














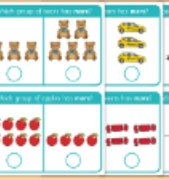





	Week 1 4/09/23	Week 2 11/09/23	Week 3 18/09/2023 Fri – Harvest Festival	Week 4 25/09/2023	Week 5 2/10/2023	Week 6 09/10/2023 Parent’s Evening week	Week 7 16/10/23 Tue – EYFS Briefing VT in to make poppies
Communication and Language	 Engage in storytimes – join in with actions, refrains and acting it out outside. Listen to and follow the instructions to play ‘sleeping bear’.	Non-fiction books about bears – new vocabulary – hibernation, nocturnal. Create an obstacle course together based on the story setting in an outside area using a variety of equipment for children to explore travelling through. What shall we add for climb under, over and through?	 Listen and learn the call and response song Che Che Kule from Ghana. Follow instructions from the spider ‘Anansi says...’ Give children a chance to be Anansi.	Incy wincy spider – Nursery, actions and words Continue learning the call and response song together.	 Retelling the story, favourite parts. How do you think the characters are feeling at different points in the story?	 First look at the pictures on the front cover. Discuss what we can see and what we think the story will be about. Look through the book, focusing on the pictures. Can we guess what the story is about? Focus on the emotions on Max’s face.	 Reread the story and discuss the characters. Using a picture of the Wild Thing, can we write some descriptive words to describe what he is like?
Literacy	Listen to the story ‘We’re Going on a Bear Hunt’ and comment on events. Join in with repeated refrains from ‘We’re going on a Bear Hunt’.	Pictures from the story available - Sequence a familiar story using images or objects. Begin to use language from a story when discussing it at the tuff tray or making the obstacle course.	Have a postcard and a sack delivered to class – from Ghana. Play a game of hide and seek with the spider. Message from the spider then shared-read read to match the captions to the illustrations. Create class call and response story to retell part of the story.	Reread text until all home that night and role play as the six brothers persuading their father that they deserve the prize. Making webs with fingers in paint 	Shared write of Lost poster for the spiders.	Read the story ‘Where the Wild things are’. Did we predict right? Draw a story map. Decide on the main parts of the story and draw pictures to represent these.	Add labels to the Wild Thing they have created.
Communication and Language Literacy Continuous Provision	Each day, set up a large activity tray as one of the settings from the story (such as a snowstorm). As the children investigate, challenge them to use new vocabulary to describe each setting.	Listen to and talk about stories to build familiarity and understanding – We’re going on a bear hunt tuff tray 	Postcards from Ghana S magnetic letters – sand and paintbrushes	Non-fiction and fiction books about spiders – look at and name the different parts of a book. Spider writing frames. Label body parts of a spider.	Lost Poster templates Walk spiders through paint mark making 	Sound sort using objects beginning with the letters a,l,m,s,t.	Where the Wild Things are story stones for retelling the story.
PSED SCARF	Me and My Relationships -Marvelous Me	Me and My Relationships -I’m Special	Me and My Relationships -People Who are Special to me.	Me and My Relationships -All about me	Me and My Relationships -What makes me special	Me and My Relationships -Me and my special people	Me and My Relationships Review of term
PSED Continuous Provision	Set up a ‘bear hunt station’. Provide backpacks, torches, binoculars, camouflage, walkie-talkies and so on. Invite children to investigate the station and prepare for going on a bear hunt with their friends.	Challenge – build a cave for the bear with another person or in a small group.	Play together taking turns 	Play in a safari look out alongside other children, initiating conversation and continuing play.	Select and use resources to create own spider picture or junk modelling.	Create faces using playdough. Can you show different emotions? Have emotion pictures for children to look at.	Mood Monster (Twinkl) stick puppets. How is the monster feeling? Can you copy the emotion?
Physical Development							

Physical Development Continuous Provision	Provide fine motor activities for each setting in the story around your learning environment. You could provide green spaghetti for children to cut (grass), soil and natural mark-making tools (mud), glue and silver eco-glitter in a ziplock bag (snowstorm) and water with pipettes (river).	Have a go at the obstacle course. Children scrunch up white paper (from recycling) to make snowballs. Practise throwing and catching the snowballs. Can they throw them into a bucket? How many can they get in?	Use tweezers to extract the spiders from the tuff tray web. Weave a spider's web 	Rubber bands and peg boards to create spider webs.	 Paint own hand to create these. Cut it out, laminate and children thread a pipe cleaner through to hang it.	Animal stencils to trace. Can you hold the pencil correctly? Can you use different colours?	Jungle animal role play masks to cut out, make holes and attach string.
Phonics (to include writing of all new lettersounds)	Unit 1 CVC words Code- a,i,m,s,t	Unit 1 CVC words Code- a,i,m,s,t	Unit 1 CVC words Code- a,i,m,s,t	Unit 1 CVC words Code- a,i,m,s,t	Unit 1 CVC words Code- a,i,m,s,t	Unit 1 CVC words Code- a,i,m,s,t	Unit 1 CVC words Code- a,i,m,s,t
Word of the Week	Effort Word tough	Effort Word confused	Effort Word Practice	Effort Word Struggle	Effort Word Challenge	Effort Word tricky	Effort Word Puzzled
Mathematics	Settling in – maths activities in continuous provision Making a bear biscuit – counting the number of raisins for eyes and mouth	Take part in finger rhymes with numbers – Two little Dickie birds React to changes of amount in a group of up to three items Compare sizes, using gesture and language (bigger/little/smaller) Numerical Patterns: To be able to identify similarities and differences across a range of criteria, for example by colour, shape, size, texture and function.	Count in everyday contexts, sometimes skipping numbers (1,2,3,5) Develop fast recognition of up to 3 objects, without having to count them individually (subitising). Numerical Patterns: To be able to sort by colour, shape, size, texture, orientation and function.	Notice patterns and arrange things in patterns. Talk about and identify the patterns around them. Use informal language like 'pointy', 'spotty', 'blobby'. Discuss routes and locations, using words like 'in front of' and 'behind'. Recognise and extend a repeating pattern Numerical Patterns: To be able to compare and order by size, length and time.	Notice patterns and arrange things in patterns. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Compare sizes, using gestures and language – bigger/little/smaller Make comparisons between objects relating to size. Build with a range of resources. Talk about and explore 2D and 3D shapes Numerical Patterns: Explore and represent patterns within numbers up to 10	Count in everyday contexts, sometimes skipping a number Compare amounts, saying 'lots', 'more', 'same' Build with a range of resources. Show finger numbers up to five. Recite numbers past 5. Link numerals and amounts. Compare quantities using 'more than', 'fewer than' Number: To be able to count reliably (with 1:1 correspondence) up to 5 forwards and backwards.	Take part in finger rhymes with numbers Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'. Number: Have a deep understanding of numbers up to 10. Numerical Patterns: Compare quantities using up to 10 in different contexts.
Mathematics in the Continuous Provision	Inset puzzles Matching lids to boxes of various shapes and sizes.	Sock sorting and matching, then throwing the pairs into a wash basket.  Cutlery sorting in home corner Finger puppets for counting rhymes	Button box story and box of buttons for sorting and matching and odd one out groups  Odd One Out Quiz - CBeebies - BBC Subitising photo cards Magical cups subitising game 	 Counting Cupcakes Number Matching Activity ★★★★★ (2 reviews) Junk modelling – building tall towers Materials with different patterns – which one is it? Guessing game. 	 Getting dressed sequencing puzzles. Making pattern bead necklaces Compare bears and peg pattern boards Shape Patterns (topmarks.co.uk) 	Spotty Dog game Dominoes   Peg counting activity  How many can I hold? – family bears – how many can you hold in your hands?	 Ordering Forward: 1 to 100 Put my body back in the right order  Mathsbrix Which side has more?  Compare sets of objects up to 5  More or Less Clip Cards

<p>Understanding the World</p>	 <p>Look at how the ingredients change when they are combined and then cooked.</p>	<p>Beebot – moving the beebot to the different locations in the story 'We're going on a Bear Hunt'.</p>	<p>Share a map of Africa and Ghana and pictures and talk about similarities and differences between there and here.</p>	<p>Bake spider bread rolls</p> 	<p>Spider beebot – navigate to the different parts of the story – First, Then, Last</p>	<p>Go on a hunt around the school to collect natural materials to make a forest in the tuff tray.</p>	<p>Create a map of the forest. Can you draw the route Max took?</p>
<p>Understanding the world Continuous Provision</p>		<p>Explore different materials from the Bear Hunt tuff tray – textures, smell.</p>	<p>Small-world spiders x7 (7th one bigger than the first 6!) with a habitat for them with moss/grass and some water etc. Also other mini beasts such as crickets, flies – have a range so that there are arachnids as well as insects.</p> <p>Postcard pictures from Ghana.</p>	<p>Safari Hut in the role-play area – include props like leaflets, maps, photos to help identify minibeasts, magnifying glasses, binoculars, bug catchers etc</p> <p>Magnifying glasses for spider hunting.</p>	<p>Maps, binoculars, pens, minibeast ID books and charts</p>	<p>Build a new boat for Max using junk materials.</p>	<p>Collaboratively paint a mural together of the forest in Max's room. Colour mix and use a range of tools.</p>
<p>Understanding the World RE</p>	<p>UC Creation – Why is the word God so important to Christians? Listen and respond to Tessa and Tom (persona dolls) think about God as Creator when they open their treasure box of jelly and jellyfish. Relate it to God as the Giver of life.</p>	<p>UC Creation – Why is the word God so important to Christians? Listen and respond to a Christian story of Creation.</p>	<p>UC Creation – Why is the word God so important to Christians? Talk about Harvest Festival and why Christians go to church at this time.</p>	<p>UC Creation – Why is the word God so important to Christians? Talk about Messy Church and why children might go there and what they might do there.</p>	<p>UC Creation – Why is the word God so important to Christians? Listen and talk about the word 'God' and why it is an important word for Christians.</p>	<p>UC Creation – Why is the word God so important to Christians? Talk about why Christians feel they must take care</p>	
<p>Expressive Arts and Design - Charanga</p>	<p>Music Charanga- Me!</p>	<p>Music Charanga- Me!</p>	<p>Music Charanga- Me!</p>	<p>Music Charanga- Me!</p>	<p>Music Charanga- Me!</p>	<p>Music Charanga- Me!</p>	<p>Music Charanga- Me!</p>
<p>Expressive Arts and Design Continuous Provision</p>	<p>Set up a 'cave stage' for children to enjoy. Alongside the stage, provide different materials for children to use to inspire imaginative play. Children can emerge from the cave and perform to their friends.</p>	<p>A range of instruments and noisemakers for children to use to add sound effects to the story. Invite children to perform individually or as a group when retelling the story.</p> <p>A range of materials for children to use to create their own picture of a bear. You could provide brown paint and forks, strips of brown tissue paper and soft, fluffy materials alongside glue and sticky tape. Can children describe the different techniques they used to create their bear?</p>	<p>Colour mixing activities</p> 	<p>Musical instruments available for creating own call and response songs.</p>	<p>Provide strips of black paper, triangles of different types and colours, some coloured strips of paper and some coloured circles and let the children re-create one of Gerald McDermott's spider illustrations using collage techniques. Encourage children to come up with their own special skill/attribute for their collage spider – this 'character' will be used later on in the sequence.</p>	<p>From the Story 'The Wild Things' create own Wild Thing using junk modelling, drawing, painting, other materials.</p>	<p>Look at the illustrations of the coloured leaves on the inside cover. Collect different coloured leaves and arrange them to make a picture.</p>
<p>Forest School (Mondays)</p>	<p>No Forest School</p>	<p>Getting to know and explore the area, boundaries, rules and routines. Hide and seek with Harry and his woodland friends.</p>	<p>Hide and seek with Harry and his woodland friends. Play 'Sleeping Bear'. Free play. Collection of green objects for our Nature table.</p>	<p>Hide and seek with Harry and his woodland friends. Collection of 'not green' objects for our Nature table. Spider web rain painting. Create woodland instrument to use in our all and response song (can you replicate sounds from nature?). Free play.</p>	<p>Hide and seek with Harry and his woodland friends. Collection of rough objects for our nature table. Weave a web in the trees. Go on a web and spider hunt with magnifying glasses. Free play.</p>	<p>Hide and seek with Harry and his woodland friends. Make a collection of soft things for our nature table. Create boats together with sails to sail through night and day and day and night. Create a 'wild rumpus' dance. Free play.</p>	<p>Hide and seek with Harry and his woodland friends. Collection of smooth objects for our Nature table. Create a 'Wild Thing' mixing mud and water and adding natural materials for the face and embellishments. Free play.</p>