

Communication and Language

- Role Play Three Bears cottage
- Wellcomm screening
- Encourage children to talk about who is in their family. Celebrate how families can be different (Kinds of Families twinkl PowerPoint).
- Create a collection of books related to emotions
- Set up opportunities to explore using senses, encourage children to describe what they can see, feel, smell, taste, hear.
- Provide mirrors in the setting to encourage children to look at themselves and describe their features using core vocabulary.
- Small world family characters with dolls house
- Provide children with a range of dressing up clothes, children can take on roles of different family members.
- Re tell the story of Goldilocks.

Personal, Social and Emotional Development

- Following daily routines: where to put book bags and water bottles, finding names, classroom areas, outdoor areas, tidying up, toilets, snack time, home time, Golden Time.
- Introduction of Jig-Saw whole school RHE programme. Unit 1: Being Me in My World.
- Provide mirrors and feelings cards, can children select a card and try to make that emotion in the mirror.
- Discuss how we can look after ourselves and keep ourselves healthy and safe. (All About Me- Looking after yourself display posters)

Physical Development

Gross Motor

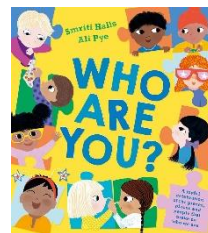
- Get Set 4 P.E Introduction to P.E Unit 1
- Learning how to safely use the outdoor climbing equipment
- Support children in managing their own basic needs by dressing themselves. Provided a range of dressing up clothes that require children to manage buttons, zips, Velcro and other fastenings.
- Encourage children to look after their teeth using teeth cleaning posters and activities.

Fine Motor

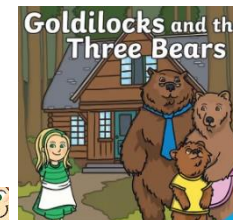
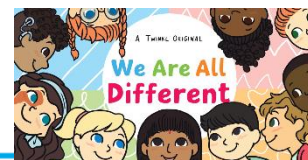
- Manipulating playdough to make faces, use cutters and tools.
- All about me dot pictures using paint dabbers and cotton buds
- Using face templates use loose parts to create faces.
- Finger, hand printing.
- People themed lacing cards
- Sensory playdough
- Sensory bin using different containers and tools in the lavender rice.
- Goldilocks and the Three Bears pattern tracing

Literacy

- Create a story collection, including a selection of fiction and non-fiction books related to the theme all about me, family and different versions of Goldilocks and the Three Bears.
 - Bold Blue Words linked to focused text.
 - Daily story time with linked text to topic theme.
 - Learn to read and write Read Write Inc Set 1 Sounds
 - Daily Phonological Awareness to support Phonics sessions.
 - Talk about the different people that live in each child's home. Can the children name everyone that they share their home with? Encourage the children to draw everyone that lives in their home and label them with their names.
 - Draw around a child on a large piece of paper or on the ground with chalk. Ask the children to label body parts.
 - Power point we are all different (twinkl)
- Each child's name is an important part of who they are, encourage children to look carefully at their name on water bottle labels, lockers etc, and trace over or copy writing their name. Use magnetic letters to spell names.
- How to make porridge recipe, provide children with the opportunity to follow the instructions and make their own porridge.



Marvellous Me



Mathematics

- Counting forwards and backwards, number rhymes to support counting.
- Introducing and investigating numbers 0-5 (Number Blocks)
- Introduce 2d shapes linked to Numberblocks, (circle, triangle, squares/rectangles, pentagon)
- Bear size ordering linked to Goldilocks- compare bears
- Capacity- porridge oats and different size bowls and spoons. Full, half-full, empty vocabulary
- Subitising activities such as finger games, dice games, manipulatives and sorting.

Bold Blue Words/Key Vocabulary

(Goldilocks) large, medium sized, small.

dark, light, delicious, different, same. (who are you?)

Understanding the World

- Talk about My Family- link to Goldilocks and the Three Bears. Use examples from real life and from books to show many different families.
- Explore the five senses with sensory activities and power point Our senses (twinkl). Provide children with a basket of sensory objects such as a feather, jar of spices, a flower, a rough piece of bark. Can they describe each object and think about which sense they are using.
- Sensory bin- lavender rice.
- Ask children to draw a picture of the different people in their family. Can they name each person and their relationship? Invite children to bring in photos of their family members or post on dojo.
- Create a sensory table with a variety of natural objects that can be explored. Provided the children with magnify glasses to investigate objects closely
- Make porridge with the children. Encourage children to think about how they like their porridge, which ingredients will they add to make it perfect?
- Talk about where the Three Bears lived, ask children where their home is. What is their home close to?
- Go on a welly walk to find the Three Bears. Can the children describe what they see, hear, feel while on the walk?
- Use senses to explore Autumn time.

Expressive Arts and Design

- Charanga music sessions
- Songs linked to topic theme such as head shoulders knees and toes/ when Goldilocks' went to the house of the bears.
- Staff to perform the Goldilocks and The Three Bears story to children. Children to re-tell the story using small world resources.
- Provided the children with paper plates, different coloured wool and a range of materials and small parts. The children can decorate the paper plate as a collage self portrait.
- Support children in making handprints and finger prints. Children can rub hands together when they have two different coloured paints to explore the effects of colour mixing.
- Encourage children to look carefully into a mirror and paint or draw a self-portrait.
- Learn to sing head shoulders knees and toes.
- Use claves to create simple rhythms and steady beats.
- Encourage children to explore colour in relation to different emotions.
- Using materials can the children create a new chair for baby bear?
- Colouring sheets of the Three Bears, provide a variety of different mark-making tools, such as crayons, pencils, felt-tip pens or pastels.

World Views

Myself-

Encourage children to know and understand - about their beliefs and those of other people; that there are differences and that different does not mean better or worse.

I am special

What is special about us?

Christianity – special to God

Why do many Christians believe that children are special to

Being Special – Where do we belong?

(Family)

Being Special – Where do we belong?

(Academy)

See Early Years World Views Medium Term Plan

EYFS Outdoor Enhancements

| Sand | Water | Physical Development | Creative | Investigation |
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| <ul style="list-style-type: none"> • Family stick puppets and images of the children in the sand to create stories and use family name vocabulary in their play • Emotion story stones use sticks or brushes to draw faces showing different emotions • Sandcastle buckets and wall moulds to create children's homes. Use spades, sand tools and natural materials to help build homes • | <ul style="list-style-type: none"> ● Place real flower heads in the water tray, along with scoops and nets for the children to catch them with. The children can explore the flowers using their sense of smell and sight. ● Place dolls in the water tray for the children to clean and dry. Provide some soaps, brushes, sponges and towels. ● Add three different sized cups, bowls, plates and spoons to the water tray. Can the children sort the objects for Mummy, Daddy and Baby Bear? ● Place a selection of hard and soft items linked to the story into the water tray. For example a spoon, bowl, sponge. | <ul style="list-style-type: none"> • Use large construction and materials to build homes and dens. Use houses and homes display pictures as inspiration. • Draw oval shapes on the ground with chalk, ask the children to finish each face to show all the facial features. ● Provide children with chalk so that they can draw around their friend's body. • Provide ribbons of different colours to reflect the colours of different emotions, such as red for anger and blue for sadness. The children can create dances and movement using the ribbons. (links to EAD) • Using chalk or brown paint, create a trail of bear prints outside. Can the children skip, hop, crawl, run and jump form one paw print to another? • Create the Three Bears cottage using large construction materials. | <ul style="list-style-type: none"> ● Display Giuseppe Arcimboldo portraits for children to talk about what they can see within the pictures. How has the artist used healthy foods to make the people? Provide the children with a selection of fruits and vegetables so that they can create their own self-portraits. • Explore artistic effects of painting with a toothbrush. • Provide paint and paper so that the children can paint a self-portrait. Add small mirrors to allow children to study their faces. • Cut paper into the shape of a bears face, can the children paint/draw the bears expression to show how they are feeling when they see Goldilocks asleep in their beds. | <ul style="list-style-type: none"> • Place feelings and emotions photo cards alongside mirrors. The children can look at the cards, name the emotions and then make this facial expression in the mirror. (link PSED) ● Place large sorting hoops or draw circles with chalk, provide the children with a collection or role=play foods for children to sort into foods they like or dislike. • Provide children with magnify glasses to that they can use their sense of sight to explore the outside area. ● Create a sensory collection of natural objects and encourage the children to explore them using their four senses. Can the children explore the outside area and add to the sensory collection? ● Goldilocks found Daddy Bears bed too hard and Mummy Bears bed too soft, sort natural materials into hard and soft. • Add porridge oats, bowls, spoons to a large activity tray. Can the children add some oats into a bowl and then mix in a little water at a time? Explore how the oats change when mixed with water. |

| Fine Motor /Mark Making | Small World | Maths | Construction | Outdoor Library |
|---|---|--|--|---|
| <ul style="list-style-type: none"> * Add toothpaste and toothbrushes to a large activity tray to use their fine motor skills. Can the children squeeze the toothpaste tub. Use the toothbrush to create marks and patterns. * Provide children with empty photo frames and small parts such as washers, bolts, pom-poms and beads. The children can make faces inside the frames using the small parts. * Provide dolls with hair and hairbrushes so that the children can brush and style their hair. * use paint dabber to follow patterns. * Pencil control sheets linked to theme all about me * provide sticky notes that children can write and draw body parts/labels that can be used the outdoor areas. * laminated Three Bears story worksheets, use white board pens to develop mark-making skills. | <ul style="list-style-type: none"> Place a dolls' house and family small world figures in the outside area. Children can play together creating stories and narratives based on their own experiences. Attach laminated photos of special places to wooden bricks, add these alongside small world figures for children to explore. | <ul style="list-style-type: none"> Numberblock numberline Manipulatives and sorting resources Dominoes and dice for subitising Washing line and pegs with 2 d shape, number, subitising cards. Create a tooth fairy counting activity hiding a selection of white beads or cubes. Tell the children that the tooth fairy has dropped the teeth, how many can they find? Provide action cards and timers, how many of each action can the children do before the timer runs out? Place a small, medium and big bowl into a large activity tray with porridge oats. Which bowl will hold the most/least amount of oats? Include clipboards and paper for children to record their ideas of how many spoons of oats fills each bowl. Use 3d shapes to make the Bears cottage. | <ul style="list-style-type: none"> Provided children with large construction materials, boxes and fabrics to build a home. What features do their homes have? Can they select and use suitable resources? | <ul style="list-style-type: none"> Create an outdoor reading den including a selection of fiction and non-fiction books related to the theme all about me and family. Key vocabulary related to all about me and families. Washing line to hang pictures from the story Goldilocks and the Three Bears, encourage the children to sequence the events. (links to C&L) Hide bear paws for the children to go on a hunt for. Write set 1 sounds learnt in our RWI sessions onto the paws. |
| Hut | Mud Kitchen | Music | <p>Week 1 transition/settling in</p> <p>week 2-4 Who Are You?- Look at your face. Who's in your family? Where have you lived? What do you see that's delicious to eat (senses, teeth)</p> <p>week 5-6 Goldilocks and the Three Bears</p> <p>Week 7 sensing Autumn time</p> | |
| <ul style="list-style-type: none"> Set up an outside home corner role-play where children can take on familiar family roles and use vocabulary related to families. Include baby dolls and role-play clothes. (link C&L) Set up a teddy bears picnic, can the children create a different story with Goldilocks and the Three Bear characters? | <ul style="list-style-type: none"> Recipe books, follow the recipes to create foods they like. Add porridge oats with spoons, bowls, sieves, ladles etc. As the children pretend to make porridge they can practise stirring, pouring and scooping the oats. (links PD- fine motor) Add porridge recipe to mud kitchen recipe book. | <ul style="list-style-type: none"> Children can explore body percussion. Play music that evokes a particular emotion, use percussion instruments to reflect different emotions. | | |

Early Learning Goals Coverage Term 1

| Prime Area: Personal, Social and Emotional Development | | | | | | | | |
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| Self-Regulation | | | Managing Self | | | Building Relationships | | |
| <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> | <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> | <p>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.</p> | <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> | <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> | <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> | <p>Work and play cooperatively and take turns with others.</p> | <p>Form positive attachments to adults and friendships with peers.</p> | <p>Show sensitivity to their own and to others' needs.</p> |

| Prime Area: Communication and Language | | | | | |
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| Listening, Attention and Understanding | | | Speaking | | |
| <p>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.</p> | <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> | <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> | <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> | <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> | <p>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.</p> |

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

Specific Area: Literacy

| Comprehension | | | Word Reading | | | Writing | | |
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| 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 | | |
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| 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 | | |
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| 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 | | |
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| 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. |

