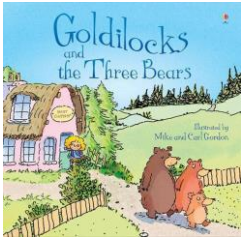
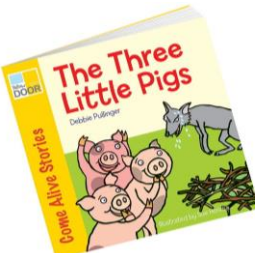



<p>Values Diversity and Equality Outdoor Learning</p>	<p>Week 1 Date: 08.01.24</p>	<p>Week 2 Date: 15.01.24</p>	<p>Week 3 Date: 22.01.24</p>	<p>Week 4 Date: 29.01.24</p>	<p>Week 5 Date: 05.02.24</p>
<p>Literacy Focus Book or Core Book</p>	<p>Goldilocks and the Three Bears</p> 		<p>The Three Little Pigs</p> 		<p>The Gingerbread Man</p> 
<p>Personal, Social and Emotional Development</p>	<p>Emotions – use bear emotions cards and encourage children to choose one to say how they are feeling today. Focus on how different emotions feel in your body. Draw a body map for happy.</p> <p>Goldilocks and the Three Bears role play areas. Focus on playing co-operatively with others – adults to support children to develop role play with one or more peers</p>	<p>Emotions – use bear emotions cards and encourage children to choose one to say how they are feeling today. Link to 'Goldilocks' – can children say how the characters in the story might be feeling?</p> <p>Goldilocks and the Three Bears role play areas. Focus on playing co-operatively with others – adults to support children to develop role play with one or more peers</p>	<p>Emotions – use bear emotions cards and encourage children to choose one to say how they are feeling today. Focus on how different emotions feel in your body. Draw a body map for sad.</p> <p>Three Little Pigs role play areas. Focus on playing co-operatively with others – adults to support children to develop role play with one or more peers</p>	<p>Emotions – use bear emotions cards and encourage children to choose one to say how they are feeling today. Link to 'Three Little Pigs' – can children say how the characters in the story might be feeling?</p> <p>Three Little Pigs role play areas. Focus on playing co-operatively with others – adults to support children to develop role play with one or more peers</p>	<p>Emotions – use bear emotions cards and encourage children to choose one to say how they are feeling today. Focus on how different emotions feel in your body. Draw a body map for angry.</p> <p>Gingerbread Man role play area. Focus on playing co-operatively with others – adults to support children to develop role play with one or more peers</p>
<p>Continuous Provision: Turn-taking with bikes and outdoor equipment; Key person group and discussions about sharing and fairness – link to feelings and empathy; Home corner role play – adults to encourage children to build a role play with one or more peers; Construction area – adults to encourage children to co-operate and build together; Visual prompts to remind children of expectations (walking inside, good listening visuals for carpet-time); Emotions widgets, 'calm basket', photos and mirrors to stimulate discussions about feelings.</p>					
<p>Communication and Language</p>	<p>Makaton emotions signs – happy</p> <p>New vocabulary linked to Goldilocks – chair, bowl, porridge, big, small, bigger, smaller.</p> <p>Goldilocks role play in indoor and outdoor home corners.</p> <p>Singing: 'When Goldilocks Went to the House of the Bears'</p>	<p>Makaton emotions signs – excited</p> <p>New vocabulary linked to Goldilocks – 'Once Upon a Time', the end, cottage, forest</p> <p>Goldilocks role play in indoor and outdoor home corners.</p> <p>Goldilocks 'Hot Seating' session – can you think of a question you would like to ask Goldilocks?</p> <p>Singing: 'When Goldilocks Went to the House of the Bears'</p>	<p>Makaton emotions signs - sad</p> <p>New vocabulary linked to The Three Little Pigs - 'Once Upon a Time', the end, bricks, sticks, straw, chimney</p> <p>Three Little Pigs role play in indoor and outdoor home corners.</p> <p>Singing: 'Knock, Knock, Let Me In' song (to the tune of Row, Row, Row Your Boat)</p>	<p>Makaton emotions signs - tired</p> <p>New vocabulary linked to The Three Little Pigs - 'Once Upon a Time', the end, bricks, sticks, straw, chimney</p> <p>Three Little Pigs role play in indoor and outdoor home corners.</p> <p>Big Bad Wolf 'Hot Seating' session – can you think of a question you would like to ask the Big Bad Wolf?</p> <p>Singing: 'Knock, Knock, Let Me In' song (to the tune of Row, Row, Row Your Boat)</p>	<p>Makaton emotions signs - angry</p> <p>Circle time – participation games</p> <p>New vocabulary linked to The Gingerbread Man - 'Once Upon a Time', the end, woman, man, animal names. Link to 'The Runaway Chapatti'</p> <p>Singing: Kung Hei Fat Choy</p>
<p>Continuous provision: Weekly Stage 1 Phonics, rhyming and listening activities in small groups; Use of real objects and pictures throughout the environment to build vocabulary for EAL children; Adults to extend children's language during supported play – modelling full sentences and correct tenses back to children, encouraging them to extend sentences by asking 'why?' questions or prompting with 'because'; Special Books – child voice comments; Adults to model in role play areas; Daily storytime/singing in Key Person groups; Outdoor role play – mechanics garage, construction site, home corner (inside and outside).</p>					
<p>Physical Development</p>	<p>Junk modelling – focus on cutting skills and using tools including tape dispenser and glue spreaders</p>	<p>Woodwork – one-handed tool use and practise using tools safely</p>	<p>Woodwork – one-handed tool use and practise using tools safely</p>	<p>Weaving a straw house for the 3 Little Pigs outside</p>	<p>Building a stick house for the 3 Little Pigs – lashing sticks together with string</p>

	Digging area and mud kitchen – focus on choosing and using tools appropriately	Digging area and mud kitchen – focus on one-handed tool use Football and beanbag games	Large scale mark-making area outside – painting houses for the 3 Little Pigs Football and beanbag games	Large scale mark-making area outside – painting houses for the 3 Little Pigs Football and beanbag games	Daily large scale mark-making outside – painting gingerbread men Football and beanbag games
Continuous provision: Daily gross motor activities outside (bikes, obstacle courses, crawl tunnel, hoops, balls, beanbags, large construction, large mark-making boards, digging area); Daily fine motor activities inside and outside (mark-making areas inside and outside, mud kitchen, daily play dough activity, daily messy play; threading, tweezers, inset puzzles, paint easel, sand and water tray with equipment to encourage 1-handed tool use, cutting and sticking activities). Self-care routines – toileting, hand-washing and putting on coats/hats/gloves; Continue toileting routines and rolling snack area. Weekly visits to the field for climbing and gross motor development.					
Literacy	Name writing – writing name on chart linked to cooking activity Bear-shaped books and paper Messy play mark-making – forming lines and circles Large-scale mark-making outside Name-writing outside linked to beanbag and skittles games linked to beanbag and skittles games	Story sequencing – drawing large-scale story maps of Goldilocks and the Three Bears Phase 1 phonics, initial sounds: 'Silly Soup' game – things beginning with 't' Mark-making: salt trays and porridge oats Name writing – linked to drawing and football activities	Listening to rhythm of words – clapping and playing with percussion instruments (Little Pig, Big Bad Wolf, I'll Huff and I'll Puff) Phase 1 phonics, aural blending: 'Cross My River' game – cvc objects Name writing – linked to drawing and football activities Messy play mark-making Large-scale mark-making outside – link to name-writing	Story sequencing – drawing large-scale story maps of The Three Little Pigs Name games using name cards – recognizing my name (no photos) Phase 1 phonics, initial sounds: name games Messy play mark-making Large-scale mark-making outside – link to name-writing	Name games using name cards – recognizing my name (no photos) Phase 1 phonics, aural blending: action games Messy play mark-making Large-scale mark-making outside – link to name-writing
Phonics in class focus	Small group phonics activities (Stage 1) Continue daily small phonics group for children who are ready for Set 1 sounds – aural blending Phonics games on IWB and laptop				
Mathematics	Number focus – focus on number 3. What does it look like? Can you write it? Exploring different formations of 3 objects. 'Hunt for number 3' – finding number 3 or 3 things in the outdoor area (children to take photos) Compare quantities using 'more' and 'fewer' Number rhymes – 5 Little Peas in a pod	Size focus – comparing, sorting and matching objects relating to size: bigger/larger/smaller/littler; longer/shorter; taller/shorter Construction area - Link to story and 'Where's My Teddy!'. Can you build a house for Daddy/Mummy/Baby bear? Sort a range of objects by size for a Teddy Bear's picnic Link size language to singing through actions to 'When Goldilocks Went to the House of the Bears'	Number focus – recognizing numbers to 4 and counting accurately to 4. Explore different formations of up to 4 objects – Bunny Ears game Big dice games outside – jump along a number track or build a tower of blocks with the number you roll Subitising activities – dots on plates Number rhymes – '5 Little Monkeys'	Number focus – recognizing numbers to 5 and counting objects accurately to 5. Explore different formations of up to 5 objects – Bunny Ears game Compare quantities using 'more' and 'fewer' Skittles games outside	Shape focus – recognizing and naming 2D shapes. Sorting and classifying – looking at similarities/differences Shape hunt in outdoor area. Children to take photos. Printing shape pictures of The Gingerbread Man Shape books Shape feely box Interactive shape display in maths area.
Understanding the World (including ICT)	Cooking: Making and tasting porridge. Which is your favourite – honey, sugar or fruit? Snow and ice activities – exploring weather	Cooking: Bear face rice cakes Snow and ice activities – exploring weather	Cooking: Pig cupcakes Exploring materials – building with bricks, sticks and straw Snow and ice activities – exploring weather	Cooking: Vegetable stick houses Exploring materials – which material would be the best to build a house with? Encourage children to give reasons for their choices. Rainy/Windy Day box – exploring weather	Cooking: Gingerbread men Activities linked to celebrating Chinese New Year. Where is China? What do children know about China? Rainy/Windy Day box – exploring weather

Expressive Arts and Design	Junk modelling – making large scale junk model of the Three Bears house Musical instruments: Exploring percussion instruments – representing characters using instruments	Woodwork – making a chair, bed or table for Daddy, Mummy or Baby bear Musical instruments: Exploring percussion instruments – representing events and feelings in a story using instruments	Continue woodwork – making a chair, bed or table for Daddy, Mummy or Baby bear Making story box houses for the Three Little Pigs Child-led junk modelling area in undercover space Musical instruments: Exploring percussion instruments – representing characters using instruments	Making story box houses for the Three Little Pigs Child-led junk modelling area in undercover space Musical instruments: Playing percussion instruments – representing events and feelings in a story using instruments	Printing shape pictures of The Gingerbread Man Musical instruments: Linked to Chinese New Year – playing instruments to Chinese music Chinese Dragon dancing on IWB
Learning Garden	Digging area and mud kitchen focus Tidying, weeding and sweeping the garden Planting bulbs				
Important Dates					Mental Health Week Chinese New Year on Sat 10 th Feb
Assessment	Assessment tick list:	Assessment tick list: Story sequencing – Can I repeat words and phrases from familiar stories?	Assessment tick list: Maths - 1:1 correspondence linked to dice games outside	Assessment tick list: Literacy – Can I recognize my name? Can I write some letters from my name?	Assessment tick list: Physical Development – dominant hand?