



"Marvellous Me!"

Literacy Texts

Week 1 "Our Class is a Family" by Shannon Olsen	Week 2 "When you meet my Friend" by Mark Sperring and "Anyone Can be my Friend" by Marnie Willow	Week 3 "What Makes me a Me?" By Ben Faulks	Week 4 "What Makes me a Me?" By Ben Faulks	Week 5 "The Everywhere Bear" by Julia Donaldson (4 day week - Monday INSET Day)	Week 6 "The Everywhere Bear" by Julia Donaldson	Week 7 "The Everywhere Bear" by Julia Donaldson (4 day week - Friday INSET Day)
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Progression of skills to use those Funky Fingers

Autumn Term Focus: Body Movement - Elbow, shoulder, whole body in a large workspace					
Painting Printing- Vehicles, rollers (variety textures/patterns), large sponges, large blocks, hands/ feet Mixing- Dot pens, hands, two colours, premixed paints Bushing- Big rollers with handles, big brushes Working vertically	Drawing Uses a variety of drawing tools to mark make with some control Draws lines and shapes Draws Faces with features and draws enclosed spaces, giving meaning Draws simple representation	Cutting Playdough/plastic scissors, playdough/ pizza slicer Thinner paper, loop handled scissors, free cutting/ snipping, tearing	Joining Use glue sticks with support Use glue spatulas with support Use glue sticks and glue spatulas independently Play dough, glue sticks, pre prepared tape pieces	Malleable Joining- PVA glue brush, finger glue, glue sticks Cutting- Paper strips, whole hand scissors Building- Stacking, larger objects, regular shapes, same shapes Folding- Scrunching, thin paper	Fine motor and creativity Threading, large nuts/bolts and screw, small wooden blocks, crew lids, linking toys, elastic band boards, peg boards , tweezers, clipboards, pencils, for inspiration- shape cards, building cards, vehicle cards

Progression of skills within Continuous Provision (inside)

Autumn Term Focus: Body Movement – Elbow, shoulder, whole body in a large workspace						
Intent: What do we want to happen in each area? What do we want the children to learn here? What skills do we want them to develop? What resources are needed to make this happen?						
Construction Area Skills... • Stacking • Building • Enclosing • Joining • Bridging What resources will make that possible? • Objects to stack with - wooden blocks, • Log discs • Log off cuts, • Lego • Mobilo • 3D shapes • Train sets • Trains	Wisteria Cottage (Role-play) skills: • Dressing up • Construction • Playing beside others • Mark making What resources will make that possible? • Dressing up clothes/bags/hats • Dolls • Table wear • Phone • Shopping lists • Post-it notes • Blank cards • Envelopes	Small world Area Skills... • Character development • Familiar situations • Environment • Playing beside others What resources will make that possible? • Small world characters • Farm animals • Vehicles • Trains • Train set • Dinosaurs • Car park cable drum • Dolls house • Road mat • Safari animals • Insects • Fairy house cable drum	Cosy Corner Skills... • Concept of print • Engage in story time • Story telling • Attention • Reading skills What resources will make that possible? • Books From 'Story Time' planning for each phase • Nursery rhyme song bags (these will be added weekly as they are introduced) • Story telling bags containing mimi-mes from the Everywhere Bear's texts (these will be added as a new book is introduced) • Basket of reading buddies • Name cards • Story masks (these will be added as a new book is introduced)	Squiggle Message Centre Skills... • Mark making • Writing • Pencil control • Writing For purpose What resources will make that possible? • Chunky writing pencils • Chunky crayons • Pre-writing pattern cards (these will be introduced and added to weekly) • Chalk • Blackboard logs • Different sized paper • Writing invitations (topic based and added weekly)	Number Club Message Centre Skills... • Counting • Ordering • Comparing • Representing • Sorting What resources will make that possible? • Dinosaur counters • Cubes • Pinecones • Corks • Counting out trays (egg boxes, plastic containers and wooden trays) • Numicon • Wooden large dominoes • Number cards to 10 • Number mats to 10 • 5 Frames • Number lines to 10 • 2D shapes	Funky Finger (malleable) Area Skills • Explore materials with hands (squash, squeeze, roll). • Make simple shapes (balls, snakes/worms). • Begin tearing/splitting with hands. • Start early imaginative play (pretend biscuits, cakes). • Painting (printing, mixing, brushing & working vertically) • Drawing • Cutting • Joining • Drawing What resources will make that possible? • Plastic scissors • Plastic pizza slicer • Large nuts & bolts • Linking toys (various) • Peg boards & pegs • Tweezers • Rollers of various textures

						• Chunky coloured pencils • Chunky writing pencils • Glue sticks • Glue spatulas • Plastic knives • Lacing cards & shoelaces • Wooden rings of various sizes • Playdough cutters & cake cases • Rolling pins
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Progression of skills "Invitations" within Continuous Provision (outside)

Autumn Term Focus: Body Movement – Elbow, shoulder, whole body in a large workspace					
Construction Area Skills... • Stacking • Building • Enclosing • Joining • Bridging What resources will make that possible? • Objects to stack with - wooden blocks, • Log discs • Log off cuts, • Lego • Mobilo • 3D shapes • Train sets • Trains	The Stage Skills... • Dressing up • Construction • Playing beside others • Mark making What resources will make that possible? • Rainbow ribbons • Fabric remnants • Dressing up clothes • Fabric scarves • Musical instruments • Till • Marking making - tickets and show posters	Message Centre Skills... Squiggle centre • Mark making • Writing • Pencil control • Writing for purpose What resources will make that possible? • Chunky writing pencils • Chunky crayons • Pre-writing pattern cards (these will be introduced and added to weekly) • Chalk • Blackboard logs • Different sized paper Writing invitations (topic based and added weekly) Number Club • Counting • Ordering • Comparing • Representing • Sorting What resources will make that possible? • Dinosaur counters • Cubes • Pinecones • Corks • Counting out trays (egg boxes, plastic containers and wooden trays) • Numicon • Wooden large dominoes • Number cards to 10 • Number mats to 10 • 5 Frames • Number lines to 10 2D shapes	Mud Kitchen Skills... • Filling • Shape and Form • Develop observational skills • Pouring/ Emptying Skills • Following instructions What resources will make that possible? • Saucepans of various sizes • Sieves • Colander • Large spoons • Bowls • Variety of natural resources (twigs, stones, leaves, water, conkers, pinecones, soil etc)	Outside Physical Area Skills... • Balancing Skills • Throwing, Catching and Batting Skills • Arm/ Upper body Development • Jumping skills • Climbing What resources will make that possible? • Chalk lines • Wide planks • Wooden blocks • Tyres • Large balls • Large paint brushes and rollers • Large plastic construction • Jumping Skills • Stepping stones • Bikes • Scooters	Sand/Water Skills... • Shape and Form • Develop observational skills • Pour • Fill • Explore shape and Form • Develop 1-2-1 correspondence What resources will make that possible? • Large vessel with handles and defined spout • Small vessel with handle undefined spout • Containers of various sizes • Large colander • Buckets • Spades • Sieves • Funnels

Our intents (Curriculum Goals)...

Prime areas of learning (More basic, life-long skills that pave the way for children to progress towards Specific Areas of Learning).

Personal, social and emotional development*		
Self-Regulation ELG 😊 FS0 To transition between activities calmly To develop self-assurance 😊 FSI To independently select and use activities and resources 😊 FS2 To express their feelings and say how others may be feeling	Managing Self ELG 😊 FS0 To engage and achieve a goal To express preferences and decisions 😊 FSI To follow rules and understand why they are important 😊 FS2 To manage their needs throughout the day	Building Relationships ELG 😊 FS0 To notice and ask questions about differences 😊 FSI To become more outgoing with unfamiliar people (in a safe context) 😊 FS2 To build constructive and respectful relationships
Communication and Language*		
Listening, Attention and Understanding 😊 FS0 T To listen to other people talk with interest To understand and follow simple instructions To focus on an activity of their own choice 😊 FSI To listen to longer stories and remember much of what happens 😊 FS2 To understand why how to listen carefully and why listening is important To listen carefully to rhymes and songs, paying attention to how they sound	Speaking 😊 FS0 To use single words during play. To use intonation, pitch and changing volume when 'talking To use p b m w speech sounds 😊 FSI To use talk to organise themselves and their play 😊 FS2 To articulate ideas and thoughts in well-formed sentences using a connective To use new vocabulary throughout the day	
Physical Development*		
Self-Care 😊 FS0 To eat finger foods and develop likes and dislikes 😊 FSI To start to eat independently and begin to use a knife and fork	Fine/Gross Motor Skills 😊 FS0 To begin to kick, throw and catch balls To clap and stamp to music To walk, run, jump, climb and start to use the stairs independently 😊 FSI To continue to develop their movement, balancing, riding and ball skills To skip, hop, stand on one leg and hold a pose for a game 😊 FS2 Fine Motor: To develop fine motor skills to use a range of tools safely and confidently Gross Motor: Combine movements with fluency and grace, developing their body strength	

The Specific areas of learning (Areas of Learning cannot be developed alone and rely on the skills gained in the Prime Areas of Learning).

Literacy	
Word Reading	Writing ELG

😊 FS0 To listen to songs and rhymes To share books with adults 😊 FSI To talk about print in the environment To join in with familiar stories using words and actions To recognise their name 😊 FS2 To read a Phase 2 (age appropriate and phonetically decodable) book fluently To join in with books with repeated verses To order a familiar story using pictures		😊 FS0 To begin to make marks with different media 😊 FSI To ascribe meanings to the marks they make (words) 😊 FS2 To say and then write words and captions using their phonics knowledge and forming some letters correctly
Mathematics		
Number: 😊 FS0 To take part in number rhymes and songs To demonstrate counting like behaviour 😊 FSI To sing number songs To recite numbers to 5 To compare quantities saying "more than, less than" 😊 FS2 To use numbers 0 to 5 to, • Subitise • Say 1 more/ 1 less • Add and subtract • Recall number bonds • Recognise, write and order		Shape, Pattern and Measure: 😊 FS0 To build with a range of resources 😊 FSI To understand and use positional language To talk about patterns around then using informal language To describe a familiar route 😊 FS2 To compose and decompose 2D shapes To copy and create repeating patterns (AB/ ABB/ ABBC)
Understanding the World		
The Natural World 😊 FS0 To explore materials with different properties 😊 FSI To use all their senses in hands on exploration of natural materials To explore collections of materials with similar and different properties To talk about the differences between materials and changes they notice 😊 FS2 To explore the natural world around them and recognise the effect of different seasons	People, Culture and Communities 😊 FS0 To name people that are important to them 😊 FSI To show an interest in different occupations 😊 FS2 To talk about and describe their immediate family and community and people who are familiar to them	Past and Present 😊 FSI To begin to make sense of their own life story and family history 😊 FS2 To comment on images of events in the past
Expressive Arts and Design		
Creating with Materials 😊 FS0 To start to make marks intentionally To explore different materials using all of their senses to investigate them To manipulate and play with different materials 😊 FSI To join different materials and explore different textures To explore different material freely in order to develop their ideas about how to use them and what to make 😊 FS2 To create collaboratively using artistic effect, sharing ideas and resources		Being Imaginative and Expressive 😊 FS0 To move and dance to music To explore a range of sound makers and instruments 😊 FSI To begin to develop complex stories using small world equipment To show different emotions in their drawings or paintings To remember and sing entire songs 😊 FS2 To develop storylines in pretend play To listen and move to music, expressing their feelings and responses

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning (•) and the specific areas of mathematics and literacy (•).

What do we know about our families this year?

Our children live in Shirebrook, Langwith, Killamarsh (Freddie), Swallownest (Amelia-Mai)

Week 1: Monday 7th September 2026

Literacy Core Text: "Our Class is a Family" by Shannon Olsen

Our overall learning **intent** for the week is for the children to know that 'family' is a group of people who protect each other and make sure everyone is safe. Family is like a team that works together to take care of one another. Families can look very different.

Maths learning **intent** for the week is to match, sort and compare objects and pictures. To learn the counting song "5 Little Ducks"

Busy Bee Home Challenge: Send home "Remarkable Me - a celebration!" sheet for families to complete

Special events: End of first week Celebration Certificate



Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Implementation: To share their 'All About Me' sheets (these were sent home in July) Everywhere Bear's Book of the Week Daily story time (see separate ACET planning) Sharing Reading for Pleasure books at home Sharing Home News on Class Dojo Nursery Rhyme singing Discovery Time Sessions - Talk Partners Cosy Corner - role play masks, character puppets, storytelling, sharing books	Implementation: Introduce children to their carpet square (named for the first week) Model how to ask for help Model what happens when they hear the tambourine - this is the signal that we ALL come back together on the carpet ready to hear what happens next) Introduce our class visual timetable Tour of the classroom - ensure the children know that they are allowed to get resources from the baskets BUT they need to 'Choose it, Use it and put it away' (This will help with tidying too - children need to know where things live) Write our classroom rules (these to be shared with parents) Include carpet rules, toilet, inside AND outside as well as 'tidy-up' time using the lanyards Introduce our tidy up song https://www.youtube.com/watch?v=AkY8ZwckUc The Tidy Up Team Introduce these 4 phrases - adults and children to use this week - "Stop, I don't like it", "Please can I	Gross Motor Implementation: Weekly P.E lesson (see separate planning) Busy Time Activities in the outside area (see weekly plan) "Ride, Push & Explore" (bikes and scooters) - create a simple riding circuit outdoors. Use cones to make a pathway, a hoop as a stopping point and chalk lines for children to follow. Ride bikes and scooters around the course. Practise starting, stopping, steering and changing direction Wiggles and Jiggles time (Daily) Brain Break Hand Exercise Warm Up to 'Twinkle Twinkle Little Star' for Beginner https://www.youtube.com/watch?v=5hels0xSLM Fine Motor Implementation: Playdough - rolling and squeezing to build hand strength Using pegs with sponges for painting the backgrounds to their faces. To strengthen finger muscles Use a selection of loose parts and natural resources to create a "We are all unique" portrait - these to be annotated by staff	Implementation: Introduce our 'Everywhere Bear' and his suitcase Introduce this week's book vocabulary - Goldilocks Words (verbally complete with an action - these to be used at the beginning of every session) Family - a team that works together to take care of each other Special - a celebration of you being you Love - making you feel happy and safe Care - help other people and make kind choices Respect - using kind words and treating people how we'd like to be treated Kindness - being a good friend, sharing and helping others Friend - someone we like spending time with and playing with Mark making in different textures - Flour, damp sand, mud, dried rice and shaving foam - use their name cards. This encourages curiosity and builds confidence Vertical mark making on paper attached to walls/fences using various mark making tools. This develops shoulder stability and control.	Implementation: Introduce our 'Number Counting Songs' bag - '5 Little Ducks' (to be sung everyday) https://www.bbc.co.uk/teach/school-radio/articles/z43xwty Use this week's song bag within continuous provision - tuff tray Counting to 10 using body parts - tapping head, stamping feet, clapping hands etc. Count backwards from 10 to 0. Match objects - Feely bag with lots of different classroom objects inside it from around our classroom, to match. Play Snap card Game matching pairs Match large foam dominoes to the numerals - 0-5 Sort objects and making rules to explain how they have been sorted	Implementation: Talking about who makes up our families Sharing family photos - these will go up in Wisteria Cottage Drawing pictures of our families Outdoor Learning Session Set up our 'Bug Hotel' for our outside area Use an old dolls house to create our very own Bug Hotel Talk about Bugs we might find living outside Talk about the kinds of homes they might need Use magnifying glasses to go on a 'Bug Treasure Hunt' Listen to and begin to learn https://www.youtube.com/watch?v=uuxJLqIPvag If I Were A Minibeast - Makaton Signing with Singing Hands and Out of the Ark Music	Implementation: Paint handprints to make into our "We are bloomin' marvellous" display (to go up on the board outside the classroom) Draw our 'self-registration' spoons - "A spoon for you!" (the children will then add them to pots to show "I am here" everyday) Sponge painting their faces - colour mixing skin tones - using mirrors to look at themselves Introduce the song https://www.youtube.com/watch?v=Fs1b5L0pGY This Is The Way We Go To School - The Kiboomers Preschool Songs & Nursery Rhymes "Move Like the Music" (The Stage) - Set up a small "sound studio" on the stage with a selection of instruments and sound makers - Shakers and maracas, drums and tambourines, bells, wood blocks, rainmakers, homemade sound makers, scarves, ribbons or lengths of fabric for movement. "Can you make your body move to the sounds you make?" Use prompt cards - 🐌 Slow - move like a snail ⚡ Fast - move like lightning 🌊 Smooth - move like a wave 🤖 Stiff - move like a robot

	play?", "Please can you help me?" and "Please can I have a turn?" All the above need to be modelled, practised and repeated throughout the day and for the whole half term	Placing/organising small objects onto/into things - pompoms, buttons, wooden rings of various sizes, plastic-coloured pegs and cubes. This will develop hand eye co-ordination			🦘 Bouncy - move like a kangaroo 🛑 Stop - Freeze!
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Week 2: 4th September 2026

English Core Text: "Anyone Can Be My Friend" by Marnie Willow and "When you Meet my Friend" by Mark Sperring

Our overall learning **intent** for the week is for the children to understand that we are all different, we are all special and we can all be friends

Our overall Maths learning **intent** for this week is to be able to subitise within 3

Oracy Focus area for this week: The Construction and Small World Area (see 'Swap this for that' commentary sheet)

Busy Bee Home Challenge: Send home "Remarkable Me - a celebration!" sheet for Families to complete and a house shape for the children to draw who is in their families

Special events: Funky Finger Family Friday session



Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Implementation: To share their "Remarkable Me - a celebration!" sheet Families completed Everywhere Bear's Book of the Week Daily story time (see separate ACET planning) Sharing Reading For Pleasure books at home Sharing Home News on Class Dojo Nursery Rhyme singing Discovery Time Sessions - Talk Partners Cosy Corner - role play masks, character puppets, storytelling, sharing books Introduce our "Would you rather...?" Children to look and chat to their Friends. Adults model first Tuesday - Would you rather roar like a fierce lion or rabbit like a bouncy frog? Thursday - Would you rather have a teeny-tiny dinosaur or a gigantic colourful butterfly as a pet?	Implementation Weekly Talk Time (PSHE) lesson - Read "When you Meet my Friend" by Mark Sperring Introduce our PSED song for this half term which will start each session Let's Be Kind & Official Lyric Video & Songs For School (Early Years) https://www.youtube.com/watch?v=g8xmAJTSA9Q Listen to This Is The Way We Make Friends & Kids Songs & Super Simple Songs https://www.youtube.com/watch?v=AT8qL_CmseuE Listen to CBeebies House Songs & The Friendship Song https://www.youtube.com/watch?v=GMLzRKpYTyA	Gross Motor Implementation: Weekly PE lesson (see separate planning) Busy Time Activities in the outside area (see weekly plan) "Kick, Throw & Catch!" - create a small "ball skills area" where children can choose what they would like to practise. Put balls in a basket and place targets a short distance away. Use Independent challenge cards - Can you kick the ball to the cone? Can you throw the ball into the basket? Can you catch your ball? Can you kick around 3 cones? Can you make your own ball challenge? Wiggles and Jiggles time (Daily) Movement Break From Seat 1 Play Along Rhythm Game 1 Body Percussion Percusión Corporal 'Clap Clap' https://www.youtube.com/watch?v=5xGaHvCELXk Fine Motor Implementation: Pencil grip assessment - carried out on ALL children "Make your mark" - drawing vertical lines	Word reading Implementation: Linked to daily phonics session - "Phonics Village" Picture sorting using objects beginning with the 4 sounds introduced this week Comprehension Implementation: Everywhere Bear - Book of the week sessions Introduce this week's book vocabulary - Goldilocks Words (verbally complete with an action - these to be used at the beginning of every session) Family - a team that works together to take care of each other Care - help other people and make kind choices Celebrate - means to show joy and have fun because something special or happy happened Underneath - means that something is lower than, or covered by, something else I wonder... It is like having a question inside your brain that makes you curious!	Number Sense Implementation: Numberblock 0 https://www.bbc.co.uk/player/episode/t0b0lsx3H/numberblocks-series-3-zero Introduce our 'Number Counting Songs' bag - "5 Little Men in a Flying Saucer" https://www.bbc.co.uk/teach/school-radio/articles/z6agscw Use this week's song bag within continuous provision - Tuff tray Mastering Number (see separate planning) Focus: Subitising: Children will subitise 1 and 2. subitise within 3 Represent quantities on their fingers in different ways Identify sub-groups of 1, 2 and 3 within larger arrangements.	Implementation Share with the children any photos of their Families Favourite traditional Foods, snacks, drinks or clothing that have either been sent in or shared - make into our first class book for the cosy corner Photos of the children's Families to be put up in Wisteria Cottage Outdoor Learning Session Setting up a Herb Garden in our outside area Introduce our 5 senses Introduce vocabulary to describe how the herbs look, smell and feel. Model using the words in sentences Basil: green, soft, smooth, shiny Mint: fresh, cool Rosemary: thin, spiky, dark-green, woody Sage: soft, fuzzy, silvery, wrinkly Basil: sweet, peppery Mint: fresh, cool Rosemary: woody, piney Sage: earthy, warm Basil: soft, smooth	Implementation Decorate small paper lanterns to show that when we are together, we shine the brightest - tearing tissue paper Hang colourful lanterns with a photo of each child and staff member hanging from them  "How Does Your Music Make You Feel?" (The Stage) - Set up the stage area as a little music-and-movement space with: Drums, tambourines and wood blocks, Bells and chimes, Shakers and maracas, Rainmakers or homemade sound makers, Scarves/ribbons for dancing, Simple Feeling cards: happy, excited, calm, sad, cross, surprised and a small basket of "music maker" cards with prompts such as <i>tap, shake, bang, scrape, jingle</i> The invitation - "Make some music. How does it make you feel? Can you show us with your body?"

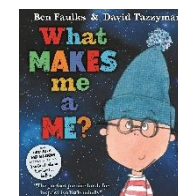
		Pen Disco (x1) Drawing vertical lines https://www.youtube.com/watch?v=yemaUQShHIM Drawing their portrait Daily Busy Time Activities (see weekly plan)	Twinkling - means shining with a light that changes over and over again. It looks like a light is doing a little dance! Lanterns - a special light that you can carry with you, usually inside a see-through box or a paper bag that keeps the light safe from the wind Roam - means to walk without having to hurry or go to a specific place. It is just like wandering, exploring, or taking your time to look around for fun! Writing Implementation Daily discrete handwriting sessions Name writing assessment - carried out on ALL children (pencil grip too) "Make your mark" - vertical lines		Mint: bumpy, cool Rosemary: spiky, rough Sage: fuzzy, velvety Sing our minibeast song from last week https://www.youtube.com/watch?v=uuxTl_qIPvqg If I Were A Minibeast - Makaton Signing with Singing Hands and Out of the Ark Music	
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Week 3: 21st September 2026

English Core Text: "What Makes me a Me?" By Ben Faulks

Our overall **intent** for the week is for be able to celebrate what makes each of us special and unique by noticing and talking about our differences and beginning to make sense of our own life story.

Maths learning **intent** for this week is to develop children's understanding of counting to 5 and know that the last number tells us how many.



Oracy focus area for this week: Message Centre (see 'Swap this for that' commentary sheet)

Busy Bee Home Challenge: 'This is how my family celebrates birthdays' - ask parents to send in via Class Dojo a photo of their child celebrating their LAST birthday (current if they have just had their 5th birthday)

Special events:

Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Implementation: Everywhere Bear's Book of the Week Daily story time (see separate ACET planning) Sharing Reading For Pleasure books at home Sharing Home News on Class Dojo Nursery Rhyme singing Discovery Time Sessions - Talk Partners Cosy Corner - role play masks, character puppets, storytelling, sharing books Introduce our "Would you rather...?" Children to look and chat to their friends. Adults model first Tuesday - Would you rather fly high like a bird or swim deep like a dolphin? Thursday - Would you rather swing through the trees with the	Implementation: Weekly Talk Time (PSHE) lesson - Read - "If Big can I can" by Beth Shoshan Introduce our PSED song for this half term which will start each session Let's Be Kind ↓ Official Lyric Video ↓ Songs For School (Early Years) https://www.youtube.com/watch?v=qR8xmAITSAQ Sing I Am Special - Rhymes For an All About Me Theme https://www.youtube.com/watch?v=rhsGTXzFFsM Introduce the "Roll and Describe" Dice Game - One big toy dice (Foam or cardboard) and 6 pictures from the topics below. A Muscle 🦵 = Something Strong or Fast I can do. A Heart ❤️ = A way I am Kind or Helpful to others. A Lightbulb 💡 = Something Clever or Creative I love to make. A Smiley Face 😊 = Something that makes me feel Happy or Cheerful.	Gross Motor Implementation Weekly P.E lesson Busy Time Activities in the outside area Balance & Strength Adventure Course - create a simple mini obstacle course where children can move through the area independently. Include different opportunities to balance, stretch, climb, crawl and move. Independent challenges - Can you walk along the line without stepping off? Can you balance on one leg? Can you jump with two feet together? Can you crawl like a bear? Can you make your own obstacle course? Wiggles and Jiggles time (Daily) Movement Break From Your Seat I Old Macdonald Had A Farm I Hands Warm Up https://www.youtube.com/watch?v=d0FcCHDITCg	Word reading Implementation: Linked to daily phonics session - "Phonics Village" Picture sorting using objects beginning with the 4 sounds introduced this week Comprehension Implementation: Everywhere Bear - Book of the week sessions Introduce this week's book vocabulary - Goldilocks Words (verbally complete with an action - these to be used at the beginning of every session) Lava - s super-hot, melted rock that comes out of a volcano. It is so hot that it flows and pours like thick, glowing red soup Spurt - It is like when something is hiding or quiet, and then it suddenly pops or sprays out all at once Glad - It is the warm, good feeling you get, being happy	Number Sense implementation: Numberblock 1 https://www.bbc.co.uk/iplayer/episode/b08bzzns/numberblocks-series-1-one Introduce our 'Number Counting Songs' bag - "5 Currant Buns" https://www.bbc.co.uk/teach/school-radio/articles/zm4nmfr Use this week's song bag within continuous provision - TuFF tray Mastering Number (see separate planning) Focus: Counting, cardinality and ordinality Children will: Hear and join in with the counting sequence to 5, including using songs and rhymes See that counting is useful because it tells us 'how many' See that the last number in the count tells us 'how many altogether' (cardinality).	Implementation Use words to describe what makes them special, e.g. Kind: I help my friends and share my toys. Fast: I can run super-speedy like a superhero. Funny: I make people laugh and tell silly jokes. Brave: I try new things even when I feel a little scared. Creative: I love making things out of playdough, paint, or junk modelling. Helpful: I like cleaning up my blocks and helping grown-ups. Strong: I can carry big toys and build tall towers. Happy: I smile a lot and love to play games. Curious: I love to look at bugs and wonder how things work. Friendly: I like saying hello to people and making new buddies. Use playdough and loose parts to create Faces of our Families Outdoor Learning Session	Implementation: Make a superhero peg mini-me Take photos to make mini-me people to be used in the construction and small world area Using junk modelling to make their bodies and paper plates for their faces Decorate biscuits to look just like us "Make a Music Machine" (The Stage) - Set up: Create a small music-making area with a selection of instruments and sound makers - Shakers, Drums, Tambourines, Wooden spoons and containers, Bells, Homemade instruments, Scarves or ribbons For dancing and simple picture prompt: showing different ways to move: shake, tap, bang, scrape, spin, jump, freeze

monkeys or waddle on ice with penguins?	A Lion 🦁 = A time I was Brave or tried something new. A Question Mark ? = Wild Card! Choose any word from your brain. Watch: Watch https://www.youtube.com/watch?v=bgWe5cqFJ68 What Makes Us Unique: Celebrating Our Differences and Magic of Diversity	Using large paint brushes and buckets of water to mark make on the Floor outside Using vehicles to roll in paint and mark make in a tuff tray/large sheets of paper Fine Motor Implementation: "Make your mark" - drawing horizontal lines Pen Disco (xl) Drawing Horizontal lines https://www.youtube.com/watch?v=QBIZnfh9euI Dough Disco x2 https://www.youtube.com/watch?v=BOLR3pQt8zg Superhero pom-pom placing using tweezers Superhero 'sewing' using shoelaces (threading) Using dot pens and spot stickers to decorate their min-me superhero capes Free cutting - vertically with the paper attached to the sides of the table Using plastic scissors for cutting playdough	Lazybones - someone who is acting very sleepy, moving slowly, or just wants to lie down and rest instead of moving around Beserk - means acting wild, crazy, and full of lots of high energy Slimy - means feeling wet, slippery, and gooey, like thick liquid that slides through your fingers Stomp - means to walk or step down onto the floor with a lot of force, making a loud thud sound Brave - means doing something even when you feel scared or worried inside Chomp - like taking a giant, happy bite out of your favourite food Zoom - means to move extra fast with a loud Writing Implementation: Daily discrete handwriting sessions "Make your mark" - horizontal lines Write labels for their own superheroes using initial and final sounds that they can hear	Hear and join in with the counting sequence to 5, including using songs and rhymes See that counting is useful because it tells us 'how many' Practise counting each object, action or sound once and only once. Experience counting sounds Practise counting each object, action or sound once and only once. Record the results of their count Count each object, action or sound once and only once.	"All about me..." Making our own Portraits in Nature Go on a nature treasure hunt around the school grounds collecting natural materials Children to use the resources to make own portraits Introduce Features and encourage the children to use these when describing their portraits - head, arms, body, feet, legs, eyes, hair, ears, toes, mouth, eyebrows, cheeks, chin, hands, nose and eyelashes	
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Week 4: 28th September 2026

English Core Text: "What Makes me a Me?" By Ben Faulks

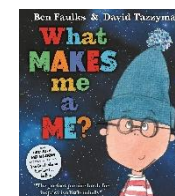
Our overall **intent** for the week is for the children to begin to understand the passing of time by knowing when our birthday is, recognising the four seasons and their differences, and learning that there are 12 months in a year.

Maths learning **intent** for this week is to be able to Explore how all numbers are made of 1s and to know how 3 and 4 are made

Oracy focus area for this week Playdough Area: (see 'Swap this for that' commentary sheet)

Busy Bee Home Challenge: Children to draw their house

Special events: Family Friday Session with a focus on Funky Fingers



Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Implementation: Everywhere Bear's Book of the Week Daily story time (see separate ACET planning) Sharing Reading for Pleasure books at home Sharing Home News on Class Dojo Nursery Rhyme singing Discovery Time Sessions - Talk Partners	Implementation Weekly Talk Time (PSHE) lesson - Read - "This is Me!" By George Webster Introduce our PSED song for this half term which will start each session Let's Be Kind Official Lyric Video Songs for School (Early Years) https://www.youtube.com/watch?v=gRxmA1JSA9Q	Gross Motor Implementation Weekly P.E lesson - Balance, Hop, Skip & Pose Learning intention: to practise controlling our bodies by balancing, hopping, skipping and holding different poses. Success criteria: Children will have opportunities to: Balance safely using different body positions. Hop on one foot and change feet. Attempt a skipping movement. Stand on one leg and hold a pose.	Word reading Implementation: Linked to daily phonics session - "Phonics Village" Picture sorting using objects beginning with the 4 sounds introduced this week Comprehension Implementation: Everywhere Bear - Book of the week sessions	Number Sense implementation: Numberblock 2 https://www.bbc.co.uk/iplayer/episode/b08bzqt8/numberblocks-series-1-two Introduce our 'Number Counting Songs' bag - "5 Little Speckled Frogs" https://www.bbc.co.uk/teach/school-radio/articles/zjbnrd Use this week's song bag within continuous provision - Tuff tray	Implementation Create a 'It's BRILLIANT being Me!' potion Outdoor Learning Session "All about me..." Go on a nature treasure hunt around the school grounds collecting natural materials Children use these to create their own name cards - photo taken of	Implementation: Use wooden building blocks to create a town for the superheroes to live - follow building card designs Superhero mask - using fingers and hands to colour mix use premixed paint Listen to months of the year song https://www.youtube.com/watch?v=5enDRrWyXaw "Make Music for a Feeling" - Set up the Stage with the same range of

Cosy Corner - role play masks, character puppets, storytelling, sharing books "Would you rather...? Children to look and chat to their friends. Adults model first. Tuesday - Would you rather have a puppy that can talk or a cat that can fly? Thursday - Would you rather hiccup shiny bubbles or sneeze colourful glitter?		Stop and control their bodies when signalled. Busy Time Activities in the outside area (see weekly plan) Move, Kick & Throw Adventure - Create a simple movement trail with different stations. Children can move between the stations and choose how they want to explore the equipment. Independent challenges - Can you kick the ball to the target? Can you throw the ball into the hoop? Can you jump, turn and kick? Can you move smoothly from one activity to another? Can you make up your own movement sequence? Wiggles and Jiggles Time (Daily) https://www.youtube.com/watch?v=-nKUzWWiW2k Brain Activation Exercises for Kids Yoga for Right & Left Brain Finger Yoga Yoga Guppy Busy Time Activities in the outside area - using hands and feet to paint on a large bed sheet Using large blocks/crates/cardboard boxes to stack and build towers - a mixture of regular and the same shapes Fine Motor Implementation: Dough dance/finger gym routine Down in the Jungle Nursery rhyme with playdough https://www.youtube.com/watch?v=o9D5lfgZF3o "Make your mark" - drawing circles Pen Disco (x1) Drawing circles https://www.youtube.com/watch?v=kVIqgAxknU8 Superhero Cape design - using playdough scissors and wooden tools to cut shapes to go onto the capes Superhero Cape design - scrunching tissue paper and using PVA glue brushes	Introduce this week's book vocabulary - Goldilocks Words (verbally complete with an action - these to be used at the beginning of every session) Lava - s super-hot, melted rock that comes out of a volcano. It is so hot that it flows and pours like thick, glowing red soup Spurt - It is like when something is hiding or quiet, and then it suddenly pops or sprays out all at once Glad - It is the warm, good feeling you get, being happy Lazybones - someone who is acting very sleepy, moving slowly, or just wants to lie down and rest instead of moving around Beserk - means acting wild, crazy, and full of lots of high energy Slimy - means feeling wet, slippery, and gooey, like thick liquid that slides through your fingers Stomp - means to walk or step down onto the floor with a lot of force, making a loud thud sound Brave - means doing something even when you feel scared or worried inside Chomp - like taking a giant, happy bite out of your favourite food Zoom - means to move extra fast with a loud Writing Implementation Daily discrete handwriting sessions "Make your mark" - drawing circles Write names inside birthday cards and 'Happy Birthday'	Mastering Number (see separate planning) Focus: Composition Children will Know that 2 is made of 1 and 'another 1' Make their own collections of 2 objects and identify the '1 and another 1' within them. Identify when a collection is composed of 3 objects Produce their own collection of 3. Identify when a collection is composed of 3 objects Produce their own collection of 3. Identify when a collection is composed of 3 or NOT 3 See that 4 can be made with four 1s.	them, laminate and hung in our outside area Listen to https://www.bbc.co.uk/bitesize/articles/zxvvg2p Four seasons sing-along BBC Bitesize	instruments, Feeling cards: 😊 happy, 😌 calm, 😲 surprised, 😞 cross, 😞 sad, 😄 excited, Scarves/ribbons, A small basket containing the <i>music maker</i> cards: tap, shake, bang, scrape, jingle and A simple visual prompt: "Choose a feeling → Choose an instrument → Make your music → Show the feeling with your body." The invitation - "Can you make music that sounds happy? What about music that sounds calm, excited or cross? Can you move your body to show the feeling?"
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		Snipping - vertically with the paper attached to the sides of the table Using plastic scissors for cutting playdough				
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Week 5: Monday 5th October 2026

English Core Text: "The Everywhere Bear" by Julia Donaldson

Our overall **intent** for the week is for the children to know that they live in or around Langwith Bassett and be able to name the street/road they live on or their house number

Maths learning **intent** for this week is to be able to subitise objects and sounds

Busy Bee home challenge: Number time Focus

Oracy Focus area for this week: Creative Area (see 'Swap this For that' commentary sheet)

Special events: Monday INSET Day



Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Implementation: Everywhere Bear's Book of the Week Daily story time (see separate ACET planning) Sharing Reading For Pleasure books at home Sharing Home News on Class Dojo Nursery Rhyme singing Discovery Time Sessions - Talk Partners Cosy Corner - role play masks, character puppets, storytelling, sharing books "Would you rather...? Children to look and chat to their friends. Adults model first. Tuesday - Would you rather have hair made From wiggly spaghetti or fingers made of crayons? Thursday - Would you rather have feet that smell of sweet flowers or ears that wiggle when you laugh?	Implementation Weekly Talk Time (PSHE) lesson - Read - "Ruby's Worries" by Tom Percival Introduce Share Your Worries & Children's Feelings and Emotions Song With Lyrics By Singalong School Songs https://www.youtube.com/watch?v=JHtdvQ06ZAY Sing our PSED song for this half term which will start each session Let's Be Kind & Official Lyric Video & Songs For School (Early Years) https://www.youtube.com/watch?v=q8xmAlTSA9Q	Gross Motor Implementation Weekly P.E lesson Busy Time Activities in the outside area (see weekly plan) Little Movers Adventure Trail - Create a simple obstacle trail where children can move around the space in different ways. Leave plenty of room for children to explore independently and repeat activities as they wish. Independent challenges - Can you walk carefully along the line? Can you run to the cone and back? Can you jump with two feet? Can you climb over the blocks? Can you make your own movement route? Can you put 3 different movements together? Wiggles and Jiggles Time (Daily) 2-Minute Guided Calming Brain Break - Box Breathing https://www.youtube.com/watch?v=neodZTPeQME Busy Time Activities in the outside area - using hands and feet to paint on a large bed sheet Fine Motor Implementation: "Make your mark" - drawing spirals Pen Disco Drawing spirals on white boards https://www.youtube.com/watch?v=SKemkF0B9Hg Using their name card to write their name Using the playdough to make their own bears Split pin teddy bears - scissor skills Teddy bear threading Daily letter Formation (small groups)	Word reading Implementation: Linked to daily phonics session - "Phonics Village" Picture sorting using objects beginning with the 4 sounds introduced this week Comprehension Implementation: Everywhere Bear - Book of the week sessions Introduce this week's book vocabulary - Goldilocks Words (verbally complete with an action - these to be used at the beginning of every session) Adventure - a Fun Journey where you discover or try something new Puddle - a little pool of water on the ground after it rains Tumbled - means you had a little fall Drain - a hole where water goes away Whooshed - the sound something makes when it moves very fast Storm - weather with lots of wind and rain Harbour - a safe place where boats stop and stay. Seaweed - a plant that grows in the sea Writing Implementation Daily discrete handwriting sessions "Make your mark" - drawing spirals Go on a bear scavenger hunt - label where the bears are found	Number Sense implementation: Numberblock 3 https://www.bbc.co.uk/1player/episode/b08bzgqx/numberblocks-series-1-three Introduce our 'Number Counting Songs' bag - "Ten Fat sausages" https://www.bbc.co.uk/teach/school-radio/articles/z6vh7nb Use this week's song bag within continuous provision - Tuff tray Mastering Number (see separate planning) Focus: Subitising Subitise arrangements of 2 and 3 Practise making 2s and 3s with their fingers Subitise auditory patterns up to 3. Subitise auditory patterns up to 3 Identify when a small collection is rearranged or the quantity changed. Show small quantities on their fingers Use positional language to describe patterns of 4. Use positional language to describe patterns of 4 Make patterns showing 4.	Implementation Story map The Everywhere Bear's location - a busy street, underwater, a harbour, a fish shop, the local tip, the library and a school. Use various construction kits to recreate his journey/location Compare his landmarks to those we find in Langwith Bassett - look on Google maps - River Poulter (rises near Scarcliffe in Derbyshire and flows into Nottinghamshire to join the River Idle), Langwith Bassett Hall, The Devonshire, our school, chemist, Rhubarb Farm (horticultural charity and social enterprise supporting adults with various needs), Stubbin Wood Playground On a street map - plot where the children live Outdoor Learning Session "All about me..." Activity 1: Muddy handprints Children to mix up a pallet of mud adding crushed chalks and paint their handprints around our outside area - parents too!! Activity 2: Who do you live with? Children to use sticks, loose parts, natural materials to make the members of their family - pets too!	Implementation: Make their own teddy bear Face - children to choose which materials to use  Teddy Bear Teddy Bear Turn Around - The Kiboomers Preschool Songs & Nursery Rhymes For Kids - https://www.youtube.com/watch?v=76wct4xdgzGk The Story Basket (The Stage) Set up: Place a basket on the Stage containing a mixture of simple props and character/story cards: ● Crown 👑 ● Teddy ● Scarf ● Toy phone ● Bag ● Spoon ● Animal puppets ● Baby doll ● A few simple picture cards showing home, forest, shop, castle, park Invitation: "Choose some props. Who could you be? Where is your story happening? What happens next?"

Week 6: 12th October 2026

English Core Text: "The Everywhere Bear" By Julia Donaldson

Our overall **intent** for the week is for the children to be able to name and recognise local landmarks within Langwith Bassett

Maths learning **intent** for this week is to be able to compare sets - 'just by looking' and to use the language of comparison: more than and fewer than

Busy Home Challenge: Take a bear From home on a weekend adventure (photos to be added onto Class Dojo)

Oracy Focus area For this week: Wisteria Cottage (role play) (see 'Swap this for that' commentary sheet)

Special events: Family Friday Big Build - junk modelling their houses For their mini me and our Everywhere Bear to live in (These will be added next week to our map of Langwith for use within Busy Time)



Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Implementation: Everywhere Bear's Book of the Week Daily story time (see separate ACET planning) Sharing Reading For Pleasure books at home Sharing Home News on Class Dojo Nursery Rhyme singing Discovery Time Sessions - Talk Partners Cosy Corner - role play masks, character puppets, storytelling, sharing books "Would you rather...? Children to look and chat to their friends. Adults model first. Tuesday - Would you rather have walk sideways everywhere like a crab or hop everywhere like a bunny? Thursday - Would you rather grow a trunk like an elephant or a super long neck like a giraffe?	Implementation Weekly Talk Time (PSHE) lesson - Introduce our PSED song for this half term which will start each session Let's Be Kind & Official Lyric Video & Songs for School (Early Years) https://www.youtube.com/watch?v=g3xmAlTSA9Q	Gross Motor Implementation Weekly P.E lesson Busy Time Activities in the outside area (see weekly plan) Hop, Skip & Balance Trail - Create a small movement trail with picture prompts: 👣 Walk → 🐸 Hop → ⭐ Balance → 🦿 Skip → 🦿 One-leg pose Children move around the trail independently, repeating it as many times as they like. Independent challenges - Hop between the spots. Skip around the cones. Stand on one leg on a floor spot. Choose a pose and hold it while counting slowly to 5. Try the trail backwards or choose a different movement for each section. Wiggles and Jiggles Time (Daily) Guided 2-Minute Calming Brain Break for Students in the Classroom https://www.youtube.com/watch?v=rw8dYoJmVF4 Busy Time Activities in the outside area - using hands and feet to paint on a large bed sheet Fine Motor Implementation: "Make your mark" - drawing squares Pen Disco Drawing - drawing squares https://www.youtube.com/watch?v=kUjZYfnB8ao	Word reading Implementation: Linked to daily phonics session - "Phonics Village" Picture sorting using objects beginning with the 4 sounds introduced this week Comprehension Implementation: Everywhere Bear - Book of the week sessions Revisit our Goldilocks Words (verbally complete with an action - these to be used at the beginning of every session) Adventure - a Fun journey where you discover or try something new Puddle - a little pool of water on the ground after it rains Tumbled - means you had a little fall Drain - a hole where water goes away Whooshed - the sound something makes when it moves very fast Storm - weather with lots of wind and rain Harbour - a safe place where boats stop and stay. Seaweed - a plant that grows in the sea Writing Implementation Daily discrete handwriting sessions "Make your mark" - drawing squares Create a Tourist information guide to Langwith Bassett - brochures and leaflets	Number Sense Implementation: Numberblock 4 https://www.bbc.co.uk/1player/episode/b08d6lcv/numberblocks-series-4-four Introduce our 'Number Counting Songs' bag - "Ten Green Bottles" https://www.bbc.co.uk/teach/school-radio/articles/zncyt39 Use this week's song bag within continuous provision - Tuff tray Mastering Number (see separate planning) Focus: Comparison Children will Represent a given number on their fingers without looking Compare 2 sets of objects and say which is 'more than'. Represent a given number on their fingers without looking Compare 2 sets of objects and say which is 'more than'. Compare 2 sets of objects and say which is 'more than' or 'fewer than'. Compare 2 sets of objects and say which is 'more than' or 'fewer than'.	Implementation Story map our village of Langwith Bassett using the landmarks we looked at last week Create a giant street map - and build the local landmarks  Outdoor Learning Session "All about me..." Nature silhouettes - go on a nature walk around the school grounds searching for natural resources Draw around the children using chalk on the floor. Use nature bits and bobs to fill in the body parts Can we name all of the different body parts? Can we use our 5 senses to describe the nature we are using?	Implementation Introduce "My Town - A song about different places in the community" https://www.youtube.com/watch?v=iMykMkzo7L-A Family Friday Big Build - junk modelled houses Design and make a bag for a teddy bear they have at home ready for them to go on an adventure this weekend in and around Langwith. Let's Pretend!! (The Stage) Set up: Create a flexible pretend-play stage that can become different places. Add a small selection of props such as: Shopping bags and empty food packaging Clipboards and pencils Old phones Hats Blank signs Fabric pieces Boxes Add three picture prompts: 🏠 HOME 🛒 SHOP 🌳 SPACE Invitation: "Where is your story today?"

Week 7: 19th October 2026

English Core Text: "The Everywhere Bear" By Julia Donaldson

Our overall learning **INTENT** For this week is to be able to look at pictures of teddy bears from the past and today and talk about what I notice is the same and what is different.

Maths learning **intent** For this week:

Half Term Busy Home Challenge: Put children into the role of "Bug Hotel Construction Crew" and make their very own 'Bug Hotels'

Special events: Thursday 22nd October Teddy Bear's Picnic!



Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Implementation: Everywhere Bear's Book of the Week Daily story time (see separate ACET planning) Sharing Reading For Pleasure books at home Sharing Home News on Class Dojo Nursery Rhyme singing Discovery Time Sessions - Talk Partners Cosy Corner - role play masks, character puppets, storytelling, sharing books "Would you rather...? Children to look and chat to their friends. Adults model first. Tuesday - Would you rather slide down a rainbow or bounce across a cloud made from candy floss? Thursday - Would you rather stand in a rainstorm of mini marshmallows or sweet jellybeans?	Implementation Weekly Talk Time (PSHE) lesson - reread "Ruby's Worry" by Tom Percival Sing https://www.youtube.com/watch?v=JHTdvQ0oZAY Share Your Worries ↓ Children's Feelings and Emotions Song With Lyrics By Singalong School Songs Introduce our PSED song for this half term which will start each session Let's Be Kind ↓ Official Lyric Video ↓ Songs For School (Early Years) https://www.youtube.com/watch?v=g8xmAJTSA9Q	Gross Motor Implementation Weekly P.E lesson Busy Time Activities in the outside area (see weekly plan) Freeze Pose Movement Station - Place the picture cards in a basket and create a clear movement space. Children choose a card and copy the movement before moving to a spot and holding their pose. 👉 HOP → 🐼 SKIP → 🐘 ONE LEG → ⭐ FREEZE Children can choose their own cards and create different combinations. Independent challenges - Pick a card and copy the movement. Hold a one-leg balance for as long as possible. Make a star, tall, tiny or curled-up pose and hold it. Choose 3 cards and complete them in order. Create a pose for another child to copy. Wiggles and Jiggles Time (Daily) https://www.youtube.com/watch?v=388QHReQWE Brain Breaks - Action Songs For Children - Move and Freeze - Kids Songs by The Learning Station Busy Time Activities in the outside area - using hands and feet to paint on a large bed sheet Fine Motor Implementation: "Make your mark" - drawing diagonal lines and crosses Pen Disco Drawing https://www.youtube.com/watch?v=AyZmW2IGdy8	Word reading Implementation: Linked to daily phonics session - "Phonics Village" Picture sorting using objects beginning with the 4 sounds introduced this week Read a book outside to the teddy bears - picnic blanket, cushions and bear themed stories. Comprehension Implementation: Everywhere Bear - Book of the week sessions Revisit our Goldilocks Words (verbally complete with an action - these to be used at the beginning of every session) Adventure - a Fun journey where you discover or try something new Puddle - a little pool of water on the ground after it rains Tumbled - means you had a little fall Drain - a hole where water goes away Whooshed - the sound something makes when it moves very fast Storm - weather with lots of wind and rain Harbour - a safe place where boats stop and stay. Seaweed - a plant that grows in the sea Writing Implementation Daily discrete handwriting sessions "Make your mark" - drawing diagonal lines and crosses Draw and label their teddy bear - name tag	Number Sense implementation: Numberblock 5 https://www.bbc.co.uk/player/episode/b08d630h/numberblocks-series-1-five Introduce our 'Number Counting Songs' bag - "Five Little Monkeys Jumping on the Bed" https://www.bbc.co.uk/teach/school-radio/articles/zm7zrf4j Use this week's song bag within continuous provision - Tuff tray Mastering Number (see separate planning)	Implementation To look at teddys new and old in photographs along with a selection of real teddy bears in different styles. Sort them according to what they notice (e.g, colours, materials, size, clothing). Parents to send in their teddys from home and share any stories about who gave it to them or when they received it. Outdoor Learning Session Bug's need beds too ..." Introduce the children to a variety of bugs/insects that we might find in our outside area/school grounds/gardens at home Go on a "Bug Hunt" using magnifying glasses and a 'treasure hunt' chart Talk about the bugs/insects using descriptive vocabulary Children to draw what they have seen Together build our very own class Bug Hotel	Implementation Making a 'Muddy Picnic' For the teddy bears What Happens Next? (The Stage) Set up: Place a selection of puppets or small-world characters on the Stage alongside simple story-sequence picture cards, for example: 🐻 Bear → 🌳 Forest → 🌧️ Rain → 🏠 Home or 🧑 Firefighter → 🔥 Fire → 🚒 Fire engine → 🛖 Safe Children choose a character and use the pictures as a starting point for their own story. Invitation: "What is happening? What happens next?"

		Making a 'Loose Parts Bear' - use natural materials and loose parts Decorate a teddy - ripping/tearing paper to collage Design own plate of picnic food - scissor skills	Write an invitation to our teddies to join us for a Teddy Bear's Picnic on Thursday			
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