



	Week: 1 Week beginning: 7th September	Week: 2 Week beginning: 14th September	Week: 3 Week beginning: 21st September	Week: 4 Week beginning: 28th September	Week: 5 Week beginning: 5th October	Week: 6 Week beginning: 12th October	Week 7 Week beginning: 19th October
Focus	Introducing Yourself	My Family	Good Friends	What makes you special?	My Body	We are all different!	Keeping Clean and Heathy
Personal, Social and Emotional Development	<p>Explorosaur I like to pretend and play. I use my senses to explore everything around me. I ask questions to help me learn. I know I can do it.</p>						
Jigsaw Focus	Help others feel welcome	Try to make our community a better place	Thinking about everyone's right to learn	Care about others' feelings	Our Rights	Our Responsibilities	
	<p>40-60 Confident to speak to others about own needs, wants, interests and opinions. 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 Initiates conversations attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others.</p>						
Communication and Language	Sharing All About Me Boxes Sharing information with peers and adults in the classroom.	Sharing All About Me Boxes Talking positively about myself with peers and adults.	Working with others to make school a good place to be.	Understanding being kind and gentle hands.	Naming parts of the body/	Listening carefully and asking questions.	Discussing ways to keep clean and healthy

	<p>40-60 Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p>Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>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 a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>						
Physical Development	Pencil Grip Use tools correctly	Getting dressed/undressed for PE Healthy Movers - Movement Skills – Moving like animals. Pencil Grip Use tools correctly	Getting dressed/undressed for PE Pencil Grip Use tools correctly	Getting dressed/undressed for PE Pencil Grip Use tools correctly	Getting dressed/undressed for PE Pencil Grip Use tools correctly	Getting dressed/undressed for PE Pencil Grip Use tools correctly	Getting dressed/undressed for PE Pencil Grip Use tools correctly
	<p>40-60 M Jumps off an object and lands 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.</p> <p>FM Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.</p> <p>H&SC 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 practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of how to transport and store equipment safely.</p>						
Literacy	Recognising name on coat peg, registration etc Sensory writing Writing own name	Elmer story – Travelling through the jungle – animal sounds and actions Introducing/Encouraging mark marking in	RWI- Learning New Sounds – Set 1 Elmer story – Proud cloud writing	RWI- Learning New Sounds – Set 1 Letter formation practice Other Elmer texts	RWI- Learning New Sounds – Set 1 Name writing	RWI- Learning New Sounds – Set 1 Guided Writing: 3 Little Pigs	RWI- Learning New Sounds – Set 1 . Guided Writing: 3 Little Pigs

		continuous provision Drawing family and labelling		- proud cloud writing			
	30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. 40-60 Continues a rhyming string. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet Enjoys an increasing range of books. Gives meaning to marks they make as they draw, write and paint.	40-60 Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet Enjoys an increasing range of books. Gives meaning to marks they make as they draw, write and paint. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	40-60 Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet Enjoys an increasing range of books. Gives meaning to marks they make as they draw, write and paint. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.				
Mathematics	Getting to Know You	Elmer focus	Just Like Me!	Just Like Me!	Just Like Me!	Its Me 1,2,3!	Its Me 1,2,3!
	Opportunities for settling in, introduction to key areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision	Sorting colour Pattern making Counting (colours, elephants, animals, berries etc) Voting for our favourite Elmer story – Creating block graphs.	Number – Match and sort Compare amounts Measure Shape and Spatial Thinking – Compare size, mass and capacity.	Number – Match and sort Compare amounts Measure Shape and Spatial Thinking – Compare size, mass and capacity. Exploring Pattern	Number – Match and sort Compare amounts Measure Shape and Spatial Thinking – Compare size, mass and capacity.	Number – Representing 1,2 &3 Comparing 1,2&3 Composition of 1,2 &3	Number – Representing 1,2 &3 Comparing 1,2&3 Composition of 1,2 &3

	inside and out. Where do things belong. Positional language.		Exploring Pattern		Exploring Pattern		
Expressive arts and design	<p>Colouring/decorating Elmer – own designs</p> <p>Painting portraits</p> <p>Musical rainbows – colour chimes or bells – Can you follow the colour pattern?</p>	<p>Elmer milk bottle lanterns/Collage</p> <p>Play music to the Elmer Story – Can we change the music to suit his feelings? I.e. happy, sad or when Elmer is playing/hiding.</p>		<p>Weaving and printing patchwork</p> <p>Painting using frozen paint, sponges finger pain</p> <p>Exploring colour mixing</p> <p>Making Elmer biscuits – smartie patchwork ..</p>			
	<p>40-60 Create simple representations of events, people and objects. Chooses particular colours to use for a purpose.</p> <p>Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Plays alongside other children who are engaged in the same theme.</p>	<p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p> <p>Plays alongside other children who are engaged in the same theme.</p>		<p>40-60 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p> <p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments</p>			
Understanding the world	<p>Phizzi Enquiry: Mr Archimedes Takes a Bath</p>	<p>Phizzi Enquiry: Bubble Bath Races</p>		<p>Phizzi Enquiry: Beard Balloons</p> <p>Exploring I pads – Using Chatterpix.</p>			
	<p>30-50 Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time.</p> <p>40-60 Looks closely at similarities, differences, patterns and change.</p>	<p>40-60 Enjoys joining in with family customs and routines.</p> <p>40-60 Completes a simple program on a computer. Interacts with age-appropriate computer software.</p> <p>40-60 Looks closely at similarities, differences, patterns and change.</p>					

