


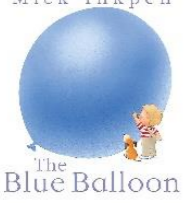
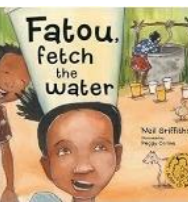



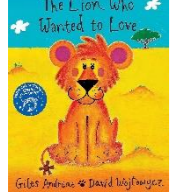
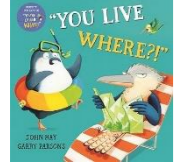
Prime Areas

Specific Areas  
WHOLE SCHOOL TOPIC: Celebrating Differences



| Week / Big Book  | Communication & Language   | PSED   | Physical Development   | Literacy  | Little Wandle | Mathematics  | Understanding the world   | Expressive Arts & Design   |
|--|--|--|--|---|---------------|--|---|--|
| <b>Week 1</b><br><b>Press Here</b><br><br><b>4<sup>th</sup> - 5<sup>th</sup> September</b>                  | <u>Listening Attention &amp; Understanding</u><br>(Listen to other people's talk with interest but can easily be distracted by other things.)<br>(Recognise and are calmed by a familiar and friendly voice.)<br>Family puzzles<br>PSED: SR<br>PSED: MS<br>PSED: BR<br>PD: GM<br>PD:FM<br>M:NP<br>UTW: P&P<br>UTW: PC&C<br>UTW: TNW<br>(S&LP3) | <u>Building relationships</u><br>(Find ways to calm themselves, through being calmed and comforted by their key person.)<br>Settling in/Stay and play session<br>CL: LA&U<br>CL: S<br>PSED: SR<br>PSED: MS<br>PSED: BR<br>Cosmic Kids 'Freeze dance' | <u>Gross motor</u><br>(Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.)<br>Playtime party, party<br>(Learn to use the toilet with help, and then independently.)<br>Support children who arrive in nappies<br>CL: LA&U<br>CL: S<br>PSED: SR<br>PSED: MS<br>PSED: BR<br>PD: GM<br>PD:FM | <u>Comprehension</u><br>(Enjoy sharing books with an adult.)<br>Engaging with story<br>CL: LA&U<br>CL: S<br>PSED: SR<br>PSED: MS<br>PSED: BR<br>L:C<br>M: N<br>M:NP<br>UTW: P&P<br>UTW: PC&C<br>UTW: TNW<br>UTW: TNW  |               | <u>Number</u><br>(Take part in finger rhymes with numbers.)<br>Number songs<br>CL: LA&U<br>CL: S<br>PSED: SR<br>PSED: MS<br>PSED: BR<br>PD: GM<br>PD:FM<br>M: N<br>M:NP<br>UTW: P&P<br>UTW: PC&C<br>UTW: TNW<br>EAD: CW M<br>EAD: BI&E | <u>Past and Present</u><br>(Make connections between the features of their family and other families.)<br>Birthdays remembering special times<br>Getting older changing<br>CL: LA&U<br>CL: S<br>PSED: SR<br>PSED: MS<br>PSED: BR<br>PD: GM<br>PD:FM<br>Forest school: No Forest school                                    | <u>Creating with Materials</u><br>(Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.)<br>Playdough family cutters<br>CL: LA&U<br>CL: S<br>PSED: SR<br>PSED: MS<br>PSED: BR<br>PD: GM<br>PD:FM<br>Music Lesson: See Planning   |
| <b>Week 2</b><br><b>Every Child is Different</b><br><br><b>8<sup>th</sup> - 12<sup>th</sup> September</b> | <u>Speaking</u><br>(Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.)<br>Making independent choices<br>CL: LA&U<br>CL: S<br>PSED: SR<br>PSED: MS<br>PSED: BR<br>(S&LP2)   | <u>Self-Regulation</u><br>(Establish their sense of self.)<br>Settling in.<br>Yoga/ mindfulness<br>CL: LA&U<br>CL: S<br>PSED: SR<br>PSED: MS<br>PSED: BR<br>PD: MH<br>PD:FM<br>Cosmic Kids 'celebrate our differences'                               | <u>Gross Motor</u><br>(Use large-muscle movements to wave flags and streamers, paint and make marks.)<br>Using field races,<br>CL: LA&U<br>CL: S<br>PSED: SR<br>PSED: MS<br>PSED: BR<br>PD: MH<br>PD:FM<br>EAD: CWM<br>EAD: BI&E   | <u>Comprehension</u><br>(Ask questions about the book. Makes comments and shares their own ideas.)<br>Story vocab<br>CL: LA&U<br>CL: S<br>PSED: SR<br>PSED: MS<br>PSED: BR<br>PD: MH<br>PD:FM<br>L:C<br>L: WR<br>L: W | Voice sounds  | <u>Number</u><br>(Say one number for each item in order: 1,2,3,4,5.)<br>Counting (Grouping children )<br>CL: LA&U<br>CL: S<br>PSED: SR<br>PSED: MS<br>PSED: BR<br>PD: MH<br>PD:FM<br>L:C<br>M: N<br>M:NP                               | <u>People, Culture and Communities</u><br>(Repeat actions that have an effect.)<br>Child initiated learning.<br>CL: LA&U<br>CL: S<br>PSED: SR<br>PSED: MS<br>PSED: BR<br>PD: MH<br>PD:FM<br>UTW: P&P<br>UTW: PC&C<br>UTW: TNW<br>EAD: CWM<br>EAD: BI&E<br>Forest school: Take children to explore the forest school area. | <u>Being Imaginative and Expressive</u><br>(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.)<br>Child initiated learning.<br>(Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.)<br>Music Art<br>CL: LA&U<br>CL: S<br>PSED: SR<br>PSED: MS<br>PSED: BR<br>PD: MH<br>PD:FM<br>L: W<br>M: N<br>M:NP<br>EAD: CWM<br>EAD: BI&E<br>Music Lesson: See Planning |

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| <p><b>Week 3</b><br/><b>We're Going on a Bear Hunt</b></p>  <p><b>15<sup>th</sup> - 19<sup>th</sup> September</b></p>                           | <p><b>Listening Attention &amp; Understanding</b><br/>(Enjoy singing, music and toys that make sounds.)<br/>Recognises story sounds<br/>(Use intonation, pitch and changing volume when 'talking').<br/>Story<br/>Prepositions<br/>CL: LA&amp;U<br/>CL: S<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M:NP<br/>EAD: CWM<br/>(S&amp;LP1)</p>   | <p><b>Self-Regulation</b><br/>(Express preferences and decisions. They also try new things and start establishing their autonomy.)<br/>Emotions photos All emotions acceptable<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/><b>Zen den 'We're going on a bear hunt'</b></p>   | <p><b>Fine Motor</b><br/>(Build independently with a range of appropriate resources)<br/>Story mobiles<br/>Threading using needles safely<br/><b>Gross Motor</b><br/>(Enjoy moving when outdoors and inside.)<br/>Negotiating space<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W</p>  | <p><b>Comprehension</b><br/>(Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.)<br/>(Pay attention and responds to the pictures or the words.)<br/>Retelling story using story mobiles<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>L: C<br/>L: WR<br/>L: W</p>   | <p>What's in the box<br/>Play with sounds (top line on name card)</p> | <p><b>Numerical Patterns</b><br/>(Notice patterns and arrange things in patterns.)<br/>Sorting by colour mobiles use story to discuss measure and distance<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>M: N<br/>M:NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E</p>   | <p><b>The Natural World</b><br/>(Explore natural materials, indoors and outside.)<br/>Environments in story and weather.<br/><b>People, Culture and Communities</b><br/>(Explore and respond to different natural phenomena in their setting and on trips.)<br/>Maps routes.<br/>Observations by touch sight smell to explore trees<br/>CL: LA&amp;U<br/>CL: S<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/>Forest school: Explore forest school environment.</p> | <p><b>Creating with Materials</b><br/>(Start to make marks intentionally.)<br/>Designing a Christmas card<br/><b>Being Imaginative and Expressive</b><br/>(Manipulate and play with different materials.)<br/>Role play story outside<br/>Tree painting<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/>Music Lesson: See Planning</p>  |
| <p><b>Week 4</b></p>  <p><b>The Blue Balloon</b><br/><b>Welly Walk/Fair 24th</b><br/><b>22<sup>nd</sup> - 26<sup>th</sup> September</b></p>     | <p><b>Speaking</b><br/>(Make sounds to get attention in different ways)<br/>Playing together<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>(S&amp;LP3)</p>   | <p><b>Building relationships</b><br/>(Engage with others through gestures, gaze and talk.)<br/>Circle games other children's names<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/><b>Peace out 'balloon'</b></p>  | <p><b>Gross motor</b><br/>(Enjoy starting to kick, throw and catch balls.)<br/>Throwing/catching<br/>Buckets and balls<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>M: N<br/>M:NP</p>   | <p><b>Comprehension</b><br/>(Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone)<br/>Kipper stories in their play<br/><b>Writing</b><br/>(Add some marks to their drawings, which they give meaning to.)<br/>My mum pictures<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>EAD: CW M</p> | <p>Play with sounds (top line on name card)</p>                       | <p><b>Numerical patterns</b><br/>(Combine objects like stacking blocks and cups. Put objects inside others and take them out again.)<br/>Colour matching<br/>Colour names<br/>Counting and sorting<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>M: N<br/>M:NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E</p> | <p><b>Past and Present</b><br/>(Notice differences between people.)<br/>My mum pictures<br/><b>The Natural World</b><br/>(Repeat actions that have an effect.)<br/>Into science bubbles<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M:NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/>Forest school: Welly Walk, Walk to fair.</p>   | <p><b>Creating with Materials</b><br/>(Explore different materials, using all their senses to investigate them.)<br/>Bubble printing<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>Music Lesson: See Planning</p>   |
| <p><b>Week 5</b></p>  <p><b>Fatou Fetch the Water</b><br/><b>Harvest Colours 8th</b><br/><b>29<sup>th</sup> Sept - 3<sup>rd</sup> Oct</b></p> | <p><b>Listening Attention &amp; Understanding</b><br/>(Understand simple instructions.)<br/>Following instruction and direction making spicy rice<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M:NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/>(S&amp;LP1)</p> | <p><b>Building relationships</b><br/>(Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.)<br/>Provide role-play props to enable children to retell story.<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: BI&amp;E<br/><b>Zen den 'go on a safari'</b></p> | <p><b>Gross motor</b><br/>(Walk, run, jump and climb - and start to use the stairs independently.)<br/>Negotiates space successfully obstacle course journey<br/><b>Fine motor</b><br/>(Explore different materials and tools.)<br/>Spicy rice<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>M: N<br/>M:NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW</p> | <p><b>Comprehension</b><br/>(Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.)<br/>Show an interest in illustration and print.<br/>CL: LA&amp;U<br/>CL: S<br/>L: C<br/>L: WR<br/>L: W<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW</p>   | <p>Name play</p>  | <p><b>Numerical patterns</b><br/>(Compare sizes, weights etc. using gesture and language- 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.)<br/>Full and empty using liquid<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>M: N<br/>M:NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW</p>   | <p><b>People, Culture and Communities.</b><br/>(Explore materials different properties.)<br/>Different cultures<br/>Cloth houses similarities / differences<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: MH<br/>PD: FM<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>Forest school: Mud pictures.</p>   | <p><b>Creating with Materials</b><br/>(Use their imagination as they consider what they can do with different materials.)<br/>Collages with printed fabrics<br/><b>Being Imaginative and Expressive</b><br/>(Make rhythmic and repetitive sounds.)<br/>(Explore a range of sound makers and instruments and play them in different ways.)<br/>African music and drums<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/>Music Lesson: See Planning</p> |

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| <p><b>Week 6</b></p>  <p><b>Look at me! Look at me!</b><br/>6<sup>th</sup> – 10<sup>th</sup> October</p>                 | <p><b>Speaking</b><br/>(Use gestures like waving and pointing to communicate.)<br/>Repeated refrain of story.<br/>Describing animals.<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/><b>(S&amp;LP3)</b></p>   | <p><b>Managing Self</b><br/>(Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.)<br/>Sharing toys<br/>Following rules<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/><b>Zen den 'Friendly Wishes'</b></p>                               | <p><b>Fine motor</b><br/>(Develop manipulation and control.)<br/>Canvas paintings animal patterns<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E</p>   | <p><b>Writing</b><br/>(Develop play around favourite stories using props.)<br/>Jungle pictures labelled<br/>EY phonics in the jungle<br/>Bertha the bus<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E</p> | <p>Can you do the actions</p> | <p><b>Number</b><br/>(Complete inset puzzles.)<br/>Various animal puzzles.<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E</p>   | <p><b>The Natural World</b><br/>(Notice differences between people.)<br/>Walking through the jungle.<br/>Animal habitats.<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/><b>Forest school: Kitchen roll, pipettes droplets of coloured water.</b></p>   | <p><b>Creating with Materials</b><br/>(Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.)<br/>Drawing animal patterns<br/>Mixing shades of green<br/><b>Being Imaginative and Expressive</b><br/>(Respond emotionally and physically to music when it changes.)<br/>Animal movements moving to music.<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PD: FM<br/>M: NP<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/><b>Music Lesson: See Planning</b></p>       |
| <p><b>Week 7</b></p>  <p><b>The Lion who Wanted Parents day Friday</b><br/>13<sup>th</sup> – 17<sup>th</sup> October</p> | <p><b>Listening Attention &amp; Understanding</b><br/>(Understand single words in context)<br/>Link to into science answering questions<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/><b>(S&amp;LP2)</b></p> | <p><b>Building Relationships</b><br/>(Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.)<br/>Use story to celebrate difference<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/><b>Cosmic Kids 'Jungle Safari'</b></p> | <p><b>Gross motor</b><br/>(Pass things from one hand to the other. Let go of things and hands them to another person or drops them.)<br/>Dacta activity build a bridge over crocodile enclosure<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E</p> | <p><b>Comprehension</b><br/>(Enjoy songs and rhymes, tuning in and paying attention.)<br/>Animal sounds<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E</p>   | <p>Bertha the bus</p>         | <p><b>Number</b><br/>(Compare amounts, saying 'lots', 'more' or 'same'.)<br/>Counting<br/>Maths outside p9,<br/>Five little monkeys.<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E</p> | <p><b>The Natural World</b><br/>(Explore natural materials, indoors and outside.)<br/>Animal habitats.<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/><b>Forest school: Drawing emotional faces with sticks and mud.</b></p>                            | <p><b>Being Imaginative and Expressive</b><br/>(Use their imagination as they consider what they can do with different materials.)<br/>(Make simple models which express their ideas.)<br/>Dacta activity bridge building.<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/><b>Music Lesson: See Planning</b></p>                         |
| <p><b>Week 8</b></p>  <p><b>You Live Where?</b><br/>20<sup>th</sup> – 24<sup>th</sup> October</p>                      | <p><b>Speaking</b><br/>(Listen and respond to a simple instruction.)<br/>Talking about our home and family<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/><b>(S&amp;LP1)</b></p>                              | <p><b>Managing self</b><br/>(Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person.)<br/>Provide role-play props to enable children to retell story.<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/><b>cosmic Kids 'Travel Bug'</b></p>                   | <p><b>Gross motor</b><br/>(Sit on a push-along wheeled toy, use a scooter or ride a tricycle.)<br/>Wheeled toys, balance bikes, scooter.<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E</p>  | <p><b>Comprehension</b><br/>(Enjoy songs and rhymes, tuning in and paying attention.)<br/>Learning animal songs<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E</p>   | <p>Blend from the box</p>     | <p><b>Numerical patterns</b><br/>(React to changes of amount in a group of up to three items.)<br/>Sorting groups of animals.<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E</p>        | <p><b>People, culture and communities.</b><br/>(Make connections between the features of their family and other families.)<br/>Looking at where we live, Houses,<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/><b>Forest school: Den building.</b></p> | <p><b>Being Imaginative and Expressive</b><br/>(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.)<br/>Camper van, Playmobil campsite.<br/>CL: LA&amp;U<br/>CL: S<br/>PSED: SR<br/>PSED: MS<br/>PSED: BR<br/>PD: GM<br/>PD: FM<br/>L: C<br/>L: WR<br/>L: W<br/>M: N<br/>M: NP<br/>UTW: P&amp;P<br/>UTW: PC&amp;C<br/>UTW: TNW<br/>EAD: CW M<br/>EAD: BI&amp;E<br/><b>Music Lesson: See Planning</b></p> |

