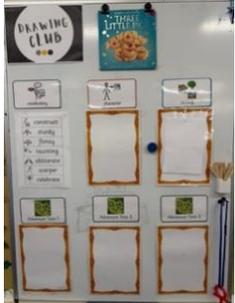


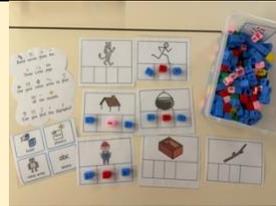
	Week 1 5 th January	Week 2 12 th January	Week 3 19 th January	Week 4 26 th January	Week 5 2 nd February	Week 6 9 th February	Week 7 No Week 7
Topic	Home Sweet Home Growing and changing	Home Sweet Home Growing and changing	Home Sweet Home	Home Sweet Home	Home Sweet Home National storytelling week.	Home Sweet Home Safer Internet Day	
?	Are all homes the same? (share photos)	Who lives in my home?	Where is my home and what is special about Plymouth?	Where is Plymouth? (maps/globes and atlases)	What can I see and do in Plymouth?	What landmarks can I visit in Plymouth?	
Hook	Photos from home to share with their friends.	Arrive to school and find crime scene (bricks/sticks/straw)	Arrive to school and find globes, atlases, maps.	Arrive to school and find crime scene (porridge/broken chair)	Hide pictures of Plymouth landmarks around the room.	Fruit kebabs for the picnic.	
Phoni	Review Week R:4 oo (book)	ar, ur, oo (food), or they, all, are	ow, oi, ear, air,	ure, er, ow, ay ball, tall	Assess and review week R:5 When, what	Review Week R:6	
Drawing Club	<p>Story: The Tiger who came to tea</p> <p>Vocabulary: Slurping Feast Cautious Suddenly Total Crouch Farewell Arrive</p> 	<p>Traditional Tale: The Three Little Pigs</p> <p>Vocabulary: Construct Sturdy Flimsy Taunting Obliterate Scarper Celebrate Exhale</p> 	<p>Video Clip: Roadrunner https://www.youtube.com/watch?v=GdKk11vGsmE</p> <p>Vocabulary: Speedy Zooming Accident Slinking Ambush Escape Patient Boulder</p> 	<p>Story: What's in the witch's kitchen</p> <p>Vocabulary: Disgusting Delicious Spooky Escape Cackle Slimy Surprise Courage</p> 	<p>Traditional Tale: Goldilocks and the Three Bears</p> <p>Vocabulary: Demolished Guzzle Slumber Piping hot Frosty Uneven Perfect Cramped</p> 	<p>Video Clip: Pink Panther https://www.youtube.com/watch?v=59lKdaXX6Eo&t=164s</p> <p>Vocabulary: Clumsy Splodge Comical Active Oblivious Reveal Furious Stamp</p> 	

K	Three little pigs		Goldilocks				
Literacy Input	<p>Writing from experience / photos</p> <ul style="list-style-type: none"> • Writing about my favourite toy. • Writing about when I was little. • Writing about my house and family. <p>Skill: I can write about my experiences using photos, describe my favourite toy, and write about when I was little using simple sentences.</p> <p>Knowledge: I know that I can use my memories and experiences to help me write and that my writing can share information about myself and things that are special to me.</p>	<p>Three little pigs – Talk for writing With a focus on writing sentences</p> <p>Skill: to be able to tell the story and use my learning to create an independent story book and structure a few sentences.</p> <p>Knowledge: I can use my phonics to help me structure the sentences and link back on my learning throughout the week to retell the story in my version.</p>	<p>Goldilocks and the Three Bears – Talk for writing.</p> <ul style="list-style-type: none"> • Character descriptions x 2 • Draw a story map. • Write a sentence using a verb. (Goldilocks is) <p>Skill: I can write two character descriptions, draw a story map, and write a sentence using a verb (e.g., <i>Goldilocks is running</i>).</p> <p>Knowledge: I know that character descriptions tell us what someone looks like and how they behave, a story map shows the beginning, middle and end, and a verb is a doing or being word.</p>	<p>Instructions Draw and Write instructions to make a sandwich.</p> <p>Skill: I can draw and write instructions to make a sandwich and suggest different ingredients to create my own type of sandwich.</p> <p>Knowledge: I know that instructions tell someone how to do something in the correct order and that changing ingredients can make a different type of sandwich.</p>	<p>Teddy bears picnic</p> <ul style="list-style-type: none"> • Write invitation. • Write shopping list • Draw and describe me teddy bear. <p>Skill: I can write an invitation and a shopping list for a teddy bears’ picnic and draw and describe my teddy bear using simple sentences.</p> <p>Knowledge: I know that I can use my phonics to spell words and that different types of writing have different purposes, such as inviting people, listing items, and describing.</p>		
	Mark making table	 <p>Spinner with different marks</p>	 <p>Three Little Pig Mark Making Cards</p>	 <p>Mark making dice.</p>	 <p>Roll and count</p>	 <p>Stencils</p>	 <p>Goldilocks mark making cards</p>
Snipping Station	 <p>Build a shape house</p>	 <p>Dress the Three Little pigs.</p>	 <p>Finish the puzzle – Three Little Pigs</p>	 <p>Sorting objects by size - Golilocks</p>	 <p>Making split-pin puppets - Golilocks.</p>	 <p>Teddy Bear picnic shapes</p>	

Mark Making Area – Phonics



Building names (including surname)
Skill: To be able to recognise the formation of my name and compare the number of letters within our names with peers.
Knowledge: I know how to use the resource to correctly form my name.



Build or write TLP words (pig, wolf, stick, brick, dig, boil, pot, run)
Skill: I can build or write key words from *The Three Little Pigs* using my phonics.
Knowledge: I know that I can segment words into sounds to help me spell key words from the story.



Build or write labels (different materials)
Skill: I can build or write labels for the different materials used to make the three little pigs' houses.
Knowledge: I know that I can use my phonics to hear and write the sounds in words to label different materials.



CVC Read and Find Bingo
Skill: I can blend and segment CVC words. I can match the correct word during phonics bingo.
Knowledge: I know that CVC words are made up of three sounds and that each letter represents a specific sound.



Winter CVC cut and stick.
Skill: I can read CVC words on winter mittens and match them to the correct picture.
Knowledge: I know that I can blend the three sounds in a CVC word to help me read it and understand what picture it represents.



Build or write a shopping list for the picnic.
Skill: I can build or write a shopping list for the teddy bears' picnic using my phonics to spell simple words.
Knowledge: I know that I can use the sounds I hear in words to help me build or write them using letters.

Mark making area 2



To write a recount about the Christmas holiday.
Skill: I can talk about my Christmas holiday. I can talk about who I saw and where I went. I can say and write a sentence. I can use my phonics to spell new words.
Knowledge: I know how to that sounds together make a word.



Pig speech bubbles
Skill: To write what the characters might be saying.
Knowledge: I know how to use my phonics to help me write words.



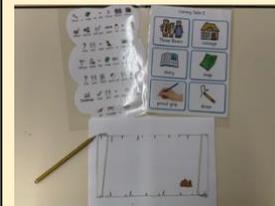
Beware of the BBW posters
Skill: I can write words to describe the wolf (purple – what like?)
Knowledge: I know how to use my phonics to compose words.



Match materials to description
Skill: I can read purple words (what like?) and match it to the material (green – what? Word)
Knowledge: I know that green words are objects and purple words can describe how the look or feel.



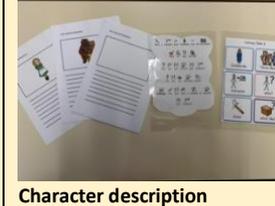
Write an apology letter
Skill: to use phonics skills to spell words and write sentences.
Knowledge: I know a sentence needs finger spaces and a full stop.



Draw a map to the three bears' cottage.
Skill: I can show care and accuracy with my drawing.
Knowledge: I know what a map is.



Story map
Skill: I can draw a story map to show the main events in order.
Knowledge: I know that a story map helps me remember what happens at the beginning, middle, and end of the story.



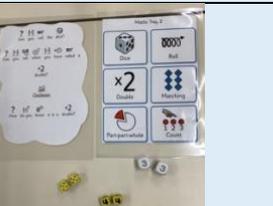
Character description
Skill: I can use adjectives (purple – what like? words) to describe a character
Knowledge: I know that a character description tells us about what a character looks like.



My Teddy
Skill: I can draw a picture of my teddy and write simple sentences to describe it.
Knowledge: I know that I can use my phonics to help me spell words and describe what my teddy looks like and why it is special to me.



Invitations.
Skill: I can write an invitation to a teddy bears' picnic using simple sentences and my phonics to spell words.
Knowledge: I know that an invitation tells people what the event is, where it is, and when it is happening.

Maths	Introducing zero	one more/less, composition, subitise 0-5	Mass and capacity	6, 7, 8	6,7,8	Height and length	
Maths Area 1	 <p>Match the pictures to the numeral. Skill: I can match pictures to the correct numeral, including zero, and sort them into the right groups. Knowledge: I know that numerals represent how many items are in a group and that zero means there are none.</p>	 <p>Building numbers to 5 Skill: I can identify a numeral and use blocks and other equipment to make that number. Knowledge: I know that numbers can be made in different ways and that composition means putting smaller numbers together to make a bigger number.</p>	 <p>Balance scales. Skill: I can use balance scales to compare objects and say which is heavier and which is lighter. Knowledge: I know that the side of the balance scale that goes down is heavier and the side that goes up is lighter.</p>	 <p>Sorting 6, 7 and 8 Skill: I can use tweezers to carefully pick up and transfer pom poms and buttons to represent the numbers 6, 7 and 8. Knowledge: I know that the numerals 6, 7 and 8 each represent a set amount and I can count accurately to match the correct number of objects.</p>	 <p>Find the pairs of socks. Skill: I can find and match pairs of socks and say that a pair is two. Knowledge: I know that a whole pair is made of two parts and that two socks together make one pair.</p>	 <p>Measure The Spoons. Skill: I can use blocks to measure the spoons from <i>Goldilocks</i> and compare which is longer and which is shorter. Knowledge: I know that when I measure with blocks, the spoon that uses more blocks is longer and the spoon that uses fewer blocks is shorter.</p>	
Maths Area 2	 <p>Sorting zero / not zero Skill: I can sort pictures into groups to show zero and not zero. Knowledge: I know that zero means none and not zero means there is one or more.</p>	 <p>Compare amounts (0-5) Skill: I can compare amounts from 0-5 and say which has more, fewer, or the same. Knowledge: I know that I can count each group carefully to help me decide if there are more, fewer, or the same number of objects.</p>	 <p>Capacity Skill: I can use different containers and fill them with cubes to compare their capacity. Knowledge: I know that the container that holds more cubes has a greater capacity and the one that holds fewer cubes has a smaller capacity.</p>	 <p>Adding to 6,7 or 8 Skill: I can roll the dice, add the numbers together to make 6, 7 or 8, and collect a counter each time I do. Knowledge: I know that I can combine two numbers to make a total of 6, 7 or 8 and keep count of how many counters I have to see who reaches 5 first.</p>	 <p>Doubling Skill: I can double a number by adding the same amount again. Knowledge: I know that doubling means having two equal parts, like 3 and 3 making 6.</p>	 <p>Using rulers. Skill: I can use a ruler to measure natural items, compare which is longer or shorter, and order them from shortest to longest. Knowledge: I know that I need to line the ruler up carefully at the start and that the item with the bigger measurement is longer, while the smaller measurement is shorter.</p>	

Sensory Tray



Mark making in pink cornflower/water mix
Skill: I can use tools make marks. I can describe the marks I make.
Knowledge: I know that lines are the beginning of letters and drawings.



Build a house.
Skill: I can stack and spread the foam across the building blocks with the tools.
Knowledge: I know that the blocks will need stacking, and the foam will portray them 'cement'.



Clean, muddy pigs
Skill: I can use tools correctly to clean items.
Knowledge: I know that the mud is dirty, and the water is what cleans it.



Porridge oats, water, bowls, saucepans, spoons and forks
Skill: I can scoop, pour and mix.
Knowledge: I know how to hold cutlery. I understand a spoon is the correct tool.



Jelly sandwiches
Skill: to be able to use tools to spread the jelly.
Knowledge: I know how to be precise and use the right amount to spread the jam.



Picnic ice-cream cones
Skill: I can use the sensory tray to role play making ice creams, scooping, sprinkling, and filling cones.
Knowledge: I know that I can use different tools, such as spoons and scoops, to create pretend ice creams.

Small World Area



Home and Mini-Me.
Skill: I can use the house and Mini-Me puppets to act out familiar experiences and stories.
Knowledge: I know how to use my imagination to recreate real-life situations. (Also include photos of the children's homes.)



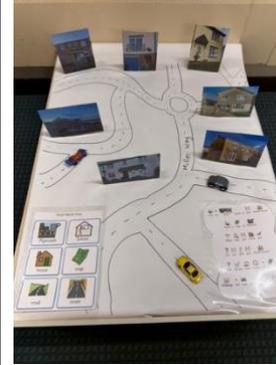
Three Little pigs
Skill: To be able to retell the story of the Three Little Pigs. To be able to use the different materials to build houses from the story.
Knowledge: I know the story of the Three Little Pigs and create it with the materials.



Adapt the Three Little pigs.
Skill: To adapt the story of the Three Little Pigs. To use different materials to build different houses. How retell the story with the new adaptations. .
Knowledge: I know the story of the Three Little Pigs.



Goldilocks and the Three Bears
Skill: To be able to use the props and puppets to retell the story of Goldilocks and the Three Bears.
Knowledge: I know the story of the Goldilocks and the Three Bears.



My home.
Skill: I can use the map, photos of our homes, and Mini-Me puppets to talk about and act out journeys in our local area.
Knowledge: I know that a map shows where places are and helps me understand how different locations in my local area are connected.



Teddy bears' picnic
Skill: I can use the small world teddy bears' picnic resources to act out a picnic using play food and soft bears.
Knowledge: I know that role play helps me use my imagination to recreate real-life experiences and stories, such as having a picnic.

Skill: Dig



Diggers and trucks

Skill: I can use diggers in the sand to dig, scoop, and move sand from one place to another.

Knowledge: I know that diggers have buckets and arms that help lift and transport sand from one area to another.



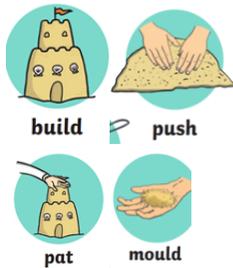
Skill: Moulding



Buckets in the wet sand

Skill: I can use buckets and wet sand to mould and shape different structures.

Knowledge: I know that wet sand sticks together, which helps me press, pat, and turn it out of a bucket to keep its shape.



Skill: Sieve



Three Little Pigs

Skill: I can use a sieve to separate the sand and find the bricks, straw and sticks hidden inside.

Knowledge: I know that a sieve lets the fine sand fall through the holes while larger objects, like bricks, straw and sticks, stay behind.



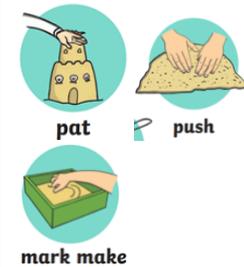
Skill: Mark making



Draw a route

Skill: I can draw a route from Goldilocks' house to the three bears' house using marks and lines to show the journey.

Knowledge: I know that I can use different marks and lines to represent a path and show where someone is going on a map.



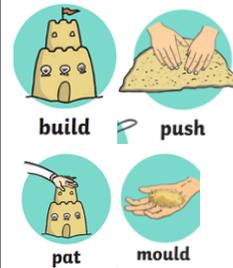
Skill: Moulding



Height

Skill: I can mould and build two sandcastles that match in height.

Knowledge: I know that I can compare the height of my sandcastles by looking carefully and adjusting the sand so they are the same height.



Skill: Bury/Enclose/Dig



Length

Skill: I can find the longest and shortest objects in the sand, bury and uncover them, and put them in order from shortest to longest.

Knowledge: I know that I can compare objects by length and that burying and enclosing them in the sand means they are covered and hidden until I dig them out.



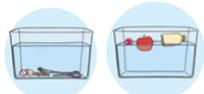
Skills: Observation



Sink or Float

Skill: I can explore and test sticks, straw, stones and bricks to find out which materials float and which sink.

Knowledge: I know that some materials float on water and some sink, and I can observe what happens to help me decide which is which.



sink float

Skills: Filling



Capacity

Skill: I can use the water tray to fill and pour containers and say whether they are full or empty.

Knowledge: I know that full means a container is filled to the top and empty means there is nothing inside.



pour measure



fill

Skill: Filling



Three Little Pigs – cauldron capacity

Skill: I can estimate and count how many jugs of water it takes to fill the big cauldron.

Knowledge: I know that I can make a sensible guess before I start and then count each jug carefully to find out the total amount it holds.



pour measure



fill

Skill: Pouring



Washing clothes.

Skill: I can wash the clothes, spot matching items, make pairs, and pour water carefully.

Knowledge: I know that a pair is two matching items and that I need to pour slowly and carefully to control the water.



splash empty



pour

Skill: Mixing



Making a stew

Skill: I can find pairs of ingredients to add to the stew and mix them carefully in the pan.

Knowledge: I know that a pair is two of the same object and that mixing combines the ingredients together.



splash



mix stir

Skills: Transporting



Skill: I can use pipettes to transport water and carefully fill the holes in the Duplo.

Knowledge: I know that squeezing and releasing the pipette helps me control and move small amounts of water from one place to another.



fill pour

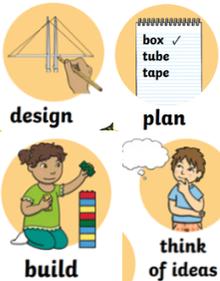
Skills: Build a structure



Build a mini-me's house.

Skill: I can use construction resources to build a house for the Mini-Me characters and write a list of the materials and tools I need.

Knowledge: I know that different materials and tools are used for different purposes and that planning what I need helps me build more effectively.



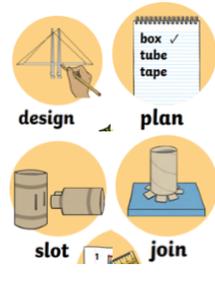
Skill: Construct with a purpose in mind



Large cardboard boxes

Skill: I can use large cardboard boxes to build a house for the Three Little Pigs with a clear purpose in mind.

Knowledge: I know that different materials can be chosen for a reason and that planning my design helps make my structure stronger and more suitable for its purpose.



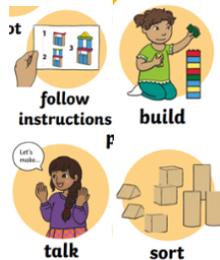
Skills: Build a structure



Lollipop Houses (change)

Skill: I can build a structure for the Three Little Pigs by following the design and instructions using lollipop sticks.

Knowledge: I know that instructions and designs help guide my building and that following them carefully helps me create a strong structure.



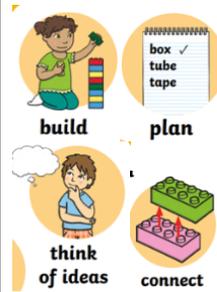
Skills: Spatial Awareness



Upside down construction

Skill: I can lie on my back and build upside down on the Duplo boards, using my spatial awareness to place the bricks carefully.

Knowledge: I know that spatial awareness helps me understand position and direction, such as above, below, next to, and underneath, when building upside down.



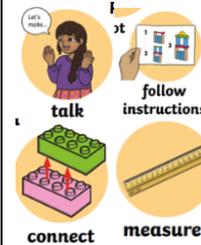
Skill: Construct with a purpose in mind



Popoids.

Skill: I can use Popoids to construct a model with a clear purpose in mind, following photo designs and building in different sizes.

Knowledge: I know that I can join and connect Popoids in different ways and that changing the size of my model can make it big, medium, or small—just like the three bears' furniture.



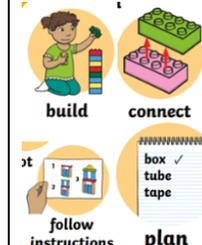
Skills: Construct with a purpose in mind



Moblo

Skill: I can use Moblo to construct different vehicles with a clear purpose in mind, following photo designs.

Knowledge: I know that I can join and connect Moblo pieces in different ways to create structures and that changing the shape and size can help me design different types of vehicles.



Skills: Printing**Exploring stamps**

Skill: I can use shape stamps in paint to practise printing and create patterns and pictures.

Knowledge: I know that printing means pressing a shape into paint and then onto paper to make a clear print.

Skills: DT/ Painting**Wolf Puppets**

Skill: I can design and make a puppet and explore colour mixing by adding black and white to create different shades of grey to paint my wolf.

Knowledge: I know that mixing black and white makes different shades of grey and that I can use joining and decorating techniques to create my puppet.

Skills: Collage**Three little pigs.**

Skill: I can create a collage of the Three Little Pigs' houses using straw, sticks and brick materials.

Knowledge: I know that collage means selecting and sticking different materials to create a picture and that different materials can represent different textures.

Skills: Collaborative**Exploring mediums**

Skill: I can work collaboratively to explore different media and make marks, patterns, lines and shapes to fill the whole page.

Knowledge: I know that different materials (watercolour, oil pastel, chalk, poster paint) create different effects and that working together helps us share ideas and complete a large piece of artwork.

Skills: Collage / Artist**Giuseppe Arcimboldo.**

Skill: I can use collage to create a portrait inspired by Giuseppe Arcimboldo using different images and materials.

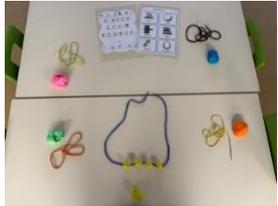
Knowledge: I know that Giuseppe Arcimboldo created portraits using fruits, vegetables and other objects to make a face, and I can use collage to arrange and stick materials to form my own portrait.

Skills: Painting**Squeegee painting.**

Skill: I can use a squeegee to move poster paint across the paper to create patterns and mix colours.

Knowledge: I know that dragging a squeegee through paint can blend colours together and create different lines, textures and effects.

Skills: Rolling/cut



Threading

Skill: I can roll playdough into a ball, pierce a hole, and thread string to make a necklace, crown, or another creation.

Knowledge: I know that rolling shapes the material into a sphere and that I can use tools safely to cut or pierce it so I can join pieces together.



thread pierce



roll (into a ball)

Skills: Shaping



Playdough pigs and loose parts.

Skill: I can shape play dough to make a pig and use loose parts such as googly eyes, pom poms, sticks and buttons to add details.

Knowledge: I know that I can roll, pinch and press play dough to create different shapes and that loose parts can be added to represent features like eyes, nose and legs.



cylinder roll roll (into a ball)



push cut

Skills: Moulding



Three Little Pigs mats (change)

Skill: I can use play dough to mould and shape pieces to complete the Three Little Pigs play dough mats.

Knowledge: I know that I can roll, press, stretch and pinch play dough to change its shape and add details to finish the picture.



roll (with a rolling pin) squeeze



cylinder roll push

Skills: Imprint



Winter dough

Skill: I can use natural objects and snowflake stamps to imprint and make indentations in the winter dough.

Knowledge: I know that pressing objects into dough leaves an imprint and creates patterns and textures.



roll (with a rolling pin)



push imprint



indent squeeze

Skills: Moulding



Snowman loose parts

Skill: I can use loose parts to create and decorate a snowman.

Knowledge: I know that I can arrange and combine different loose parts to represent features such as eyes, a nose, arms and buttons.



roll (with a rolling pin)



cylinder roll roll (into a ball)



squeeze

Skills: Shaping



Open ended – loose parts.

Skill: I can use loose parts in different ways to shape and create my own models.

Knowledge: I know that loose parts can be moved, combined and rearranged to make different shapes and designs.



roll (with a rolling pin)



cut plait



imprint indent

Role play	<p>Home Corner</p>  <p>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</p>	<p>Three Little Pig Home Corner</p>  <p>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</p>	<p>Three Little Pig Home Corner</p>  <p>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</p>	<p>Goldilocks and Three Bears Home Corner</p>  <p>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.</p>	<p>Goldilocks and Three Bears Home Corner</p>  <p>Camping / picnic Skill: I can use the role play campsite to act out camping experiences using the tent, campfire and picnic resources. Knowledge: I know that role play helps me use my imagination to recreate real-life experiences and work together with others. Reading bedtime stories. Maths: counting marshmallows</p>	<p>Goldilocks and Three Bears Home Corner</p>  <p>Camping / picnic Skill: I can use the role play campsite to act out camping experiences using the tent, campfire and picnic resources. Knowledge: I know that role play helps me use my imagination to recreate real-life experiences and work together with others. Reading bedtime stories. Maths: counting marshmallows</p>	
	IWB/Computer	 <p>Lightbox and transparent letters to write names.</p>	 <p>Dancing ribbons – Gross motor mark making.</p>	 <p>Boom - whackers. Follow the rhythm.</p>	 <p>Microscope – explore the natural world</p>	 <p>QR codes nursery rhymes</p>	 <p>Binoculars – explore the natural world</p>

Book Area



Books about houses and home around the world



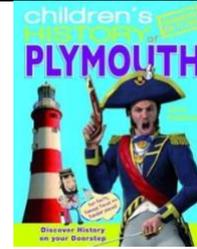
Different Traditional Tales



Different versions of the Three Little Pigs



Different versions of Goldilocks



Books about Plymouth



Simon James books

Look and See Curiosity Cube-



Telescope
Skill: I can use the telescope to look closely and talk about what I notice.
Knowledge: I know that a telescope helps us see things that are far away more clearly and that asking questions helps me learn more about the world around me.



Reindeer antler
Skill: I can observe and describe a reindeer antler and talk about what I notice.
Knowledge: I know that Reindeer grow antlers on their heads, that antlers are made of bone and can fall off and regrow, and that they help reindeer protect themselves and find food in the snow.



Electronic items
Skill: I can explore and talk about old electronic objects and describe how they are similar or different to modern technology.
Knowledge: I know that older technology, such as VHS players, cassette tapes and old cameras, were used in the past to watch films, listen to music and take photographs, and that technology changes and improves over time.



Pics: oat, combine and sheath
Skill: I can explore porridge oats using my senses and talk about what I notice.
Knowledge: I know that porridge oats are a type of grain that can be cooked with milk or water to make porridge, and that heating changes them from dry flakes into soft food.



Bird's nest
Skill: I can observe a bird nest and describe what I notice about how it is made.
Knowledge: I know that birds build nests using natural materials like twigs, grass and leaves to create a safe place to lay their eggs and care for their young.



Magnifying viewfinder
Skill: I can use a magnifying viewfinder to look closely at objects and describe what I notice.
Knowledge: I know that a magnifying viewfinder makes objects look bigger so I can see small details more clearly.



Large constructions – House building .



Large bricks – home building.



Den building – sheets and blankets



Where does it go? Home sorting Activity.



Brick, straw and sticks construction/role play.



Washing line/pegs for children to sequence the story of the Three Little Pigs.



Rescue the pig! Collaboration and problem solving.



Line tracing sheets



capacity and rice – outside



Game – Piggy Pop Focus on counting, sharing and turn taking.



Winter Mark Making



Number hunt



Maths: bus construction and role play. How many people getting on and off the bus? (more and less)



Build three bears house – role play.



Use chalk to draw a bear foot print trail. Hop/skip/jump



Line tracing sheets



Maths: Finding pairs in the outside area.



Washing line and pegs for children to sequence the story of Goldilocks and the Three Bears



Copy the lines patterns in the sand.



Mark making



Camping / picnic role play



Build tallest towers



Ordering natural objects.



How far can you throw the ribbons?

Outside – Adult led	 <p>Use boxes to build different homes.</p>	 <p>Large paper while an adult retell the story of the 3LP. Encourage the children to draw using large movements, such as long, curved lines when the wolf huffs and puffs or fast circles when the</p>	 <p>Bird feeders</p>	 <p>Winter sticks</p>	 <p>Planting tomatoes and cucumbers.</p>	 <p>Height against the wall.</p>	
Outside Tuff Tray 1	 <p>Building homes</p>	 <p>Will it blow?</p>	 <p>Winter colour match</p>	 <p>Warm water play</p>	 <p>Snowflake loose parts</p>	 <p>Snowflake leaves</p>	
Outside Tuff Tray 2	 <p>Bricks and mini-me's.</p>	 <p>Muddy Pigs</p>	 <p>Winter loose parts</p>	 <p>Winter ice painting</p>	 <p>Winter Weaving</p>	 <p>Bubble tray</p>	



Bird Feeders
Lard and seeds

Winter Hunt



Clay and sticks building a house for the little pigs.
Skill: I can work in teams and create a stable house using sticks and clay.
Knowledge: I know what will create a strong base; square foundation and I will be able to follow instructions clearly.



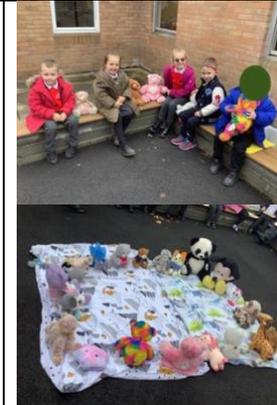
We're Going on a number hunt.
Skill: I can work with a friend to find a pictural presentation of a number hidden in the meadow. I compare my number with a friend. I can use the language: more, less and equal. I can begin to subitise.
Knowledge: I know that a number can be represented by a picture. I know subitise means to know the number without counting.



Puddle Painting
Skill: I can use my mark making skills to draw lines, shapes and pictures in a puddle. I can mix powder paint and rainwater to make paint.
Knowledge: I know powder paint needs water to make paint.



Clay faces
Skill: I can manipulate clay into the different shapes.
Knowledge: I know where to place the features on a face. I know that clay is a natural material found in the ground.



Teddy bears picnic
Skill: I can plan a picnic by writing invitations and a shopping list.
Knowledge: I know a picnic is eating outside.

Xylophone water jars

Fill jars with varying amounts of water inside. Tap the sides of the jars. Different pitches heard depending on the amount of water in the jars.



Skills: I can participate in group discussions and present predictions when asked. I can understand why the experiment works.

Knowledge: I know what a sound wave is.

Electrical circuits and energy stick demonstration.

Simple circuits. Explaining breaking in circuits. Using energy stick to demonstrate how if you let go of hands, the circuit is broken and therefore the buzzer will stop working.



Skill: To be able to make observations and predictions, and to ask questions.

Knowledge: I know that a circuit needs to be complete for electricity to flow, and that if the circuit is broken (for example, when we let go of hands), the electricity stops and the buzzer will not work.

Walking Water

Cups of various coloured water. Empty cups between them. Kitchen roll folded and placed between water and empty cup. Water “walks” up the kitchen roll and starts to drip into empty cup. Primary colours mix together to make secondary colours.



Skill: To be able to make observations and predictions, and to ask questions.

Knowledge: I know that you can mix colours to make new colours. I know that kitchen towel is absorbable.

The water cycle – cloud in a jar

Warm water in a jar, ice on the lid. Water evaporates, condenses at the lid, “rains down” to be collected again in the jar.



Skill: To be able to make observations and discuss what I can see. To learn about how water moves around on our planet.

Knowledge: I know what a cloud and rain are. I know that some experiments take time to show results.

Can also discuss condensation: My breath – children to talk about whether they can see their breath when they breathe into the air. Breathe onto a mirror and see what happens – discuss.
Skills: To understand cause and effect.
Knowledge: I know that when we breathe, we cause condensation

Growing gummy bears

Gummy bears placed in three water jars. Cold water – salt in one, sugar in another, control for the last one. Gummy bears “grow” overnight. *NB: Warm/hot water will dissolve the gummy bears.*



Skill: To be able to make observations over time.

Knowledge: I know that some experiments take time to show results

Dissolving gummy bears

Gummy bears are placed into jars full of warm water and then they are stirred. The bears dissolve (children can watch them “shrink” and then “disappear” and watch the water change colour to match the colour of the gummy bear that had been dissolved in it.



Skill: To be able to make observations, predictions and ask questions.

Knowledge: I know that when something dissolves, it does not “disappear”.

Lesson 1 – My Family

Discussing families, why we love ours and understanding that all families are valuable and special.

Learning objective: To talk about our families. To understand that all families are valuable and special.

Activity: Children have family photos that they can discuss and share with their friends.

Lesson 2 – Special People

Identifying people who are special to us through discussion and drawing and thinking about what it means to be a valued person.

Learning objective: To talk about people that hold a special place in children's lives and think about that it means to be a valued person.

Activity: children will draw a person who is special and explain why they are special.

Lesson 3 – Sharing

Learning the importance of sharing with others and strategies for doing so, through role play activities and discussion.

Learning objective: To understand why it is important to share and cooperate with others. To develop strategies to help when trying to share with others.

Activity: Use puppets to tell a story – How the children share in the classroom.

Lesson 4 – I am unique

Learning to see themselves as valuable individuals and understanding that it is a positive thing to enjoy and like different things to others.

Learning objective: To see themselves as valuable individual. To understand that it is ok to like different things.

Activity: The children will play a game, they take a turn a turn to say what their favourite colour is and the rest of the group, will stand up if they are the same.

Lesson 5 – My interests

Exploring how they see themselves as individuals through discussion, drawing and sharing their interests in pairs, as a group and as a class.

Learning objective: To see themselves as valuable individual. To share their interests with the group.

Lesson 6 – Similarities and Differences.

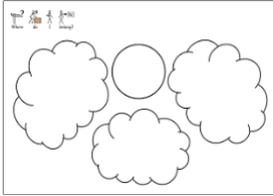
Exploring diversity through activities and discussions about similarities and differences and understanding that we are all unique.

Learning objective: To explore diversity through thinking about similarities and differences.

Where do you belong?

*Read Dogs don't do ballet.
Discuss how you can belong anywhere even if it does not look like you belong there.*

Activity: Draw where belong or/and with whom you belong with

**What does it mean to belong somewhere?**

*Read Elmer
Discuss what it means to belong somewhere or with someone.*

Activity: Draw around your hand and draw on it/write all the things that you love.

**How does belonging make us feel special?**

*Read Join our Club.
Discussing how it's good to be unique but also together.*

Activity: Finger print in ink art work

**What happens when a baby is born into Christianity?**

Discuss what happens at a baptism. How Christians do this to welcome babies into their faith

Activity: Role-play baptising a baby

**What happens when a baby is born into a different religion?**

Discuss what happens when a baby is born into Islam. How Muslims do this to welcome babies into their faith? (cutting hair, sacrificing goats/lamb, whispering in baby's ear etc.

Also look at how people with no faith welcome babies into the world.

Activity: Children to draw something that they think a baby would like/ they would have liked as a baby and then these get cut out and get made into a baby's cot mobile.

**How are people special in other religions?**

Looking at the Hindu celebration Rashka Bundhan. This event celebrates the bond between siblings, where brothers and sisters give gifts to each other to show their love, including making rakhi bracelets.

Activity: Children to make a rakhi bracelet



Are all homes the same? (share photos)

Skill statement: I can look at photos of our homes and talk about what they are like and how they are similar or different.

Knowledge statement: I know that people live in different types of homes and that not all homes are the same in size, shape or features.



Who lives in my home?

Skill statement: I can talk about who I live with and what makes my home special to me.

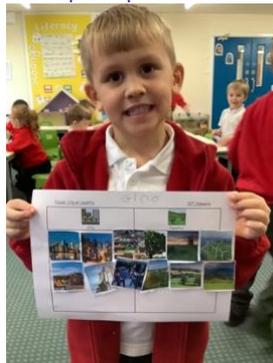
Knowledge statement: I know that families are all different and that the people, pets and activities in my home help make it unique.



Where is my home and what is special about Plymouth?

Skill statement: I can talk about where my home is and sort pictures into city or countryside.

Knowledge statement: I know that Plymouth is a city and that cities and the countryside have different features, such as buildings, shops and roads or fields, farms and open spaces.



Where is Plymouth? (maps/globes and atlases)

Skill statement: I can use maps, globes and atlases to find Plymouth.

Knowledge statement: I know that Plymouth is in the south-west of England, which is part of United Kingdom, and that maps and globes help us find places in the world.



What can I see and do in Plymouth?

Skill statement: I can share my experiences and talk about what I like to see and do in Plymouth and help to create a class list.

Knowledge statement: I know that everyone may enjoy different places and activities in Plymouth and that we can record our ideas together to make a class list.

What landmarks can I visit in Plymouth?

Skill statement: I can recognise and sort landmarks that are in Plymouth and those that are not.

Knowledge statement: I know that Plymouth has its own special landmarks, such as Smeaton's Tower, Royal William Yard and National Marine Aquarium, and that other famous landmarks belong to different cities or countries.



4th January – World Braille Day
6th Epiphany

13th Make your dreams come true Day

Energy Saving Week
23rd National Handwriting Day
25th Burns Night

National Storytelling week

Safer Internet Day
14th Valentines Day