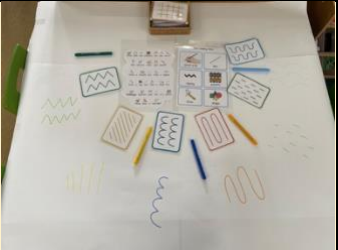
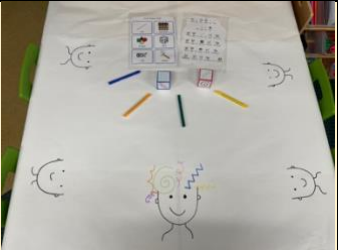
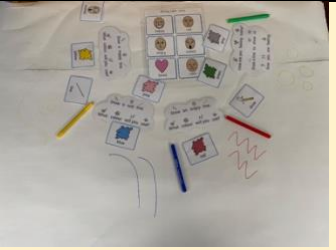
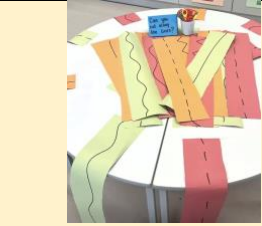


	Week 2 / 3 8th and 15th Sept (First full week – keeping most areas blank. Some with enhancements as shown in the first of the info below) (2nd full week) – enhancements in all areas using the second or only info on each box as seen below.	Week 4 22nd September	Week 5 29th September	Week 6 6th October	Week 7 13th October	Week 8 20th October
Topic	Starting School	Emotions	Diversity (whole school)	Diversity (whole school)	Seasons Autumn Harvest	Diwali
?	Who is in my class?	How do I feel?	What makes me special?	What is autumn?	What are the seasons?	How do Hindu people celebrate Diwali?
Hook						
Phonic	S A T P	I N M D	G O C K	C K E U R	SS and review	H B F F F L L L
Drawing Club	-	-	-	Story: Colour Monster Vocabulary: Sobbed Enraged Timid Tranquillity Shimmering Discombobulated Assist	Traditional Tale: Three Billy Goats Gruff Vocabulary: Luscious Triple Creaky Fearless Gruesome Suddenly Determined Bamboozle	Video Clip Rama and Sita Vocabulary: Warrior Demon Begger Tempted Mighty Chariot Kidnapped Battle
Key	Various books at the end of the day. Exposure to prose and poetry.	The Colour Monster	It's OK to be...	It's OK to be...	Harvest – Non-Fiction	Diwali Non-Fiction
Literacy	Baseline assessment	Baseline assessment How do I write me name? How do I hold my pencil? How do I sit at the table when writing? Independent write – Autumn	Story predictions Group Discussion Speaking and Listening Role Play Oracy	Group write 'it's ok to...' Build a simple sentence. Independent write.	Create a class book about Autumn. Use photos of the provision. Children dictate sentences. Use QR codes. TF: Write simple facts.	Create a class book about Diwali. Use photos of the provision. Children dictate sentences. Use QR codes. TF: Write simple facts.

Mark Making Table	 Mark making Lines patterns and shapes. Skills: I can use the different tools to make marks. Knowledge: I know the different between different lines. Week 2 Challenge – lines Week 3 Challenge – zig-zags	 Hair Roll the dice and draw the hair. Skills: I can use the different tools to make marks. Knowledge: I know the different between different lines. Challenge: Circles and Spirals.	 Emotions. Marks linked to emotions. Can you draw a happy line? What colour will you use? Can you draw an angry line? What colour will you use? Skills: I can use marks to show my thoughts, feelings and ideas. Knowledge: I know that marks can have meaning. Challenge: crosses	 Drawing around shapes to create a pattern. Skills: I can manipulate my pencil to create a line or shape. Knowledge: I know how to hold a pencil. Challenge: repeating patterns.	 Draw group of 1, 2 or 3. Can you draw 3 lines? Can you trace around 3 shapes?  Follow the pattern	 Black paper and chalk for firework inspired big marks. Skills: I can use my motor skills to make marks Knowledge: I know that I can make marks by applying pressure of one thing (chalk) to another (tray)  Firework letter formation in rice.
Snipping Station					 Snipping station Skills: I can carefully use the scissors to cut along the line. Knowledge: I know I have to hold both the scissors and the thing I am cutting. My thumb needs to be facing the ceiling. I know I need to look at what I am cutting.	 Snipping station Skills: I can carefully use the scissors to cut along the line. Knowledge: I know I have to hold both the scissors and the thing I am cutting. My thumb needs to be facing the ceiling. I know I need to look at what I am cutting.

Writing Area 1



Building using SATP
TB: identify first sound
TF: write/letter formation
Skills: I can use "robot" talk to work out which sound words start with.
Knowledge: I know what the image in the picture is.



Colour Monster
Drawing/Writing what makes me feel happy/sad etc. .



Building using:
SATPINMDGOCK
TB: identify first sound
TF: write/letter formation
Skills: I can use "robot" talk to work out which sound words start with.
Knowledge: I know what the image in the picture is.



Object hunt around the room. Identify the initial sound. (using: SATPIN)
Skills: I can use "robot" talk to work out which sound words start with.
Knowledge: I know what the object is called.



Write initial letters of different animals (use ones like elephant/ostrich etc from ELS)
Skills: I can say words out loud to work out initial sounds, and I can form the grapheme.
Knowledge: I know that I can use my phonics knowledge to sound out words. I know how to form graphemes.



To create a Diwali card for a friend.
Skills: I can decorate a card. I can use robot arms to write a friends name. I can write my own name.
Knowledge: I know that Diwali is a festival. I know how to hold a pencil to write and colour with accuracy.

Writing Area 2



Build and write your name. (Added into the enhanced provision after initial assessment)
Skills: I can use a pencil correctly and can use my knowledge of letter formation to write my name.
Knowledge: I know how to write my name.



Colour monster finger puppets and story clues
Skills: I can re-tell the story of the colour monster. I can match the emotion to the colour. I can use puppets to create my own story linked to the colour monster.
Knowledge: I know the story of the colour monster.



it's ok to be different props.
Skills: I can use the props to create my own 'It's ok to...' sentences. I can say my sentence clearly.
Knowledge: I know how to say a sentence.



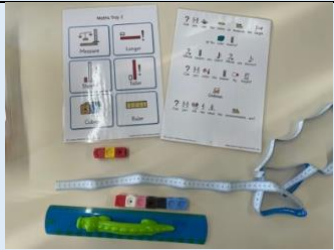
it's ok to be different props.
Skills: I can use the props to create my own 'It's ok to...' sentences. I can say my sentence clearly.
Knowledge: I know how to say a sentence.



Word hunt around the room. Identify the initial sound. (using: MDGOCE)
Skills: I can use "robot" talk to work out which sound words start with.
Knowledge: I know what the image in the picture is.



Diwali inspired pencil control sheets.
Skills: I can use a pencil to make marks.
Knowledge: I know how to hold a pencil with a tripod grip. Using the alligator rhyme.

Maths	Match objects Match pictures and objects Identify a set	Sort objects by type Explore sorting techniques Create sorting rules Compare amounts	Compare size, mass and capacity	Explore simple patterns Copy and continue simple patterns Create simple patterns	Find 1, 2, 3 Subitise 1, 2, 3	Find 1, 2, 3 Subitise 1, 2, 3
Maths Table 1	 Create your own shape from multilink cubes/duplo using the template cards to match and sort. Skills: I can use a template to recreate the 2D image into a 3D structure. Knowledge: I know how to connect multi-link cubes	 Sort different types of pasta by shape. Skills: I can differentiate between the pasta types to sort into groups/sets. Knowledge: I know the shape of the pasta pieces are different.	 Weighing scales and items to weigh. Use language of which is heavier/lighter? How do we know? Can children predict which item is heavier/lighter before checking? Skills: I can predict heavier/lighter items against each other. I can use new vocabulary and can use weighing scales accurately. Knowledge: I know how to use weighing scales. I know different items weigh different amounts.	 Make a repeating pattern with beads – enhance by moving cord into a circle or other and asking if it is still a repeating pattern if it is not straight. Challenge chn to try repeating pattern with 3 or more beads, or patterns such as AABAACAABAAC Skills: I can use beads to practise making repeating patterns Knowledge: I know what a repeating pattern is. I understand that a repeating pattern does not have to be in a straight line.	 Different representations of numbers and amounts to sort and match Skills: I can differentiate between pictures to work out representations. Knowledge: I know that numbers can be represented in different ways.	 Different representations of numbers and amounts to sort and match – button holes. Skills: I can differentiate between pictures to work out representations. Knowledge: I know that numbers can be represented in different ways.
Maths Table 2	 Match pictures (play Pairs) Skills: I can differentiate between pictures Knowledge: I know what a pair is.	 Use hoops to sort things by colour/shape Skills: I can differentiate between colours and/or shape to sort items. Knowledge: I know that items have similarities and differences that can differentiate each other	 Length – to measure the length using cubes. Skills: I can predict which line would be the longest/shortest. I can make predictions before I test my theory and can explain reasons for my predictions. Knowledge: I know that different lines have different lengths.	 Compare bears – which bear goes next/where? Skills: I can recognise and complete repeating patterns. Knowledge: I know what a repeating pattern is.	 See it, say it, build it. Skills: I can match representations of the same amounts. Knowledge: I know that numbers can be shown in different way.	 Match the numbers on the cups to the number amount. Skills: I can match representations of the same amounts. Knowledge: I know that numbers can be shown in different way.

Sensory Tray	 To use the natural materials to build a face. Challenge: can you show different emotions? Skills: I can build a face using loose parts. Knowledge: I know the parts of a face. I can name facial features. I know how our face can show different emotions.	 Sensory Soup To use a variety of tools to develop fine motor skills (pipettes, squirting bottles, scissors, cutlery etc) Skills: I can use a variety of tools. I can talk about the different smells. Knowledge: I know how to use scissors to cut safely. I can describe different smells linking it to something familiar.	 To create spiky hedgehogs using playdough, pasta and hoops Skills: I can thread cereal hoops onto pasta Knowledge: I know that things may break. I know how to be resilient and try again. I know how to manage my emotions.	 Autumn Fine Motor Skills Skills: I can use tweezers to rescue different autumn objects. I can play 'I spy' and name different autumn objects. I can match objects that are the same. I can use the objects to make a repeated pattern. Knowledge: I know how to make a simple repeating pattern. I can name objects. I can sort objects. I can use my fine motor skills.	 Pumpkins, Hammers and Gold Tees Skills: I can use hammers to hit golf tees into a pumpkin. I can stretch elastic bands around the gold tees. I can explore the inside of a pumpkin. Knowledge: To hit a gold tee into a pumpkin. I know to hold the golf tee with one hand and carefully hit the top with my other hand.	 Rangoli Patterns Using Loose Parts. Skills: I can use loose parts to create a pattern. I can organise the objects into a line or shape. Knowledge: I know how to work collaboratively with a friend.
Small World	 Dinosaurs Skills: I can create narratives with my friends. I can use my imagination to add objects/toys that do not belong in this scene. Knowledge: I know what a dinosaur is. I know there are different types of dinosaurs	 Garage and road Skills: I can create narratives with my friends and use the toys that mirror real-life. I can use my imagination to add objects/toys that do not belong in this scene to create narratives. Knowledge: I know what a garage is and understand that cars would be the things found there.	 Farmyard Skills: I can create narratives with my friends and use the toys that mirror real-life. I can use my imagination to add objects/toys that do not belong in this scene to create narratives. Knowledge: I know what the animals look like in real life.	 Mini me and local landmarks. Skills: I can create narratives using mini friends and local landmarks Knowledge: I know some local landmarks.	 Mini me and local landmarks. Skills: I can create narratives using mini friends and local landmarks Knowledge: I know some local landmarks.	 Rama and Sita Puppets Skills: I can retell the story of Rama and Sita Knowledge: I know why this story is important for Hindu people.

Skill: Digging

Provide a range of spades/scoops (varying handle lengths) buckets. Hide 'treasure' in the sand for the children to find.

Skills: I can use different tools to scoop and dig

Knowledge: I know how to lift sand with a scoop or spade.



dig

scoop

push

Skill: Fill/Moulding

Make impressions in the sand using fingers, hands, arms etc. Fill containers/buckets with sand and pat down to make it smooth. Provide a range of buckets and containers.

Skills: I can move the sand with my hands. I can fill buckets pat down the sand.

Knowledge: I know how to fill and empty containers.



push

pat

fill

build

mark make

mould

Skill: Dig/Scoop

Different sized spoons and buckets. Compare which can hold more. Can the children predict this before they test their theory?

Capacity – fill different size containers with cubes. Predict which container would hold more, test and explain why.

Skills: I can scoop sand into containers, and I can predict which container might hold more/less/same amounts. I can test my theory

Knowledge: I know how to fill and empty containers. I know different containers have different capacities.



dig

scoop

fill

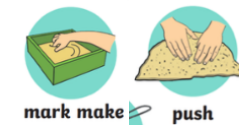
pour

Skill: Mark making

Make a repeating pattern with the shapes/ mark patterns in the sand/push sand into mounds/build items out of sand to make into a pattern.

Skills: I can push, build and mark make to create different textures to create repeating patterns.

Knowledge: I know what a repeating pattern is., I know that I can use various skills to make different marks.



mark make

push

Skill: Sieve

Find 1,2,3 of different items? – eg: 3 pencils in a bundle, cubes, lego, buttons

Skills: I can use the tools to search through the sand and recognise which numbers a representation of an amount is showing.

Knowledge: I know that there are different representations of amounts.



sieve

pour

fill

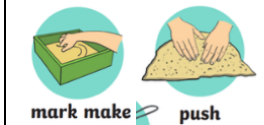
scoop

Skill: Mark making

Use the wheels to pour sand into. Mark Making - make rangoli patterns.

Skills: I can push, build and mark make to create different textures to create rangoli patterns

Knowledge: I know what a rangoli pattern is., I know that I can use various skills to make different marks.



mark make

push

Skill: Pouring

Children to pour water on the water wheels and observe what happens. Provide variety of containers, funnels and tools to encourage pouring.

Skills: I can pour slowly into an intended space.

Knowledge: I know I have to pour slowly to stop water spilling.

**Skill: Transporting**

Nets, bowls and animals. Can you catch the animals and sort them?

Skills: I can use the nets and bowls to collect animals. I can sort the animals.

Knowledge: I know nets can be used to scoop things out of water. I know animals have similarities and differences.

**Skills: Filling**

Exploring capacity - Different containers/jugs etc to hold different capacities. TF: Can the children predict this before they test their theory?

Skills: i can pour water back out/into another container to see if it can hold as much/same or more.

Knowledge: I know that different containers hold different capacities (more/less)

**Skills: Transporting**

Washing and matching socks. Provide a washing basket full of socks with different patterns and zigzags. Can children pair the socks by matching the patterns. What can you tell me about this pattern?

What do you see? What shapes can you see? What colours can you see? I wonder if you can spot 2 patterns that are the same?

Fine motor skills – pegging up socks on the washing line.

Skills: I can match patterns.

Knowledge: I know what a pattern is.

**Skill: Mixing**

Different spoons, ladles, whisks, potato mashers etc

Skills: I can use different tools to move the water.

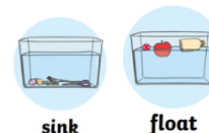
Knowledge: I know tools can be used for different purposes (e.g., whisking makes bubbles, ladle scoops large amounts, spoon pours slowly).

**Skill: Observation**

Sinking and floating – links to marvellous Monday last week with the oranges floating and sinking

Skills: I can predict and test my theories about floating and sinking.

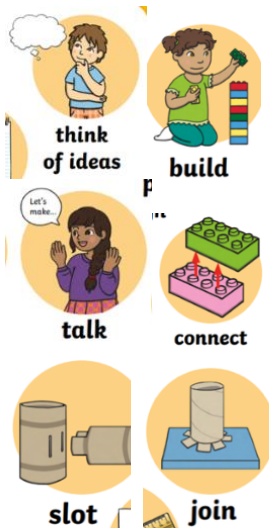
Knowledge: I know that some items float and others sink.



Skill: build a structure**Build a house****Construction resources**

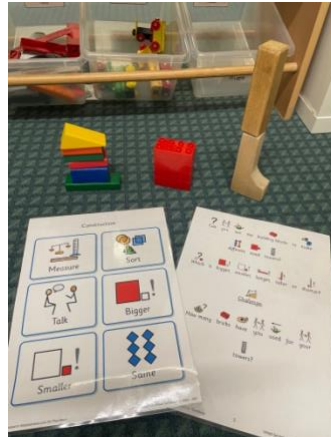
Skills: I can choose the correct resources to complete the task. I can connect the resources together into the correct shape/orientation etc.

Knowledge: I know how construction resources are used/can be put together.

**Skills: construct with purpose in mind.****Train Track**

Skills: I can choose the correct resources to complete the task. I can connect the resources together into the correct shape/orientation etc.

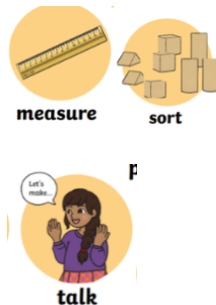
Knowledge: I know what a train track is. I know how construction resources are used/can be put together.

**Skill: spatial awareness**

Make a bigger/ smaller /longer /shorter tower (or other) out of building blocks. Which is bigger/smaller? TF: Use full sentences (this is bigger because...)

Skills: I can use my knowledge of what the new vocabulary means to create constructions of various sizes and can explain what features cause them to be longer/shorter etc.

Knowledge: I know how construction toys can fit together.

**Skills: construct with purpose in mind.**

Use Duplo to create a repeating pattern. Opportunities to copy patterns and colour/design own.

Skills: I can use Duplo to practise making repeating patterns

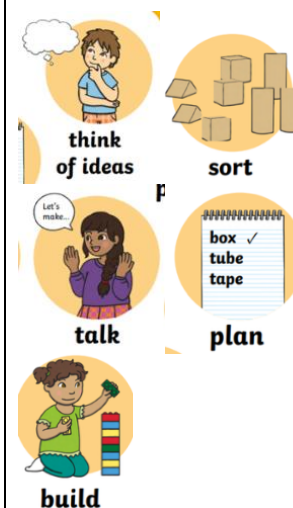
Knowledge: I know what a repeating pattern is.

**Skill: build a structure**

Provide chn with a large piece of paper and a map of the local area. Encourage chn to build the school/houses.

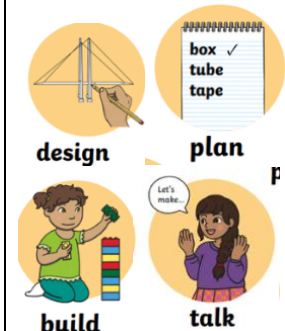
Skills: I can work with my friends to build a map of my local area.

Knowledge: I know that a map shows roads and buildings.

**Skills: construct with purpose in mind.****Magna tiles**

Skills: I can use the magnet tiles to create and Rangoli pattern.

Knowledge: I know why Rangoli's are important during the Diwali celebrations.



Skill: Mark Making

Building name (Added into the enhanced provision after initial assessment)

Skills: I can use cotton buds to create dots. I can use dots to create a letter. I can build my name.

Knowledge: I know how to recognise and write my name.



Use items the children collected during their first Forest Session.

Skills: I can use natural objects to print. I can talk about the shape and patterns I have made.

Knowledge: I know that a print will copy the shape of the object I am using.

Skill: Drawing and Painting

Self portraits.

Skills: I can use a mirror and the suggested medium to create an image of myself – thinking about placement of features and colour of features (eyes hair etc)

Knowledge: I know that a self-portrait is a picture of myself. I know I can use a mirror to study my face.

Skill: Design Technology

Junk Modelling

Opportunity to use different materials to build their own model.

Skills: I can use Sellotape or glue to join 2 materials together.

Knowledge: I know how to join to different materials together. I

Skill: Printing

Opportunity to paint leaves and print them on paper in a pattern.

Skills: I can use a paintbrush and create a repeating pattern by printing leaves.

Knowledge: I know what a repeating pattern is. I know that I should not put too much paint on the leaf if I am making a print.

Skill: Collage

Provide items for children to create their own autumn tree.

Skills: I can use glue to attach different objects to paper.

Knowledge: I know that in the autumn, on some trees, the leaves turn brown, orange, red and fall to the ground. I know collage is art made by sticking different materials.

Or

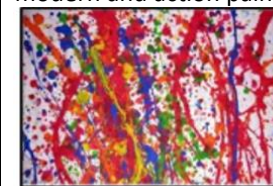
Autumn tree finger painting

Skill: Artist Study

Artist: Jackson Pollock (American painter)

Outcome: To explore splatter painting and the effects of paint – compare to fireworks in the night sky

Movement: abstract, modern and action painting



Skills: I can use a brush to drop and splat paint. I can explore how colours mix to create a new colour

Knowledge: I know and can name at least one of the primary colours. I know how colours can be mixed (exploration).

Vocabulary

Splat, drop, drip, paint, movement

Offer children black paper to create splatter firework painting (Diwali)

Skill: Cutting

Various cutters and tools with playdough – free play, explore.

Skills: I can use various tools to manipulate playdough.

Knowledge: I know that playdough can be manipulated.



flatten cut



cut out



roll (with a rolling pin)

Skills: Moulding

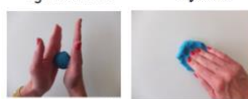
Make faces from playdough with different emotions – can they tell us what the emotion is.

Skills: I can manipulate playdough into the correct shape and place in the correct position on a face to create the desired effect.

Knowledge: I know what an emotion may look like using facial features.



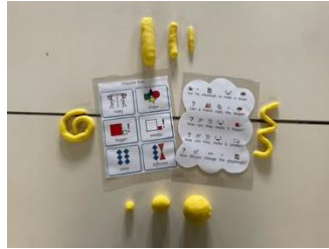
cylinder roll squeeze



roll (into a ball) push



flatten

Skill: Moulding

Make a shape out of playdough for the children to make themselves to create a “match” the same size, make a bigger one, make a smaller one.

Skills: I can use my observational skills to determine what shape I need to copy to make a match. I can use my manipulative skill (such as roll into a ball, squash or twist) to create the desired shape and/or size.

Knowledge: I know what a match is. I know what bigger/smaller/larger/longer/shorter etc mean.



flatten roll (into a ball)



push



indent imprint

Playdough outside skills: (See Outside Tuff Tray 1 - below)

Skill: Shaping

Cut out shapes or create shapes (eg: a spiral) and make them into a repeating pattern, perhaps have the opportunity to attempt to thread them onto something like the beads and cord.

Skills: I can manipulate playdough to a desired shape using tools and can use my shapes to create a repeating pattern.

Knowledge: I know that playdough can be manipulated in different ways. I know what a repeating pattern is.



spiral plait



twist squeeze



roll (into a ball) cylinder roll

Skill: Rolling

Fill in the tens frame.

Skills: I can match numeral to the same amounts.

Knowledge: I know that numbers can be shown on a tens frame.



flatten roll (into a ball)



squeeze roll (with a rolling pin)

Skill: Shaping

Diwali firework playdough mats

Skills: I can use your modelling dough to make fireworks.

Knowledge: I know to make different shapes I can roll, stretch and pull they playdough.

Adult led – Diya lamps

Skills: I can use tools, follow instructions and create a clay diya lamp.

Knowledge: I how to make a pinch pot. I can pinch the pot carefully not to make any holes. I can decorate the pot.



roll (into a ball) squeeze



push

Role Play						
	Shop Skills: To be able to imagine and re-enact what might happen in a shop. Knowledge: I know the purpose of a shop. Writing: receipts, shopping lists. Maths: play money	Shop Skills: To be able to imagine and re-enact what might happen in a shop. Knowledge: I know the purpose of a shop. Writing: receipts, shopping lists. Maths: play money	School Skills: To be able to imagine and re-enact what might happen in a school. Knowledge: I know the purpose of a school. Writing: register, phonics cards Maths: number cards.	School Skills: To be able to imagine and re-enact what might happen in a school. Knowledge: I know the purpose of a school. Writing: register, phonics cards Maths: number cards.	Puppet theatre Skills: To be able to imagine and re-enact what might happen in a theatre. To use the props to re-tell stories Knowledge: I know what happens in a theatre. Writing: create finger puppets, story maps. Maths: play money for tickets and popcorn.	Puppet theatre Skills: To be able to imagine and re-enact what might happen in a theatre. To use the props to re-tell stories Knowledge: I know what happens in a theatre. Writing: create finger puppets, story maps. Maths: play money for tickets and popcorn.
	Light boxes Transparent letters Cameras Microscope	Light boxes Transparent letters Cameras Microscope	iPad – children to film their ‘it’s ok to...’ sentences. Chatterpics	Light boxes Transparent shapes – repeating patterns Cameras Microscope	iPad – children to film facts for their autumn book.	iPad – children to film facts for their Diwali book.
	Starting school Emotions books	Starting school Emotions books	Diversity books Celebrations Children around the world	Diversity books Celebrations Children around the world	Autumn Season Harvest books	Diwali Festival Celebration books
	Crab shell 	Antler 	Old teapot 	Turtle Shell 	Harvest Resources 	Diwali artifacts - diya lamp, - Rangoli pattern, - marigold necklace - wrapped gift.
	Look and See Curiosity					



Potion making



Mud Kitchen and recipes



Cloud spotting



Garage, roads and cars



Autumn colour hunt



Set up cars, drainpipes, chalk. Chn to measure how far car travels. Compare. Longer/shorter.



Maths – sorting natural objects.



Repeating Pattern – chalk



Repeating Pattern - Musical instruments



Pirate Ship Colouring.



Pumpkin Patch



Camera: Provide children with a digital camera and challenge them to take photos of different representations of one, two or three.



Number Hunt
Take the children on a hunt around the school. Look for numbers and numerals.



Feely bag of counting.
Place either one, two or three objects in small bags. Challenge children to place their hands inside the bag and count how many items without looking.



Rangoli nature art.



Rangoli stencils/water sprays ect

Outside – Adult Led	 Team building games	 Planting bulbs		 Large Outside Easel	 Self-portraits	
Tuff 1	 Pebble families	 Natural Object faces/emotions	 Autumn playdough – making patterns.	 Autumn Tree, coloured Water and Pippettes	 Collaborative autumn tree painting.	 Berry paint mehndi hands
Tuff 2	 Leaf faces	 Cutting and sticking with natural objects – my age	 Car wash	 Painting leaves	 Autumn tree – sticking	 Drawing patterns on autumn leaves.

KUW input	Who is in my class? What are my classmates called? How are we the same? How are we different? What does it mean to be a Friendly Otter?	What are the different areas of the school? Why do we need to follow the rules of the school? Where will I have PE/eat my lunch? Who looks after the school? What happens if I hear a fire alarm?	How do I feel? What makes me special? How do you feel today, and can you show me with your face? What helps you feel better when you are sad or upset? What is something you can do that makes you proud? What do you like about yourself? Who are the special people that love and care for you?	What is autumn? What happens to the leaves on the trees in autumn? Which animals collect food to get ready for winter? What kind of weather do we often see in autumn? What special events or celebrations happen in autumn? What is the Harvest festival?	What are the seasons? Why do you think the weather changes in different seasons? What changes will I see in our school grounds?	Festivals and Celebrations What is Diwali? https://www.youtube.com/watch?v=zXIZpwCaFxI How do people celebrate Diwali? Diwali dancing: https://www.youtube.com/watch?v=DMRWmTnXBOU Why is the Story of Rama and Sita important? https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance
Welly Wednesday	Explore our outdoor areas; practise getting ready for Welly Wednesdays Skills: I can make observations of the world around me. Knowledge: I know how to put on trousers and wellies. I know how to keep myself safe outside.  Match natural objects Skills: I can find items in the natural world that match. Knowledge: I know that items have characteristics that are the same/different and this is what makes something match or not.	 Sort items into sets – how else can they be sorted? Skills: I can use my knowledge of what a set is to sort items by using a set of criteria. Knowledge: I know that items have characteristics that are the same/different if things carry many similarities they can be put into a set	 Find items that are bigger and smaller than the item the teacher is showing them. Can they find items that are heavier or lighter than the item the teacher has? Skills: I can find items to match what has been asked for. I can determine which items fit the criteria. I can make predictions. Knowledge: I know what larger/smaller heavier/lighter longer/shorter etc mean.	 Patterns with leaves Skills: I can find matching objects in the outside area to put into a repeating pattern. Knowledge: I know what a repeating pattern is.	 Bird feeders. Skills: I can thread hooped cereal onto a pipe cleaner. Knowledge: I know why animals might need help finding food in the autumn/winter.	 Diwali firework sticks Skills: I can weave leaves onto a stick using a pipe cleaner. Knowledge: I know how to wrap a pipe cleaner around a stick.

Can I make a superhero fly?



String attached to two points. Straw threaded onto string. Balloon inflated and taped to straw. Let the balloon propel the straw across the room. Can draw a superhero to stick to the straw.

How do I wipe my bottom?

2 balloons to make buttocks. Put shaving foam between. Attach to child's chair/hold behind them/use a step to attach to. Show how to wipe between them. Chn to try if they'd like.

PSED (S-R) focused attention, (MS) - try new activities, manage basic hygiene)

Why do we need to wash our hands?



Glitter on hands to show how germs spread.

Followed by:



Pepper on water and soap hands.

PSED (S-R) focused attention, (MS) - try new activities, manage basic hygiene)

How do I help to stop the spread of germs?



Sneeze experiment – how far do germs go when we sneeze and how can we prevent it?

Spray bottle and strips of paper across the table (full length). Measure how far the spray goes when the "sneeze" is not covered with a hand versus when it is covered with open-fingered hand versus when it is covered with an elbow

PSED (S-R) focused attention, (MS) - try new activities, manage basic hygiene)

How can capacity be confusing?



Fill a jar to the top with large stones (or items). It is full.

No.

Add small pebbles. Now it is full. No.

Add salt or sand. It is now full. No. Add water.

What are my senses? How do they help me?



PSED (S-R) focused attention, (MS) - try new activities, manage basic hygiene)

Why do we need to eat healthily and brush our teeth?



Making an egg shell disappear (in vinegar – takes a day or two). Test with vinegar, orange juice, cola, water. Links to dentistry and acid on enamel of teeth.

PSED (S-R) focused attention, (MS) - try new activities, manage basic hygiene)

What is sinking and floating?



Does an orange float with its skin on or when it's peeled? Why?

(thought provoking for EP next week)

How can we prevent water from spilling?

Gravity defying water
Jar of water, card on top. Turn over n card holds water in place. Enhance with window screen material over the top, no gaps with elastic band. Demo water in and out. Then water in, cardboard over, then slide cardboard away and water still is "flying"

PSHE	Kapow: Self-regulation My Feelings Lesson 1 Identifying my feelings Learning how to identify feelings and associating feelings with different colours. Learning objective: To identify feelings. Activity: Read colour monster. Talk to a partner about a time I have felt happy, sad etc. Feelings game.	Lesson 2: Feelings jars Using their understanding of feelings to create feeling jars and use them to identify and express their feelings. Learning objective: To identify and express my feelings, Activity: Group work to create collage feeling jars. Introduce feeling check in area,	Lesson 3: Coping Strategies Exploring coping strategies to help regulate emotions and identify how characters within a story may be feeling. Learning objective: To explore different coping strategies to help regulate our emotions. Activity: Read story of Leena and Archie. Talk about how Leena is feeling. Talk about how archie is feeling. Talk about strategies.	Lesson 4: Describing emotions Learning the appropriate vocabulary to describe different emotions. Learning objective: To explore the different adjectives that can be used to describe feelings. Activity: Play game and sort 'emotion adjectives. Act out new vocabulary.	Lesson 5: Facial Expressions Exploring different facial expressions and identifying the different feelings they can represent. Learning objective: To explore different facial expressions and what they mean. Activity: identify emotions from photos of children. Copy facial expressions. Play game.	Lesson 6: Creating a calm corner. Learning to identify different feelings and exploring ways to moderate behaviour, socially and emotionally. Learning objective: To identify different feelings and how to moderate behaviour socially and emotionally. Activity: Bingo game. Talk about calming strategies. Create a class 'calming corner'.
	A place that is special to me. Why is it special? Activity: Draw a place that is special to me and describe why it is special.	Special religious places What features are there of a special religious place? Activity: Make a stained-glass window for a church	Special religious places What items do you find in special religious places? What special things do you find in a special religious place? Activity: Make your own Torah or design a prayer mat.	Special religious places Remembering what special things you might find in a religious place. Thinking about which religious place you would find these items. Activity: Sort religious items by faith	Special religious places How does a church make you feel? What do you see inside a church. What words could you use to describe what is inside a church and how it could make someone feel? Activity: Draw the inside of a church and describe how a church could make you feel.	Special religious places What is our personal response to nature? Activity: Make our own special place for reflection inside and outside the classroom
Celebration	8 th International Literacy day 5 th International Day of Charity 13 th Roald Dahl Day 10 th -14 th British Science Festival 21 st International day of peace	Week 4 22 nd – Autumn Equinox 22 nd – 24 th Rosh Hashanah 26 th – European Day of Languages 27 th National Teaching Assistant Day	Week 5 1 st -2 nd – Yom Kippur 3 rd – National Poetry Day 4 th – World Animal Day 5 th World Teacher's Day	Week 6 4 th -10 th World Space Week 6 th Harvest Moon 6 th – 13 th Sukkot 10 th World Mental Health Day	Week 7 16 th World Food Day	Week 8 Diwali