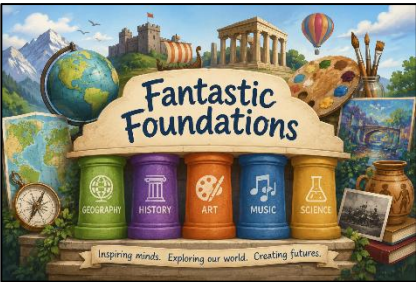
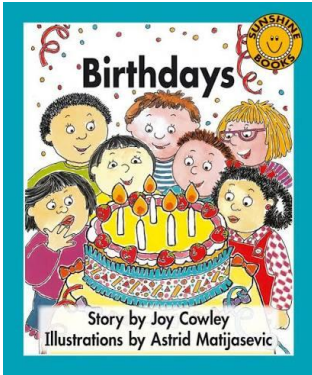
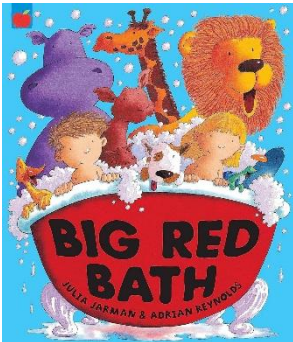
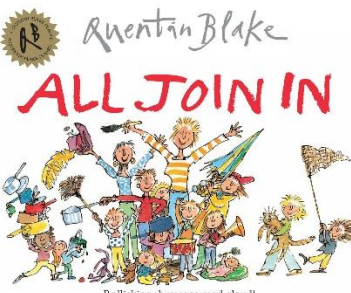
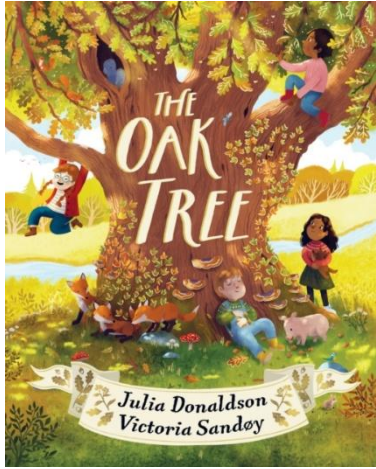


	Prime Areas			Specific Areas WHOLE SCHOOL TOPIC: Fantastic Foundations				
								
Week / Big Book	Communication & Language	PSED	Physical Development	Literacy	Little Wandle	Mathematics	Understanding the world	Expressive Arts & Design
Week 1 Birthdays  Story by Joy Cowley Illustrations by Astrid Matijasevic 7th – 11th September	<u>Listening Attention & Understanding</u> (Watch someone's face as they talk) (Listen to other people's talk with interest but can easily be distracted by other things.) (Recognise and are calmed by a familiar and friendly voice.) Family puzzles (S&LP1) PSED: SR PSED: MS PSED: BR PD: GM PD:FM M:NP UTW: P&P UTW: PC&C UTW: TNW (S&LP1)	<u>Building Relationships</u> (Find ways to calm themselves, through being calmed and comforted by their key person.) Settling in/Stay and play session CL: LA&U CL: S PSED: SR PSED: MS PSED: BR Cosmic kids 'Freeze dance'	<u>Gross Motor Skills</u> (Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.) Playtime party, party (Learn to use the toilet with help, and then independently.) Support children who arrive in nappies CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM	<u>Comprehension</u> (Ask questions about the book. Makes comments and shares their own ideas.) What is inside the present? Party invites (Sing songs and say rhymes independently for example, singing whilst playing.) CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E	Voice sounds	<u>Number</u> (Take part in finger rhymes with numbers.) Birthday sets/ playdough cakes Counting Shape cakes Heavy/ light Taller shorter birthdays CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E	<u>Past and Present</u> (Make connections between the features of their family and other families.) Birthdays remembering special times Getting older changing CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM Forest school: See planning	<u>Being Imaginative and Expressive</u> (Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.) Home corner party Party games pass the parcel musical chairs <u>Creating With Materials</u> (Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.) Playdough family cutters Party hats Wrapping paper printing CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM Music: See Planning
Week 2 Big Red Bath  JULIA FARGNOLI & ADRIAN REYNOLDS	<u>Listening Attention & Understanding</u> (Listen and respond to a simple instruction.) <u>Speaking</u> (Use gestures like waving and pointing to communicate.) Bertha the bus LW CL: LA&U CL: S L:C	<u>Building Relationships</u> (Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.) Families special people & relationships CL: LA&U CL: S PSED: SR PSED: MS	<u>Gross Motor Skills Fine Motor Skills</u> (Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.) (Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.) Washing hands and feet, testing soaps shoes and socks.	<u>Comprehension</u> (Repeat words and phrases from familiar stories.) Recall refrain <u>Word Reading</u> (Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.) Name recognition on bath shapes	Can you touch your...?	<u>Numerical Pattern</u> (Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.) Jump in CL: LA&U CL: S PSED: SR PSED: MS PSED: BR	<u>The Natural World</u> (Explore and respond to different natural phenomena in their setting and on trips.) Living things 4 wild animals Bubbles CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM	<u>Creating With Materials</u> (Start to make marks intentionally.) Designing a Christmas card Painting animals Bubble printing CL: LA&U PSED: SR PSED: MS PSED: BR PD: GM

14th – 18th September	L: WR L: W (S&LP2)	PSED: BR PD: GM PD:FM L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E Mindfulness 'thought bubbles'	Painting animals CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM UTW: P&P UTW: PC&C UTW: TNW	CL: LA&U CL: S PSED: SR PSED: MS PSED: BR L:C L: WR L: W		M: N M:NP	L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E Forest school: See planning	PD:FM L:C L: WR L: W M: N M:NP UTW: TNW EAD: CW M EAD: BI&E Music lesson: See planning
Week 3 We're Going on a Bear Hunt  21st – 25th September	<u>Listening Attention & Understanding</u> (Enjoy singing, music and toys that make sounds.) Recognises story sounds (Use intonation, pitch and changing volume when 'talking'). Story Prepositions CL: LA&U CL: S L:C L: WR L: W M: N M:NP EAD: CWM (S&LP3)	<u>Self-Regulation</u> (Express preferences and decisions. They also try new things and start establishing their autonomy.) Emotions photos All emotions acceptable PSED: SR PSED: MS PSED: BR UTW: P&P UTW: PC&C Zen den 'We're going on a bear hunt'	<u>Fine Motor Skills</u> (Build independently with a range of appropriate resources) Story mobiles Threading using needles safely <u>Gross Motor Skills</u> (Enjoy moving when outdoors and inside.) Negotiating space CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W	<u>Comprehension</u> (Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.) (Pay attention and responds to the pictures or the words.) Retelling story using story photos CL: LA&U CL: S PSED: SR L:C L: WR L: W	What's in the box Play with sounds (top line on name card)	<u>Numerical Patterns</u> (Notice patterns and arrange things in patterns.) Sorting by colour, Use story to discuss measure and distance CL: LA&U CL: S PSED: BR PD: GM PD:FM M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E	<u>The Natural World</u> (Explore natural materials, indoors and outside.) Environments in story and weather. <u>People, Culture and Communities</u> (Explore and respond to different natural phenomena in their setting and on trips.) Maps routes. Observations by touch sight smell to explore trees CL: LA&U CL: S UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E Forest school: See Planning	<u>Being Imaginative and Expressive</u> (Manipulate and play with different materials.) Role play story outside CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E Music Lesson: See Planning
Week 4 All Join In  28th Sept – 2nd October Welly Walk/Fair 30th	<u>Speaking</u> (Copy your gestures and words.) Repeat Refrain in story CL: LA&U CL: S PSED: SR PSED: MS PSED: BR L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E (S&LP3)	<u>Managing Self</u> (Look for clues about how to respond to something interesting.) Which instrument CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W UTW: TNW EAD: CW M EAD: BI&E 'Yoga and mindfulness about senses'	<u>Gross Motor Skills</u> (Develop manipulation and control) Dancing to music CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM EAD: CW M EAD: BI&E	<u>Comprehension</u> (Say some of the words in songs and rhymes.) Using instruments singing songs CL: LA&U CL: S L:C M: N M:NP EAD: CW M EAD: BI&E	What's that noise. Name Play (bottom line of name cards)	<u>Numerical Patterns</u> (Build with a range of resources.) Making rice shakers/ musical instruments CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM EAD: CW M EAD: BI&E Forest school: See planning	<u>The Natural World</u> (Explore materials with different properties.) Using various instruments CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM EAD: CW M EAD: BI&E Forest school: See planning	<u>Being Imaginative and Expressive</u> (Respond emotionally and physically to music when it changes) Dancing CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E Music lesson: See planning

Week 5
The Oak Tree



5th – 9th October
Harvest Colours 7th

Speaking

(Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.)

Describing words, observational drawings of trees

CL: LA&U
CL: S
PSED: SR
PSED: MS
PSED: BR
PD: GM
PD:FM
L:C
L: WR
L: W
M:NP
UTW: P&P
UTW: PC&C
UTW: TNW
EAD: CW M
(S&LP2)

Managing Self

(Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.)

Describing trees touching, blind folded

CL: LA&U
CL: S
PSED: SR
PSED: MS
PSED: BR
L:C
L: WR
L: W
UTW: TNW
Cosmic kids
'Outside in the woods'

Fine Motor Skills

(Explore different materials and tools.)

Painting trees using paintbrushes and other tools

CL: LA&U
CL: S
PSED: SR
PSED: MS
PSED: BR
PD: GM
PD:FM
L:C
L: W
UTW: P&P
UTW: PC&C
UTW: TNW
EAD: CW M

Writing

(Enjoy drawing freely.)

Mark making following drawing trees

CL: LA&U
CL: S
PSED: SR
PSED: MS
PSED: BR
PD: GM
PD:FM
L:C
L: W
EAD: CW M

Blend from the box

Number

(Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.) (Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.)

Counting acorns, leaves, conkers. Natural objects found in the garden

CL: LA&U
CL: S
M: N
M:NP

Past and Present (Make connections between the features of their family and other families.)

The Natural World

(Explore natural materials, indoors and outside.)

Changes over time

CL: LA&U
CL: S
PSED: SR
PSED: MS
PSED: BR
UTW: P&P
UTW: PC&C
UTW: TNW

Forest school: See Planning

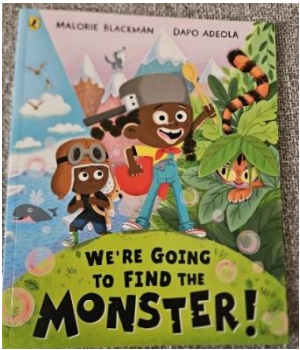
Creating With Materials

(Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.)

Observational drawings of trees

CL: LA&U
CL: S
PSED: SR
PSED: MS
PSED: BR
PD: GM
PD:FM
L: W
UTW: P&P
UTW: PC&C
UTW: TNW
EAD: CW M
EAD: BI&E
Music Lesson: See Planning

Week 6
We're Going To Find The Monster!



12th – 16th October
Parents day 16th

Listening Attention & Understanding

(Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).)

Following clues to find a monster think about what a monster may look like

CL: LA&U
CL: S
PSED: SR
PSED: MS
PSED: BR
L:C
L: WR
L: W
UTW: PC&C
UTW: TNW
EAD: BI&E
(S&LP1)

Self-Regulation

(Feel strong enough to express a range of emotions.)

Use the story language to discuss feeling scared, brave

CL: LA&U
CL: S
PSED: SR
PSED: MS
PSED: BR
PD: GM
PD:FM
L:C
L: WR
L: W
M: N
M:NP
UTW: P&P
UTW: PC&C
UTW: TNW
EAD: CW M
EAD: BI&E

Cosmic kids
'Biggles the friendly monster'

Gross Motor Skills

(Walk, run, jump and climb – and start to use the stairs independently.)

Monster hunt obstacle course Move like different monsters: stomping, creeping, slithering, tiptoeing.

CL: LA&U
CL: S
PSED: SR
PSED: MS
PSED: BR
PD: GM
PD:FM
L:C
L: WR
L: W
M: N
M:NP
UTW: P&P
UTW: PC&C
UTW: TNW
EAD: CW M
EAD: BI&E

Comprehension

(Develop play around favourite stories using props)

Story props to retell

CL: LA&U
CL: S
PSED: SR
PSED: MS
PSED: BR
L:C
L: WR
L: W
M: N
M:NP
UTW: P&P
UTW: PC&C
UTW: TNW
EAD: CW M
EAD: BI&E

Can you do the actions?

Numerical Patterns

(Compare amounts, saying 'lots', 'more' or 'same'.)

Animal lotto matching game Count monster footprints. Measure and compare monster sizes.

CL: LA&U
CL: S
PSED: SR
PSED: MS
PSED: BR
L:C
L: WR
L: W
M: N
M:NP
UTW: P&P
UTW: PC&C
UTW: TNW

The Natural World

(Repeat actions that have an effect)

Our environment, looking at changes, Explore habitats where monsters might live. Follow treasure maps and simple directions. Investigate shadows

CL: LA&U
CL: S
PSED: SR
PSED: MS
PSED: BR
PD: GM
PD:FM
M:NP
UTW: P&P
UTW: PC&C
UTW: TNW

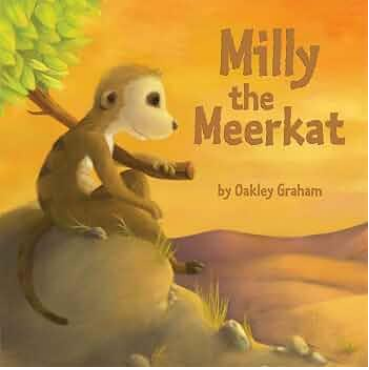
Forest school: See Planning

Being Imaginative and Expressive

(Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.)

Monster Investigation Headquarters. Forest Adventure Camp. Monster Catchers' Station with maps, binoculars, notebooks, and walkie-talkies

CL: LA&U
CL: S
PSED: SR
PSED: MS
PSED: BR
L:C
L: WR
L: W
UTW: P&P
UTW: PC&C
UTW: TNW
EAD: CW M
EAD: BI&E
Music Lesson: See Planning

Week 7 Milly the Meerkat  19th – 23rd October	<u>Speaking</u> (Start to say how they are feeling, using words as well as actions.) Discuss feelings: How does Milly feel when she is lonely, worried, happy, CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E (S&LP2)	<u>Building Relationships</u> (Develop friendships with other children.) What Makes a Good Friend? Links to British Values CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E Cosmic kids 'Going on a safari'	<u>Gross Motor Skills</u> (Build independently with a range of appropriate resources) Build dens and shelters for toy animals. CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E	<u>Writing</u> (Add some marks to their drawings, which they give meaning to. For example: "That says mummy.") Write speech bubbles for Milly and her friends. CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E	Bertha the bus	<u>Numerical Patterns</u> (Notice patterns and arrange things in patterns.) Create repeating patterns using animals and prints CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E	<u>The Natural World</u> (Notice differences between people.) African Habitat Learn where meerkats live. Explore deserts and grasslands. Compare the African environment to the UK. CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E Forest school: See Planning	<u>Creating With Materials</u> (Use their imagination as they consider what they can do with different materials.) Design animal masks. Explore African-inspired patterns and colours. CL: LA&U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CW M EAD: BI&E Music Lesson: See Planning
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