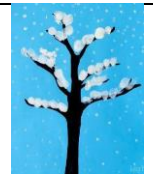
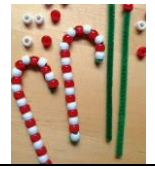
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	WEEK 1 2/11/26	WEEK 2 9/11/26	WEEK 3 16/11/26	WEEK 4 23/11/26	WEEK 5 30/11/26	WEEK 6 7/12/26	Week 7 14/12/26
Events	**Atomic Tom Bubbles Wednesday 4/11/26** **Author visit 6/11/26** **2pm Inkpen** **2.25 Donaldson**	CIN day 13/11/26	Festive P2L sessions, 17/11/26	Panto, 27/11/26	Nativity rehearsals	Nativity 9/12/26 Xmas lunch 11/12/26	Xmas party, 15/12/26 Carols, 18/12/26
CL	**3-4 Year Olds (DM)** Enjoy listening to longer stories Use longer sentences of four to six words Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend				**Children in Reception (DM)** Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in story times Engage in non-fiction books		
	Rhymes: Old MacDonald had a farm The Farmers in the Den						
	Vocabulary: sticky words focus Teeny, tiny, beware, chuckled, giggled, reached, cheered, squealed, excitedly, warning, growling, snout, bellowed, yelped, scurried, chattered, roared, trembled, clattered, galloped, beady eyes, shivered, leaped, straw, field, brickyard, whiskers, chimney, pot, cottage, forest						
	Stories: The Three Ninja Pigs by Corey Rosen Schwartz The Three Little Pigs from Revolting Rhymes by Roald Dahl The Three Little Wolves and The Big Bad Pig by Eugene Trivizas There's a pig up my nose by John Dougherty Little Red Riding Hood by Mara Alperin						
	Talk about fireworks night. Have they ever seen fireworks? Share pictures and clips of firework displays. What noise do the different fireworks make? What do you like about fireworks? STS Discuss Diwali- share PPT Explain this is another festival that some people celebrate and make links to fireworks and light STS/seesaw	Discuss Remembrance Day. Share PPT and video Can children talk about what it means? Why is it important to remember? Why do we wear a poppy? STS Link to Literacy session 1- why does 1 pig not look worried? How do the other pigs feel? How do we know the wolf is puffing with all his might? How are the	**Link to literacy session 4-** what do you think about the pigs room Messy/ untidy/ why? How do we know what the pigs favourite things are? Explain if you were going away what would you need to pack? Share ideas. Link to lit session 6 investigate the wolf- what is a wolf? What do we know about wolves? share the wolf image	Link to literacy session 7- Adult in role as wolf- children ask questions to find out more about the wolf Link to literacy session 9- where else could the pigs be? Share and discuss idea- STS Link to science/ DT- share house PPT and consider what makes a good house? Consider if your house was made of sticks or straw. Consider weather, would you stay dry etc? Would this type	Linked to PSED/ literacy session 10- Should the three little pigs have made different decisions? Should they have built one house for all? Are they old enough to be on their own?Discuss STS Link to literacy session 12- compare 2 stories- what is the same/ different?	Link to Literacy session 13/ 14 discuss ways to trap the wolf. Was the wolf wrong to want to eat the piggies? Were the piggies right to burn the wolf's bottom? Would you do that? STS Make own trap and explain how it works – seesaw Link to EAD- children Explain how their trap for the wolf works in detail – STS/ seesaw	What do we know about Christmas? STS Talk about what the children will be doing over the Christmas holidays. STS What are you hoping to get for Xmas? STS

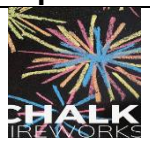
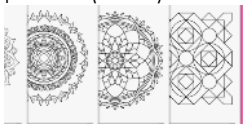
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		pigs feeling? What is the wolf thinking? (Lynx and pictures) STS Link to literacy session 2/ UTW- what do the 3 pigs look like? Focus on what we can see/description - share PPT of real pigs on a farm and farm PPT for overlearning Share People who help us- PPT - focus on police and the investigative work they do. STS Link to UTW- share winter PPT and talk about changes		of house protect you? STS			
PSED **BC** Class Shine times and Year group shine time- linked to hole school behaviour curriculum.	**3-4 Year Olds (DM)** Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.				**Children in Reception (DM)** See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs - Personal hygiene		
	Linked to EAD: When learning the fireworks song, **take turns** with others to play the instruments and listen to when they should be played or stopped. STS	**KAPOW PSED** Building relationships: Special relationships	**KAPOW PSED** Building relationships: Special relationships Who is special to you? Can children talk about their own family? STS	**KAPOW PSED** Building relationships: Special relationships Sharing Play turn taking games such as Jenga. Practice and model asking others to play.	**KAPOW PSED** Building relationships: Special relationships I am unique	**KAPOW PSED** Building relationships: Special relationships My interests	**KAPOW PSED** Building relationships: Special relationships Similarities and differences
	CLASS SHINE TIME: Focus on Firework safety- Link to **Be safe** Share Fireworks safety poster- link to literacy Share firework stories Share stories about Diwali	**CLASS SHINE TIME**: SHINE Value: Success – link to **Be Ready** **Read- The day the Crayons Quit by Drew Daywalt**	**CLASS SHINE TIME:** SHINE Value: Happiness **Being safe** **Read- The Rainbow fish by Marcus Pfister** **WALT:** understand what 'safe' means	**CLASS SHINE TIME:** SHINE Value: Independence **Being safe** **Read- Dino's don't give up by Smirit Halls** **Being safe**	**CLASS SHINE TIME:** SHINE Values: Nurture **Being respectful** **Read- the Rabbit listened book by Cori Doerrfeld**	**CLASS SHINE TIME:** SHINE Values: Enthusiastic **Read- Superworm by Julia Donaldson** **Revisit & Review:**	**CLASS SHINE TIME:** SHINE Values: Happiness **Read- Giraffes can't dance By Giles Andreae**

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		WALT: know that growing resilience is an important skill in being ready to learn **Q:** What does it mean to be resilient? **Sticky word: resilient** **Definition:** To bounce back from difficult times (like making a mistake, having to complete a difficult task or feeling disappointed Can children list ideas for how we can be resilient. The superhero league of the bounce backs.	**Q:** What does it mean to 'be safe'? **Word Aware:** safe **Definition:** feeling confident that you are protected and won't be harmed.	**WALT:** understand the impact of not being safe **Q:** What is the impact of not being safe? Make links to previous weeks being safe and then discuss above. What does this mean to not be safe?	**WALT & Question** **WALT:** know what 'respect' means **Q:** What does it mean to be respectful? **Word Aware:** respect **Definition:** treating others, including themselves, with kindness, consideration, and valuing their feelings and needs	**Be Ready** **Be Safe** **Be Respectful**	**Revisit & Review:** **Be Ready** **Be Safe** **Be Respectful**
PD	**3-4 Year Olds (DM)** 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.				**Children in Reception (DM)** Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing		
	Making marks according to the story on large paper. Teacher retells the story but adds actions for the pupils to respond to by mark making e.g. the wolf huffing and puffing, the wolf climbing up to the roof, the pigs trotting down the lane, the pigs rolling away due to the wolf huffing and puffing etc. Peg the legs onto the pig's body Use toy cement mixer, wheelbarrows and spades to develop fine motor skills Play piggy-in-the-middle						
	 Use FMS with a cotton bud to draw lines FMS- pencil firework patterns (twinkl) Chalk firework patterns (twinkl pattern cards)	3 pigs FMS patterns (twinkl 3 pigs- finger paint dot 3 pigs (twinkl)	Cut and stick dress the pigs (twinkl) Cut and stick pack the bags (twinkl) Use blank house template and stick straw (twinkl) Children write pat on the page Use blank house template- stick matchsticks and write stack	Cut and stick winter clothes – twinkl **FMS**- twist pipe cleaners and connectors for making house structures to hold up straw and sticks. 	Threading beads on string/ pipe cleaners for Christmas card.  FMS activity- draw a pencil line tree using sketching pencils	 Cotton bud a winter tree with snow 	 Use fingers to draw a snowflake in a white tray with a little blue paint. Seesaw

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	 Danny go "Burning ENERGY!" Don't-Stop-Moving Challenge | Danny Go! Dance Songs for Kids Make rangoli patterns(Twinkl) Seesaw 		Use blank template and stick paper bricks- write tip tap 	Create a winter tree from sticks- transient art- seesaw		Candy cane threading with beads and pipe cleaners	
	SPORTS COACH: Hold a balance						
L	**3-4 Year Olds (DM)** Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Enjoy drawing freely Make marks on their picture to stand for their name				**Children in Reception (DM)** 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 Write some or all of their name Write some letters accurately Write some letters accurately **Mastery** Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly		
	Fiction: Traditional Tale with a character focus: THE THREE LITTLE PIGS BY MARA ALPERIN						
	3- and 4-year-olds outcome: A representation of a favourite character in the story. Able to say which character it is and express some information about the character. **Children in reception outcome:** To label a plan and attempt to write a simple caption						
	Learn about Guy Fawkes and fire safety. Share the story of Guy Fawkes. Pick out key words and put actions to these when telling the story. Create wanted posters for Guy Fawkes and firework safety posters.	**Session 1**- Book introduction and crime scene- have sticks and straw and bricks on the floor for children to find. Introduce book and front cover (lynx) Read the blurb – what does piggy	Session 4- read the first 2 pages- lynx- what do you think about the pigs room? Messy/ untidy/ why? How do we know what the pigs favourite things are? Explain if you were going away what would you need	Session 7- read the whole story- lynx questions- what do you think of the wolf? What do you think he does all day? children to discuss questions- what would you ask the wolf? Adult in role, ask questions to	*Recap sentences from session 9.* *Teacher write – short captions – HA The pig is in the mud pit. The pig is in the cup.* *Core- The pig is in the cup.* *LA- pig cup or initial sounds*	Session 13- focus on the end of the story- how did the pigs defeat the wolf? was this the best idea? How else could they trap the wolf? Discuss ideas. Share lynx with ideas and sentences to read	TA- Write Christmas Lists- Children to have pictures of toys that can be decoded to write in a list. Seesaw

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	Teacher- Write CVC words for HA/core- write CVC words- pop/ hot LA/ Lower core -initial sounds- bang, colours, pop, hot TA task- create firework posters showing how to be safe – seesaw children explaining what their poster is showing	snack and outwit mean? Share double page of objects.(Lynx) What can they see? Who might they belong to? Can children identify the initial sounds of the objects- teacher scribe the sound on the board next to the object. Session 2- share information on pigs. What do the 3 pigs look like? Describe (lynx) Model writing words to match pictures- pig, big, sad, mad Teacher- in books- pictures and write **CVC words - pig, big, sad,** mad- LA- initial sounds pbsm Session 3- model with lynx and moveable piggy faces how to add a word to a simple sentence. Read- it is- then move the faces (With phonemes on) to make the word big. Read it is big. Display and read- the pig is – and move the faces to make up the word sad. Read the sentence – the pig is sad. Repeat with the pig is- big	to pack? *Share ideas. Have words to read and some words to write on lynx to match pictures.* ***bag, sock, hat, map, cup.*** *Teacher write- CVC words and initial sounds-* ***bag, sock, hat, map, cup****.* *Session 5- read up to - at last his brick house stood tall and proud. Focus on repetitive language-* ***pat pat pat, stack stack stack, tip tip tap.*** *Session 6- investigate the wolf- what is a wolf? What do we know about wolves? share the wolf image (lynx)Describe the wolf and add labels. – big, bad- segment and write together. Share the description- "the wolf stood there…" Discuss are wolves always big and bad?* *TA- have a wolf picture and sound cards- segment big and make up the word. Segment bad and make up the word.* Seesaw	the wolf and discuss his answers. *Teacher- make a wanted poster for the wolf have a demo lynx for modelling-- write short caption- he is big. He is bad. Core- write words- big, bad.* *LA- initial sounds- big, scary, teeth* *Session 8- model writing in a speech bubble. Introduce speech bubble with action. Show images of the wolf saying- I am bad. The pig saying- I am sad.* *TA- use chatterpix with the image of either pig/ wolf- what can the wolf/ pig say? What would be in the speech bubble?* *Seesaw* *Session 9- the pigs have gone missing- share lynx with sentences to read. The pig is in the box. The pig is in the mud pit. The pig is in the cup.*	Session 10- read story and share letter. Make bunting with words on- leave CVC words in provision- cup/ box/mud/ pit. Children decorate and make bunting. Session 11- read the whole story- what happened first/ next/ then/ after that/ finally. Put the images into correct order. Model writing a simple caption to go with a picture- Display a caption to read to go with another picture. TA- Children orally retell story of 3 pigs with pictures - put on seesaw Session 12- read theres a pig up my nose – what was the problem in this story? Discuss how did they try to get the pig out of her nose? What ideas did they have? Compare the two stories- how are they the same/ different?	and write in preparation for hot task. Teacher- Hot task- write simple captions / CVC words	

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		TA- have the words to make up the sentences and children to make up the CVC word for each sentence. It is big, the pig is sad (child makes up big, sad)TA to model and read sentences with child- my turn, our turn, your turn. Seesaw					
	Phase 2 Monster Phonics with Phase 1 alongside.						
M	**3-4 Year Olds (DM)** Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. 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. Make comparisons between objects relating to size, length, weight and capacity. Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.				**Children in Reception (DM)** Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers.		
	NCETM: Week 6 Explore the composition of numbers to 10 **SSM** Explore repeating patterns. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. **WHITE ROSE:** Block 3: It's me 1,2,3	**NCETM Week 7** Practise subitising amounts to 4 **SSM** 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'. **WHITE ROSE:** Block 3: It's me 1,2,3	**NCETM Week 8** Investigate ways to compose and de-compose sets of 2 and 3 **SSM** Make comparisons between objects relating to size. **WHITE ROSE:** Block 4: Circle and triangles	**NCETM Week 9** Investigate ways to compose and de-compose 3,4,5 **SSM** Shapes with 4 sides **WHITE ROSE:** Block 5: 1,2,3,4,5	**NCETM Week 10** Begin to recognise numerals to 5 **SSM** Position shapes into different patterns to make a picture. **WHITE ROSE:** Block 5: 1,2,3,4,5	**NCETM Week 11** Visualise and recreate arrangements of 3, 4 and 5 dots **SSM** Compare length, weight. Introduce weight language, heavy/light. Show the weighing scales and explain how we can tell if an item if heavy or light. Explore the weight of presents - which present is the heaviest? **WHITE ROSE:**	**NCETM: Week 12** Represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last. **SSM** Build with 3D shapes: **WHITE ROSE:** Block 6: Shapes with 4 sides

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						Block 6: Shapes with 4 sides	
UtW	**3-4 Year Olds (DM)** 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 Begin to make sense of their own life-story and family's history.				**Children in Reception (DM)** Talk about members of their immediate family and community. Name and describe people who are familiar to them Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.		
	Link to CL/ Literacy History- Look at information about Guy Fawkes and explain why we have Bonfire night. Watch a clip of Fireworks and discuss Bonfire night. PPT who is Guy Fawkes? What can children recall about the story of Guy Fawkes- STS/Seesaw- responses History link- discuss the clothes worn and how clothes have changed over time. Share PPT of clothes from the past. Can children talk about the past. STS/ Seesaw Link to CL – **RE- Lesson 1** – What is a FESTIVAL? Discuss Diwali- share PPT Explain this is another festival that some people celebrate and make links to fireworks and light STS **RE-Lesson 2** – What is DIWALI? Seesaw	History- CL links Talk about Remembrance Day and share stories about its meaning- seesaw responses Link to CL- Share People who help us- PPT - focus on police and the investigative work they do. STS Link to CL/ Literacy session 2 - Share farm PPT from previous learning and talk about farm animals and link to pigs. Can children recall animals that live on a farm? What else does a farmer do? Grow fruit and vegetables. Where do pigs normally live? Where do they sleep? What do they eat? Share images of real pigs on a farm ETC STS Geography link to CL - Introduce winter – PPT What will happen in winter, what	What materials would be good for building a house? Why? Share PPT on building homes/ builders/ equipment used. Focus on words- **bricks, builder, stack, house, building**. STS Geogrpahy links-Look at different types of homes in the community -and other places in the world- what's the same, what's different? STS/seesaw any responses made	Science links- investigate straw and sticks- can you build a strong house from these? Why? Why not? What will happen if you live in a house of straw? Sticks? Consider keeping dry/ safe etc Have in provision. Children try to build a structure. Seesaw image plus comments about what they have built Geography link to CL - (Overlearning) recap winter – PPT What will happen in winter, what changes might we see?	Science- How different materials move? in groups use a range of other materials to build a strong house for the pigs. Then use a hairdryer decorated as a wolf – what items will move when the wolf huffs and puffs? - predict and then test. (use and compare materials with similar/diff properties).use some examples from last week- is the straw strong enough? Are the sticks strong enough? What do we need for a strong house?seesaw Geography overlearning links-Look at different types of homes in the community -and other places in the world- what's the same, what's different? How are they build? What makes them strong?	Explore outside signs of winter – use the nature garden and look for signs of winter- seesaw **RE- Lesson 3** – What is CHRISTMAS?	RE-Lesson 3 – What is CHRISTMAS? Overlearning- seesaw

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		changes might we see from Autumn?					
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.		
	Music: Musical instruments – which instrument is best for a rocket? Use instruments for the 'Bonfire Night' song. Link-The Firework Song *- seesaw **Art:** Create firework splatter paintings / firework pictures by mixing colours and using a range of tools, e.g. foil balls, toothbrushes, washing up brushes, forks…seesaw   EAD/DT / history links -make a hat for Guy Fawkes (toilet roll tubes- cover tube in fabric from the fabric books- tape tube	**Music:** ***Kapow*** Celebration music: Diwali Music **Art:** History- Make Remembrance poppies, using a cake case and lolly sticks.  seesaw **EAD**- introduce **police headquarters** role play- focus on the investigation that police have to do. Have pictures of different fairy tale characters for children to investigate and look at with magnifying glasses- **suspect.** What do they notice about the characters? Can they draw the	**Music:** ***Kapow*** Celebration music: Hanukkah Music **Art:** Pretend to be the wolf and use a straw to blow paint across paper – use words **huff and puff** Painting/printing with blocks/straw and twigs- have various materials for children to use as they wish to make own pictures/ PD links. Seesaw Art- have image of wolf- children to look closely and paint their own wolf picture – seesaw	**Music:** ***Kapow*** Celebration music: Kwanzaa Music **DT: (science links)** Investigate straw and sticks- can you build a strong house from these? Have in provision. Children try to build a structure. Use tape and elastic bads and pipe cleaners as connectors- Seesaw image plus comments about what they have built Collage-make a winter glove keep for	**Music:** ***Kapow*** Celebration music: Traditional Christmas Music **DT:** Joining: Threading (Christmas Cards) make Christmas tree card and thread beads onto string. Paint tree and attach to card. Collage a winter hat – keep for seesaw later on 	**Music:** ***Kapow*** Celebration music: Christmas action songs **Art:** Collage a star and hang  Link to CL –Make a trap for the wolf using an assortment of different materials. Children to explain how their trap will work. seesaw	**Music:** ***Kapow*** Celebration music: Christmas action songs **Art:**  Decorate a stocking and stick cut out toys from brochures on the top

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	onto a circle- add a feather!)seesaw Make a diwali candle- overlearnng of concertina fold from previous learning – add yellow tissue to top for flame  Seesaw	**suspect**? Copy the name? Display pictures and writing materials. Have keyboards and walkie talkies etc in provision. **Note- this is investigative- we are NOT arresting people or running after them.** **EAD**- decorate/ collage one of the 3 pigs (Twinkl resource) **EAD**- Have a picture of one of the 3 pigs- children to look closely and paint a picture of the pig		talking about winter 			
ShREC	**The characteristics of effective teaching and learning:** **Playing and exploring -** children investigate and experience things, and 'have a go' **Active learning -** children concentrate and keep on trying if they encounter difficulties, and enjoy achievements **Creating and thinking critically -**children have and develop their own ideas, make links between ideas, and develop strategies for doing things						
	Children act out the story of Guy Fawkes using outside provision. Key vocab- **king James/ gunpowder/barrel/ imprisoned** Build a bonfire outside using crates. Be a firework- move with a **bang/ pop/ twirl/ swirl/** (key vocab)  Chalk fireworks large scale	Continue police role play in writing shed with pictures/ magnifying glasses/ words etc – key word – **suspect police headquarters** **Note- this is investigative office work- we are NOT arresting people or running after them.** Add labels from teacher task to writing shed for children to practise writing outside. Add 3 pig pictures.	Have material for den building- what kind of house can you build for the pig. Use language- **pat pat pat, stack stack stack, tip tip tap** Use wheelbarrows to move things for house building- focus words- **bricks, builder, stack, house, building, wheelbarrow, tools**	Be the wolf and pigs outside- use the story language and retell the story with characters. Add characters and stick puppets to writing shed for children to retell the story. Using key words and story language.	What will make a strong house? Focus on builders from previous sessions- the house needs to be strong. How can we make sure it is strong? Can we test it? Huff and puff- will it blow down? Can we be safe inside it? Will it keep us dry?	What will make a strong house? Focus on builders from previous sessions- the house needs to be strong. How can we make sure it is strong? Can we test it? Huff and puff- will it blow down? Can we be safe inside it? Will it keep us dry? Look for evidence of Winter- what can you notice in our outside area?	Have catalogues out for creating Christmas wish lists- children to cut and stick ideas for their list in writing shed.

Use the language of thinking and learning: think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.

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Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out.

Encourage open-ended thinking by not settling on the first ideas: What else is possible?

Always respect pupils' efforts and ideas, so they feel safe to take a risk with a new idea.

Talking aloud helps pupils to think and control what they do. Model self-talk, describing your actions in play.

Give pupils time to talk and think.

Value questions, talk, and many possible responses, without rushing toward answers too quickly.

Support pupils' interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.

Model the creative process, showing your thinking about some of the many possible ways forward.

Sustained shared thinking helps pupils to explore ideas and make links. Follow pupils' lead in conversation and think about things together.

Encourage pupils to describe problems they encounter and to suggest ways to solve the problem.

Show and talk about strategies – how to do things – including problem-solving, thinking and learning.

Give feedback and help pupils to review their own progress and learning. Talk with pupils about what they are doing, how they plan to do it, what worked well and what they would change next time.

Model the plan-do-review process yourself

<u>Early writing ideas</u>
Mobile writing stations or carriers e.g. bags, pringles tubes, baskets, clip boards etc.
Writing and mark making for a purpose – Plan, do and review linked with show and tell (how will you play with/use your item?).
Large rolls of paper rolled out onto the floor both inside and out.
Mark making under desks and straight onto work surfaces.