



Medium Term Planning



Reception Autumn Term 1



Inspire Curriculum	Core Text Hook	Diversity, Community and Global Project Outcome for the Term
	 <p>'All Are Welcome' 'The Boy, The Mole, The Fox and the Horse'</p> <p>Hook: Mini local walk around the area looking at community.</p> <p>Use hashtag #MuseumofHope throughout the learning journey on twitter!</p>	<p>Children will learn what it's like to be part of a community. They will focus on the character skills and how they can develop them to be good members of their classroom community.</p> <p>Children and parents will create a 'Hopes and Dreams' tree in their classroom.</p> <p>Letter to go home for parents to record their 'hopes and dreams' for their child, then all hopes and dreams to be hung on the tree. (Could also record parents reading these aloud)</p> <p>'Hopes and Dreams' ceremony where children can hang theirs on the tree, recorded as a video to put in whole-school museum.</p>
	<p>Art Outcomes Display Ideas</p>	<p>Trips/Visitors</p>
	<p>Art Outcome(s): Self-Portraits using loose parts. Self-Portrait drawings. Paper Mache or 3D tree. Hand-drawn 'maps' of our community.</p> <p>Project Outcome: Tree of hopes and dreams – parents write down their hopes and dreams for their children, and the children write down their wishes and hang on the tree as 'leaves'.</p>	<p>Autumn 1 week 3 Trip around local community as Hook for topic.</p>
<p>Knowledge and Understanding</p>	<p>Skills</p>	<p>Attitudes</p>
<p>Identity and Diversity</p>	<p>Self-awareness and reflection</p>	<p>Sense of Identity and Self-Esteem</p>

<ul style="list-style-type: none"> • Uniqueness and the value of every person • Similarities and differences between self and others 	<ul style="list-style-type: none"> • recognise, name and deal with feelings in a positive way • notice some effects of own actions on others • identify how people are feeling (e.g. happy, sad, worried) <p>Communication</p> <ul style="list-style-type: none"> • Listen to others • Take turns to express a view 	<ul style="list-style-type: none"> • awareness of self and own uniqueness • sense of self-worth and worth of others <p>Value diversity</p> <ul style="list-style-type: none"> • positive attitude towards difference and diversity • willingness to listen to the ideas of others
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Diversity, Community and Global Project Learning Journey	
Week 1 7 th September	<p><i>***The following lessons are brief 'topic' lessons that you can teach to children outside of literacy and maths lessons. As the year goes on, we will build up to several 'topic' lessons a week (These allow you to build up an art learning journey, or other subjects of interest). Start with 1-2 topic lessons in Autumn Term depending on the needs of your children.</i></p> <p>Full week, half days (2 with lunch) – CHANGE FOR YOUR SCHOOL</p> <p>Establishing routines</p> <ul style="list-style-type: none"> - Good to be Green (or other behaviour policy) - Tidying up / Accessing resources - Carpet expectations - Class rules <div>   </div> <p>Baseline Observations – see baseline document</p> <p>Send letter home with postcard asking parents for a family photo, stating where their family is from.</p>
Week 2 14 th September	<p>Full week, half days with Lunch</p> <p>Establishing routines</p>



	<ul style="list-style-type: none"> - Good to be Green - Tidying up / Accessing resources - Carpet expectations - Class rules   <p>Baseline Observations – see baseline document See literacy pre teach lessons introducing core text. Supplement with texts related to emotions, and first days at school.</p> <ul style="list-style-type: none"> • Meesha Makes Friends • Making Friends <p>When A Dragon Goes to School.</p>
Week 3 21 st September	<p><i>Have all children brought in a family photo? Will need these for literacy lessons this week.</i></p> <p>Baseline Observations – see baseline document</p> <p>Topic Lesson: LI: To explore my community Children in small groups to be taken on short 20 minute walks around the school community. Look at different homes, shapes you can see, buildings and their purpose. Take photos of familiar landmarks/sights.</p>
Week 4 28 th September	<p><i>Print pictures of the previous week's walk for map drawing in literacy.</i></p> <p>Topic Lesson: LI: To draw a self-portrait. Begin to draw self-portraits for final outcome. Encourage using different lines and shapes, as well as colours.</p>
Week 5 5 th October	<p><i>Send out a letter and a fancy 'label' so parents can write a hope or aspiration for their children.</i></p> <p>Topic Lesson: LI: To use loose parts to create a self-portrait. Children create loose parts self-portrait. E.g. cardboard, buttons, yarn, screws, nuts, bolts, etc.</p>


			
Week 6 12 th October	Topic Lesson: LI: To build a structure. Create a hopes and aspirations tree – newspaper sculpture for the following week’s finished		outcomes.
Week 7 19 th October	Topic Lesson: LI: To celebrate our hopes and dreams. Hopes and dreams ceremony – hanging the parents labels, and the children’s own written labels on the hope tree. Children to be recorded saying their own hopes and aspirations.		

English Learning Journey

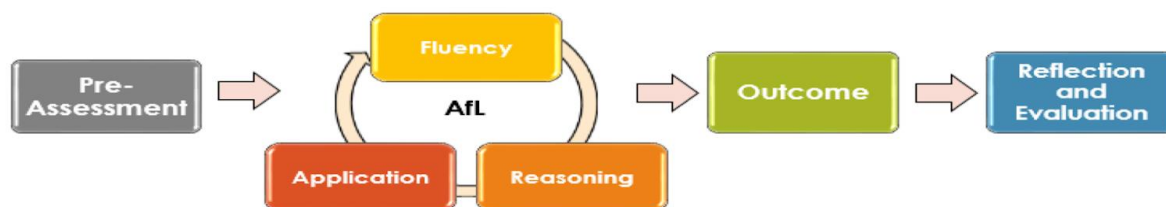
Week 1 7 th September	Week 2 14 th September	Week 3 21 st September	Week 4 28 th September	Week 5 5 th October	Week 6 12 th October	Week 7 19 th October
Phonics: Phase 1 Listening and attention, guess the instrument/ noisy neighbor	Phonics: Phase 1 Listening and attention, find the instrument / pass around the musical instrument.	Phonics: Phase 2 LI: I can link sounds to letters, naming and sounding the letters of the alphabet LI: I am beginning to blend sounds together Focus phonemes/ graphemes: s, a, t, p Tricky word- I Children to have provision both inside and outside	Phonics: Phase 2 LI: I can link sounds to letters, naming and sounding the letters of the alphabet LI: I am beginning to blend sounds together Focus phonemes/ graphemes: i, n, m, d Tricky word- to Children to have provision both inside and outside	Phonics: Phase 2 LI: I can link sounds to letters, naming and sounding the letters of the alphabet LI: I am beginning to blend sounds together Focus phonemes/ graphemes: g, o, c, k Tricky word- go Children to have provision both inside and outside	Phonics: Phase 2 LI: I can link sounds to letters, naming and sounding the letters of the alphabet LI: I am beginning to blend sounds together Focus phonemes/ graphemes: ck e u r Tricky word- no Children to have provision both inside and outside	Phonics: Phase 2 LI: I can link sounds to letters, naming and sounding the letters of the alphabet LI: I am beginning to blend sounds together Focus phonemes/ graphemes: h, b, f, ff Tricky word- no Children to have provision both inside and outside
Baseline <i>*Send out a letter with a school postcard asking parents to bring</i>	Baseline <i>*A couple pre-lessons to teach as part of settling in sessions</i>	Week Focus: My Home and Family <i>*TA or CT to take children on short</i>	Week Focus: Being part of a community Lesson 1	Week Focus: Community/School Values and Character Skills	Week Focus: Character Skills and writing our own Hopes and Dreams Lesson 1	Week Focus: Hopes and Dreams Ceremony and Filming Day 1

<p>in a family photo and where they are from.</p>	<p>Lesson 1 On 1st day of school as a whole class, read the first page from 'All are Welcome' to the children. Explore the photo of all the children entering the classroom. Talk about their feelings, etc.</p> <p>Lesson 2 Show the children the page from BMFH 'Everyone is a bit scared said the horse, but we are less scared together.' Discuss that sometimes we feel scared or sad but these are certain things we can do to feel better. Discuss things that make us feel better.</p>	<p>community walk for 20 minutes in small groups of 5 throughout the week. Take photos of familiar landmarks/buildings and houses.</p> <p>Lesson 1 LI: To discuss what I know. Read up to the map picture ('If you come from far away). Look at families and talk about who brought them to school today. Discuss similarities and differences in the class, using language such as brothers, sisters, mums, dads, grandparents.</p> <p>Lesson 2 LI: To talk about family Look at different family make ups. Have children share their family photo that they brought in. Are all families the same? Children to share My family is the same because_____. My family is different because_____. My family is special because_____.</p>	<p>LI: To understand what a community is Read up to the black page with children holding hands 'We are part of a community'. Unpick the language together as a class: <i>community</i>. Discuss what it means to be part of a community. Focus on school community and talk about things that make us part of our school e.g. uniform, class rules, classroom, eating together, living near each other.</p> <p>Lesson 2 LI: To learn about the school community Read up to 'We learn from each other' and discuss the different adults around the school and how they help us to learn. Different adults around the school to come in and talk to the children about their roles and children to ask question Adult to use these sentence prompts I am a _____ My job is to _____ I am _____</p>	<p>*Send out a letter with fancy card or tags for parents to write their 'Hopes and Dreams' on (collect by end of Week 6). Could also record parents saying them aloud.</p> <p>Lesson 1 LI: To explore the character skills. Show children page from AAW 'in our classroom safe and sound...' and discuss what makes our school feel like a safe place. Introduce Character Skills. At our school, we have special skills that we learn to help us be members of our community.</p> <p>Lesson 2 LI: To understand integrity Use the hook of a messy classroom. Responsibility (Integrity) – role play being the superhero, pose scenarios to respond to. Speaking frame: I am captain responsibility and I.... Model writing superhero sentence.</p>	<p>LI: To explore leadership Hook: Puzzle on the floor - what are we going to do? Leadership – role play being the superhero, pose scenarios to respond to. Speaking frame: I am captain resilience and I.... Model writing superhero sentence. I am Captain _____ because_____ (Adult model, children say out loud).</p> <p>Lesson 2 LI: To explore Wonder Hook: 'Captain Wonder' bring in image from BMFH 'Be curious'. Discuss meaning of the word 'curious' and introduce character skill of 'Wonder'. Children then ask questions and make predictions about what the boy, mole and fox are looking at/doing. Are there things you are curious about?</p> 	<p>LI: To identify presenting skills To create a What Makes Good (WMG) on good presenting skills. Looking, Speaking clearly, Speaking loudly Active Listening Audience</p> <p>Day 2 LI: To present my ideas Children to rehearse their hopes and dreams statements in front of the class. Model providing feedback on good presenting</p> <p>Lesson 3 LI: To celebrate our learning Have a 'Tree Ceremony' where all of the children hang their hopes and dreams on the class paper mache tree (teachers can also share parents' hopes and dreams by reading them aloud). Record children saying their hope out loud to put into video.</p> <p>Lesson 4</p>
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		<p>Lesson 3 LI: To share where I am from Use google earth and google maps to find children's houses, home countries, and local landmarks on the IWB. Use family post cards as prompts.</p> <p>Lesson 4 LI: To draw and label a map Roll a large piece of paper out onto the carpet. Draw a road and children to add buildings and other roads to the 'Class Map'. Draw pictures of their houses and their families. Add labels.</p>	<p>The teacher and TA model interviewing each other.</p> <p>Lesson 3 LI: To describe myself Go back to the same page as lesson 1. Focus on the vocabulary <i>diversity</i>. Talk about what diversity means. Show children page 'You have a space here' and talk about diversity in families as well. Children then describe themselves and what makes them unique. Use mirrors and draw self-portraits. Use sentence stems: <i>I have</i> ____ <i>I can see</i> ____ <i>I am special because</i> ____ <i>I like</i> ____</p> <p>Lesson 4 LI: To describe my friends Recap vocabulary <i>diversity</i>. Children sit in talk partners looking at their partner, describe their friend. Use sentence stems: <i>You have</i> ____ <i>I can see</i> ____</p>	 <p>Lesson 3 LI: To explore relationships Use page from BMFH 'Nothing beats kindness. It sits quietly beyond all things' as a prompt. Hook: TA falling over Kindness (Relationships) - role play being the superhero, pose scenarios to respond to. Speaking frame: I am captain kindness and I.... Model writing superhero sentence.</p>  <p>Lesson 4 LI: To explore Growth mindset Use picture from BMFH as prompt: 'What is the bravest you have ever said? 'Help' said the horse'. And the next page 'Asking for help isn't giving up, it's refusing to give up'. Hook: Teacher giving up on something.</p>	<p>Lesson 3 LI: To share my aspirations Share page from BMFH 'Always remember you matter. You are important. And you are loved. And you bring to this world things no one else can.' (Use this quote on your display as well) Then reflect on Character skills – What do the children want to practice? Which skills do they need to strengthen? Use sentence stems: <i>I matter because</i> ____ <i>I am important because</i> ____</p> <p>Lesson 4 LI: To write a sentence Introduce the writer's toolkit, Capital Letters, fullstops and finger spaces. Also introduce our 'Hopes and Dreams' tree. Model writing your hope using the sentence toolkit and hanging it on the tree.</p> <p>Lesson 5 LI: To write a sentence</p>	<p>LI: To make a promise Children collaborate to make a class promise. E.g. We are saplings class. We promise to respect each other and be kind. Our job is to listen and learn. Record all of the children saying this together to put in video. Use sentence stems: We are ____ We promise ____ Our job is to ____</p>
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			<p><i>You are special because</i> _____ <i>I like</i> _____</p>	<p>Resilience (Mindset) – role play being the superhero, pose scenarios to respond to. Speaking frame: I am captain resilience and I.... Model writing superhero sentence. I am Captain _____ because _____ (Adult model, children say out loud).</p> 	<p>Children to create their own 'hopes and dreams' (promises that we are going to work on for the year) to put on the tree. Complete the sentence stem I am _____ I will be _____ I am kind. I will be responsible.</p>	
	<p>Adult Focus LI: I can say and write the sounds in my name Name writing for baseline</p>	<p>Adult Focus LI: To draw and label a map Children to map out their journey through the community using pictures and labels. WTS – Draw a picture of their house and label it EX/GD – Draw a map of their community walk and label it *Link to maths shapes</p>	<p>Adult Focus LI: Draw and label a self-portrait Children draw a self-portrait and write their name. Label with descriptive words or write short sentence e.g. I am _____.</p>	<p>Adult focus LI: To discuss right and wrong choices Children to discuss right and wrong choices within the school setting. Out of books</p>	<p>Adult focus LI: To write a sentences Publishing Hopes and Dreams sentences to hang on tree. I am _____ I will be _____ I am kind. I will be responsible.</p>	<p>Adult focus LI: To present my ideas Children to film their ideas on their aspirations.</p>

Maths Learning Journey



	Week 1 7 th September	Week 2 14 th September	Week 3 21 st September	Week 4 28 th September	Week 5 5 th October	Week 6 12 th October	Week 7 19 th October
Stages:	Focus for the Week: Baseline	Focus for the Week: Baseline	Focus for the Week: 2D Shapes	Focus for the Week: Number (Exploring Numicon)	Focus for the Week: Number (Numbers 1-5, 1:1 correspondence and subitising)	Focus for the Week: Number (Sorting and comparing quantities 1-5)	Focus for the Week: Number (Matching numbers to quantities 1-5)
Pre-assessment							
Fluency	<i>Baseline Maths Assessment – See Baseline Document</i>		Mental/Oral Starters: Counting songs	Mental/Oral Starters: Counting songs	Mental/Oral Starters: Counting songs	Mental/Oral Starters: Counting songs	Mental/Oral Starters: Counting songs
Reasoning	<ul style="list-style-type: none"> Recite numbers to 10 Begin to represent numbers on paper Recognise numbers Order numbers Select a named shape Name 'flat' 2D shapes Name colours <p>Carpet sessions, number and shape songs, number and shape books.</p>		Fluency Day 1 LI: To talk about a named shape Circle and triangle Properties of the shapes, comparative elements, describe the shape, identify the shape, and look at it in real life, explain shape to the class.	Fluency Lesson 1 LI: To describe numicon shapes (use ten frame shapes in numicon colours if needed) Children to choose a Numicon shape from a feely bag. Discuss its colour/shape/size, but allow the children to lead the conversation. 1 child to lead, other children to find the	Fluency Lesson 1 LI: To match numicon to quantity (use ten frame shapes in numicon colours if needed) Children choose a piece of numicon. Have a pot of counters or pegs and count out 1:1 pegs and place them on the numicon piece.	Fluency Lesson 1 LI: To explore the number one. Children watch the number blocks video for number one, then go on a 'number one' hunt around the classroom. Find '1' thing. Create a number one poster to put on learning wall.	Application Lesson 1 LI: To match numicon to numerals (use ten frame shapes in numicon colours if needed) Introduce children to the numerals and match numicon. Link back to previous number lines.
Application							
Outcome							
Reflection & Evaluation							Lesson 2












		<p>Square and rectangle. Properties of the shapes, comparative elements, describe the shape, identify the shape</p> <p>Lesson 3 LI: To talk about a named shape pentagon and hexagon Properties of the shapes, comparative elements, describe the shape, identify the shape</p> <p>Application Lesson 4 LI: To select a shape for purpose Select shapes to make a house and explain choices to the group</p>	<p>same numicon from their bags</p> <p>Reasoning Lesson 2 LI: To organise numicon by colour (use ten frame shapes in numicon colours if needed) Use a numicon spinner or colour counters. Spin the spinner or pull out a counter. Can you name the colours? Can you choose the numicon to match the colour?</p> <p>Application Lesson 3 LI: To match numicon on a number line (use ten frame shapes in numicon colours if needed) Show children a Numicon Number-line to 10 (Numicon blue-tacked to board, no numbers). What is this? What shall we call it? We want to organize our Numicon shapes onto the number-</p>	<p>Lesson 2 LI: To count out objects Starter: Play estimating game. Show children subitising cards, they guess how many. Teacher and TA model saying 'Give me...' and then counting out objects to match. Then children to do it in talk partners. Adults to prompt numbers e.g. 'Partner A give Partner B 3.'</p> <p>Lesson 3 LI: To match quantities (use ten frame shapes in numicon colours if needed) Give children pairs of cards (e.g. one has 4 dot dice, and the other has a 4 numicon) they need to then find each other to match them.</p> 	<p>LI: To explore the number two. Children watch the number blocks video for number one, then go on a 'number two' hunt around the classroom. Find '2' things. Create a number two poster to put on learning wall.</p> <p>LI: To explore the number three. Children watch the number blocks video for number one, then go on a 'number three' hunt around the classroom. Find '3' things. Create a number three poster to put on learning wall.</p> <p>Lesson 4 LI: To explore the number four. Children watch the number blocks video for number one, then go on a 'number four' hunt around the classroom. Find '4' things. Create a</p>	<p>LI: To match quantities to numerals Give children digit cards. They count out objects to match.</p>  <p>Lesson 3 LI: To create a number line Give children number cards and they create a 'people' number line with their bodies.</p> <p>Outcome Lesson 4 LI: To create number cards. Children make own subitising cards to then put into a number line. E.g. one child chooses 4 fingers or 4 sticks, then take a photo for the display. Display could go indoors or outdoors.</p> 
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			<p>line. Invite children up to choose a Numicon shape and match it to the line. How do you know where to put the shape? What might come next? Introduce error spotter with a puppet.</p> <div></div> <p>Reasoning LI: To compare shapes and sizes (use ten frame shapes in numicon colours if needed)</p> <p>Pre-assessment hook: can you order the numicon by size? Children compare shapes of numicon using language of big, small, bigger, smaller, taller, shorter My numicon is bigger/smaller because...</p>	<p>Application Lesson 4 LI: To order quantities In kagan groups, choose a different type of visual for each group, and have children put them in order from smallest to largest, creating a number line. E.g. dice, frogs, green bottles, ducks, currant buns, numicon.</p> <div></div>	<p>number four poster to put on learning wall.</p> <p>Lesson 5 LI: To explore the number five. Children watch the number blocks video for number one, then go on a 'number five' hunt around the classroom. Find '5' things. Create a number five poster to put on learning wall.</p> <div></div>		
	Adult Focus:	Adult Focus:	Adult focus: LI: To identify shapes in the environment	Adult focus: LI: To match numicon on a number line	Adult focus: LI: To count objects from a larger group Children and adult to take it in turns to	Adult Focus: LI: To explore a number Children to use unicubes to build	Adult focus: LI: To create a number line Children to create their own number













			In small groups children to go on a shape hunt around the classroom/ outside. Which shapes were most common? Were there any shapes we didn't see?	(use ten frame shapes in numicon colours if needed) Children to create a numicon number line in small groups or 1:1 with adult. What observations can children make about the pieces?	request different numbers of items from one another. E.G. "Can you give me four?"	their own number blocks. How many shapes can you make with each number?	line using counters/numicon /marks and include the numbers to match. (use ten frame shapes in numicon colours if needed)
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Indoor Provision Ideas

	Week 1 7 th September	Week 2 14 th September	Week 3 21 st September	Week 4 28 th September	Week 5 5 th October	Week 6 12 th October	Week 7 19 th October
Literacy	Can you draw a picture of your family?	Can you write your name? Can you make a name tag?	Tell me about your home... Vocabulary	How would you describe yourself? Vocabulary	Can you make a map of our community?	What are your hopes and dreams? Can you write a wish?	Can you write a card for a friend? Vocabulary

	<p>Vocabulary Family, mum, dad, sister, brother, aunt, uncle...</p> <p>Images of different types of families, copies of pupil's families, felt tips, colour pencils, blank picture frame templates</p> 	<p>Vocabulary Letters, sounds, capital letter, lower case letter, name</p> <p>Children's name cards, phonics mats, label stickers, felt tips, hole punch, string, scissors</p>	<p>home, room, family, windows, door,</p> <p>Children to draw pictures of their homes and encourage pupils to include and discuss details about their home.</p> 	<p>Eyes, teeth, nose, skin, hair, kind, funny, silly, nice, friendly, happy</p> <p>Children to draw pictures of themselves and then have a go at writing labels and key words to describe themselves.</p> 	<p>Vocabulary Map, school, home, road, shop, park</p> <p>Images from community walk previous week, a4, a3 paper, felt tips, rulers</p> 	<p>Vocabulary Wish, hopes, dreams, kind, brave, curious, responsible, brave</p> <p>Children to record ideas on A5 size stars</p> 	<p>To From Love</p> <p>Paper, felt tips, list of pupil's names</p> 
Maths	<p>Number I spy... What can you see? How many...can you spot?</p> <p>Vocabulary Count, number, numeral, how many</p> <p>Table to have numeral manipulatives (e.g. magnetic numbers) and different quantities of objects (e.g. two elephant figures, 5 pieces of Lego, 4 unicubes etc.) Include clipboards with check lists for children to record their findings.</p>	<p>Shape I spy... What can you see? How many...can you spot?</p> <p>Vocabulary Shape, square, triangle, circle, rectangle how many</p> <p>Table to have different size shapes both 2D and 3D, images of shapes in the environment, felt tips, paper</p> 	<p>Can you make a picture using shapes? What shapes did you use?</p> <p>Vocabulary Shape, square, circle, rectangle, triangle etc. Paper shapes, glue, paper, picture prompts</p> 	<p>To explore numicon</p> <p>Vocabulary Shape, big, small, colour, pattern, count</p>  <p>Numicon, feely bags, pegs, boards, felt tips, paper,</p>	<p>To explore number</p> <p>Vocabulary Shape, big, small, colour, pattern, count, how many</p>  <p>Numicon, feely bags, pegs, boards, felt tips, paper, add magnetic numbers to provision</p>	<p>How many ways can you represent a number?</p> <p>Vocabulary Number, count, how many</p>  <p>Numicon, latex gloves, number cards, counters, dice etc.</p>	<p>Can you make a number line?</p> <p>Vocabulary Numeral, number, count, how many</p> <p>Paper, felt tips, counters, magnetic numbers, numicon etc.</p>


							
Malleable	<p>What can you make?</p> <p>Vocabulary Roll, pat, squish, cut</p> <p>Children to explore continuous play dough provision, focussing on embedding rules for the area e.g. 2 children may play at a time, dough stays in the tray, tidying resources etc. Can switch the play dough with different types of tools. Can add scents to the dough, change tools throughout the week</p> 	<p>Can you make a letter?</p> <p>Vocabulary Letter, sounds, roll, pat, wet, dry</p> <p>Making letters out of clay/ salt dough</p> <p>*save children's letters to be decorated using paint/ collage following week</p> 	<p>Can you explore texture? Can you make a print?</p> <p>Vocabulary Bumpy, smooth, rough, lumpy</p> <p>Children to explore texture and print making using found objects and play dough</p> 	<p>Can you make a shape?</p> <p>Vocabulary Shape, shape names, make, create, build</p> <p>Making shapes out of straws and playdough</p> 	<p>How are you feeling today?</p> <p>Vocabulary Self portrait, make, smile, emotions</p> <p>Children to use playdough to create their faces and emotions.</p> 	<p>Can you write the sounds?</p> <p>Vocabulary Sounds, write, letters</p> <p>Glitter salt tray. Writing sounds and tricky words.</p> 	<p>Rainbow rice or Rainbow Oats</p> <p>Vocabulary Colour, colourful, dry, small, fill, scoop, pour</p>  <p>Paintbrushes, oats, rice, measuring cups, measuring spoons, sieves, bowls</p>
Creative	<p>Can you paint a self-portrait?</p> <p>Vocabulary Colour, hair, skin, smile</p>	<p>Can you make a pattern? What colours did you use?</p> <p>Vocabulary Bracelet, necklace, tie, colour, thread</p>	<p>Can you decorate a letter? What materials will you use?</p> <p>Vocabulary Paint, glue, sparkle, colourful</p>	<p>Who lives in your house?</p> <p>Vocabulary Family, home, love, mum, dad, sister, brother, aunt uncle, grandma, grandad, pets</p>	<p>Can you write your name?</p> <p>Vocabulary Write, name, sounds</p> <p>Children (or adult) to write name in large and children to</p>	<p>Which materials will you use?</p> <p>Vocabulary Draw, portrait, face, create</p>	<p>Observational drawings. Which colours will you use?</p> <p>Vocabulary Look, colour, paint, draw, shape, still life</p>









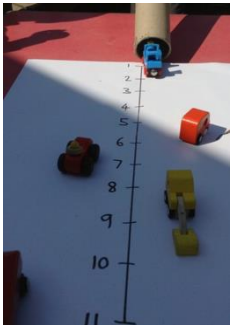

	<p>Paper, brushes, paint, images of portraits by famous artists e.g. Warhol, Picasso etc.</p>	<p>Necklace/ bracelet making using pasta, straws, beads etc. pipe cleaners, string etc.</p>	<p>Children to decorate salt dough/ clay letters made during the previous week using paint and mixed media collage.</p>  	<p>Children to draw pictures of their family in a house using a template or making one from lolly sticks</p>  	<p>collage over the lines of their name</p> 	<p>Children to draw and collage a self-portrait of themselves.</p> 	 <p>*Can use different natural stimulus e.g. autumn leaves</p> 
Sand	<p>Using tools for a purpose</p> <p>Vocabulary Build, bucket, spade, rake, empty, full</p> <p>Children to explore continuous sand provision, focussing on embedding rules for the sand area e.g. 2 children may play at a time, sand stays in the tray, tidying resources etc.</p>	<p>Can you build your home?</p> <p>Vocabulary Home, tower, window, door, roof, tall, short</p> <p>Different shape/size containers for moulding sand, loose parts for decoration, images of different types of homes, small world figures</p>	<p>Can you find the letters of your name?</p> <p>Vocabulary Letters, sounds, spell</p> <p>Magnetic letters, sieves, shovels, magnetic boards</p>	<p>Can you match the letters to the sounds?</p> <p>Vocabulary Phonics, sounds, letters</p> <p>Letter sounds INMD Objects to match these sounds hidden in the sand</p>	<p>Who helps you? Vocabulary Help, support, police, paramedic, doctors etc</p> <p>Lollipop puppets of different people who help us, with small word/blocks in the sand area for children to act out stories.</p>  	<p>Can you make a sculpture?</p> <p>Vocabulary Stones, smooth, balance, big, small</p> 	<p>Which is heaviest/lightest/ the same?</p> <p>Vocabulary Heavy, light, lighter, heavier, same, balance</p>  <p>Balance scales, items to weigh (numicon, counters), whiteboards and</p>













							pens to record observations. 
Water	<p>Using tools for a purpose</p> <p>Vocabulary Water, drip, drop, splash, stir</p> <p>Children to explore continuous sand provision, focussing on embedding rules for the water area e.g. 2 children may play at a time, water stays in the tray, aprons on, tidying resources etc. Can add colour to the water, bubbles etc.</p> 	<p>Alphabet soup. Which letters can you find?</p> <p>Vocabulary Letter, sound, soup, cook, mix</p> <p>Bowls, magnetic letters, spoons, slotted spoons, colanders</p> 	<p>Magic potion. What kind of potion will you make?</p> <p>Vocabulary Magic, power, kind, love, strength, ingredients</p> <p>Different size bottles, natural materials (leaves, sticks, stones etc.) spoons, whisks, labels and felt tips for labelling positions</p> 	<p>Which numbers match the numicon</p> <p>Vocabulary Number, match, amount, numicon</p> <p>Numicon and magnetic numbers in the water tray with water beads.</p>  	<p>Which numbers do you recognise?</p> <p>Vocabulary Number, digit, recognise, count,</p> <p>Fishing for digits.</p> <p>Numbers written on the bottom of ducks and children fish for them and recognise the digit.</p> 	<p>How do you wash your hands?</p> <p>Vocabulary Germs, clean, scrub, wash</p>  <p>Latex gloves filled with water, "germs" drawn on with whiteboard pen, sponges, soap</p> 	<p>How do you wash your clothes?</p> <p>Vocabulary Scrub, clean, dirty, fresh, soap, pegs</p>  <p>Washing line, clothes pegs, soap, sponges, baby doll clothes</p> 





Outdoor Provision Ideas










***Literacy and Maths skills and tasks should be embedded across all areas of provision


	Week 1 7 th September	Week 2 14 th September	Week 3 21 st September	Week 4 28 th September	Week 5 5 th October	Week 6 12 th October	Week 7 19 th October
Literacy	Which letters/sounds do you know? Vocabulary Letter, sound, line, circle, name, Sidewalk chalk for mark making,	Can you make a family album? Vocabulary Album, family, picture, mum, dad, brother, sister, baby, pet Children to draw images of family	Can you make a map? Vocabulary Map, up, down, turn, house, school, road Children to make large maps of their community, based on the	Can you make your name? Vocabulary Letters, sounds, name Pebbles, paint, feltips, clay, dough for creating names in different ways	Which sounds can you find. Vocabulary Sounds, write, letters Sound hunt outside, match to graphemes and words. Have pictures with	Can you SPLAT a sound? Children to use fly swatters/bean bags etc. to identify a phase 2 sound. Vocabulary Sound, letter, SPLAT!	Phonics hopscotch Vocabulary Phase 2 sounds, sound, letter Chalk 

	<p>letter and name writing</p> <p>*opportunities for maths and literacy to be included in all areas of provision, using question prompts and mark making tool kits e.g. paper, pencils, felt tips, chalk etc.</p>	<p>members and special events. small books (zig zag book, folded paper etc), loose paper, stapler, felt tips, pencils etc.</p> 	<p>community walk or from memory.</p> 		<p>different initial sounds – SATPIMND and images/items to match</p>	<p>large phonics sounds, fly swatters, bean bags, whiteboards and pens for recording different sounds</p> 	
Maths	<p>Number hunt. Which numbers can you see? Can you find me...(number of items)?</p> <p>Vocabulary Number, count, how many</p> <p>Numbers hidden around the outdoor area, visual check list to support children in their hunt</p>	<p>Number games-</p> <p>Vocabulary Score, points, count, how many</p> <p>Bean bag toss, targets, hop scotch, What time is it Mr. Wolf?</p>  	<p>Shape hunt. What shapes can you see?</p> <p>Vocabulary Shape, square, circle, triangle, rectangle</p> <p>Children to find and group items according to their shape. Use hoops or chalk to outline space for grouping</p> 	<p>To explore size. Can you find something that is bigger than/smaller than/the same size as...?</p> <p>Vocabulary Big, small, long, short, same, measure</p>  <p>Provide trays/hoops or mark</p>	<p>How far can your vehicle travel?</p> <p>Vocabulary Distance, vehicle, travel, far</p>  <p>Cars, guttering, guttering stands, chalk, paper, pens</p>	<p>Numicon shape hunt. Which Numicon shape is missing? Can you find it?</p> <p>Vocabulary Numicon, colour, shape, find, hide, seek</p>	<p>Build a number line Can you represent a number?</p> <p>Vocabulary Number, numeral, count, how many</p> 

				out space for children to order their objects, rulers and measuring tape			
Malleable	Worm hunt Vocabulary Worm, wiggle, long, short, mini beast, spider, beetle  Cooked spaghetti and mini beasts mixed in compost, tweezers, chop sticks, containers, magnifying glasses, books about mini beasts, rulers for measuring worms, clipboards, pens, paper for drawing observations 	Explore texture Moon sand Vocabulary Squish, pat, fill, shape Moon sand, cups, containers, measuring cups, spoons, 	To use tools for purpose. Can you use the scissors to cut? Vocabulary Cut, chop, mix Children to use scissors to cut different materials i.e. cooked spaghetti, jelly, herbs, dough, etc. include bowls, spoons, pestle and mortar 	Which marks will you make? Vocabulary Marks, making, shapes, lines, draw making marks in the sand with fingers/straws/ paintbrushes etc.  	How will you sort these items? Vocabulary Sort, pincer grip, group Children to use tweezers to arrange pom poms in different groups  	Corn flour and water Cornflour mark making.  Vocabulary Slimy, slippery, wet, solid, liquid Cornflour, water, sticks, tweezers, sequins, sieves, cups 	Pumpkins Vocabulary Pumpkin, big, small, seeds, slimy, wet, squishy, hard Pumpkins, spoons, sieves, bowls, magnifying glasses  

<p>Creative</p>	<p>Can you make a self-portrait</p> <p>Vocabulary Portrait, eyes, hair, skin, lips</p>  <p>Loose parts and collage materials, mirrors, cork boards/ picture frames, post it notes and pens for name labels</p> 	<p>Conker painting-How many types of marks can you make?</p> <p>Vocabulary Fast, slow, up, down, colour</p>  <p>Paint, paper, trays, conkers, marbles,</p>	<p>Junk modelling-Can you build a home? which materials will you use?</p> <p>Vocabulary Home, roof, door, window Recycled materials, tape, glue, scissors, collage materials, lolly sticks etc.</p> 	<p>How are you feeling today?</p> <p>Vocabulary Emotions, feelings, colours</p> <p>Create emotion discovery sensory bottles, linked to feeling colours(eg, angry red) – link to Zones of regulation or colour monsters.</p>   <p>EMOTIONS DISCOVERY BOTTLES</p>	<p>Pop Art paint Children to paint superhero sounds- pop, bang, pow, zip using cotton buds</p> <p>Vocabulary pop, bang, pow, zip</p> 	<p>Nature crowns</p> <p>Vocabulary Crown, leaf, pine, stick flower, petal</p> <p>Long strips of pre-cut paper for crowns, glue, natural resources for decoration, stapler/ tape</p>  	<p>Natural materials collage</p> <p>Vocabulary Stick, leaf, flower, petal</p> <p>card/ cardboard, natural materials, glue</p> 
<p>Sand</p>	<p>Using tools for a purpose</p> <p>Vocabulary Build, bucket, spade, rake, empty, full</p> <p>Children to explore</p>	<p>Sandcastle building-How do you make a sandcastle?</p> <p>Vocabulary Castle, tower, build, decorate</p>	<p>Small world construction site using wet sand</p> <p>Vocabulary Wet, sand, build, digger, dump truck</p>	<p>What happens to your characters?</p> <p>Vocabulary Story, characters, speech</p> <p>Small world/dinosaurs in the sand area.</p>	<p>What will you create?</p> <p>Vocabulary Create, design make, art,</p> <p>Transient art in the sand area.</p>	<p>Large scale Construction role play</p> <p>Vocabulary Build, construction, digger, dump truck, sand, bricks</p>	<p>Sand art</p> <p>Vocabulary Rough, lumpy, paint, glue</p> <p>Sand mixed with pva glue for painting.</p>

	<p>continuous sand provision, focussing on embedding rules for the sand area e.g. 2 children may play at a time, sand stays in the tray, tidying resources etc.</p> 	<p>Images of castles and architecture Loose parts and natural resources for decorating sandcastles</p> 			 		 
Water	<p>Using tools for a purpose</p> <p>Vocabulary Water, drip, drop, splash, stir</p> <p>Children to explore continuous sand provision, focussing on embedding rules for the water area e.g. 2 children may play at a time, water stays in the tray, aprons on, tidying resources etc. Can add colour to the water, bubbles etc.</p>	<p>Seaside/underwater tuft tray- What can you tell me about the sea?</p> <p>Vocabulary Seaside, sea, whale, shark, shell, sand, wet, dry</p>  <p>Sand, water, shells, stones, seaweed, small world marine animals,</p>	<p>Fairy potion</p> <p>Vocabulary Potion, flower, petal, magic, spell</p>  <p>Sticks, flowers, leaves, glitter, soil, bowls, measuring cups and measuring spoons, clipboards, pens and paper for writing recipes</p>	<p>Explore capacity. Which container holds the most/least?</p> <p>Vocabulary Full, half full, empty, nearly full, nearly, more, less empty, container, jug, pot</p> <p>Jugs/ bottles for children to experiment with filling and emptying and making different measurements</p>	<p>Can you create a course for the balls?</p> <p>Vocabulary Design, build, balance,</p> <p>Ball pit balls, guttering, tubing, nets in the water tray</p>  	<p>Sponges, washing up liquid</p> <p>Vocabulary Suds, soap, bubbles, wash, scrub, squeeze</p> <p>Filling cups and containers by squeezing sponges and flannels</p> 	<p>Sink and float</p> <p>Vocabulary Sink, float, heavy, light</p> <p>Variety of objects that will sink/ float. Check list/clipboards for observations, containers for pupils to group items that sink/ float §</p>

							
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