

|               | WEEK 1<br>7/9/26                                                                                                                                                                                                                                                                                                                                                                                                                               | WEEK 2<br>14/9/26                                         | WEEK 3<br>21/9/26      | WEEK 4<br>28/9/26                                                                                                                                                                                             | WEEK 5<br>5/10/26                                           | WEEK 6<br>12/10/26     | WEEK 7<br>19/10/26     |
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| <b>Events</b> | Home visits<br>Part-time timetable<br>Baseline assessment                                                                                                                                                                                                                                                                                                                                                                                      | Home visits<br>Part-time timetable<br>Baseline assessment | Baseline<br>assessment | Baseline<br>assessment                                                                                                                                                                                        | Baseline<br>assessment<br><br>Harvest shine<br>time 9/10/26 | Baseline<br>assessment | Baseline<br>assessment |
| <b>CL</b>     | <b>3-4 Year Olds (DM)</b><br>Know many rhymes<br>Use a wider range of vocabulary<br>Can start a conversation with an adult or a friend                                                                                                                                                                                                                                                                                                         |                                                           |                        | <b>Children in Reception (DM)</b><br>Engage in story times Understand how to listen carefully and why listening is important<br>Learn new vocabulary<br>Develop social phrases<br>Engage in non-fiction books |                                                             |                        |                        |
|               | <b>Rhymes:</b><br>Tiny Caterpillar, Incy, Wincy spider, Wiggly Woo, Miss Polly had a dolly, Humpty Dumpty, Jack and Jill, Sing a Song a Sixpence, The Queen of Hearts, One Finger, One Thumb                                                                                                                                                                                                                                                   |                                                           |                        |                                                                                                                                                                                                               |                                                             |                        |                        |
|               | <b>Poems: Leaves are falling, Five little peas, bathtime and I am angry by Michael Rosen.</b>                                                                                                                                                                                                                                                                                                                                                  |                                                           |                        |                                                                                                                                                                                                               |                                                             |                        |                        |
|               | <b>Vocabulary:</b><br>piping hot, scurrying, tumbled, scampered, bleated, whirled, toppled, swirled, smirked, scrambled, cinnamon, milk, churns, barn, haystack, thistles, orchard meadow, lane, riverbank, bakery<br><b>Stories:</b><br>Our Class is a family<br>The Gingerbread man By Mara Alperin<br>Rosies walk by Pat Hutchins<br>A great Big Cuddle by Micheal Rosen<br>Biscuit bear by Mini Grey<br>The Gingerbread Man by Lesley Sims |                                                           |                        |                                                                                                                                                                                                               |                                                             |                        |                        |

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|             | <p>Listen to stories - Embed story time 3x weekly and introduce rhyme time 2x weekly (use set books)</p> <p>Introduce active listening and model what good listening looks like.</p> <p>Link to PSED- discuss colour Monster feelings- what makes you sad? Happy? Worried? Excited? Etc</p> <p>Discuss family: Who is in my family? Link to UTW/ CL- Share PPT of different types of families Introduce homes PPT with different rooms kitchen, bedroom, bathroom etc to develop understanding and communication- link to UTW</p> <p>Share helpers job of putting bread out for the birds. Share PPT of common garden birds. Have you seen these before? Which one will we see today in the garden? Link to UtW</p> <p>Discuss Class Names<br/>Read books by class name author</p> <p>Share images of familiar school places- hall, dining room, office, playground- what happens in these places. Where are they in relation to our classroom? <b>STS</b></p> | <p>Share experiences of baking at home/children to share their own experiences PPT Images . <b>Seesaw/ STS</b></p> <p><b>Link to literacy session 1-</b> who is it? Do you know anything about him? (GBM)</p> <p><b>PPT-</b> What is a recipe? Share pictures of recipes? Why do we need to follow a recipe? - <b>STS</b></p> <p><b>Link to literacy session 2</b><br/>Q- who might it be? Where has the GBM gone? What is he going to do? <b>STS</b></p> <p><b>Link to literacy session</b><br/>Q- who are they? What is their job?</p> <p>Share images of familiar school places- hall, dining room, office, playground- what happens in these places. Where are they in relation to our classroom? <b>STS</b></p> | <p>Recap -Share experiences of baking at home/ PPT Images . <b>Seesaw/ STS</b></p> <p><b>Link to Literacy session 4-</b> Q why do Mr and Mrs baker look pleased now? What would make them even happier? Guide children to think about making more GBM.- <b>Link to Literacy</b><br/>Show images of a bakery. Discuss what is made there. Have you ever visited a bakery?</p> <p><b>Link to literacy Session 5-</b> L- Q- How would you feel if you were them? Think out loud feelings.</p> <p>Share images of familiar school places- hall, dining room, office, playground- what happens in these places. Where are they in relation to our classroom? <b>STS</b></p> | <p><b>Link to literacy 7 a Q-</b> what might happen next? What other farm animals might he see?-</p> <p><b>Link to UTW-</b> PPT of farm animals- what is a farm- what sort of animals live on a farm? What happens on a farm?</p> <p><b>Share the story Rosies walk-</b> is it similar to the GBM- what is the same/ different? <b>STS</b></p> | <p><b>Link to Literacy session 8-</b><br/>How can we help him cross the river?<br/><b>Share PPTs of boats on rivers and bridges across rivers.</b><br/><b>Discuss. Link to UTW</b></p> <p><b>Link to literacy session 10-</b> share cake lynx and talk about favourite cakes- what would you make? What is your favourite?</p> | <p><b>Link to literacy-</b> what happens in the story- retelling- encourage use of new language and make links to outside SHREC play- do you remember when....<b>STS</b></p> <p><b>Children talk about autumn using their art work as prompts - seesaw / STS</b></p> |
| <b>PSED</b> | <p><b>3-4 Year Olds (DM)</b><br/>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.<br/>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.<br/>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                | <p><b>Children in Reception (DM)</b><br/>See themselves as a valuable individual.<br/>Build constructive and respectful relationships.<br/>Express their feelings and consider the feelings of others.<br/>Manage their own needs - Personal hygiene</p>             |

|                             | <p>Explain 'Our Recipe for a Fantastic School' using different scenarios and role-play. Share recipe poster and embed each part/ vegetable. Embed Classroom Routines/ rules and Expectations. Rules for listening and speaking. Sitting on the carpe/ hands on knees. Share behaviour curriculum. Choose it/use it / put it away, Lining up. Picking up things from the floor. Putting things back where they belong.</p> <p>Link to CL discuss colour monster feelings- what makes you sad? Happy? Worried? Excited? Etc</p>  <p>Complete a feelings jar- what makes you happy? Adult scribe.</p> <p>Create a Class Charter and add to display</p> | <p><b>CLASS SHINE TIME:</b><br/>SHINE Value:<br/>Success</p> <p>Pete the Cat: love<br/>My White Shoes</p> <p><b>Kapow: Self-Regulation: My Feelings</b><br/>Identify my feelings</p> | <p><b>CLASS SHINE TIME:</b><br/>SHINE Value:<br/>Happiness</p> <p>The Boy with flowers<br/>in his fair</p> <p><b>Kapow: Self-Regulation: My Feelings</b><br/>Coping strategies</p> | <p><b>CLASS SHINE TIME:</b><br/>SHINE Value:<br/>Independence<br/>Incredible You!</p> <p><b>Kapow: Self-Regulation: My Feelings</b><br/>Emotional<br/>adjectives</p>                                 | <p><b>CLASS SHINE TIME:</b><br/>SHINE Values:<br/>Nurture<br/>The Smartest<br/>Giant in town.</p> <p><b>Kapow: Self-Regulation: My Feelings</b><br/>Facial expressions</p> | <p><b>CLASS SHINE TIME:</b><br/>SHINE Values:<br/>Enthusiastic<br/>Look up!</p> <p><b>Kapow: Self-Regulation: My Feelings</b><br/>Creating a<br/>calming corner</p> |
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| <b>Behaviour Curriculum</b> | <p>Behaviour Curriculum: Be ready<br/>How do we care for the resources in our classroom?</p> <p>Model language- choose it, use it, put it away.</p> <p>Sit with hands on knees. eyes front. Lips closed.</p> <p>Practise lining up in pairs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Behaviour Curriculum:<br/>Be ready<br/>How can we show<br/>that we are listening?</p>                                                                                             | <p>Behaviour Curriculum: Be safe<br/>How can we keep<br/>ourselves and others<br/>safe</p>                                                                                         | <p>Behaviour Curriculum: Be safe<br/>Why is moving<br/>around<br/>school calmly<br/>important?</p>                                                                                                   | <p>Behaviour Curriculum: Be respectful<br/>How does using<br/>manners show<br/>respect?</p>                                                                                | <p>Behaviour Curriculum: Be respectful<br/>Why is it<br/>important to<br/>show respect<br/>when we are<br/>eating?</p>                                              |
| <b>PD</b>                   | <p><b>3-4 Year Olds (DM)</b><br/>Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                      |                                                                                                                                                                                    | <p><b>Children in Reception (DM)</b><br/>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> |                                                                                                                                                                            |                                                                                                                                                                     |
|                             | Puzzles in provision – can children complete a simple puzzle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Bakery role play - using various sized spoons for                                                                                                                                    | Make GB playdoh with the children to have out in provision with cutters- model                                                                                                     | Thread laminated gingerbread men with string/ thread buttons onto a                                                                                                                                  | Use play dough – cutters, buttons., etc                                                                                                                                    | Chalk outside- add initial sounds for children to copy in chalk                                                                                                     |

**Year Group:** RECEPTION

**Term:** Autumn 1

**Topic:** Tell Me a Story

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|          | Threading in provision- can children thread beads onto string/ pipe cleaners                                                                                                                                                 | <p>mixing/collecting flour. <b>Link to EAD</b></p> <p>Make GBM- mixing, stirring, rolling – <b>seesaw</b></p> <p>Draw a large gingerbread man in chalk on the wall/floor. Use paintbrushes and water to trace the lines and make him disappear. Images of GBM for children to paint/ draw outside with chalk /paint - <b>link to EAD</b></p> <p><b>Name writing- TA- pencil hold</b></p> | <p>language- <b>recipe, mix, ingredients, stir, squash, squeeze.</b></p> <p><b>Mr, Mrs, Baker, Bakery, Gingerbread Man, Bake, Cook, Inside</b></p> <p>Open up writing shed- add phonics sounds so far and promote writing outside. Add GBM resources and images. Add new resources/ words/ phonics cards each week.</p> <p><b>Name writing- TA- pencil hold</b></p> <p>Use large tweezers to decorate gingerbread men with various materials e.g. buttons, small pebbles</p> <p><b>In provision</b></p> | <p>laminated gingerbread man.</p> <p>Thread buttons and beads onto strings/ pipe cleaners</p> <p>Act out chasing the gingerbread man – large and small movements. Follow the gingerbread leader- run, dance, prance, whirl, twirl, wiggle, giggle etc. <b>Link to shrec</b></p> <p><b>Writing shed- images and labels</b><br/><i>Pig, dog, hen, cat</i></p> <p><b>Name writing- TA- pencil hold</b></p> | <p>Provide opportunities for cake making with dough. For competition.</p> <p><b>Name writing- TA- pencil hold</b></p> <p><b>Writing shed- bakery words</b> update</p> | <p><b>Name writing- TA- pencil hold</b></p> |
|          | <b>SPORTS COACH: Fundamental Movement</b>                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                       |                                             |
| <b>L</b> | <p><b>3-4 Year Olds (DM)</b></p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Enjoy drawing freely</p> <p>Make marks on their picture to stand for their name</p> |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Children in Reception (DM)</b></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p>                                                                                                   |                                                                                                                                                                       |                                             |
|          | <p><b>Fiction      OUR CLASS IS A FAMILY BY SHANNON OLSEN</b></p> <p><b>The Colour Monster</b></p> <p><b>Fiction: Retell and Labels:              THE GINGERBREAD MAN</b></p>                                                |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                       |                                             |

| <b>3- and 4-year-olds outcome:</b><br>To use story images for pupils to join in with key events and phrases in a retelling of the story. Some pupils may choose to draw/mark make some of the story.<br><b>Children in reception outcome:</b> To depict the main events of the story using between 3 and 5 images. Pupils to mark make next to each image explaining what is happening.                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                      |
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| <p><b>Read The Colour Monster</b> and link to feelings and starting school. Discuss each feeling in detail and keep referring back to these throughout the 2 weeks.</p> <p>Read: <b>Our Class is a Family</b></p> <p>Discuss family: Who is in my family? Link to UTW/ CL</p> <p>Introduce the book corner and model looking at books independently and how to put them back neatly.</p> <p>Literacy- children copy and write name in writing book</p> | <p><b>Session 1-</b> follow footsteps and find ingredients for making gingerbread. Lynx- display gingerbread recipe and discuss the ingredients. Display instructions and discuss. Display the front cover of the book- questions- who is it? Do you know anything about him? Link to CL</p>                                                                                                                                    | <p><b>Session 4-</b> Read the first 2 pages- Q why do Mr and Mrs baker look pleased now? What would make them even <b>happier</b>? Guide children to think about making more GBM.- <b>Link to CL what is a recipe?</b></p>                                                                                                                                                                                                                                                                                                      | <p><b>Session 7a-</b> Read up to cried the very dizzy cow. Discuss thundering sound. Display a story sequence map so far – using images and an s path. Q- what might happen next? What other farm animals might he see?- <b>Link to CL</b></p>                                                                                                                                                                                            | <p><b>Session 8-</b> read to brr too cold, how do I cross? lynx- How can we help him cross the river?<br/><b>Link to CL</b></p>                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Session 11-</b> order and retell the story- Lynx – have same 5 pictures for hot task</p>                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Session 2-</b> film GBM in the classroom looking around and saying you can't catch me I'm the GBM! Find the recording and play to children. Q- who might it be? Where has the GBM gone? What is he going to do? Lynx with questions on and image of GBM. Link to CL</p> <p>Model making a look out poster- picture of GBM to label. Ask children what they can see to describe him. Listen for initial SATPIN sounds.</p> | <p><b>Session 5-</b> Lynx- read the next 2 pages up to –out of the window. Images of Mr and Mrs bakers faces- Q- How would you feel if you were them? Think out loud feelings. Link to CL Model running away like the GBM- saying tee hee hee you can't catch me!</p> <p><b>Session 6-</b> Share a letter from the GBM asking for help. Lynx showing jelly buttons and matching the letter sound to a picture- <b>Teacher write – have jelly buttons for children to match the correct initial sound before writing it.</b></p> | <p><b>Add farm stories/ books to the reading area</b></p> <p><b>Session 7B-</b> On a lynx have images of animals the GBM could meet. Listen for initial sound and then model writing this. Write some simple CVC words. Pig, dog, hen, cat My turn, our turn, your turn. <b>teacher write-CVC words / initial sounds</b></p> <p><b>TA-</b> Pig, dog, hen, cat- Phonics cards and images- practise orally segmenting and blending each</p> | <p><b>Add/share non-fiction books about bridges and boats</b> – add to book corner and use for boat/ bridge building. Model how to look through the books and find one that you like.</p> <p><b>Session 9-</b> read what the GBM sang last and emphasise the rhyming words. Hat/cat clap the beat and emphasise the words. Lynx- show simple rhyming words and non-rhyming words in the rhyming string. Can children hear the ones that thyme?</p> <p><b>TA- rhyming cards and rhyming strings</b></p> | <p><b>TA- Seesaw</b> children retelling using pictures New vocab – <b>STS</b></p> <p><b>Session 12/13-</b> Hot Task – 5 images . Mix of CVC words and initial sounds to retell the story . Lynx to practise the words/ sounds prior to hot task.</p> |

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|                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Session 3-</b> Lynx- show images of Mr and Mrs baker in the bakery. Q- who are they? What is their job? Share images of bakery items and model hearing initial sounds and writing letter. Link to CL</p> <p><b>Teacher write</b></p> <p><b>TA-</b> work with children to hear initial sounds and match items (Phonics items/ tubs) <b>seesaw (not in books)</b></p> | <p><b>TA- Have jelly buttons and letters from Phonics and pictures to match initial sounds. Seesaw (not in books)</b></p> | <p><i>word./ listening for initial sounds.</i></p> | <p><b>Can you hear the rhyming words?</b></p> <p><b>Session 10-</b> finish the story. Receive a letter from Mr and Mrs Baker- design a cake competition. Lynx to show different types of cakes . Q- what would your cake have on it? What flavour would it be? Label a cake with initial sounds- sponge, custard, strawberries, buttons, (use phonic sounds so far) <b>Teacher write- label a cake with cvc / initial sounds</b><br/><b>Tin, sponge, custard, strawberries,</b><br/><i>Link to CL</i></p> |  |
| <p align="center"><b>Introduce Monsters – Week 1 and 2</b><br/><b>Phase 2 Monster Phonics – week 3</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                           |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| N                                                                                                          | <p><b>3-4 Year Olds (DM)</b><br/>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').<br/>Recite numbers past 5.<br/>Say one number for each item in order: 1,2,3,4,5.<br/>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').<br/>Show 'finger numbers' up to 5.<br/>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.<br/>Make comparisons between objects relating to size, length, weight and capacity.<br/>Understand position through words alone.</p> | <p><b>Children in Reception (DM)</b><br/>Count objects, actions and sounds.<br/>Subitise<br/>Link the number symbol (numeral) with its cardinal number value.<br/>Count beyond ten.<br/>Compare numbers.</p>                                                                                                                                                              |                                                                                                                           |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |

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|            | Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                          |
|            | Carry out a variety of open-ended number and shape activities.<br><br>Use fingers to count to 5/10.<br>Sing number rhymes- 1,2,3,4,5 once I caught a fish alive.<br>Build a tower of 5 cubes- can you count with me as I add a cube on top?                                                             | Introduce the rhyme:<br><b>Hickory dickory dock</b><br><br><b>NCTEM: Week 1:</b><br>Subitise 1 and 2 Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system.<br>Subitise within 3 make and describe spatial patterns with 3 dots.<br>Represent quantities on their fingers in different ways.<br>Identify sub-groups of 1, 2 and 3 within larger arrangements.<br><br><b>WHITE ROSE:</b><br>Block 1: Match sort & compare | Introduce the rhyme:<br><b>1,2,3,4,5 Once I Caught A Fish Alive.</b><br><br><b>NCTEM: Week 2</b><br>Hear and join in with the counting sequence to 5, including using songs and rhymes See that counting is useful because it tells us 'how many' See that the last number in the count tells us 'how many altogether' (cardinality).<br>Practise counting each object, action or sound once and only once.<br>Record the results of their count<br>Sequencing events – first, then, after.<br><br><b>WHITE ROSE:</b><br>Block 2: Talk about Measure & Patterns | Introduce the rhyme:<br><b>5 Little Speckled Frogs.</b><br><br><b>NCTEM: Week 3</b><br>Know that 2 is made of 1 and 'another 1'<br>Make their own collections of 2 objects and identify the '1 and another 1' within them.<br>Identify when a collection is composed of 3 objects<br>produce their own collection of 3.<br>Identify when a collection is composed of 3 or NOT 3<br>see that 4 can be made with four 1s.<br>Repeating patterns with gingerbread men buttons<br><br><b>WHITE ROSE:</b><br>Block 2: Talk about Measure & Patterns | Introduce the rhyme:<br><b>5 Little Monkeys.</b><br><br><b>NCTEM: Week 4</b><br>Subitise arrangements of 2 and 3<br>Practise making 2s and 3s with their fingers subitise auditory patterns up to 3.<br>Identify when a small collection is rearranged or the quantity changed.<br>Show small quantities on their fingers use positional language to describe patterns of 4.<br>Make patterns showing 4.<br><br>Positional language e.g. in the oven, on his nose, under pans.<br><br><b>WHITE ROSE:</b><br>Block 3: It's Me, 1,2,3 | Introduce the rhyme:<br><b>5 current buns.</b><br><br><b>NCTEM: Week 5</b><br>Represent a given number on their fingers without looking<br>Compare 2 sets of objects and say which is 'more than'.<br>Compare 2 sets of objects and say which is 'more than' or 'fewer than'.<br><br>Count out buttons to put on a gingerbread man – use a dice to give the amount.<br><br><b>WHITE ROSE:</b><br>Block 3: It's Me, 1,2,3 |
| <b>UfW</b> | <b>3-4 Year Olds (DM)</b><br>Use all their senses in hands-on exploration of natural materials.<br>Explore collections of materials with similar and/or different properties.<br>Talk about what they see, using a wide vocabulary<br>Begin to make sense of their own life-story and family's history. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Children in Reception (DM)</b><br>Talk about members of their immediate family and community.<br>Name and describe people who are familiar to them<br>Draw information from a simple map.<br>Recognise that people have different beliefs and celebrate special times in different ways.                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                          |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Explore the natural world around them.<br>Describe what they see, hear and feel whilst outside.<br>Understand the effect of changing seasons on the natural world around them.                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                  |
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|  | Who is in your family? Who lives in your house with you? <b>STS assessment</b> - Link to Literacy / CL<br><br>Introduce homes PPT with different rooms kitchen, bedroom, bathroom etc to develop understanding and communication- link to CL<br><br>Introduce the weather chart and discuss the weather and season each day. Sing days of the week song.<br><br>Share helpers job of putting bread out for the birds. Share PPT of common garden birds. Have you seen these before? Which one will we see today in the garden? Link to CL<br><br>Introduce special helpers and their jobs- take children to office to return register etc- can they find their way around school? | Explore using our senses and describe what we can see, hear, feel, inside and out- Introduce the garden area and look around. What can you see?<br><b>Seesaw- Signs of Autumn</b><br><br>Recap bird PPT<br><br>Can children find their way around school? share images. Talk about the places in school- playground, dining hall, office, hall, and where our classroom is in relation to these places. Link to CL <b>STS</b> | <b>Science</b> -Healthy Eating-/ brushing teeth – why do we need to look after our teeth? Which are healthy foods? Why? Link to bakery items <b>STS</b><br><br><b>Geography</b> - What is it like in Autumn? PPT<br><br>Can children find their way around school? Share images Talk about the places in school- playground, dining hall, office, hall, and where our classroom is in relation to these places. Link to CL <b>STS</b><br><br><b>RE:</b> Lesson 1: Where does food come from. Visit the Kitchen Garden. ( Link to Science Healthy eating and introduce a farm- making links to what a farm is and how food is grown there) | <b>Science</b> - Investigate what happens to gingerbread if left in water.. Make predictions and then test. <b>Seesaw</b><br><br><b>Link to CL</b> - PPT of farm animals- what is a farm- what sort of animals live on a farm? What happens on a farm? Link to RE lesson 1 and food grown on a farm.<br><br><b>Geography</b> - What is it like in Autumn? PPT- recap – extend to include links to RE lesson 2 and growing food on the farm ready for Harvest.<br><br><b>RE:</b> Lesson 2: To know why it is important to say THANK YOU.<br><br><b>RE:</b> Lesson 3: HARVEST SHINE TIME, 9/10/26- take photo of Harvest gifts ready for next week. | <b>Geography</b> -Draw a map of the route taken by the gingerbread man and animals in the story. Cut and stick images <b>Seesaw/ STS</b><br><br><b>Geography</b> - Famous bridges in the world – link to CL<br><br><b>RE:</b> Lesson 3: Follow up from Harvest Shine time. What do we know about Harvest? <b>Seesaw/ STS</b> Ask children to share what they know about HARVEST – What does this mean? What do Christians do/say and why? | <b>Geography</b> - What is it like in Autumn? PPT- recap. Video children talking about Autumn using their art work as prompts. <b>Seesaw/STS</b> |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                  |

## EAD

**3-4 Year Olds (DM)**

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.

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.

Remember and sing entire songs.

**Children in Reception (DM)**

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.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Introduce and model construction area outside.

**SHREC**

Introduce and model loose parts play inside.

Colour/ collage variety of colour monsters



Collage mixed up colour monster

**Art** - Make a portrait craft picture of themselves/ a face



**ART** - Children paint their own picture of the gingerbread man.

**Seesaw**

**Art Assessment:**

Create a pencil self-portrait

**Seesaw**

**Music:**

Introduce Kapow.

Use 'Body sounds' to explore music.

**Seesaw**

Bake own gingerbread men.

Investigate ingredients. Make and decorate. **Link to CI** - What is a recipe?

**Role play**- Create a baking station in a tuff tray with recipes/ cook books and flour, spoons, sieves, GBM cutters and trays etc.

**Role Play**- Create a bakery shop with images and food items to buy. Shopping baskets etc.

**Music:**

Use Kapow 'Vocal sounds' to explore music.

**Art:**

Transient art gingerbread men (Have a gingerbread man template and various art materials to place on top)

**Seesaw**

**Autumn craft -**

**save for talking about Autumn later in term.**

**Music:**

Use Kapow 'Nature sounds' to explore music.

Art/ RE link- collage apples for Harvest



**DT**-Join different materials and use a concertina fold to make a GBM- **Seesaw/ STS**



**Art**- Collage different farm animals from the story using range of different materials.

**Music:**

Use Kapow 'Instrumental sounds' to explore music.

**Seesaw**

**Art/ PD** - Have pictures of bakery items. Children use playdoh to create an item. And talk about what it is they have made **Seesaw/STS**

**DT:**

Create a boat for the gingerbread man to use to get across the river – Use loose parts and boxes etc - have images from PPT

**Seesaw**

**DT:**

Create a bridge for the gingerbread man to use to get across the river –

**Computing**- Use ipads to draw GBM doodle app **Seesaw**

**Music:** Use Kapow 'Environmental sounds' to explore music. **Seesaw**

**Music** Listen to the musical story of the Gingerbread man: <https://www.bbc.co.uk/iplayer/episode/p0bncrrp/bbc-philharmonic-the-musical-story-of-the-gingerbread-man>

**Art-**

Tissue paper onto a branch

|                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                   |                                                                                                                                                                          |
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|                                                                              | <p><b>Music</b> - Share songs and nursery rhymes.- <b>STS assessment</b></p> <p><b>Music</b>- Share go noodle/ Danny go movement breaks - <b>STS assessment</b></p>                                                                                                                                                                                                                                                                                           | <p><b>Art</b>- outside images for children to paint/ chalk GBM- <b>Link to PD</b></p>                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Role play</b>- set up farmyard small world with gingerbread man characters to practise story retelling.</p> <p><b>Songs</b>- sing farm themed songs such as old MacDonald had a farm</p>                                                                                                                                                                                                                                                                                     | <p>loose parts etc. Have Images from PPT<br/><b>Seesaw</b></p> <p><b>Transient art</b>- decorate an autumn tree -<br/><b>Seesaw</b></p>                        | <p>outline. <b>Seesaw all autumn art work and children talking about Autumn</b></p>                                                                                      |
| <p><b>Provision</b></p> <p><b>Play to Learn - Focus SHREC activities</b></p> | <p><b>The Characteristics of Effective Teaching and Learning:</b><br/> <b>Playing and exploring</b> - children investigate and experience things, and ‘have a go’<br/> <b>Active learning</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements<br/> <b>Creating and thinking critically</b> -children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p> |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                   |                                                                                                                                                                          |
|                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Introduce large scale mixing station outside with loose parts- key language- <b>Recipe, mix, ingredients, stir, squash, squeeze.</b><br/> <b>Seesaw when children play independently</b></p> | <p><b>Continue</b> large scale mixing station outside with loose parts- key language- <b>Recipe, mix, ingredients, stir, squash, squeeze.</b></p> <p><b>Role play</b>- Make an oven from crates and pretend to be Mr and Mrs Baker putting the GBM inside to cook. Model running away like the GBM- saying tee hee hee you can't catch me!</p> <p><b>Mr, Mrs, Baker, Bakery, Gingerbread Man, Bake, Cook,, oven, Inside , tee hee hee you can't catch me! Run away</b><br/> <b>Seesaw when children play independently</b></p> | <p>Role play- outside hang images of the farm animals from the story and chalk a path for the children to retell the story. Encourage GBM to go down the path and use the language from the story as well as naming the animals.<br/> <b>tee hee hee you can't catch me!</b><br/> <b>Run away-</b><br/> <b>Gingerbread man, cow, dog, cat, pig, goat , chase, chased, dance, prance, whirl, twirl, wiggle, giggle etc.</b><br/> <b>Seesaw when children play independently</b></p> | <p>Create bridges and boats large scale outside. Display PPT images to refer to.</p> <p><b>Bridge, boat, rowing boat, yacht, motor boat, pedal boat, steps, oars, run, walk, chase,</b></p> <p><b>Seesaw when children play independently</b></p> | <p>Chalk outside initial sounds to match hot task and images.</p> <p>Language- <b>hot task words and sounds.</b><br/> <b>Seesaw when children play independently</b></p> |