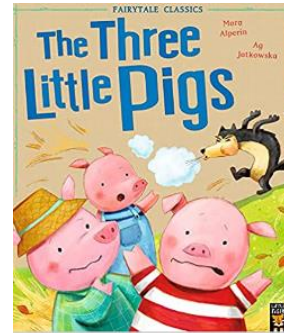


<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Jigsaw – Healthy Me • Tooth brushing- visit from the dentist • Being a safe pedestrian- visit from a PCSO and Academy Mini Police. 	<p>Communication and Language</p> <ul style="list-style-type: none"> • Weekly Bold Blue words linked to key texts • Children to watch a staff performance of The Three Little Pigs • Class story map and sequencing of The Three Little Pigs story • Re-telling of The Three Little Pigs using puppets • Role Play construction site and hospital • Question and answer sessions with visitors e.g. site manager, dentist, police officer. • Use a variety of photos of people who help us for talk time. • Introduce planning and review time in Continuous Provision. 	<p>Physical Development</p> <p>Gross Motor</p> <ul style="list-style-type: none"> • Get Set 4 P.E Games: Unit 1 • Using various indoor and outdoor construction materials to design a house for the wolf • Chalk fires and water spray bottles • Obstacle course to fire training including balancing, agility and large scale movements • Draw maps of their local area and school on large paper • Chunky chalks to draw road signs and traffic lights, use with vehicles and ride on equipment. • Relaxation time- relaxing bodies <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Making play dough pigs • Weekly dough disco • Nuts, bolts and screws to explore and pretend to fix things in their setting • Cutting skills with people who help us cutting skills worksheets • Pencil control/ handwriting- RWI letter formation sheets and name writing 	<p>Literacy</p> <ul style="list-style-type: none"> • Focus texts: The Three Little Pigs. Sequencing the story. • Non-Fiction Text: People who help us PowerPoints on twinkl. (5 brave fire fighters rhyme, open wide, visiting the dentist) • Daily story time –pie Corbett books, linked text and spring term selected text found in the reading area. • Read Write Inc- Set 1 and 2 Sounds, Word Time, Red Ditty Books and Green Story books. • Daily RWI portal videos • Children to write a character description for a pig or the wolf • Write a thank you note to the visitors. • Post office letter writing • People who help us word mats • Role play hospital charts, construction lists of materials and post it notes for labelling constructions.
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People Who Help Us



World Views

- Easter is a special time for Christians
- Holi is a special time for Hindus

Mathematics

- Partitioning 6 and factors of 6
- Doubling 1, 2, 4 and 8
- Halving 8 and partitioning into equal groups
- Partitioning 9 into 3 equal groups
- Odds and evens
- Number bonds within 7
- Combining 3d junk materials and 2d shapes to create houses
- Comparing weight of objects using building materials

Expressive Arts and Design

- Make a map of where the Three Little Pigs story takes place on large paper, use a variety of mark making materials and small world toys
- Making role-play masks and headbands, cut and join independently.
- Paint emergency vehicles, introduce neon paint.
- Finger print painting
- Use powder paint to create a Holi picture.
- Observational drawings using pastels of spring flowers
- Mothers day cards
- Printing using construction materials

Understanding the World

- Exploring different roles in the community- teachers, site managers, builders, dentists, police officers, cleaners. Children to choose (vote for) which roles they would like to learn more about.
- Map making to show route the wolf took to each of the Little Pigs homes, what features might have been near each pigs home? For example the pig that made a house out of sticks might live near a wood.
- Class map to show people who help us locations in our local area. For example train drivers at the train station, librarian at the library, shop keeper at the local shop.

Prime Area: Personal, Social and Emotional Development

Self-Regulation			Managing Self			Building Relationships		
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Explain the reasons for rules, know right from wrong and try to behave accordingly.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Work and play cooperatively and take turns with others.	Form positive attachments to adults and friendships with peers.	Show sensitivity to their own and to others' needs.

Prime Area: Communication and Language

Listening, Attention and Understanding			Speaking		
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Make comments about what they have heard and ask questions to clarify their understanding.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Prime Area: Physical Development

Gross Motor Skills			Fine Motor Skills		
Negotiate space and obstacles safely, with consideration for themselves and others.	Demonstrate strength, balance and coordination when playing.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Use a range of small tools, including scissors, paintbrushes and cutlery.	Begin to show accuracy and care when drawing.

Specific Area: Literacy								
Comprehension			Word Reading			Writing		
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Anticipate (where appropriate) key events in stories.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Say a sound for each letter in the alphabet and at least 10 digraphs.	Read words consistent with their phonic knowledge by sound-blending.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write recognisable letters, most of which are correctly formed.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Write simple phrases and sentences that can be read by others.

Specific Area: Mathematics					
Number			Numerical Patterns		
Have a deep understanding of number to 10, including the composition of each number.	Subitise (recognise quantities without counting) up to 5.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Verbally count beyond 20, recognising the pattern of the counting system.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Specific Area: Understanding the World								
Past and Present			People, Culture and Communities			The Natural World		
Talk about the lives of the people around them and their roles in society.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Specific Area: Expressive Arts and Design					
Creating with Materials			Being Imaginative and Expressive		
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Share their creations, explaining the process they have used.	Make use of props and materials when role playing characters in narratives and stories.	Invent, adapt and recount narratives and stories with peers and their teacher.	Sing a range of well-known nursery rhymes and songs.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

EYFS Continuous Provision Outdoors

Sand	Water	Physical Development	Creative	Investigation
<ul style="list-style-type: none"> • Wet sand and wooden blocks for children to go at building a wall using cement and bricks • Emergency vehicles to make tracks in the sand • Construction vehicles and natural materials. 	<ul style="list-style-type: none"> • Coast guards and boats, use small world figures and boats • Make own boats from junk modelling to float in the water. • Pipes and hoses, use different levels to place containers and see if the children can move the water from one level to another. • Spray bottles 	<ul style="list-style-type: none"> • Boxes, crates, planks, bricks, cones, work station, high visibility vests, people who help us clothes to wear. • Construction vehicles • Chunky chalks • Road sign mats • Balance bikes 	<ul style="list-style-type: none"> • Mark making tools • Chalks • Powdered paint • Colour mixing to paint fire pictures • Clipboards and paper for observational drawings in our outdoor area. 	<ul style="list-style-type: none"> • Investigate fingerprints using magnify glasses • Use magnify glasses to investigate natural materials • Screws and bolts • Reflective materials
Fine Motor Table	Small World	<p>Week 1- Let's meet people who help us- children choose who they would like to learn more about.</p> <p>Week 2 and 3- How do they help us?</p> <p>Week 4 -The Three Little Pigs- story and description of characters</p> <p>Week 5 – The Big Bad Wolf's Journey, map making</p> <p>Week 6- Easter and Holi/Spring</p>		
<ul style="list-style-type: none"> • Cutting skills using people who help us worksheets • Pencil control activities • Tools such as hole punch, playdough tools, • Nuts and bolts and screws for children to explore and pretend to fix things in the outdoors area 	<ul style="list-style-type: none"> • Police station • Fire station • Heroes toys 			