i> Joining in with repeated refrains Adults to stop and let the children continue with the refrain <i>*Clap name syllables</i> Clapping name for the register	Shape & Space <i>*Name square, circle, triangle, rectangle</i> Sorting shapes Naming them Matching them 3D shapes <i>*Use these appropriately in construction</i> Construction area Staff to use correct names at tidy time Introduce names – cube, cylinder Add cylinders into the	People & Communities	Being Imaginative & Expressive <i>*Respond to music</i> <i>*Talk about music they have heard –loud/quiet</i> <i>*Play loud/quiet sounds</i> Pen Disco Talk about how it feels to make patterns when music is quiet/loud Compare how we feel <i>*Learn simple songs (counting)</i> Learning 5 Little Owls

	<p>*Be able to line up and queue Teach lining up for the garden, home etc. Explain that you go to the back when you arrive</p>	<p>to nocturnal and diurnal animals Night, day, nocturnal, diurnal, diet etc.</p>	<p>Encourage appropriate pressure</p> <p>*Snip with scissors Provide pictures of babies from catalogues Support hold and model snip</p> <p>Drawing *Apply increasing pressure *Copy a cross (+), V and circle Model drawing these and ask child to copy on white boards, chalk boards, paper *Draw a person with a head and legs Model drawing a face , body, arms and legs using Tracing opportunities</p>		area		<p>Drawing *Know how to care for pens, pencils etc. Talk about how to replace the lids on pens Model how to sort the pencils by colour into the pots *Know how to use a rubber Teach that rubbers only rub writing pencils Model use</p> <p>*Copy a v shape Model drawing these and ask child to copy on white boards, chalk boards, paper *Draw a person with head and legs Model drawing a face , body, arms and legs using Tracing opportunities</p>
	<p>Building Relationships</p> <p>*Engage in pretend play Adults working with the children in the puppet area , modelling use of puppets</p>		<p>Visual Discrimination</p> <p>*Match a familiar item to its shadow at tidy time Staff to encourage children to match back toys at tidy time</p>	<p>Writing</p> <p>*Provide a running commentary when mark making *Know writing and drawing is different *make marks Writing a speech Bubble for Billy I want my mummy</p> <p>Phonics Phase 1 Phonics Focus Aspects 3-4 *Listen and repeat sound and body patterns Roly Poly Follow The Sound</p>	<p>Numerical Patterns</p> <p>Counting *Count objects, actions, sounds with 1:1 correspondence within 5 *Know different things can be counted Putting the correct number of stars on the firework Counting Apples daily Counting children daily</p> <p>*Count back from 5 Counting back for the carpet Counting back for being ready</p> <p>Quantities *Count a set out of a larger group Count out 2 eyes for the owl from a bigger group</p> <p>*Sort items by a given criteria</p>	<p>The Natural World</p> <p>*Talk about what they see and experience *Talk about differences they see in materials as they change (clay) *Talk about similarities and differences Using the clay to make an owl Talking about similarities and differences to play dough Talking about how it feels Looking at changes when it hardens</p> <p>ICT *Know how to find information with a computer Looking for information about owls, nocturnal animals eg. bats, hedgehogs etc.</p>	

					Sort feathers by colour		
Week 4 22nd – 26th November Owl Babies Clay Owls	Self-Regulation As Above <i>*Know the areas in the nursery and what we do there</i> Adults to work in areas to establish firm boundaries and learning intentions Establish safe and appropriate use of areas <i>*Know the names of feelings –proud, angry</i> Look at pictures of emotions – proud/angry Talk about the things which might make us feel proud/angry Talk about how they feel during snack time	Listening, Attention & Understanding <i>*Understand and act on longer sentences like make teddy jump or find your coat</i> Give and support children to follow instructions for tidying and transition times <i>*Able to select an object based on its use</i> Staff asking the children to pass or find...e.g. something to cut with	Gross Motor <i>*To throw and catch a ball</i> Playing throw and catch games General garden play <i>*Move freely in a range of ways</i> Hop and jump over low obstacles	Comprehension <i>*Listen and respond to stories by answering simple questions</i> <i>*Talk about key features of a familiar story</i> <i>*Say who was in the story (character)</i> <i>*Say where they were (setting)</i> Listen and respond to the Owl Babies story Ask questions about the story – who, where <i>*Develop an awareness of information books</i> Look at information books about nocturnal animals Use the computer to find out about these	Number Numbers Recognition <i>*Recognise numerals 0-3</i> Matching number to amounts <i>*Make a set the same</i> Matching a Numicon tile Using numbers <i>*Order the numbers to 3</i> <i>*Order numbers from 3</i> <i>*Talk about what they are doing as they do it</i> <i>*Explain, Reason and Justify</i> Daily number stick work Introduce before, after and because with owls To continue throughout the term Subitising <i>*Subitise dice patterns to 3</i> Daily make a set and say how many without counting	Past & Present	Creating With Materials <i>*Create a clay owl (Owl Babies)</i> Using clay to create an owl Add features – feathers, beak, eyes etc. Media <i>*Clay – Create a clay owl</i> <i>*Add mixed media to decorate</i> Clay owls <i>*Make simple models which express their ideas</i> <i>*Exploring available resources</i> Explore play dough/clay Feathers, eyes ICT <i>*Take a photograph on an iPad</i> Photograph there owl Imaginary Play <i>*Use story props to act out familiar stories</i> Use spoon puppets and hand puppets to act out the story Use story stones to sequence the story
	Managing Self <i>*Select activities from those available with adult help</i> Adults to work in areas to establish firm boundaries and learning intentions <i>*Eat using a spoon and fork</i> Model and encourage how to use a fork to spear food and scoop food Introduce using a knife to butter, cut Teach how to use a fork	Speaking <i>*Know a few simple songs</i> Singing Nursery Rhymes Learning 5 Little Leaves <i>*Repeat 3 body percussion patterns</i> Making 3 patterns for children to copy – pat head, clap hands, pat knees etc.	Fine Motor Cutlery <i>*Use a fork to hold food still to cut</i> Model and encourage how to use a fork to spear food and scoop food Introduce using a knife to cut Scissors <i>*Hold scissors</i> Following a curved line Encouraging correct hold Cutting out and ordering xmas items by size	Word Reading <i>*Discrimination between general environmental sounds</i> Playing ‘If your name starts with...’	Shape & Space Weight <i>*Understand and use comparative language</i> <i>*Recognise tools for weighing</i> heavy/light Compare heavy/light presents Use a balance to compare	People & Communities <i>*Compare ourselves to our friends – what is the same/different</i> <i>*Know it is ok to be different</i> Talk about what we like and don’t like during snack Modelling that it is ok to be different	Being Imaginative & Expressive <i>*Respond to music</i> Pen Disco <i>*Listen to environmental sounds (Phonics)</i> Phase 1 phonics games <i>*Learn simple songs</i> Learning 5 Little Leaves 5 Little Owls <i>*Pretend without an object</i> Staff to model this in play

	to push and a knife to cut		Tools <i>*Use a hammer and nails correctly</i> Teach skills and provide as an outdoor activity Drawing <i>*Trace a simple house</i> Staff to model and provide tracing cards, tracing paper Encourage children to access				Drawing <i>*Trace a simple house</i> Staff to model and provide tracing cards, tracing paper Encourage children to access
	Building Relationships <i>*Engage in pretend play</i> Adults working with the children in the role-play area , modelling use of characters <i>*Build relationships with adults/children through talk</i> Adult intervention in play Daily table sessions at snack		Visual Discrimination <i>*Recognise something when only shown part of the object</i> Playing What's in the Bag	Writing <i>*Provide a running commentary when mark making</i> <i>*Know writing and drawing is different</i> <i>*make marks</i> Writing a speech Bubble for Billy I want my mummy Phonics Phase 1 Phonics Focus Aspects 3-4 <i>*Develop understanding of rhythm and rhyme</i> Rhyming Books Learning Rhymes & Songs	Numerical Patterns Counting <i>*Count objects, actions, sounds with 1:1 correspondence within 5</i> <i>*Know different things can be counted</i> Putting the correct number of stars on the firework Counting Apples daily Counting children daily <i>*Count a set out of a larger group</i> Count out 2 eyes for the owl from a bigger group <i>*Copying an AB pattern</i> Making 2 colour patterns with pegs, beads, bobbins Introduce the vocabulary AB, repeating etc. <i>*Sort items by a given criteria</i> Sort animals by nocturnal/diurnal	The Natural World <i>*Talk about what they see and experience</i> <i>*Talk about differences they see in materials as they change (clay)</i> <i>*Talk about similarities and differences</i> Using the clay to make an owl Talking about similarities and differences to play dough Talking about how it feels Looking at changes when it hardens <i>*Understand the life cycle of an owl</i> Video of an egg growing Power point Research what owls eat and how they hunt	
Week 5 29th November – 3rd December Christmas	Self-Regulation As Above <i>*Cope with changes to routines</i> Support those children which may struggle Experience Pantomime Learning songs for	Listening, Attention & Understanding <i>*Understands and uses simple questions about 'who', 'what' and 'where'</i> <i>*Learn vocabulary linked to Christmas</i> Celebrate, Christians,	Gross Motor <i>*Ride scooters</i> Access to the three scooters in the garden Encourage children who don't usually access <i>* Use large muscle movements to wave flags</i>	Comprehension <i>*Listen and respond to stories by answering simple questions</i> <i>*Talk about key features of a familiar story</i> <i>*Say who was in the story (character)</i> <i>*Say where they were</i>	Number Numbers Recognition <i>*Recognise numerals 0-3</i> Matching number to amounts <i>*Make a set the same</i> Matching a Numicon tile Using numbers	Past & Present My History & Significant events <i>*Talk about past experiences</i> Talk about past experiences of celebrating Christmas	Creating With Materials DT Joining <i>*Know how to glue (PVA)</i> Media Design & Make <i>*Deciding what to make and what is needed</i> Snack discussions about

	Christmas Production	Santa, presents, cards, nativity, manger etc. Provide role play house with a log cabin enhancement. Model language and play.	and streamers, paint and make marks Use writing ribbons to make zig-zag shapes	(setting) Listen and respond to the nativity story Answer simple questions	*Order the numbers to 3 *Order numbers from 3 *Talk about what they are doing as they do it *Explain, Reason and Justify Daily number stick work Introduce before, after and because with santas Subitising *Subitise patterns to 3 Daily make a set and say how many without counting	Artefacts *Identify and handle some artefacts from the past (phones) Use old phones in the post office	activities Making Christmas cards *Collage - Create a collage in mixed media Making Christmas cards Making paper chains *Use available role play resources to recreate experiences Independent dressing up costumes in the role play Acting out the roles in the post office
	Managing Self As Above	Speaking *Use plurals Staff assess through talk and target to correct * Respond to an adult's question Talk about their experiences of healthcare when asked a question *Know a few simple songs Learning Christmas Songs	Fine Motor Manipulative *use fine motor skills with increasing control Provide small Christmas tree and small baubles for children to decorate to develop pincer grip and fine motor skills Provide tweezers and small glitter balls for children to sort developing fine motor skills Provide malleable materials to develop fine motor skills – glitter play-dough. Can the children make play-dough baubles? Can the children make play dough baubles of different sizes? Provide a Santa's Workshop area to encourage children to wrap parcels using paper, scissors and tape. Support them to develop their fine motor skills	Word Reading *Know that signs have meaning Adults to read signs and model reading them to the children in the hospital role play area and around the nursery	Shape & Space Weight *Understand and use comparative language *Recognise tools for weighing heavy/light Compare heavy/light presents Use a balance to compare *Use 2D shapes in activities Making shape pictures/cards	People & Communities Our Community Christianity & Celebrations *Know Christians celebrate Xmas *Know how/why Christmas is celebrated Read the nativity story Talk about celebrations of Christmas Look at pictures of churches Talk about how we celebrate Take part in Christmas celebrations – putting tree up, making cards etc *Know it is ok to be different Compare different celebrations	Being Imaginative & Expressive *Respond to music *Talk about music they have heard –loud/quiet *Play loud/quiet sounds Pen Disco Talk about how it feels to make patterns when music is quiet/loud Compare how we feel *Watching and responding to a live performance Watching Red Riding hood Panto Talking about it *Learn simple songs Christmas Songs *Responding to their own performance Talk about their own performance – songs etc. *Use available role play resources to recreate experiences Independent dressing up costumes in the role play Acting out the roles in the post office
	Building Relationships		Visual Discrimination *Recognise something	Writing *Make Marks	Numerical Patterns Counting	The Natural World Seasons	

	<p>*Engage in pretend play Adults working with the children in the role-play area , modelling use of characters</p>		<p>when only shown part of the object Playing What's in the Bag</p>	<p>Provide Christmas borders for mark making lists to Santa/invitations to Christmas party Writing a letter to Santa</p> <p>Phonics Phase 1 Phonics Focus Aspects 3-4 *Develop understanding of rhythm and rhyme Rhyming Books Learning Rhymes & Songs Listen to The Beat Rhyming Soup</p>	<p>*Count objects, actions, sounds with 1:1 correspondence within 5 *Know different things can be counted Putting the correct number of stars on the firework Counting Apples daily Counting children daily</p> <p>*Compare the size of sets (within 3) using the language more/less/the same Which tree has the most baubles</p>	<p>*Observe the changes in the garden and local area as we move to winter *Listen and comment on stories about Winter Discuss what clothing we need to wear Discuss what the weather is like, the trees outdoors etc.</p>	
<p>Week 6 6th – 10th December</p> <p>Christmas</p>	<p>Self-Regulation</p> <p>*Cope with changes to routines Provide support and encouragement for children to develop strategies to cope with changes to their normal Nursery routines-Discuss how routines can change especially during Christmas</p> <p>Provide opportunities for children to become more outgoing and confident in new situations-Encourage children to join in with Christmas Performance</p> <p>Provide opportunities for children to welcome value and praise for what they have achieved – Discuss their feelings about their Christmas activities. Discuss their own abilities in positive terms</p>	<p>Listening, Attention & Understanding</p> <p>* Respond to an adult's question Adults to ask the children questions</p> <p>*Ask a question with support Adults to model asking a question and support children to frame one</p>	<p>Gross Motor</p> <p>* Use large muscle movements to wave flags and streamers, paint and make marks Use writing ribbons to make anti-clockwise circles</p>	<p>Comprehension</p> <p>*Listen and respond to stories by answering simple questions *Talk about key features of a familiar story *Say who was in the story (character) *Say where they were (setting) Listen and respond to the nativity story Answer simple questions</p> <p>*Discrimination between general environmental sounds Playing 'If your name starts with...'</p>	<p>Number</p> <p>Numbers Recognition *Recognise numerals 0-3 Matching number to amounts *Make a set the same Matching a Numicon tile</p> <p>Using numbers *Order the numbers to 3 *Order numbers from 3 *Talk about what they are doing as they do it *Explain, Reason and Justify Daily number stick work Introduce before, after and because with santas</p> <p>Subitising *Subitise patterns to 3 Daily make a set and say how many without counting</p>	<p>Past & Present</p> <p>*Know things have changed over time Talk about Christmas when the staff were little Look at pictures of Christmas in the past</p>	<p>Creating With Materials</p> <p>*Explore resources Available Christmas craft activities Making paper chains Making cars</p> <p>*Use available role play resources to recreate experiences Independent dressing up costumes in the role play Acting out the roles in the post office</p> <p>*Use their imagination as they consider what they can do with different materials Staff support in the workshop area to help with ideas and creations</p>
	<p>Managing Self</p> <p>As Above</p>	<p>Speaking</p> <p>*Ask what, who, where questions Talking to Police officer Asking a question, adults</p>	<p>Fine Motor</p> <p>Manipulative *use fine motor skills with increasing control Provide malleable</p>	<p>Word Reading</p> <p>*Blend compound words (snow-man) Policeman Fireman etc</p>	<p>Shape & Space</p> <p>*Understand and use comparative language long/short Compare length of paper</p>	<p>People & Communities</p> <p>Our Community Christianity & Celebrations</p>	<p>Being Imaginative & Expressive</p> <p>*Respond to music Pen Disco</p>

		<p>to scaffold/support</p> <p>*Know a few simple songs Learning Christmas Songs</p> <p>* Listen to simple stories and understand what is happening, with the help of the pictures Introduce nativity characters to tell the story Provide role play house with a log cabin enhancement. Model language and play</p>	<p>materials to develop fine motor skills. Salt dough to create a tree decoration Provide cardboard stars for children to wrap sparkle wool around to creating decoration and developing fine motor skills</p> <p>*Hold a pencil between 2 fingers and thumb Write names in Christmas Cards Modelling correct pencil grip</p>		chains	<p>*Know Christians celebrate Xmas *Know how/why Christmas is celebrated Read the nativity story Talk about celebrations of Christmas Look at pictures of churches Talk about how we celebrate Take part in Christmas celebrations – putting tree up, making cards etc</p>	<p>*Learn instrument names Teaching the names of the instruments</p> <p>*Substitute an object in role play Adult modelling the use of alternatives to a hose pipe</p> <p>*Learn some simple songs Fire engine song</p>
	<p>Building Relationships</p> <p>As above</p>		<p>Visual Discrimination</p> <p>*Match a familiar item to its shadow Playing visual discrimination games</p>	<p>Writing</p> <p>Phonics Phase 1 Phonics Focus Aspects 3-4 *Develop understanding of rhythm and rhyme Rhyming Books Learning Rhymes & Songs Rhyming Bingo Rhyming Pairs</p>	<p>Numerical Patterns</p> <p>Counting *Count objects, actions, sounds with 1:1 correspondence within 5 *Know different things can be counted Putting the correct number of stars on the firework Counting Apples daily Counting children daily</p> <p>*Compare the size of sets (within 3) using the language more/less/the same Which tree has the most baubles</p>	<p>The Natural World</p> <p>*Talk about what they see and experience Sorting Christmas items Learning vocabulary shiny, dull, bright, glittery, fragile</p>	
<p>Week 7 13th – 17th December</p> <p>Christmas</p>	<p>Self-Regulation</p> <p>As Above</p> <p>*Cope with changes to routines Provide support and encouragement for children to develop strategies to cope with changes to their normal Nursery routines-Discuss how routines can change especially during Christmas</p>	<p>Listening, Attention & Understanding</p> <p>*Learn vocabulary linked to Autumn/Seasons Provide opportunities for children to use vocabulary linked to Autumn, seasons– colours, weather, hibernation</p>	<p>Gross Motor</p> <p>*Hold a simple body shape in yoga</p> <p>Yoga cards</p>	<p>Comprehension</p> <p>*Listen and respond to stories by answering simple questions *Talk about key features of a familiar story *Say who was in the story (character) *Say where they were (setting) Listen and respond to the nativity story Answer simple questions</p>	<p>Number</p> <p>Numbers Recognition *Recognise numerals 0-3 Matching number to amounts *Make a set the same Matching a Numicon tile</p> <p>Using numbers *Order the numbers to 3 *Order numbers from 3 *Talk about what they are doing as they do it *Explain, Reason and Justify</p>	<p>Past & Present</p>	<p>Creating With Materials</p> <p>*Explore resources Available Christmas craft activities Making paper chains Making cars</p> <p>*Use available role play resources to recreate experiences Independent dressing up costumes in the role play Acting out the roles in the post office</p>

					Daily number stick work Introduce before, after and because with santas Subitising <i>*Subitise patterns to 3</i> Daily make a set and say how many without counting		<i>*Use available role play resources to recreate experiences</i> Independent dressing up costumes in the role play Acting out the roles in the post office
	Managing Self <i>*Win and lose with grace</i> Participating in party games Adult support to encourage good grace when winning or losing	Speaking <i>*Know a few simple songs</i> Learning Christmas Songs <i>* Use consonants correctly (k/c, g, f, s and y) in my consonant range</i> Staff to assess during speech and support to correct <i>* Listen to simple stories and understand what is happening, with the help of the pictures</i> Introduce nativity characters to tell the story	Fine Motor Manipulative <i>*use fine motor skills with increasing control</i> Provide malleable materials to develop fine motor skills. Salt dough to create a tree decoration Provide cardboard stars for children to wrap sparkle wool around to creating decoration and developing fine motor skills <i>*Hold a pencil between 2 fingers and thumb</i> Write names in Christmas Cards Modelling correct pencil grip	Word Reading <i>*Recognising their name</i> Recognising their name from their name card Name card games	Shape & Space <i>*Begin to use words like "round" and "straight" when talking about the shapes</i> Making pictures with shapes	People & Communities <i>Our Community Christianity & Celebrations</i> <i>*Know Christians celebrate Xmas</i> <i>*Know how/why Christmas is celebrated</i> Read the nativity story Talk about celebrations of Christmas Look at pictures of churches Talk about how we celebrate Take part in Christmas celebrations – putting tree up, making cards etc	Being Imaginative & Expressive <i>*Responding to Music /Dance</i> Dancing at the Christmas Party <i>*Move to match their mood</i> Christmas Party Dancing and singing <i>*Explore musical instruments</i> Free Exploration Which instrument can you hear?
	Building Relationships As Above		Visual Discrimination <i>*Match a familiar item to its shadow</i> Playing visual discrimination games	Writing Phonics Phase 1 Phonics Focus Aspects 3-4 <i>*Develop understanding of rhythm and rhyme</i> Rhyming Books Learning Rhymes & Songs Listen to The Beat Rhyming Soup Rhyming Bingo Rhyming Pairs	Numerical Patterns Counting <i>*Count objects, actions, sounds with 1:1 correspondence within 5</i> <i>*Know different things can be counted</i> Putting the correct number of stars on the firework Counting Apples daily Counting children daily <i>*Compare the size of sets (within 3) using the language more/less/the same</i> Which tree has the most baubles		