



Manor Park First School

Blue- Caterpillars Green- Butterflies (school starters)

Term- Autumn 2 2023

Julia Donaldson and World Nursery Rhyme week- (week 3)

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
<u>Jigsaw (PSED)</u>	Focus- what am I good at? I know how it feels to be proud of something I am good at.	I'm special, I'm me I can tell you one way I am special and unique.	Families I know that all families are different.	Families I know that all families are different.	Homes I know there are lots of different homes.	Making friends I can tell you how I could make new friends.	Standing up for yourself I can use my words to stand up for myself.
<u>PD - 'Squiggle whilst you wiggle/'</u>	<p><u>Fine motor</u></p> <p>Use a comfortable grip with good control when holding pens and pencils. Forms the pre-writing shapes.</p> <p><u>Gross motor</u></p> <p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Use large-muscle movements to wave flags and streamers, paint and make marks</p>						
Squiggle whilst you wiggle Focus marks/movements	<u>Week 1</u> Recap- up down side to side and crossover	<u>Week 2</u> Recap- cross over Teach-up wiggle down wiggle	<u>Week 3</u> Recap- side to side and crossover Teach-up wiggle down wiggle	<u>Week 4</u> Recap- up wiggle, down wiggle Teach- side to side wiggle	<u>Week 5</u> Recap- up wiggle, down wiggle Teach- side to side wiggle	<u>Week 6</u> Recap- side to side wiggle Teach-crossover wiggle	<u>Week 7</u> Recap- side to side wiggle Teach- crossover wiggle
PD activities	Gradually gain control of their whole body through continual practice of large movements Use large-muscle movements Can you move like the characters in the story? How might the	Gradually gain control of their whole body through continual practice of large movements Can jump with both feet off the ground at the same time. Skip, hop, stand on one leg and hold a	Gradually gain control of their whole body through continual practice of large movements Link with Jack and Jill- Create an obstacle course. Challenge children to make their way around the course as quickly as	Gradually gain control of their whole body through continual practice of large movements Stand on one leg and hold a pose for a game Giants footstep game	Sit on a push-along wheeled toy Continue to develop their movement, balancing, riding (scooters, trikes and bikes) Drive the cars/scooters and post the letters.	Can kick a ball. Can catch a large ball Ball games with a focus of kicking and catching	

	Gruffalo move? The owl? Etc	pose for a game like musical statues. Create a course for the children to travel on... a log pile/tree top house. When the children get to each of the animals' houses can they move... log pile house- jump over the logs tree top house- skip and count to 10 Underground house- stand on one leg and count to 10 Meet the Gruffalo- run and hide!	possible with a full bucket of water. Who managed to spill the most water? Who managed to spill the least amount of water? Use a measuring jug to record findings. Clocks Children to work together to build a clock tower using construction bricks and boxes. <u>Wheels on the bus</u> Red and green traffic lights with a focus on stop and go				
PE	Theme: rainforest animals To copy and create shapes with your body.	Theme: woodland animals To be able to create shapes whilst on apparatus.	Theme: lakeland animals To develop balancing and taking weight on different body parts.	Theme: desert animals To develop jumping and landing safely.		Theme: pet animals To copy and create short sequences by linking actions together.	
PD- FMS	<u>Week 1</u> Begin to manipulate and control materials. Develop manipulation and control FMS- Put the purple prickles onto the Gruffalo	<u>Week 2</u> Begin to manipulate and control materials Develop manipulation and control Playdough and loose parts to create their own Gruffalo's 	<u>Week 3</u> Cuts straight lines with scissors/snippers. Use one-handed tools and equipment Draws circles Use a comfortable grip with good control when holding pens and pencils. Forms the pre-writing shapes Can you add the wheels to your bus by drawing and cutting	<u>Week 4</u> Can you decorate a crown for The Giant?  Can you hang up The Giant's clothes	<u>Week 5</u> <u>Assessment week-</u> Can you draw a picture of your family Build with a range of appropriate resources, with support. Develop manipulation and control, for example tearing paper. Making bear faces	<u>week 6</u> Use a comfortable grip with good control when holding pens and pencils. Forms the pre-writing shapes. Draws simple pictures which can be recognised by themselves and others Draw a Christmas tree- what shapes can we see?	<u>Week 7</u> Build with a range of appropriate resources, with support. Use one-handed tools and equipment, for example, making snips in paper with scissors Make a Christmas tree by cutting out the pieces.



Explore different tools
Cuts straight lines with scissors/snippers.

Use one-handed tools and equipment

Cut the purple prickles and place them onto the Gruffalos back

Forms the pre-writing shapes.

Can you draw the Gruffalo's prickles?

FMS-Scrambled snake



Explore different tools
Cuts straight lines with scissors/snippers.

Use one-handed tools and equipment

Cut the purple playdough to make prickles for the Gruffalo

Draw firework pictures linked with the prewriting marks
Use a comfortable grip with good control when holding pens and pencils.
Forms the pre-writing shapes

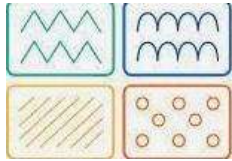


around a circle?



Forms the pre-writing shapes.

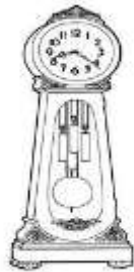
Dip your bus into the paint and make the following marks



Explore different tools

Draws circles, horizontal/vertical lines

Can you draw a clock using chalk?
What shapes are on a clock?



Stick on coloured dots to decorate the giants tie



Draws simple pictures which can be recognised by themselves and others
Draws circles, horizontal/vertical lines.

Use a comfortable grip with good control when holding pens and pencils. Can you draw/decorate your invitation?

Hand eye coordination

Begin to manipulate and control materials
Can you post the letters into the postbox?

Use a comfortable grip with good control when holding pens and pencils.

Can you draw Postman bear?

Forms the pre-writing shapes.

Mark making in gloop



(triangles, straight lines)

Use a range of mark making resources- chalks, felt tips, crayons, pencils

Make candy canes

Hand eye coordination

Begin to manipulate and control materials





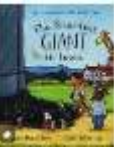

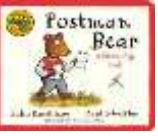



Make snowflakes

Use one-handed tools and equipment, for example, making snips in paper with scissors



Develop manipulation and control
Peg up stocking onto a washing line



<p>Everyday opportunities to develop CL skills</p>	<p>Enjoy sharing books with an adult. Understand 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 Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother -clap syllables</p> <p>-sound out words whilst reading and giving instructions</p> <p>-listen for initial sounds</p> <p>-find your name card</p> <p>-use your name card to write your name on your piece of work</p> <p>-looking at the book- 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</p>						
<p>Literacy-reading/phonics</p> <p>Communication Language</p> <p>Writing</p>	<p>Week 1</p>  <p>Enjoy sharing books with an adult Repeats words and phrases from familiar stories. Focus- becoming familiar with the story, following instructions/clues to find the storybook characters.</p> <p>Gruffalo discovery! Follow the clues to find the characters... What might the story be? Discover the clues- how can we describe each character? Find the Gruffalo and the story</p>	<p>Week 2</p>  <p>Enjoy sharing books with an adult Repeats words and phrases from familiar stories. Develop their phonological awareness, so that they can: - spot and suggest rhymes Focus- being able to orally retell the story Being able to understand and use prepositions correctly (Butterflies).</p> <p>Say some of the words in familiar stories</p>	<p>Week 3 Nursery Rhyme week</p> <p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Focus- being able to orally retell rhymes Being able to hear rhyming words (Butterflies)</p> <p><u>Mon-Jack and Jill</u> Create a tuff tray activity with a 'hill' made from a box draped in fabric. With small world characters, sing and act the rhyme whilst moving up and down the hill.</p> <p><u>Tues-Hickory Dickory Dock</u></p>	<p>Week 4</p>  <p>Beginning to develop a narrative about a book they have read using props in play Small world- can you retell the story using the story props</p>  <p>Enjoy making marks with a range of resources Enjoys drawing freely. Add some marks to their drawings, which they give meaning to.</p>	<p>Week 5</p>  <p>Enjoy making marks with a range of resources Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p> <p>Make marks to represent their name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p>	<p>Week 6</p>  <p>Enjoy making marks with a range of resources Enjoys drawing freely. Add some marks to their drawings, which they give meaning to. For example: 'That's my mummy.' Make marks to represent their name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy Make a post box to</p>	<p>Week 7</p>  <p>Enjoy sharing books with an adult. Repeats words and phrases from familiar stories. Beginning to develop a narrative about a book they have read using props in play.</p> 

book. Come back to PS and read it.

Set up a new reading cave with the children- can they use the story props to retell the story?



Enjoy making marks with a range of resources

Add some marks to their drawings, which they give meaning to. For example: 'That's my mummy.'

Large pieces of paper for the children to draw tracks on focus is for them to give meaning to their marks



Learn main makaton signs for the characters



Learn The Gruffalo song-

Repeats words and phrases from familiar stories.

Create a small world, encouraging children to retell the story to a friend. Can they use the language in the story? (e.g. prickles)



Make Gruffalo caves.... How big will it need to be? What colour/shape? It needs to be big enough for you and some friends to watch the Gruffalo story

Can use prepositions - 'in', 'on', 'under'.

Add story characters to the wooden resources. Can the children show the characters in different prepositions? Adult to model... he is in the tree, he is under the leaves etc.

Develop their phonological awareness, so that they can: - spot and suggest rhymes

Let's find the words which rhyme in the book. Which words rhyme? What makes words rhyme? Play games which involve children

Develop their phonological awareness, so that they can: - spot and suggest rhyme

Rhyming activity - practise the rhyme a few times with your class using the song downloads. Once they are familiar with the rhyme ask them to help you find some rhyming words within the song. e.g:

Clock/Dock
One/none
Two/Boo
Three/Whee

Wed-Head, Shoulders,

Knees & Toes

Body parts- use a body template... Can the children name the body parts? Can they draw body parts on? Link back with keeping healthy.

Thur-Row, Row, Row

Your Boat

Create a boat reading corner with information books about boats and share stories with boat themes.

Fri- The Wheels On The

Bus

Enjoy making marks with a range of resources

Add some marks to their drawings, which they give meaning to.

For example: 'That's my mummy.' Make marks to represent their name. Use some of their print and letter knowledge in their early writing.

For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy
Can you make a birthday card for The Giant? What message are you going to write inside his card?

Develop their phonological awareness, so that they can: - spot and suggest rhymes

Rhyming words- Can you match up the rhyming words? Put them into pairs and share the rhyming words with a friend.

Enjoy sharing books with an adult.

Can understand simple questions about 'who', 'what' and 'where'.

Name the characters from a familiar story. Whilst reading the story/retelling the story, staff to ask questions to ensure understanding using- where, what, who questions

Can use prepositions - 'in', 'on', 'under'.

Model these using the characters from the story. Can you put the

What is a postman? (See UW)

We are going to invite your grown ups from home to join us for a party. What did bear send to his friends so that they knew about his party? What could we do?

Let's make some invitations!!
Model making an invitation

Key vocab/words in an invite: dear, date, time, where, from
School starters: practising recognising and writing their names

Role play area- create a home corner with party resources/mark making props

(PD link)

Can you be a postman/lady? Write a letter/invitation and put it into an envelope. Can you then deliver the letter using the cars? Children to create post boxes/road markings (on the big playground) using chalk.

Set up the table (in the role play area) for a party. Role play a party, modelling language.

encourage the chn to write their own letters and post them




Enjoy making marks with a range of resources





Enjoys drawing freely. Add some marks to their drawings, which they give meaning to. For example: 'That's my mummy.'

Make marks to represent their name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy
Role play- christmas theme with post box and mark making resources.








Key vocab- jolly,






	<p>Key vocab- prickles, underground, terrible, tusks, claws, jaws, sped, treetop house, stream, flew,</p>	<p>matching up rhyming words Read a range of rhyming books</p> <p>Enjoy making marks with a range of resources Enjoys drawing freely. Add some marks to their drawings, which they give meaning to. For example: 'That's my mummy.' Make marks to represent their name. Can you draw your own terrible creature?!</p>	<p>For example: 'That's my mummy. Making marks "My bus can make marks" "My marks say..."</p> 	<p>giant in the house? Can you put the fox under the blanket? Etc</p> <p>Key vocab- scruffiest, smart, diamonds, shiny, sniffing, sail, magnificent, ruined, scrambled, poking</p> <p>Developing vocabulary Can you draw some new clothes for The Giant? Talk about what he is wearing with a focus on vocab- e.g. shiny, smart, colourful etc</p>	Key vocab		
Supporting texts	<p>Other texts written by Julia Donaldson-</p> <p>The Gruffalos child Monkey puzzle</p>	<p>Other texts written by Julia Donaldson-</p> <p>A squash and a squeeze</p>	<p>Share other nursery rhymes</p>	<p>Other texts written by Julia Donaldson-</p> <p>Stickman The rhyming Rabbit</p>	<p>Other texts written by Julia Donaldson-</p> <p>Detective Dog Sharing a shell</p>	We're going on an elf hunt	
Maths- Caterpillars	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. Build with a range of resources. Complete inset puzzles.</p> <p>Puzzles Building using a range of resources (link with giving simple instructions CL)</p> <p>Number rhymes- link with visual objects and begin to subitise these.... how many can you see? If the number is above 5 then modelling touch counting (no more than 10)</p> <p>Rhyme of the week and a recap of ones which have been taught</p>						
Maths- Butterflies	<p>Week 1</p> <p><u>Subitising</u> Learn to recognise when there is 1 object in a set and how to show 1 on their fingers. <u>Counting</u> Practise counting 1</p>	<p>Week 2</p> <p><u>Subitising Dice Patterns</u> Learn to recognise 2 dots, like they see on a dice, without counting them <u>Subitising Different Patterns</u> Recognise 2 objects</p>	<p>Week 3</p> <p><u>Counting -say one number for each item</u> Children practise counting 2 objects by touching them or pointing to them as they '1...2' <u>Link Numeral and Amounts</u></p>	<p>Week 4</p> <p><u>Colour AB Patterns</u> Describe AB patterns from 2 different colours and predict what will come next in the pattern. <u>Extend AB Patterns –</u> Explore creating, describing and</p>	<p>Week 5</p> <p><u>Fix My Pattern</u> Describe ABC patterns made from 3 different colours and predict what will come next <u>Extend ABC Colour Patterns</u> Sort objects that are 2</p>	<p>Week 6</p> <p>Consolidation – Sorting and Matching</p>	<p>Week 7</p> <p>Consolidation - Counting and pattern</p>

	<p>object by touching them and saying '1'. <u>Numerals Matching</u> Children are introduced to the numeral 1 and match the numeral to amounts that show 1.</p>	<p>without counting, this time in a different arrangement <u>Subitising Different Sizes and Patterns</u> Recognise when there are 2 dots, even if they are different sizes.</p>	<p>Introduced to the numeral 2 and link the numeral to amounts that show 2. <u>Link Numeral and Amounts</u> Children look at different fonts and images of number 2 and match them to the correct amount</p>	<p>continuing AB patterns with natural objects. <u>Extend AB Patterns</u> Continue AB patterns using movement of their body</p>	<p>or 3 different colours. <u>ABC Patterns</u> Explore creating, describing and continuing ABC patterns with natural objects</p>		
Understanding of the World	<p>Week 1 Season- Autumn Explore natural materials, indoors and outside. Explore materials with different properties. Talk about what they see, using a wide vocabulary. Explore materials with different properties. Explore natural materials, inside and out. The woods- spend time in our woodland area. What do we notice? Autumn leaf collection- leaf rubbing and prints  bark rubbing Autumn wreath</p>	<p>Week 2 Season- Autumn Explore natural materials, indoors and outside. Explore materials with different properties. Talk about what they see, using a wide vocabulary. Explore materials with different properties. Explore natural materials, inside and out. Sort Autumn leaves by their colour  Animal habitats Where do different animals live?</p>	<p>Week 3 Season- Autumn Explore natural materials, indoors and outside. Explore materials with different properties. Talk about what they see, using a wide vocabulary. Explore materials with different properties. Explore natural materials, inside and out.  Make connections between the features of their family and other families Begin to make sense of their own life-story and family'</p>	<p>Week 4 Season- Autumn Explore natural materials, indoors and outside. Explore materials with different properties. Talk about what they see, using a wide vocabulary. Explore materials with different properties. Explore natural materials, inside and out. Make Autumn leaf characters  Make connections between the features of their family and other families. Notice differences between people. How tall are we? Measure the children and record. Ask the children to investigate this at home by</p>	<p>Week 5 Season- Autumn /looking for signs of winter Talk about what they see, using a wide vocabulary. Make connections between their homes and our local community Text- What happens at the post office? What is a postman/lady? What does a postman/lady do? Invite one in to visit us! How do we post an invitation/letter? What is a stamp? Who is on a stamp? Post our invitation by walking to our local postbox. Link this experience in with seasons... what are we seeing our our</p>	<p>Week 6 Season- Autumn /looking for signs of winter Text- Make connections between the features of their family and other families Begin to make sense of their own life-story and family' How do you and your family celebrate christmas? What have you done so far?</p>	<p>Week 7 Season- Autumn /looking for signs of winter Make connections between the features of their family and other families Begin to make sense of their own life-story and family' How do you and your family celebrate christmas? What have you done so far? How do other families celebrate?</p>

			<p>Firework night- why is this celebrated? What do you do with your family?</p> <p><u>Boats-</u> Think about different types of boat and the functions they carry out (e.g a ferry boat for transporting passengers). Also, cruise liners, speedboats, tankers, rowing boats, fishing boats, rescue boats and tug boats. Make our own boats and test them out!</p> <p><u>Jack and Jill rhyme</u> Discussion about where water comes from. A tap, a well? Look at wells in more detail. Some people rely solely on a well for their water supply. How far do they have to walk to collect the water? How do they carry it back to their home? How can they ensure the water is clean and safe to drink?</p>	<p>measuring all the people in their family. Who is the tallest/shortest? Share their learning in Preschool.</p>	<p>walk which shows us that it is Autumn?</p> <p>Explore our local environment whilst we walk to post our invitation</p> <p>What happens to our invitations now? Let's find out where our invitations go.</p>		
<p>Discovery RE Learning intentions</p>	<p>Show interest in the lives of people who are familiar to them</p> <p>Remembers and talks about significant times or events for family or friends</p> <p>Recognises and describes special times or events for family or friends</p> <p>Shows interest in different occupations or ways of life</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others</p> <p>Enjoys joining in with family customs and routines</p>						

<p>Discovery RE Theme: Christmas Key Question: What is Christmas? Religions: Christianity</p>	<p><u>Christnas-Giving</u></p> <p>Children will...</p> <p>Think about presents and why we give them. They will share when they received a present and how it made them feel.</p>	<p><u>Christmas-saying thank you</u></p> <p>Children will...</p> <p>think about how it feels when someone says thank you.</p>	<p><u>The Christmas Story</u></p> <p>Children will...</p> <p>learn about the Christmas story.</p>	<p><u>Christmas- the Shepherds</u></p> <p>Children will...</p> <p>Learn about the Shepherds in the Christmas story. They will discuss important roles that we play to look after things.</p>	<p><u>Christmas- The Wise Men</u></p> <p>Children will...</p> <p>Learn about the Wise Men in the Christmas story.</p>	<p><u>Christmas-time to celebrate</u></p> <p>Children will...</p> <p>learn how Christians celebrate Christmas. They will share ways that they celebrate Christmas.</p>	<p>Consolidation</p> <p>Creating a nativity scene</p> 
<p>Expressive Arts and Design</p> <p>See FMS activities</p>	<p>Week 1</p> <p>Learn the Gruffalo song and the makaton signs with Julia Donaldson https://www.gruffalo.com/</p> 	<p>Week 2</p> <p>Learn the Gruffalo song and the makaton signs with Julia Donaldson https://www.gruffalo.com/</p>  <p>Make Gruffalo crumble. Model- how we read instructions. Think of loud learning- this (text) is different from a story book.</p> <p><u>Remembrance day</u></p>  <p>Make a collaborative poppy celebration - red paint, black</p>	<p>Week 3</p> <p><u>Jack and Jill</u> Cut out paper 'bucket' shapes and add a 'watery' decoration to create a collage. Use different techniques such as string printing or bubble wrap printing to create the different colours and textures of water.</p> <p><u>Hickory Dickory Dock</u></p> <p><u>Show attention to sounds and music.</u> Explores a range of instruments and play them in different ways What different noises do clocks make? Wrist watch (ticker ticker ticker), Mantle clock (ticktock, ticktock), Cuckoo clocks (Cuckoo!), Big Ben (bong bong) Can we use the musical instruments to make these sounds?</p> <p>Explore paint using fingers and other</p>	<p>Week 4</p> <p><u>Show attention to sounds and music.</u> <u>Explore their voices and enjoy making sounds.</u> <u>Join in with songs and rhymes, making some sounds.</u> <u>Join in with songs and rhymes, making some sounds.</u></p> <p>Giant music</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Role play- provide large items of clothing for the children to be the giant from the story.</p> <p>Take part in simple pretend play, using an object to represent something</p>	<p>Week 5</p> <p>Make cakes for Postman bears party</p> <p>Join different materials and explore different textures.</p> 	<p>Week 6&7</p> <p>Christmas carols- ready for our Christmas craft event</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p>  	

		<p>paint & glitter Fireworks</p> 	<p>parts of their bodies as well as brushes and other tools. Make a thumbprint mouse – can you add ears and a wiggly tail?</p> <p><u>Boats</u> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Make boats from different materials such as paper, foil or plasticine. Which will sink, which will float? Carry out experiments in the water table using other objects such as cork, pebbles or feathers to determine which will sink or float.</p> <p><u>Buses</u> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Use large boxes- can the children make their own buses?</p>	<p>else even though they are not similar</p> <p>Make simple models which express their ideas. Loose parts and construction- can you make a town for the giant? Provide children with their own giant templates (with their photos) for them to be able to role play being the giant in the town that they have created.</p>		 	
<p>Experiences</p>		<p>Librarian visit</p>			<p>Walk to the post box</p>	<p>Community card delivery- deliver Christmas cards to our local community Christmas craft afternoon- families</p>	

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