

Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Related Books</b>	We're going on a bear hunt/ The Gruffalo/ The Gruffalo's Child/ Percy the Park Keeper					
<b>Engage activity</b>	Woodland walk- Bear Hunt					
<b>Literacy- book focus</b>	We're going on a bear hunt	We're going on a bear hunt	The Gruffalo	The Gruffalo	Percy the Park keeper	Percy the Park keeper
<b>Literacy/ Phonics</b>	RWI Set 1 Hearing/ recognising initial sounds and blending CVC Set 1 CVC words	RWI Set 1 Hearing/ recognising initial sounds and blending CVC Set 1 CVC words Autumn bingo game- finding the correct initial sounds to match the picture	RWI Set 1 Hearing/ recognising initial sounds and blending CVC Set 1 CVC words	RWI Set 1 Hearing/ recognising initial sounds and blending CVC Set 1 CVC words	RWI Set 1 Hearing/ recognising initial sounds and blending CVC Set 1 CVC words Matching animal names to initial sounds	RWI Set 1 Hearing/ recognising initial sounds and blending CVC Set 1 CVC words
	<b>Literacy 40-60mths B:</b> Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.					
<b>Mathematics</b>	White Rose Maths- Number focus- 4 and 5. Linked to number blocks.	White Rose Maths- Sorting into groups	White Rose Maths- Sorting into groups	White Rose Maths- Comparing quantities of identical objects	White Rose Maths- Comparing quantities of non-identical objects	White Rose Maths- Comparing quantities of non-identical objects
	<b>Mathematics 40-60mths B:</b> Recognise some numerals of personal significance. Recognises numerals 1-5. Counts up to three or four objects by saying one number for each item. Count actions or objects that cannot be moved. Select the correct numeral to represent 1-5	<b>Mathematics 40-60mths B:</b> Begins to identify own mathematical problems based on own interest and fascinations. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size.		<b>Mathematics 40-60mths B:</b> Count an irregular arrangement of up to ten objects. Estimate how many objects they can see and check by counting them. Uses the language of "more" and "fewer" to compare two sets of objects. Finds the total number of items in two groups by counting all of them.		
<b>Understanding the World</b>	Diwali focus- Friday Seasons- which season are we in? What are the four seasons? What does it look like? What do we wear?	Seasons- discuss seasons again and look at seasons tree created, discuss how we will know when it's winter, what things might we see, wear? Bonfire Night focus- Friday		Footprints of Gruffalo and other woodland animals around the room- what could they be?	What is a woodland? What animals live there?	

**UTW 30-50mths S:** Shows interest in the lives of people who are familiar to them Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. **40-60mths B:** Enjoys joining in with family customs and routines.

**30-50mths S:** Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. **40-60mths B:** Looks closely at similarities, differences, patterns and change.

**30-50mths S:** Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers. **40-60mths B:** Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.

<b>Expressive Arts and Design</b>	Creating autumn colours/ painting leaves for seasons tree display Leaf rubbing on woodland walk	Leaf printing using autumnal colours	Autumn instruments- shakers etc. using autumn items	Tree outline artwork- adding autumn leaves to a tree outline sing chosen media- paint, pastels, collage materials- choosing appropriate colours for the task.	Create a new hut for Percy or a home for one of the woodland animals. Use junk materials or autumn objects collected.	
	What does a bear look like? Can you create a bear picture using, paint, pastels or crayons?	Autumnal art- using items collected on autumn walk	Create large Gruffalo using collage/ craft materials to add to reading corner alongside other animals from the story.			

**EAD 40-60mths B:** Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experimenting to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Creates simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.

<b>Communication and Language</b>	Bear hunt- retelling, ordering, sequencing and discussion about the story, role play activities with props.	Bear hunt- retelling, ordering, sequencing and discussion about the story, role play activities with props.	Gruffalo story prompts and pictures, story books and writing prompts/ word mats.	Gruffalo story puppets and scenery		
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**C&L 30-50mths S:** Listens to others one to one or in small groups, when conversation interests them. Listen to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). **40-60mths B:** Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. **30-50mths S:** Understands use of objects (e.g. “What do we use to cut things?”) Shows understanding of prepositions such as “under”, “on top”, “behind” by carrying out an action or selecting correct picture. Responds to simple instructions, e.g to get or put away an object. Beginning to understand “why” and “how” questions. **40-60mths B:** Responds to instructions involving two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. **30-50mths S:** Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and give explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses rhythm intonation and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. “This box is my castle.” **40-60mths B:** Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.

<b>PD</b>	<p>Building dens/ caves/ homes for the Bear or a safe place to hide from the bear.</p> <p>Woodland walk and hunt- looking for clues, walking, running, climbing to hunt for them.</p>			<p>Creating Gruffalo models using playdough</p>		
<b>Personal, Social and Emotional Development</b>	<p><b>PD 40-60mths B</b> Experiments with different ways of moving. Jump off an object and land appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practise with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p> <p>Focus on Good to be green chart and introducing EYFS awards for lining up, tidying and listening during carpet times. Model tidying up times and ask others to join the modelling- provide regular opportunities for modelling and recognition for good tidying- praising and explaining exactly what they have done to earn t he award. What should we see at tidying up time?</p> <p><b>PSED 40-60mths B</b>-Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>					
<b>RE/ SMSC/ British Values</b>	<p>Week 1- Diwali</p> <p>Week 2- Bonfire Night</p>					