**The Implementation activity ideas written below are in different colours to link with KS1 subject areas:**

**SCIENCE ART PHYSICAL EDUCATION DESIGN AND TECHNOLOGY HISTORY GEOGRAPHY MUSIC COMPUTING RE/RSHE**

**Mtp –Autumn 2- FS1 – Colour**

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| **Wk** | **Topic** | **COEL** | **COMMUNICATION & LANGUAGE**  **(Listening, attention & understanding, speaking)** | **PSED**  **(Self-regulation, Managing self**  **& Building relationships)**  New beginnings | **PHYSICAL**  **(Gross motor & Fine motor)** | **LITERACY (Comprehension, Word reading phonics & Writing)** | **MATHEMATICS (Number, Numerical patterns & SSM)** | **UNDERSTANDING THE WORLD**  **(Past & present, People, culture & communities & The natural world)** | **EXPRESSIVE ARTS & DESIGN**  **(Creating with materials, Being imaginative and expressive)** | **Key vocab**  Continuously built up through incidental conversations not exhaustive. |
| **WK1- 4/11/24** | **Colour - Diwali, Bonfire night, Remembrance Day** | I can explore different resources and materials.  I am more willing to ‘have a go’ when supported by a familiar adult.  I can respond to new experiences that adults bring to my attention. | I can listen to and join in with familiar rhymes and songs.  I can engage in story times and talk about what happened in a story.  I can follow a one step instructions, e.g, -‘Get your coat.’  I can learn and use new vocabulary that is introduced to me.  I can develop my pronunciation but may have problems saying, some sounds: r, j, th, ch, and sh , multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus.’  Phonics focus- listening and attention-**Continuous** | I can independently explore the environment.  I can when prompted use the toilet and wash my hands.  I can develop constructive and respectful relationships with other children.  I can play with increasing confidence on my own, and then with one or more other children.  I can select and use activities and resources, with help when needed, that are needed to achieve a chosen goal.  I can increasingly follow rules, understanding why they are important.  I can develop my sense of responsibility and membership of a community. | I can use large-muscle movements to wave flags and streamers, paint and make marks.  I am increasingly able to remember sequences and patterns of movements which are related to music.  I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can use a comfortable grip with good control when holding pens and pencils.  I can show a preference for a dominant hand.  I can collaborate with others to manage large items such as carrying the large wooden blocks. | I can show awareness of the five key concepts about print:  - Print has meaning  - The names of the different parts of a book  - Print can have different purposes  - Page sequencing  - We read English text from left to right and from top to bottom-**Continuous all term**  I am developing my phonological awareness- (Listen and join in with daily phonics sessions, stories, songs and games – Supersounds scheme.)  I enjoy drawing freely.  I can add some marks to my drawings, and give meaning to. For example: ‘That’s my mummy.’  I can make marks to represent my name. | I can count with one-to-one correspondence.  I can subitise up to 3 objects.  I can say one number for each item in order: 1,2,3,4,5.  I know that the number reached when counting a small set of objects tells you how many there are in total (cardinal principle).  I can talk about and identify patterns around me, using language such as “pointy”, “spotty”, “blobs” etc.  I can talk about and explore 2D shapes, using informal and mathematical language such as “sides”, “corners”, “straight”, “flat”, “round.”  I can link numerals and amounts - recognise number 1.  I can show “finger numbers” up to 5.  *I can recognise the colours red, blue, yellow, green and purple.*  *I can identify colours and say if an object is a particular colour or not.*  *Children learn to recognise when there is 1 object in a set and how to show 1 on their fingers.*  *Children practise counting 1 object by touching them and saying “1”.*  *Children are introduced to the numeral 1 and match the numeral to amounts that show 1*. | I am developing a positive attitude about the differences between people.  I can explore how things work.  I can talk about what I see, using a wide vocabulary.  I can use all my senses in hands-on exploration of natural materials.  I can explore collections of materials with similar and/or different properties.  I can celebrate and value cultural, religious and community events and experiences. | **Refer to colour assessments in Baseline assessments.**  I can explore different materials freely, to develop ideas about how to use them and what to make.  I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.  I can use drawings to represent ideas like movement or loud noises.  I can take part in simple, pretend play often based on familiar experiences, e.g. making dinner.  I can explore colour and colour-mixing.  I can name, choose and match primary colours.  I can use simple techniques to shape clay or playdough, e.g, pinching.  I can listen with increased attention to sounds.  Key skills:  With clay-Rolling ball on the table, pinching to change the shape.  Pressing fingernails into the clay to create a texture and pattern.  Explore how holding the brush differently can create different effects- at the top can then flick the paint. | **Celebration, festival, community, runny, splat, roll, mixing, sparkling,**  **Bonfire night**  **Gunpowder plot**  **Government**  **Fireworks.**  **Diwali**  **Rama**  **Sita**  **Divas**  **Rangoli patterns**  **Festival of light**  **Gratitude, remembrance, armed forces, wreath,**  **poppies** |
| **Floating adult to spotlight children that have been identified and ensure children are exploring activities with support** | **Modelling and reinforcing Choose it, use it, put it away- ensure resources are labelled.**  **Vocabulary – Diwali, Bonfire Night.**  **Ensuring children’s attention is gained fully before giving instructions- light touch on the shoulder, coming to the child’s level.**  **Singing nursery rhymes and songs.**  **Discussing stories and the characters at storytimes.** | **Staff to show children where to collect resources from to complete activities such as scissors, pencils/ felt tip pens, masking tape in the creative area.**  **Accessing resources independently from the maths trolley.**  **Scaffolding children during play communicating and key strategies /phrases for turn taking-“Please can I have a turn after?” Using the blue sand timer to ensure fair turn taking.**  **Introduce Dojo points for going to the toilet independently.** | **Observe for children choosing a preference with hand and not mid-line crossing.**  **Encouraging children to use a pinchy parrot pencil grip.**  **Practising holding scissors in an effective grip and snipping.**  **Play dough and clay using a-variety of tools that encourage building strength.**  **Participating in a firework dance.**  **Making Bonfire Night art work.**  **Mark making in glitter with brushes on tough spot**  **Colouring Poppies – encourage colouring within lines.** | **Pre- phonics- Learn tongue twister- Henry hippo has hiccups.**  **When reading story at the end of the day draw attention to the features of the text.**  **Sound socks.**  **Model emergent writing.**  **Supersounds games-**  **-Discriminating between sounds**  **-Introducing counting or clapping syllables in names and words.**  **Encouraging drawing and pencil control activities to develop pencil control.** | **Look at colours, shapes and patterns you can see in fireworks.**  **Counting children in and out of class.**  **Counting how many are here today-explicit teach 1:1 correspondence.**  **Watching Numberblocks episode “One.”**  **Activities around recognising the number 1.**  **Begin to introduce 2D shapes and the relevant vocabulary when talking about their properties.**  **Finding shapes in the environment.**  **Model using maths resources, giving children ideas of how to use them.** | **Circle time- share news from half term- did anybody go trick or treating?**  **Shadow puppet tale of Diwali and watch ‘let’s celebrate’ episode of child preparing to celebrate. Talk about how the festival is similar to other celebrations- use of fireworks, special food.**  **Talk about how Diwali is being celebrated around the world.**  **Bonfire Night – Learning about why and how it is celebrated.**  **Remembrance day- a day to show our gratitude- not just for armed forces but other services e.g. police, nurses, doctors, firefighters, lollipop person.**    **Circle time- discussing gratitude- what does the word mean, how do we show gratitude- talk about being grateful not just for the big things but also the little things.** | **Explicit teach children pinching technique to make a clay pinch pot, using water to keep the clay malleable and using finger nails to create effects, pushing fingers in.**    **Rangoli patterns, question why we are making them, talk about planning colour choices to create a pattern and to observe friends for ideas.**  **Drawing bonfire and firework pictures.**  **Using paint and other materials to create bonfire night pictures. – printing and paint techniques.**  **Cardboard tube rockets.**  **Naming colours.**  **Explore different techniques to make fireworks pictures- splatter paint- focus on handling at the top of the brush,**  **Music time- re-creating fireworks sounds.**  **Whole class poppy display- finger printing Flanders field** | **Rolling pinching,**  **printing**  **Splat, flick**  **Circle, square, triangle, rectangle, side, corner, round, curved straight.** |
| **Wk 2- 11/11/24** | **Colour Monster. World Nursery Rhyme Week** | I can explore different resources and materials.  I am more willing to ‘have a go’ when supported by a familiar adult.  I can respond to new experiences that adults bring to my attention. | I can listen to and join in with familiar rhymes and songs.  I can engage in story times and talk about what happened in a story – talk about the colour monster.  I can follow one step instructions, e.g, -‘Get your coat.’  I can learn and use new vocabulary that is introduced to me.  I can develop my pronunciation but may have problems saying, some sounds: r, j, th, ch, and sh , multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus.’  Phonics focus- listening and attention-**Continuous** | I can independently explore the environment.  I can develop constructive and respectful relationships with other children.  I can play with increasing confidence on my own, and then with one or more other children.  I can select and use activities and resources, with help when needed, that are needed to achieve a chosen goal.  I can increasingly follow rules, understanding why they are important.  I can talk about my feelings using words like “happy”, “sad”, “angry” or “worried.”  I can use the toilet when prompted and with growing independence. | I can use large-muscle movements to wave flags and streamers, paint and make marks.  I am increasingly able to remember sequences and patterns of movements which are related to music.  I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can use a comfortable grip with good control when holding pens and pencils.  I can show a preference for a dominant hand.  I can collaborate with others to manage large items such as carrying the large wooden blocks. | I can show awareness of the five key concepts about print:  - Print has meaning  - The names of the different parts of a book  - Print can have different purposes  - Page sequencing  - We read English text from left to right and from top to bottom-**Continuous all term**  I am developing my phonological awareness- (Listen and join in with daily phonics sessions, stories, songs and games – Supersounds scheme.)  I can learn and use new vocabulary.  I enjoy drawing freely.  I can add some marks to my drawings, and give meaning to. For example: ‘That’s my mummy.’  I can make marks to represent my name. | I can count with one-to-one correspondence.  I can say one number for each item in order: 1,2,3,4,5.  I know that the number reached when counting a small set of objects tells you how many there are in total (cardinal principle).  I can subitise up to 3 objects.  I can talk about and explore 2D shapes, using informal and mathematical language such as “sides”, “corners”, “straight”, “flat”, “round.”  I can link numerals and amount - recognise number 2.  I can show “finger numbers” up to 5.  *Children recognise and pair up matching buttons and shoes.*  *They can match up towers of blocks that are made up of the same colours in the same order.*  *Children will learn to recognise 2 dots, like they see on a dice, without counting them.*  *Children will continue to recognise 2 objects without counting this time in different arrangements.*  *Children will learn to recognise when there are 2 dots, even if they are different sizes.* | I am developing a positive attitude about the differences between people.  I can explore how things work.  I can talk about what I see, using a wide vocabulary.  I can use all my senses in hands-on exploration of natural materials.  I can explore collections of materials with similar and/or different properties. | I can explore different materials freely, to develop ideas about how to use them and what to make.  I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.  I can take part in simple, pretend play often based on familiar experiences, e.g. making dinner.  I can explore colour.  I can use simple techniques to shape clay or playdough (e.g, pinching).  I can name, choose and match primary and secondary colours.  I can listen with increased attention to sounds.  I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.  I can play instruments with increasing control to express my feelings and ideas. | **Happy, sad, angry, jealous, excited, worried, surprised.**  **Loud, quiet.** |
| **Floating adult to spotlight children that have been identified and ensure children are exploring outside familiar activities with support** | **Listen to BBC schools radio- nursery rhymes, National Nursery Rhyme week website.**  **Talk about The Colour monster and his different feelings. Can we think of times when we have felt each emotion?**  **Circle times about feelings – “I feel happy when….” Talk about how we cope when we are feeling sad, angry, etc.**  **Speech articulation screen for children highlighted by staff.**  **Staff to recast children’s sentences when noticing communication issues.**  **Ensuring children’s attention is gained fully before giving instructions- light touch on the shoulder, coming to the child’s level.**  **Story time- choose familiar books with repetitive phrases.**  **Singing nursery rhymes and songs – use knitted props.**  **Discussing stories and their characters.** | **Adults to support using games- model how to resolve conflicts using negotiation, taking turns, accepting losing, sportsmanship and how to deal with the feelings of disappointment, being happy for others.**  **Discussing feelings and what we can do to help when we feel a certain way, for example, counting to 10 when we feel angry.**  **Circle times, modelling and rewarding good listening behaviours- what does a good listener look like?**  **Scaffolding children during play communicating and key strategies /phrases for turn taking-‘ Please can I have a turn after?,’ using the blue sand timer to ensure fair turn taking.** | **Outdoor play-Building obstacle course- must work together to carry the larger items- talk to each about issues- moving too fast, needing to turn counting down to put the object down not just dropping it.**  **Moving in different ways to show different moods. Can others guess how you are feeling?**  **Large paint brushes and water outside.**  **Activities involving scissors.**  **Encourage free drawing.** | **Pre- phonics- Learn tongue twister- Six skinny skeletons scare someone.**  **Supersounds games-**  **-Discriminating between sounds**  **-Counting or clapping syllables in names and words.**  **Nursery rhyme a day- explicitly teach – what is a rhyming word? ‘It sounds the same at the end of the word, who are the characters in the rhyme?**  **When reading story at the end of the day draw attention to the features of the text.**  **Play “Kim’s Game” - Developing working memory- remembering items under the cloth.**  **Mark making in glitter, cornflour, etc.**  **Model emergent writing and encourage children to have a go.**  **Introduce name writing cards.** | **Introduce board games and using the dice.**  **Where appropriate numbers and counting in nursery rhymes.**  **Printing and making pictures with shapes, matching shapes, tap-a-shape, shape matching, shape boards.**  **Going on a shape hunt.**  **Activities around recognising the number 2 and counting to 2.**  **Subitising 2 dots /objects.**  **Model using maths resources, giving children ideas of how to use them.**  **Matching pairs games.**  **Matching socks, etc.** | **Observing how and celebrating how we are all different, Read “Something Else.”**  **Exploring technology – building and taking things apart.**  **Sensory activities on the tough spot.**  **Exploring collections of materials – natural, sorting by properties, etc.** | **Adult’s model internal thought process of planning before starting, when decorating Diva’s children to consider how to paint/ decorate to gain the best effect.**  **Marble painting- whole body to move tray.**  **Junk modelling - encourage children to consider what materials/ tools they use and then reflect support to consider using different techniques.**  **Listening to different pieces of music and talking about how it makes us feel. Choosing and playing instruments. Discussing how the sound of the instruments make us feel.**  Using colour to make mood pictures.  Introduce colour mixing.  **Naming colours and introducing primary colours.** | **Primary colours**  **Tier 3 words**  **Linked to the differing nursery rhymes**  **Instruments – drum, beater, tambourine, bells, maraca, triangle, castanet,** |
| **Wk 3 – 18/11/24** | **Colour Mixing** | I can explore different resources and materials.  I am more willing to ‘have a go’ when supported by a familiar adult.  I can respond to new experiences that adults bring to my attention.  I know to ‘try harder, try a different tool or way or ask for help when faced with a problem. | I can listen to and join in with familiar rhymes and songs.  I can engage in story times and talk about what happened in a story.  I can follow one step instructions-‘get your coat.’  I can learn and use new vocabulary that is introduced to me.  I can develop my pronunciation but may have problems saying, some sounds: r, j, th, ch, and sh , multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus.’  Phonics focus- listening and attention-**Continuous** | I can independently explore the environment.  I can develop constructive and respectful relationships with other children.  I can play with increasing confidence on my own, and then with one or more other children.  I can select and use activities and resources, with help when needed, that are needed to achieve a chosen goal.  I can increasingly follow rules, understanding why they are important.  I can talk about my feelings using words like “happy”, “sad”, “angry” or “worried.”  I can use the toilet when prompted and with growing independence. | I can use large-muscle movements to wave flags and streamers, paint and make marks.  I am increasingly able to remember sequences and patterns of movements which are related to music.  I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can use a comfortable grip with good control when holding pens and pencils.  I can show a preference for a dominant hand.  I can collaborate with others to manage large items such as carrying the large wooden blocks. | I can show awareness of the five key concepts about print:  - Print has meaning  - The names of the different parts of a book  - Print can have different purposes  - Page sequencing  - We read English text from left to right and from top to bottom-**Continuous all term**  I am developing my phonological awareness- (Listen and join in with daily phonics sessions, stories, songs and games – Supersounds scheme.)  I can learn and use new vocabulary.  I can add some marks to my drawings, and give meaning to, for example: ‘That’s my mummy.’  I can make marks to represent my name. | I can count with one-to-one correspondence.  I can say one number for each item in order: 1,2,3,4,5.  I can subitise up to 3 objects.  I know that the number reached when counting a small set of objects tells you how many there are in total (cardinal principle).  I can talk about and identify patterns around me, using language such as “pointy”, “spotty”, “blobs” etc.  I can talk about and explore 2D shapes, using informal and mathematical language such as “sides”, “corners”, “straight”, “flat”, “round..”  I can link numerals and amount - recognise number 2.  I can subitise up to 3 objects.  I can show “finger numbers” up to 5.  *Children identify matching numicon shapes and begin to identify how they have the same number of holes.*  *Children match up handprints that are the same size or colour.*  *Children match prints that are the same shape even though they might be different colours.*  *Children practise counting 2 objects by touching them or pointing to them as they “1…2”*  *Children are introduced to the numeral 2 and link the numeral to amounts that show 2.*  *Children look at different fonts and images of number 2 and match them to the correct amount.* | I am developing a positive attitude about the differences between people.  I can explore how things work.  I can talk about what I see, using a wide vocabulary.  I can use all my senses in hands-on exploration of natural materials.  I can explore collections of materials with similar and/or different properties.  I can begin to make sense of my own life-story and my family’s history. | I can explore different materials freely, to develop ideas about how to use them and what to make.  I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.  I can take part in simple, pretend play often based on familiar experiences, e.g. making dinner.  I can explore colour and colour-mixing.  I can use simple techniques to shape clay or playdough, e.g, pinching.  I can name, choose and match primary and secondary colours.  I can listen with increased attention to sounds.  I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.  I can use drawing to represent ideas like movement or loud noises. | Colour names –  Red, orange, yellow, green, blue, purple, pink, grey, brown, black, white. |
| **Floating adult to spotlight children that have been identified and ensure children are exploring outside familiar activities with support.**  **Encourage more confident children to share their learning/ exploration of activities with friends.** | **Ensuring children’s attention is gained fully before giving instructions- light touch on the shoulder, coming to the child’s level.**  **Staff to recast children’s sentences when noticing communication issues.**  **Singing nursery rhymes and songs.**  **Discussing stories and the characters.**  **Continue with speech and language screening?** | **Children to be accessing toilet independently, with some support with wiping.**  **Visiting the hall- greeting staff we may meet.**  **Warm up - talk about changes to body during exercise.**  **Continue with choose it, use it, put it away- talk about our rights and responsibilities in the classroom- have the right to play with the toys but a responsibility to put away and share.**  **Giving dojo points for going to the toilet independently.** | **Forest school-Encourage children to lead- making own choices using what we have done so far- puddle play, building, collecting conkers, looking for mini beasts.**  **Outdoor provision- obstacle course, climbing equipment.**  **Encourage children to work together to carry large equipment.** | **Supersounds games-**  **-Discriminating between sounds**  **-Introducing counting or clapping syllables in names and words.**  **When reading stories, draw attention to the features of the text.**  **Floor book- introduce sign our names as the authors- follow children’s interests.**  **Mark making in glitter, cornflour, etc.**  **Model emergent writing and encourage children to have a go.**  **Practising name writing.** | **Watching Numberblocks episode “Two”.**  **Counting collections of objects using 1 to 1 correspondence.**  **Activities around recognising the number 2 and counting to 2.**  **Subistising to 2.**  **Model using maths resources, giving children ideas of how to use them.**  **Matching games.** | **Send family box home.**  **Exploring natural resources and changes happening outside. Encourage children to use their senses to explore the environment, drawing attention to what they notice and expanding their vocabulary.**  **Sensory activities on the tough spot.**  **Exploring collections of materials – natural, sorting by properties, etc.** | **Introducing the primary colours.**  **Colour paintings and collages.**  **Experimenting with colour mixing to create other colours.**  **Observational drawing/painting – model how to look closely at the shape and colour of the subject.** |  |
| **WK- 4-25.11.24** | **Elmer – Colours and Friends** | I can explore different resources and materials.  I am more willing to ‘have a go’ when supported by a familiar adult.  I can respond to new experiences that adults bring to my attention.  I can begin to correct my own mistakes.  I can show goal-directed behaviour.  I know to ‘try harder, try a different tool or way or ask for help when faced with a problem. | I can listen to and join in with familiar rhymes and songs.  I enjoy listening to stories and I can name and talk about the characters in stories and in my favourite books.  I am confident to speak in front of the whole group, e.g, circle time.  I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  I can speak in simple sentences, which communicate my needs (e.g. I need a drink) and their interests.  I can use longer sentences of four to six words.  I can understand “why?” questions.  Phonics focus- listening and attention-**Continuous** | I can show a sense of responsibility and membership as part of our class community.  I can talk with others to solve conflicts with some support.  I am becoming more outgoing with unfamiliar people, in the safe context of nursery.  I can show more confidence in new social situations.  I can talk about my feelings using words like “happy”, “sad”, “angry” or “worried.”  I can use the toilet when prompted and with growing independence. | I can continue to develop my movement, balancing, riding (scooters and trikes.)  I can catch a large ball.  I can show a preference for a dominant hand.  I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can use a comfortable grip with good control when holding pens and pencils.  I can match my developing physical skills to tasks and activities, for example, deciding whether to crawl, walk or run across a plank, depending on its length and width. | I can show awareness of the five key concepts about print:  - Print has meaning  - The names of the different parts of a book  - Print can have different purposes  - Page sequencing  - We read English text from left to right and from top to bottom-**Continuous all term**  I am developing my phonological awareness- --Listen and join in with stories, songs & games.  -I can match the sounds that I’ve heard with a picture or copy / make the sounds  -Count or clap syllables in a word.  I can add some marks to my drawings, and give meaning to, for example: ‘That’s my mummy.’  I can make marks to represent my name. | I can talk about and identify patterns around me, using language such as “pointy”, “spotty”, “blobs” etc.  I can create and extend ABAB patterns – stick, leaf, stick, leaf.  I can notice and correct an error in a repeating pattern.  I can talk about and explore 2D shapes, using informal and mathematical language such as “sides”, “corners”, “straight”, “flat”, “round.”  I can combine shapes to make new ones – an arch, a bigger triangle, etc.  I can link numerals and amount - recognise number 2.  I can sort objects by a given criteria.  *Children sort objects, like counting bears, by creating groups of objects that are the same size.*  *Children sort objects that are 2 or 3 different colours.*  *Children sort objects, like buttons, by creating groups of objects that are the same shape.*  *Children describe AB patterns from 2 different colours and predict what will come next in the pattern.*  *Children explore creating outdoors, describing and continuing AB patterns with natural objects.*  *Children continue AB patterns using movement of their bodies.* | I can begin to make sense of my own life-story and my family’s history.  I am developing a positive attitude about the differences between people.  I can talk about the differences between materials and the changes I notice. | I can develop my own ideas and then with support decide which materials to use to express them.  I can join different materials and explore different textures.  I can take part in simple pretend play, using an object to represent something else even though they are not similar.    I can name, choose and match primary and secondary colours.  I can explore colour and colour-mixing.  I can listen with increased attention to sounds.  I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.  I can respond to what I have heard, expressing my thoughts and feelings. |  |
| **Floating adult to spotlight children and ensure children are exploring outside familiar activities with support.**  **Encourage more confident children to share their learning/ exploration of activities with friends.**  **Encourage being purposeful in play and activities- think about choices made and why.** | **Talking about Elmer and his adventures from his stories.**  **Modelling language and tense.**  **Story time- choose familiar books with repetitive phrases.**  **Expectation to speak in full sentences in phonics.**  **Model social phrasing- ‘Can I play with you?’ or ‘do you want to play with me?’**  **Asking and answering questions about stories.** | **P.E- in hall- go through reception- Say hello to other staff and children modelling friendly behaviour.**  **Continue with choose it, use it, put it away- talk about our rights and responsibilities in the classroom- have the right to play with the toys but a responsibility to put away and share.**  **Recognising feelings – using emotion photo cards.**  **Talking about how Elmer felt at different points of the story.** | **Encourage children to attempt name on any work.**  **Assess ball catching**  **Assess pedalling trikes**  **Large balls outside- adults to support throwing and catching.** | **Supersounds games-**  **-Discriminating between sounds**  **-Introducing counting or clapping syllables in names and words.**  **Orally retell the story of Elmer.**  **Mark making in glitter, cornflour, etc.**  **Children to attempt to mark their name on work.**  **Hide 2 instruments can the children identify the one being played?**  **Recognising words that begin with the same sound.**  **Play sound lotto.**  **Clapping syllables in names and words.** | **Shape- focus on construction, shape descriptions and arrangements.**  **Board games.**  **Continue activities recognising numerals 1 and 2 and counting to 2.**  **Shape Jigsaws and games.**  **Read “Pattern Fish.”**  **Printing and making AB patterns with shapes, matching shapes, tap-a-shape,**  **Practice making ABAB patterns using a variety of resources including natural materials and bodies / movements.** | **Circle times to share the family box.**  **Circle time- sharing family box, bringing back attention on to all about me booklets and comparing/ contrasting our families.**  **Forest school - using natural objects found to make pictures, etc.**  **Talk about our wider school environment beyond nursery. Where is reception, yr1, yr2** | **Collage characters from story, thinking about the colours used and where going to put them- being purposeful.**  **Glue- Dip, dip, wipe wipe, blob, blob**  **Making clay elephants.**  **Start to learn nativity songs- practise words with out music first and decide on actions with fs2.** | **PVA Glue** |
| **WK5-2.12.24** | **Pattern** | I can explore different resources and materials.  I am more willing to ‘have a go’ when supported by a familiar adult.  I can begin to correct my own mistakes.  I can show goal-directed behaviour.  I know to ‘try harder, try a different tool or way or ask for help when faced with a problem. | I can listen to and join in with familiar rhymes and songs.  I enjoy listening to stories and I can talk about the characters in stories and in my favourite books.  I can speak to the whole group.  I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  I can speak in simple sentences, which communicate my needs (e.g. I need a drink) and their interests.  I can use longer sentences of four to six words.  I can pay attention to more than one thing at a time, which can be difficult.  Phonics focus- listening and attention-**Continuous** | I can show a sense of responsibility and membership as part of our class community.  I can talk with others to solve conflicts with some support.  I am becoming more outgoing with unfamiliar people, in the safe context of nursery.  I can show more confidence in new social situations.  I can talk about my feelings using words like “happy”, “sad”, “angry” or “worried.”  I can use the toilet when prompted and with growing independence. | I can continue to develop my movement, balancing, riding (scooters and trikes.)  I can catch a large ball.  I can use large-muscle movements to wave flags and streamers, paint and make marks.  I can show a preference for a dominant hand.  I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can use a comfortable grip with good control when holding pens and pencils.  I can match my developing physical skills to tasks and activities, for example, deciding whether to crawl, walk or run across a plank, depending on its length and width. | I can show awareness of the five key concepts about print:  - Print has meaning  - The names of the different parts of a book  - Print can have different purposes  - Page sequencing  - We read English text from left to right and from top to bottom-**Continuous all term**  I am developing my phonological awareness- --Listen and join in with stories, songs & games.  -I can match the sounds that I’ve heard with a picture or copy / make the sounds  -Count or clap syllables in a word.  I can add some marks to my drawings, and give meaning to, for example: ‘That’s my mummy.’  I can make marks to represent my name. | I can talk about and identify patterns around me, using language such as “pointy”, “spotty”, “blobs” etc.  I can create and extend ABC patterns.  I can notice and correct an error in a repeating pattern.  I can talk about and explore 2D shapes, using informal and mathematical language such as “sides”, “corners”, “straight”, “flat”, “round.”  I can combine shapes to make new ones – an arch, a bigger triangle, etc.  I can link numerals and amount - recognise number 2.  I can sort objects by a given criteria.  *Children talk about what they notice about the objects that have been grouped by an adult and identifying similarities between the objects. They then sort objects based on their own criteria.*  *Children describe ABC patterns made from 3 different colours and predict what will come next.*  *Children sort objects that are 2 or 3 different colours.*  *Children explore creating, describing and continuing ABC patterns with natural objects.* | I can begin to make sense of my own life-story and my family’s history.  I am developing a positive attitude about the differences between people.  I can talk about the differences between materials and the changes I notice. | I can develop my own ideas and then with support decide which materials to use to express them.  I can join different materials and explore different textures.  I can take part in simple pretend play, using an object to represent something else even though they are not similar.    I can name, choose and match primary and secondary colours.  I can explore colour and colour-mixing.  I can listen with increased attention to sound.  I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.  I can respond to what I have heard, expressing my thoughts and feelings | Seasons: winter, spring, summer, autumn  Blossom, hibernation |
| **Explicit teach strategies for when activities are difficult** | **Modelling language and tense.**  **Continue with speech and language screening.**  **Encouraging children to contribute at circle times.**  **Story time- choose familiar books with repetitive phrases.**  **Expectation to speak in full sentences in phonics – model sentences.**  **Model social phrasing- ‘Can I play with you?’ or ‘do you want to play with me?’** | **Visiting the hall with FS2 for nativity practice** | **Large balls outside- adults to support throwing and catching.**  **Encourage children to attempt name on any work.** | **Supersounds games-**  **-Discriminating between sounds**  **-Introducing counting or clapping syllables in names and words.**  **Write letter to Santa- assess children- Refer to reading skills, starting on the left moving across to the right.**  **Children to attempt to write their name on their work.** | **Shape- 2D shapes- circle, triangle, square and rectangle**  **Continue activities recognising numerals 1 and 2 and counting to 2.**  **Looking at patterns in the environment, e.g, patterns on shells, fabric.**  **Read “Pattern Fish.”**  **Practising making and continuing AB and ABC patterns using a variety of resources.** | **Talk about our part in Christmas show- whole foundation stage**  **Circle times to share the family box.**  **Talk about the seasons.**  **Choosing pound shop gift- talk about family, what do they think they would like?** | **Begin seasonal calendar- finger printing leaves on tree.**  **Wax rubbing of the patterns on the shells.**  **Imprinting the patterns into playdough and clay.**  **Introduce art gallery area- free choosing of resources introduced so far.**  **Learn Christmas songs.** |  |
| **WK-6-9.12.24** | **Christmas** | I can explore different resources and materials.  I am more willing to ‘have a go’ when supported by a familiar adult.  I can begin to correct my own mistakes.    I can show goal-directed behaviour.  I know to ‘try harder, try a different tool or way or ask for help when faced with a problem. | I can listen to and join in with familiar rhymes and songs.  I enjoy listening to stories and I can talk about the characters in stories and in my favourite books.  I can speak to the whole group.  I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  I can speak in simple sentences, which communicate my needs (e.g. I need a drink) and their interests).  I can use longer sentences of four to six words.  I can sing a repertoire of songs.  I enjoy listening to longer stories and can remember much of what happens.  I can pay attention to more than one thing at a time, which can be difficult.  Phonics focus- listening and attention-**Continuous** | I can show a sense of responsibility and membership as part of our class community.  I can talk with others to solve conflicts with some support.  I am becoming more outgoing with unfamiliar people, in the safe context of nursery.  I can show more confidence in new social situations.  I can talk about my feelings using words like “happy”, “sad”, “angry” or “worried.”  I can use the toilet when prompted and with growing independence. | I can show a preference for a dominant hand.  I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can use a comfortable grip with good control when holding pens and pencils.  I can go up steps and stairs, or climb up apparatus, using alternate feet.  I can skip, hop, stand on one leg and hold a pose for a game like musical statues.  I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. | I can show awareness of the five key concepts about print:  - Print has meaning  - The names of the different parts of a book  - Print can have different purposes  - Page sequencing  We read English text from left to right and from top to bottom-**Continuous all term**  I am developing my phonological awareness- --Listen and join in with stories, songs & games.  -I can match the sounds that I’ve heard with a picture or copy / make the sounds  -Count or clap syllables in a word.  I can add some marks to my drawings, and give meaning to, for example: ‘That’s my mummy.’  I can make marks to represent my name. | I can talk about and explore 2D shapes, using informal and mathematical language such as “sides”, “corners”, “straight”, “flat”, “round.”  I can combine shapes to make new ones – an arch, a bigger triangle, etc.  I can create and extend AB and ABC patterns.  I can notice and correct an error in a repeating pattern.  I can link numerals and amount - recognise numbers 1 and 2.  I can sort objects by a given criteria. | I can begin to make sense of my own life-story and my family’s history.  I am developing a positive attitude about the differences between people.  I can talk about the differences between materials and the changes I notice.  I can celebrate and value cultural, religious and community events and experiences.  Visitor from Toton Churches ?  Walk to post box to post letters to Santa | I can develop my own ideas and then with support decide which materials to use to express them.  I can join different materials and explore different textures.  I can take part in simple pretend play, using an object to represent something else even though they are not similar.    I can name, choose and match primary and secondary colours.  I can explore colour and colour-mixing.  I can listen with increased attention to sounds.  I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.  I can respond to what I have heard, expressing my thoughts and feelings.  I can remember and sing entire songs. | Nativity, Mary, joseph, Jesus, Audience Christingle,  ecological, environmental, |
| **Explicit teaching of strategies for when activities are difficult** | **Story time- choose familiar books with repetitive phrases.**  **Enjoying Christmas stories.**  **Learning and singing Christmas songs.** | **Introduce the kindness elves- they set tasks for us- read the kindness elves book- talk about what kindness is, how do we show it? Does it have to just be big gestures?** | **Encourage children to attempt name on any work.**  **Support children with handgrip when using tools.**  **Scissors, wrapping paper and masking tape to ‘wrap’ presents in Santa’s grotto.**  **Build stage using wooden blocks** | **Supersounds games-**  **Discriminating between sounds**  **-Introducing counting or clapping syllables in words.**  **Writing Christmas cards to family and friends.** | **Continue activities recognising numerals 1 and 2 and counting to 2.**  **Estimating and size- talk about the different sized Christmas parcels- what shape are they? What’s the biggest/smallest or longest/shortest?**  **Explore simple measuring resources such as balance scales, measuring cubes.**  **Practising making and continuing AB and ABC patterns using a variety of resources.** | **Teach the nativity story.**  **Circle times to share the family box.**  **Choosing pound shop gift- talk about family, what do they think they would like?**  **Make cards to share with family- talk about who they want to send them to.** | **Making Christmas cards.**  **Continue seasonal calendar- finger printing leaves on tree.**  **Singing Christmas songs.**  **12th and 13th December – Christmas Shows.**  **Put on a show on the stage- model being a good audience member.** | PVA glue  Banks Road, post box, collection |
| **WK-7-16.12.24** | **Christmas- Nativity stories** | I can explore different resources and materials.  I am more willing to ‘have a go’ when supported by a familiar adult.  I can begin to correct my own mistakes.    I can show goal-directed behaviour.  I know to ‘try harder, try a different tool or way or ask for help when faced with a problem. | I can listen to and join in with familiar rhymes and songs.  I can pay attention to more than one thing at a time, which can be difficult.  I can use a wider range of vocabulary.  I can sing a repertoire of songs.  Phonics focus- listening and attention-**Continuous** | I can show more confidence in new social situations.  I am developing my sense of responsibility and membership of a community.  I am becoming more outgoing with unfamiliar people in the safe context of my setting.  I can use the toilet when prompted and with growing independence. | I can show a preference for a dominant hand.  I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can use a comfortable grip with good control when holding pens and pencils.  I can go up steps and stairs, or climb up apparatus, using alternate feet.  I can skip, hop, stand on one leg and hold a pose for a game like musical statues.  I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. | I can show awareness of the five key concepts about print:  - Print has meaning  - The names of the different parts of a book  - Print can have different purposes  - Page sequencing  - We read English text from left to right and from top to bottom-**Continuous all term**  I am developing my phonological awareness- --Listen and join in with stories, songs & games.  -I can match the sounds that I’ve heard with a picture or copy / make the sounds  -Count or clap syllables in a word.  I can add some marks to my drawings, and give meaning to, for example: ‘That’s my mummy.’  I can make marks to represent my name. | I can talk about and explore 2D shapes, using informal and mathematical language such as “sides”, “corners”, “straight”, “flat”, “round.”  I can extend and create AB and ABC patterns.  I can notice and correct an error in a repeating pattern.  I can make comparisons between objects relating to weight and size, using the vocabulary small  I can link numerals and amount - recognise number 2.  I can subitise up to 3 objects.  I can show “finger numbers” up to 5. | I can talk about what I see, using a wide vocabulary.  I am continuing to develop a positive attitude about the differences between people.  I can explore a collection of materials with similar and/or different properties.  I can celebrate and value cultural, religious and community events and experiences.  Keystrings visit  Magician visit | I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.  I can explore colour and colour-mixing.  I can develop my own ideas and then decide which materials to use to express them.  I can listen with increased attention to sounds.  I can respond to what I have heard, expressing my thoughts and feelings.  I can remember and sing entire songs.  I can play instruments with increasing control to express my feelings and ideas. | Nativity  Double base, guitar, cello, violin, viola, timbre, beat, tempo |
| **Explicit teaching of strategies for when activities are difficult** | **Story time- choose familiar books with repetitive phrases.**  **Enjoying Christmas stories.**  **Learning and singing Christmas songs.**  **Model social phrasing- ‘can I play with you?’ or ‘do you want to play with me?’**  **Talk about being an audience member for magic show and key strings** | **Introduce the kindness elves- they set tasks for us- read the kindness elves book- talk about what kindness is, how do we show it? Does it have to just be big gestures?** | **Encourage children to attempt name on any work.**  **Support children with hand grip when using tools.**  **Scissors, wrapping paper and masking tape to ‘wrap’ presents in Santa’s grotto.**    **Build stage using wooden blocks** | **Supersounds games-**  **Discriminating between sounds**  **-Introducing counting or clapping syllables in words.**  **Writing Christmas cards to family and friends.** | **Talk about the different sized parcels- what shape and size are they? What’s the biggest/smallest?**  **Explore simple measuring resources such as balance scales, measuring cubes.** | **Teach the nativity story.**  **Make cards to share with family- talk about who they want to send them to.**  **Make reindeer food- talk about being safe to go outside- not harming the environment.** | **Continue seasonal calendar- finger printing leaves on tree.**  **Sing Christmas songs.**  **Put on a show on the**  **stage- model being a good audience member.** |  |

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| **End of Aut 2** | **Bench markers- Dec** | **I can explore different resources and materials.**  **I am more willing to ‘have a go’ when supported by a familiar adult.**  **I can respond to new experiences that adults bring to my attention.**  **I can begin to correct my own mistakes**  **I can show goal-directed behaviour.**  **I know to ‘try harder or ask for help when faced with a problem.** | **I can listen to and join in with familiar rhymes and songs.**  **I can engage in story times and talk about what happened in a story.**  **I can follow one step instructions, for example, ‘get your coat’.**  **I can learn and use new vocabulary that is introduced to me.**  **I can understand “Why” questions.**  **I can develop my pronunciation but may have problems saying, some sounds: r, j, th, ch, and sh , multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus**.’  **I enjoy listening to stories and I can name and talk about the characters in stories and in my favourite books.**  **I am confident to speak in front of the whole group.**  **I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.**  **I can speak in simple sentences, which communicate my needs (e.g. I need a drink) and their interests.**  **I can use longer sentences of four to six words.**  **I can sing a repertoire of songs.**  **I can pay attention to more than one thing at a time, which can be difficult.** | **I can independently explore the environment.**  **I can use the toilet independently.**  **I can wash my hands independently.**  **I can play with increasing confidence on my own, and then with one or more children.**  **I can develop constructive and respectful relationships with other children.**  **I can select resources that are needed to achieve a chosen goal with support if needed.**  **I can increasingly follow rules, understanding why they are important.**  **I can show a sense of responsibility and membership as part of our class community.**  **I can talk about my feelings using words like “happy”, “sad”, “angry” or “worried.”**  **I can talk with others to solve conflicts with some support.**  **I am becoming more outgoing with unfamiliar people, in the safe context of nursery.**  **I can show more confidence in new social situations.** | **I can use large-muscle movements to wave flags and streamers, paint and make marks.**  **I am increasingly able to remember sequences and patterns of movement which are related to music.**  **I can use one-handed tools and equipment, for example, making snips in paper with scissors.**  **I can use a comfortable grip with good control when holding pens and pencils.**  **I can show a preference for a dominant hand.**  **I can collaborate with others to manage large items such as carrying the large wooden blocks.**  **I can continue to develop my movement, balancing, riding (scooters and trikes.)**  **I can catch a large ball.**  **I can go up steps and stairs, or climb up apparatus, using alternate feet.**  **I can skip, hop, stand on one leg and hold a pose for a game like musical statues.**  **I can match my developing physical skills to tasks and activities, for example, deciding whether to crawl, walk or run across a plank, depending on its length and width.** | **I can show awareness of the five key concepts about print:**  **-Print has meaning**  **- The names of the different parts of a book**  **- Print can have different purposes**  **- Page sequencing**  **- We read English text from left to right and from top to bottom**  **I am developing my phonological awareness-**  **I enjoy drawing freely.**  **I can add some marks to my drawings and give meaning to them e.g. ‘that says mummy’.**  **I am beginning to make marks to represent my name.** | **I can count with one-to-one correspondence.**  **I can quickly recognise up to 3 objects, without having to count them individually (‘subitising’).**  **I can say one number for each item in order, 1,2,3,4,5.**  **I know that the number reached when counting a small set of objects tells you how many there are in total.**  **I can talk about patterns I can see and use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.**  **I can create and extend AB and ABC patterns.**  **I can notice and correct an error in a repeating pattern.**  **I can talk about and explore 2D shapes using informal and mathematical language such as “sides”, “corners”, “straight”, “flat”, “round.”**  **I can combine shapes to make new ones – an arch, a bigger triangle, etc.**  **I can link numerals and amounts – recognise numbers 1 and 2.**  **I can show “finger numbers” up to 5.**  **I can make comparisons between objects relating to weight and size.**  **I can explore simple measuring resources such as balance scales, measuring cubes.**  **I can sort objects by a given criteria.** | **I am developing a positive attitude about the differences between people.**  **I can explore how things work.**  **I can talk about what I see, using a wider vocabulary.**  **I can use all my senses in hands-on exploration of natural materials.**  **I can explore collections of materials with similar and/or different properties.**  **I can celebrate and value cultural, religious and community events and experiences.**  **I can begin to make sense of my own life-story.**  **I can talk about the differences between materials and the changes I notice**. | **I can explore different materials freely in order to develop my ideas about how to use them and what to make.**  **I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.**  **I can use drawings to represent ideas like movement or loud noises.**  **I can take part in simple, pretend play often based on familiar experiences, e.g. making dinner.**  **I can take part in simple pretend play, using an object to represent something else even though they are not similar.**  **I can explore colour and colour-mixing.**  **I can name, choose and match primary colours.**  **I can use simple techniques to shape clay or playdough, e.g, pinching.**  **I can listen with increased attention to sounds.**  **I can play instruments with increasing control to express my feelings and ideas.**  **I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.**  **I can develop my own ideas and then with support decide which materials to use to express them.**  **I can join different materials and explore different textures.**    **I can remember and sing entire songs.** |  |