



Immersion



SPARCS

- Teddy Bear day
- Teddy Bears picnic day
- Teddy Bears to arrive in large boxes
- Old and new bears
- Toys from home
- Clips from toy story

Experiences

- Build a Bear Factory

Presentation of Learning

- School Xmas Play
- Christmas Craft day

Resources for the term:

Reading

This is the Bear

Draw on knowledge of vocabulary

- Look at pictures from the text to start with and talk about the characters, setting and key points
- Stop on key words (after first read) and talk about meaning
- List all the WOW vocabulary and pick key words to focus on each day—encourage pupils to use them in a sentence (related and unrelated to the text)
- Use new language in sentence writing
- Give them a picture as a group and use as many of the WOW words to describe
- Pupils to learn key phrases from the text using the WOW words
- Match the words to the meaning
- Descriptive words - can you use some other descriptions
- Rhyming words - which words rhyme? Can you hear the rhyme and rhythm
- Orally say sentences using new language

| | |
|--------|-----------|
| Bear | awful |
| Sack | grump |
| Heavy | searched |
| Driver | promised |
| Dump | surprised |
| Pile | |
| fuss | |

Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- Look at non-fiction texts and learn about teddy bears and toys— find out more information about them.
- Find out key facts and information about 'Teddy bears/Toys' in the past and present - use non-fiction texts and write key words, phrases and information - make an information booklet about teddy bears
- Look at page 2 - how did bear feel about being pushed into a bin? How would you feel?
- Look at page 2—4 - what do we feel about the dog? Is he kind? How is he feeling about the Bear going? Did he do it on purpose?
- Look at page 1 and page 6 - how has Bear changed his feelings? Why? Use his face as an indicator
- What is the dump? How will it smell? Would you like to live there? What can we see? Who has been to a dump? Look at rubbish and sort into recycle
- Page 8—What is the boy's face telling us?
- How should we talk to others? ("Find my bear")
- Page 10 -- Why is the man in an awful grump?
- Why is the boy crying? What is the dog feeling?
- Page 12 - Why does the bear not think he is lost? Talk about how the bear can see the boy but he can not see the bear.
- Talk about how the dog is happy to find the bear
- Talk about how the man is still grumpy but does this make him mean? What evidence is there to show he is a kind man?
- How are his toy friends feeling?
- Second to last page—what does the picture tell us about their relationship?

Identify and explain the sequence of events in texts

- Use signifiers for the different sections
- Order the story using Feet and Story mountain
- Language in colour for the different parts of a sentence
- Sequence first 3 pages
- Sequence of events of events at the dump
- Sequence journey on a map - home—bin, dump, bus stop, truck and then home

1. Re-tell story using signifiers
2. Re-tell story using story map
3. Use key phrases from text
4. FS2 - read simple sentences from text
5. Story map on the floor in classroom
6. Small world dump scene

Predict what might happen on the basis of what has been read so far

- Look at a range of photographs and or short video clips - model how to make a sensible prediction based on information already gained and knowledge from past experiences
- Encourage the pupils to make predictions about photographs and short video clips - encourage them to give reasons for their predictions (do this before reading the book)
- Look at cover and back page— what is the story about? What might happen? Where is it set? Who is in the story?
- Read to page 4 - what will happen to the bear—where will he go?
- Read to page 6 - what might bear do at the dump?
- Read to page 10 - who will rescue the bear?

Read for enjoyment and pleasure

- Weekly WOW word - introduce new word mat each week and encourage pupils to use the WOW word in a sentence
- Read in the book corner - what is your favourite story? Can you re—tell it?
- Reading signs and everyday labels/posters
- Reading words with picture cards (cat, dog, man, pig, pin, tap etc.)
- Reading lotto - bingo with words and pictures
- Story stones —can you make your own story?
- Read stories that we have read as a class previously - Peace at Last/Whatever Next!
- Reading with Teddy bears - what can you see in the pictures?
- Looking at picture boards - what can you see? Who? What story can you make using the pictures?



Reading (FS1)

Assessment

| Emerging (22-36mths) | Expected (30-50mths) | Exceeding (40-60mths) |
|---|---|---|
| <p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> | <p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> | <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p> |



Reading (FS2)

Assessment

| Emerging (30-50mths) | Expected (40-60+) | Exceeding (ELG) |
|---|--|---|
| <p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> | <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers</p> | <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p> |

Writing

This is the Bear

Draw on phonic knowledge

- Stop on key words (after first read) and talk about meaning
- Explore sounds - make new sounds for bears and other woodland animals
- Letter sound of the week - pupils to be introduced to the sound, what it looks like, objects and pictures of that sound, pupils to look of things in the environment with that sound and add them to the sound of the week wall chart - can you write the sound (pupils to have a model and explore mark making of the letter sound)
- Play eye-spy weekly with pictures from the text to encourage them learn them and be able to distinguish between sounds
- Name writing - start with initial letter and build up only when ready - learn the sound as you learn to write each letter
- Develop extended sentences and start to write in a narrative form - sequencing sentences and using text to write own stories
- Funky Fingers daily - developing mark making and a purpose for writing/mark making and communicating ideas - drawing pictures and making marks or writing short sentence (FS2)
- FS2 - continue with Phase 2 and start Phase 3 phonics

Make marks that others are able to read and that they can read themselves

- Demonstrate how to make marks to communicate meaning - your marks need to show your ideas in your head - talk out loud to model this process
- Daily writing in Talk for Writing sessions - opportunities for mark making for less about and modelled writing for others
- Sentence build up - jumbled sentences to put together (FS1)
- Pictures from the text to mark make about
- Speech and Thought bubbles in the writing area to make own sentences
- Range of resources to encourage writing opportunities
- Character descriptions
- Stem sentence words - continue to look at them and pupils to start to write them and form marks to represent them
- Mark making writing implement progression - see how they are hold a mark maker
- Re-tell story and make marks or write sentences for sections of the story/text
- Describe the bear and describe your own bear/bears in the classroom

Write for a range of purposes

- Look at a range of pictures from the text as inspiration
- Lists of objects, places visited and characters
- Posters to show information about teddy bears now and then
- Information booklets about bears
- Free choice story books for making own stories
- Labels for role play area
- Labels for the classroom and outdoor area
- Large story map - indoors and outdoors.
- Draw characters from the text
- Weekly funky fingers activities to strengthen fingers for writing
- Writing sentences about the different parts of the story
- Writing books - pupils to make own books bears and Teddy Bears
- Posters for helping to find Teddy (This is the bear and the scary night)
- Speech bubbles for the characters

Outdoor opportunities

Chalk on pavement
Brushes on the ground
Window washers/scrapers
Clipboards - find the different animals -
where are they? What are they? Can you
find the matching letter sound for them?

Sentence work

- [Demonstrate how to orally say a simple sentence](#)
- [Daily mark making in Talk for Writing sessions](#)
- [Opportunities for mark making and modelled writing](#)
- Coloured feet with pictures - build up a sentence making sure all elements in the sentence
- Counting words in sentences - coloured strips - can you make a sentence
- Clapping syllables in words and recognising words
- Writing implements - writing area - opportunities for lots of mark making and talk about marks
- Whiteboards
- Handwriting pattern sheets
- Daily name writing
- Name label cards for copying name
- FS2 - continue with simple sentences eg. (I can see the....) with a picture card at the end. Pupils to learn to read it, order it and complete the sentence



Writing

Assessment

| Emerging (22-36mths) | Expected (30-50mths) | Exceeding (40-60mths) |
|---|---|--|
| <p>Distinguishes between the different marks they make.</p> | <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places</p> | <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels and captions.</p> <p>Attempts to write short sentences in meaningful contexts</p> |



Writing

Assessment

| Emerging (30-50mths) | Expected (40-60+) | Exceeding (ELG) |
|---|--|--|
| <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places</p> | <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels and captions.</p> <p>Attempts to write short sentences in meaningful contexts</p> | <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> |

Number

Kippers Toy box

Count reliably with numbers

- Counting toys from the story
- Counting to 3— Goldilocks and three bears
- Counting the toys
- Order and sequence the toys from toy box
- Match toys to numerals
- Counting out from a larger group
- Ordering numerals - order the toys
- One more/one less
- Addition/Subtraction/Sharing toys
- Real life toy box questions.
- Making a toy number line
- 10s/5s frames
- Counting coins into piggy
- Sorting numerals and quantities

Use quantities and objects

- Counting objects from a larger group
- Sorting and grouping large amounts
- Sharing toys between friends
- Representing amounts - Concrete/Pictorial/Abstract
- Counting objects and matching to numerals (FS1 0-10/FS2 0-20)
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Shows an interest in number in the wider environment

- Numbers - Build a bear. How much does he cost? Numbers they can see in the shop, on the way/ bus/bus stop/price tags etc.
- Numbers in the outdoor rubbish dump/ recycling centre
- Number hunt outside
- Making price tags for toys

Use mathematical language

- Less than
- More than
- Count on
- Count back
- Pattern
- FS2 (Addition and Subtraction)
- Heavy
- Lighter
- Time - day, night, morning, afternoon, day, before, after
- Time - o'clock

Shows an interest in number problems

- Use the outdoor recycling centre to explore numbers and sorting
- How much would you need to buy ...toys?
- Use the outdoor stage - what score do you give and how many points does it add up to? Who has the highest score?

Outdoor Learning

Recycling centre
Sorting toys
Coins
Counting with money
Number hunt



Number



| <p>Emerging (22-36mths)</p> | <p>Expected (30-50mths)</p> | <p>Exceeding (40-60mths)</p> |
|---|--|--|
| <p>Knows that things exist, even when out of sight.</p> <p>Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.</p> <p>Says some counting words randomly</p> <p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> <p>Recites some number names in sequence.</p> <p>Creates and experiments with symbols and marks representing ideas of number.</p> <p>Begins to make comparisons between quantities.</p> <p>Uses some language of quantities, such as 'more' and 'a lot'.</p> <p>Knows that a group of things changes in quantity when something is added or taken away.</p> | <p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows an interest in number problems.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> | <p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> |



Number



| Emerging (30-50mths) | Expected (40-60+mths) | Exceeding (ELG) |
|--|--|---|
| <p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows an interest in number problems.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> | <p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> | <p>Children count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing</p> |

Shape/Measure

Kippers Toy box

Shows an interest in shape in the wider environment

- Look at different shapes in the environment
- Shape toy pictures
- What shapes are the fruits?
- Name the common 2d shapes
- Name the common 3d shapes
- Shape hunt
- Use shapes to build pictures and models

Shows an interest in simple pattern and colour

- Shape pattern pictures
- Sorting toys into categories/colours—does it have wheels etc.
- Bear patterns
- Patterns onto bears
- Patterns on a toy box
- Similarities and differences between toys
- How many ways can you sort the toys
- Teddy bunting with numbers and patterns
- Toys in different shape boxes

Uses mathematical language to talk about shape

- Square/circle/rectangle/triangle
- Sides/edges/faces - FS2
- Talk about what it is and what it isn't

Examples of language children might use

Straight Sides
Curved
Corner
Big little

Explores length, weight, capacity and time

- Measuring toys - can you order the toys by height
- Goldilocks — ordering size in role play area. Big /medium/ small
- Weighing/measuring porridge
- Weighing toys—which will be heavy/light
- Time - day, afternoon, morning, evening, tomorrow, yesterday, today, night
- Time - o'clock and half past
- Money - exploring coins and paying and receiving change
- Adding up money and simple coins — link to trip to build a bear — making price tags, spotting numbers.
-



Shape and Measure



| <p>Emerging (22-36mths)</p> | <p>Expected (30-50mths)</p> | <p>Exceeding (40-60mths)</p> |
|---|---|--|
| <p>Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.</p> <p>Uses blocks to create their own simple structures and arrangements.</p> <p>Enjoys filling and emptying containers.</p> <p>Associates a sequence of actions with daily routines.</p> <p>Beginning to understand that things might happen 'now'.</p> <p>Notices simple shapes and patterns in pictures.</p> <p>Beginning to categorise objects according to properties such as shape or size.</p> <p>Begins to use the language of size.</p> <p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p>Anticipates specific time-based events such as mealtimes or home time.</p> | <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses positional language.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> | <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways</p> |



Shape and Measure



| Emerging (30-50mths) | Expected (40-60+mths) | Exceeding (ELG) |
|--|--|--|
| <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses positional language.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p> | <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways</p> | <p>Children use everyday language to talk about size, weight, capacity, position distance, time and money to compare quantities and objects and to solve problems They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p> |

Toy Story

PSE - Relationships, Behaviour and Self-Esteem, Self Confidence

- Circle times - based on things that are happening in the classroom, school and wider world/community
- Have you filled a bucket - reintroduce with new children and reinforce with older pupils
- 100 Acts of Kindness - reintroduce and encourage pupils to beat their target from last term - talk about the different ways they can show kindness towards others as well as themselves
- Independence - helping a friend to put on their coat, peel their fruit etc.
- Mindfulness
- Class mantras - reinforce with older pupils and introduce to new pupils
- Star of the Week - introduce to the whole class - Star of the week/Day
- Weekly RE sessions
- Encourage pupils to ask each other questions - question what we think and do
- How do our actions and words hurt others?
- Moving on - looking at the next year and what it means to be growing up and setting new goals for ourselves
- Talk about feelings - how does what we do and say affect others?
- What are right and wrong choices - relate to Goldilocks and 3 Bears story

Knowledge of the World - People/Communities, The World and Technology

- Materials of different toys/ sorting
- Different species of bears
- Where do bears live?
- What's different/same about a teddy and a bear?
- Design a bear on ipad
- Junk modelling
- Recycling - sorting rubbish
- Why do we recycle?
- What does a bear need to survive?
- Past and present bears/toys
- How to build a bear?

Creative Development - Expression and Exploring Media

- Making a Forky
- Drawing/painting characters
- Making teddy bears
- Junk model toys
- Printing with wheels
- Making simple moving pictures and toys
- Making a range of puppets/puppet show
- Splat paint bear
- Paper plate bear
- Teddy bear ginger bread men
- Playdough—make a bear/ toy
- Make Mr Potato Head
-

Physical - Moving and Handling and Health and Self-Care

- Daily funky fingers - range of activities (drawing to music, scrunch paper, cutting, stacking, threading, dough disco, flipper flappers)
- Weekly funky fingers challenges - threading, weaving, dough, cutting, snipping, twisting, tweezers, pincers, drawing etc.
- Screw driver play set - can you twist and turn your hand
- Sweeping outdoors and window cleaning
- Nuts and Bolts set
- Toilet training new children
- Hygiene - washing hands before eating, washing hands after using the toilet, flushing the toilet, fingers away from mouths etc.
- Encourage pupils to eat fruit during the session - choose when you are hungry, get to know your body and how it feels, drinking milk and water to stay healthy and strong
- Using outdoor area to develop gross motor movements



Other Curriculum Elements



Enterprise

Parent Craft day

Forky - pupils to design and make own "Forky" from Toy Story to sell at Christmas Show day
Recycle plastic bottles for money - children to decide what to spend proceeds on

RE

Special People

Christmas

Divali

British Values and SMSC

As a British Citizen we will learn about respect for ourselves and each other. We will talk about how to respect the ideas and beliefs of others. As a British Citizen we will continue to work as a team to support each other with our learning challenges. We will talk about rules that help to keep us safe in the classroom and how our school rules help to make it a safe and happy place to learn.

Jigsaw PSHE

Being me in my World

Celebrating Difference