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| Dates | **week 1**  **4/9** | **week 2**  **9/9** | **week 3**  **16/9** | **week 4**  **23/9** | **week 5**  **30/9** | **week 6**  **7/10** | **week 7**  **14/10** |
| Events / info | **04/09** & **05/09** inset days | Ask parents for any envelope donations for our post-office. | Ask parents to bring in a postal stamp. | Trip to post-box to post letter | Ask parents for boxes (for fire-engines week 7.) | Fire-fighter visit  11/10 Friday 1.30pm |  |
| Nursery Rhymes | Dingle Dangle Scarecrow (Harvest)  Happy and You Know It | Dingle Dangle Scarecrow (Harvest)  Head, Shoulders, Knees and Toes | Dingle Dangle Scarecrow (Harvest) | Dingle Dangle Scarecrow (Harvest)  Head, Shoulders, Knees and Toes | Dingle Dangle Scarecrow (Harvest)  Dr Foster Went to Gloucester | Dingle Dangle Scarecrow (Harvest)  Happy and You Know It | Dingle Dangle Scarecrow (Harvest)  Dr Foster Went to Gloucester |
| Sticky Knowledge | **IN CLASS**  I am beginning to know my way around the classroom and outdoor spaces.  No Topic | **AT SCHOOL**  I know who my teachers are. I know who the head teacher is. I can find my way to the lunch hall and back.  2 x Topic | **DOCTORS**  I know that doctors help us when we feel poorly.  1 x Topic | **POSTAL WORKERS**  I know that postal workers help us by delivering our letters and parcels.  2 x Topic | **DENTISTS**  I know that dentists help us to keep our teeth healthy.  1 x Topic | **FIRE-FIGHTERS**  I know that fire-fighters help us by putting out fires and keeping us safe.  2 x Topics | **No Topic - begin nativity songs practise.** |
| UTW Learning Intentions  People Who Help Us. | I am beginning to know how to talk about myself and my family to others.  I am beginning to know that our classroom is a safe space where we are a family.  I am beginning to know my way around the classroom and outdoor spaces. | I am beginning to know my way around parts of the school.  I know that teachers are there to help me.  I know the names of the adults in my class. | I am beginning to know that doctors and nurses look after us in hospital if we hurt ourselves or get sick.  I am beginning to know that a hospital is a safe place to help us get better. | I am beginning to know that we can post letters through a post box.  I am beginning to know that letters need a stamp.  I am beginning to know that the postal worker collects the letters and delivers them around the town. | I am beginning to know what a dentist surgery looks like.  I am beginning to know that too many sugary foods and drinks are harmful for our teeth.  I am beginning to know that healthy foods such as fruits, vegetables, cheese, milk and water are good for our teeth. | I know that fire-fighters help put out fires.  I know that a fire-fighter wears special safety wear.  I know what it feels like to aim and spray a fire-fghters hose.  I am beginning to know what the inside of a fire truck looks like. |  |
| Book links | Our class is a family  <https://youtu.be/rw9NstM1Q4E>  The family book <https://youtu.be/AyVL9bH0guk>  Howard Wrigglebottom learns to listen.  <https://youtu.be/HH0rQiwKtSs>  A letter from your teacher on the first day of school  <https://youtu.be/AwCJ_Kf2hBk>  This school year will be the best  <https://youtu.be/sByRm6EPSzU>  Schools first day at school  <https://youtu.be/OND71PGW67Q> | Owl babies  The invisible string  Teachers Rock <https://youtu.be/lPz7rlTmyx4>  Because I had a teacher <https://youtu.be/IfJjiotHotA> | Hard back books:  At the Hospital  Busy Ambulance  We’re going to the Doctor  I want to be a Doctor | Hard back books:  Postman Pat - Pat’s busy day  I want to be a postal worker  It came in the mail:  <https://youtu.be/lz0KD4feq8A?si=eLYEki_taXkpvmG0> | Hard back books:  Let’s brush our teeth  We’re going to the dentist  Peppa Pig at the dentist | Hard back books:  I want to be a fire-fighter  How a fire engine works |  |
| Development Matters Links- UtW | Three and four year olds will:   * Understand the key features of the life cycle of a plant and an animal * Begin to understand the need to respect and care for the natural environment and all living things   Reception children will be able to:   * Explore the natural world around them * Describe what they see, hear and feel whilst outside * Understand that some places are special to members of their community. | | | | | | |
| Expressive Arts and Design  \*Creative Area\* | All about me crafts: | All about me crafts: | Hospital Crafts:    Colouring in:    Colour by numbers    Ambulance cur & paste | .Colouring in:    Cone people: | Colouring in:    Paper plate smile: | Colouring in:    Fire-Engine cut and stick    Fire-fighter cut and stick:    Fire-Engine: |  |
| Expressive Arts and Design  \*Adult-led creative activity\* | Self-portrait paper chain cut-out:    Who lives in my house?    First Day at school song: https://youtu.be/Oq61TxejZ5g | Owl babies    The invisible string    The Bear and the scary night    Self-portrat painting for display (using colouring-in app.) | Ambulance weaving: |  |  | Paper bag puppets    Quiver Fire engine colouring. |  |
| Development Matters Links-  Expressive Arts and Design- creative table | **Expressive arts & design:**  Three and four year old will:   * Explore different materials freely, to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures.   Reception children will:   * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively, sharing ideas, resources and skills * Sing in a group or on their own * Develop story-lines in pretend play ) | | | | | | |
| Small world/ topic table | Indoors:  Small world village      Outdoors - pouring / mixing / water | Indoors:  Small world village  (As left.)  Teachers - introduce school role play area - set up with teddies and books.  Outdoors:  Building Blocks ‘Let’s build my house.’ |  | Postman / village small world |  | fire station small world |  |
| jigsaws / Games | My House jigsaw | Peppa Pig classroom jigsaw  Counting to 5 game    ‘5 and you’re out’ circle time | Ambulance jigsaw  Hospital Race game | Postman game    10 frame game | Crocodile Dentist    Teeth cleaning game. | Big fire engine    Ladders & hoses, |  |
| Role play & Small World | **Home Corner will remain constant this term** | | | | | | |
|  | School classroom |  | Additional RP In small world area this week: | Dentist Surgery | Fire-station |  |
| Development Matters Links-  Small world/ topic table | **Communication and Language:**  Three and four year olds will:   * Use a wider range of vocabulary. * Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”   Reception children will:   * Use new vocabulary through the day * Articulate their ideas and thoughts in well-formed sentences * Connect one idea or action to another using a range of connectives.   **Expressive arts & design:**  Three and four year olds will:   * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.   Reception children will:   * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Develop storylines in their pretend play   **Understanding the world:**  Three and four year olds will:   * Use all their senses in hands-on exploration of natural materials. * Explore collections of materials with similar and/or different properties. * Talk about what they see, using a wide vocabulary.   Reception children will   * Explore the natural world around them. * Compare and contrast characters from stories. | | | | | | |
| Maths (enhanced provision) | * Filling and emptying in the water and sand trays * Sorting and matching during tidying up time and in small world area * Counting how many children are here at all opportunities throughout the day * Playing board games * Numeral and amount matching puzzles * Counting snack, cups for milk, etc     Numbers 1-5 Numberblocks. | | Matching Pairs  Red Dog Blue Dog matching game.  Matching picture cards to objects  Making sets (buttons / food / place settings for tea party.) | Children sorting themselves into different groups with different attributes.  To sort dry pasta shapes.  Daily routines: To join the line based on different attributes.  To sort picture cards into sets. | Giant balancing scales for water outside and sand inside.  Potion-making with a variety of bottle shapes and sizes.  Different size boxes to weigh (ensure some small boxes are heavier than some larger ones to address misconceptions.)  Different size boxes and animals - which animal can fit in which boxes?  Duplo & animals - making different sized houses for the animals to live in. | Fruit kebab patterns at snack  Coloured beads for threading and making AB or ABC pattern bracelets.  Building block patterns.  Musical instrument sound patterns.  In and out the dusty bluebells. | Matching cards - numerals to picture representations - Can be played as snap / matching pairs.  track game (using 3 dice)  1, 2, 3 learning game on IPAD  3 and you’re out circle game.  Baby bear’s third birthday small world set up |
| Objective Led WR Maths-  Learning Intentions | N/A- Baselining/ ‘Getting to Know You’  Counting Activities | | To know how to find and match objects which are the same.  To know how to match pictures which are the same.  To know how to identify a set.  To know how to sort objects to a type.  To know how to explore sorting techniques.  To know how to create sorting rules.  To know how to compare amounts. | | To know how to compare size.  To know how to compare mass.  To know how to compare capacity. | To know how to explore simple patterns.  To know how to copy, create and continue simple AB patterns.  To know how to copy, create and continue simple ABC patterns. | To know different representations of 1, 2 and 3.  To know the number of objects or items in a group without needing to count them.  To begin to know the principle of one more. |
| Maths DM/WRM links | Three- and four-year-olds will:   * Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). * Say one number for each item in order: 1,2,3,4,5. * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * Show ‘finger numbers’ up to 5. * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. * Solve real world mathematical problems with numbers up to 5. * Compare quantities using language: ‘more than’, ‘fewer than’. * Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. * Make comparisons between objects relating to size, length, weight and capacity. * Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.   Reception children will:   * Count objects, actions and sounds. * Subitise. * Link the number symbol (numeral) with its cardinal number value. * Compare numbers. * Understand the ‘one more than/one less than’ relationship between consecutive numbers. * Explore the composition of numbers to 10, *focusing on composition of 2, 3, 4 and 5 before moving onto larger numbers.* * Continue, copy and create repeating patterns. * Compare length, weight and capacity. | | | | | | |
| Maths-Linked Storytime Book- Taken from WRM | Favourite stories/chosen stories at home time for the first two weeks. | | • A Pair of Socks by Stuart J. Murphy  •Seaweed Soup by Stuart J. Murphy | • The Button Box by Margarette S. Reid  • Beep Beep, Vroom Vroom! by Stuart J. Murphy | •Where’s My Teddy? by Jez Alborough  •It’s the Bear! by Jez Alborough | • Dear Zoo by Rod Campbell  • We’re Going on a Bear Hunt by Michael Rosen  My Pattern book | •Anno’s Counting Book by Mitsumasa Anno  •How to Count to One by Casper Salmon |
| RWI Phonics | Baselining. | | Establishing routines and activities within RWI lessons.  Learning Set 1 single sounds.  Learning to blend: Word Time 1.1 to 1.3.  Learning to spell using Fred Fingers. | | | | |
| Objective Led Literacy-  Talk for Writing Learning Intentions | N/A- Baselining | | To know how to investigate by asking ‘what, where, who, why’ questions. |  |  |  |  |
| Adult led writing outcome | From week 2 or 3, each morning every child will practise writing their name with some numbers and known letters. | | | | | | |
| Adult led writing outcome | N/A- Baselining | |  | Writing cards to post. |  |  |  |
| Phonics / writing (enhanced provision) | N/A- Baselining | **School colouring in** |  | **Duck Bingo**  2 Player game in water tray.  Post box / cards / envelopes | **Initial sound cards:** | Colour by phoneme  m, d, i , n |  |
| Writing and phonics DM links | Three- and four-year-olds will:   * Understand the five key concepts about print: print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing * Develop their phonological awareness, so that they can: spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother * Engage in extended conversations about stories, learning new vocabulary. * 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; writing ‘m’ for mummy. Write some or all of their name. * Write some letters accurately.   Reception children will:   * Read individual letters by saying the sounds for them. * Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. * Form *some* lower-case and capital letters correctly. | | | | | | |
| Role-play DM links | **Communication and Language:**  Reception children will:   * Use new vocabulary through the day * Articulate their ideas and thoughts in well-formed sentences * Connect one idea or action to another using a range of connectives. * Develop social phrases.   **Expressive arts & design:**  Reception children will:   * Develop storylines in their pretend play | | | | | | |