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|  | | ***Week1: 7th January 2019***  *Engage*  *Memorable experience*  *Finding children’s interest through enhanced provision.*  *F, ff, l and ll* | *Week 2:*  ***14th January 2019***  *Develop*  *S, ss j* | ***Week: 3:***  ***21st January 2019***  ***Develop***  ***V, w*** | *Week4:*  *28th January 2019*  *Develop*  *X, y* | *Week 5 :*  *4th February 2019*  *Innovate*  *Z, zz, qu* | *Week6:*  *11th February 2019*  *Express*  *Qu, sh* |
| ***Personal, Social & Emotional Development – New Beginnings*** | **Memorable experience**  **Go for a walk around the school, so the children can meet people who are there to help them. Ask each person to introduce themselves and explain what they do. Ask them to show the children the space where they work and some of the important things they keep there. Take a photograph of each person for the children to remember. Before walking around, ask the children to choose a partner or friend to hold hands with.**  **Things the children could do**  **Meet and talk to adults.**  **Choose a friend or partner.**  **Listen carefully to people speaking.**  **Take photographs of people they meet.**  **Look for signs and print in the environment and share the information with adults and each other.**  **Identify similarities and differences between the jobs people do.**  **Think how people help us at different times of the day.**  **Find out how people use different spaces.**  **ELG skills and Typical behaviours**  **ELG 08; PSED MR 8; PSED MR 9; PSED MR 16**  **• SMSC Sp 2; • SMSC So 1; • SMSC So 2; • SMSC So 3**  **You will need:**  **digital cameras**  **school staff**    **Questions to ask the children**  **Who are you going to choose as your partner?**  **Why did you choose that person?**  **Who might we meet?**  **What would you like to ask them?**  **Who did you enjoy meeting today?**  **What did you find out about them?**  **Who helps us at dinner time?**  **What would school be like without people to help us?**  **Jigsaw partners**  **Put out a range of jigsaws of different complexities. Display the instruction ‘Choose a friend to do a jigsaw.’**  **Observe**  **Do the children choose a friend to work with?**  **How well do they co-operate?**  **Can they resolve minor disagreements without adult intervention?**  **ELG 08; PSED MR 6; PSED MR 8; PSED MR 9; PSED MR 12; PSED MR 20**  **• SMSC So 3**  **Find a friend**  **Display ‘Friendship stop’ signs in the outdoor area. ‘Friendship stop’ signs are available on The Hub.**  **Observe**  **Do the children use the ‘Friendship stop’?**  **Do children help those who are standing at the ‘Friendship stop’?**  **ELG 08; PSED MR 8; PSED MR 12; PSED** | |  | **ELG 06**  Self-confidence and self-awareness  Enjoys responsibility of carrying out small tasks.  PSED SS 5  Can describe self in positive terms and talk about abilities.  PSED SS 10  Choose the resources they need for their chosen activities.  PSED SS 15  Talk about the things they enjoy  and are good at, and about the things they do not find easy.  PSED SS 19  What’s your job? Talk to the children about everyday jobs that need doing in the classroom. These might include, tidying the reading area or sweeping up the sand. Ask them ‘Which job would you like to do?’ and ‘Why would you be good at that job?’ Invite children to explain which resources they will need to do their job. Introduce a ‘Class jobs board’ and allocate responsibilities according to children’s preferences.  Practitioner note  Observe how the children react to the responsibility of carrying out small tasks and ask them to say what they have done well.  Rotate the jobs for variety.  • SMSC So 1; • SMSC So 3  Over time, take and display photographs of the children carrying out their responsibilities. Provide blank cards for children to add their name, captions or a label and match them to a picture.    **ELG 10;  L W 2; L W 11; L W 15; L W 18** | **ELG 07**  **Managing feelings and behaviour**  **Aware of own feelings, and knows that some actions and words can hurt others’ feelings.**  **PSED MFB 9**  **Understands that own actions affect other people.**  **PSED MFB 13**  **Talk about others’ behaviour and its consequences.**  **PSED MFB 19**  **Know some ways to manage their feelings and are beginning to use these to maintain control.**  **PSED MFB 26**  **Enemy pie! Read the story *Enemy Pie* by Derek Munson. Ask the children if they have ever had an enemy and how it felt. What happened? How did it make them feel? Ask them to think of reasons why people fall out with each other and what can be done to make an enemy a friend. Provide a selection of flat white pebbles (available from DIY stores) and write friendship and enemy words on them. Ask the children to decide if the pebbles go in the ‘Friendship pie’ or ‘Enemy pie’? Practitioner note Friendship words could include kind, happy, sharing, fun, helpful, friendly, caring, gentle, giving and truthful. Enemy words could include unkind, mean, lonely, sad and unhappy. • SMSC Sp 1; • SMSC Sp 3**  **Put pie dishes of different shapes and sizes in a mud kitchen with wooden spoons, water jugs, whisks and spatulas for messy pie play. Add varnished ‘Friendship pie’ pebbles for decorating. ELG 04; PD MH 18; PD MH 28; PD MH 37** | **ELG 08**  Making relationships  Can play in a group, extending and elaborating play ideas.  PSED MR 5  Takes steps to resolve conflicts with other children.  PSED MR 11  Play co-operatively.  PSED MR 12  Play group games with rules.  PSED MR 18  **Teamwork!** Play a variety of team-building games to encourage positive relationships. You could organise the children into one big circle, all holding hands. On your signal, the children pass a hoop around the circle without breaking hands. Note the time it takes for the hoop to return to its starting position. Repeat, trying to beat the time. For a more challenging team game, put children into groups of four or five and ask each group to stand around a small hoop. Explain to the children that when you signal, they need to huddle together and place one foot in the hoop, lifting up the foot that is outside of the hoop. The winner is the team who can keep their feet up the longest without falling over! **Practitioner note** Afterwards, ask the children what they think their team did well and suggest ways they might be able to improve next time. Observe how well children overcome disputes and disagreements in their play and which children can find a resolution or compromise. **• SMSC So 1; • SMSC So 3**  **Put a range of different sized and coloured hoops in the outdoors for children to create games and challenges. Encourage them to work in pairs or teams with the equipment.**  **ELG 08; PSED MR 5; PSED MR 11; PSED MR 12; PSED MR 18** |  |
| ***Communication Language & Literacy*** |  | | **ELG 01**  **Listening and attention**  **Listens to stories with increasing attention and recall.**  **CL LA 6**  **Two-channelled attention – can listen and do for short span.**  **CL LA 11**  **Listen to stories.**  **CL LA 13**  **Listen attentively with sustained concentration to follow a story without pictures or props.**  **CL LA 21Lost and found. Read the story Lost and Found by Oliver Jeffers. Ask the children ‘Have you ever felt lonely? How did it make you feel? Who helped you to feel better?’ Talk about why friends are important and how the children can be good friends to each other. Together, make a ‘Good friend checklist’. Practitioner note There is a lovely Channel 4 animation based on Lost and Found available on YouTube.• SMSC Sp 1**  **Play the instructions game! Explain to the children that they need to choose a partner to play the ‘Instructions game’. Every time they hear you give an instruction, they should follow it as soon as they can. Instructions might include: ‘Stand next to each other’, ‘Sit down’, ‘Stand back to back’ or ‘Hold hands’.  raise the children for following instructions quickly and safely. Practitioner note Start with verbal instructions and then try giving non-verbal instructions. For example, one hand in the air means ‘stop and listen’, patting the ground means ‘sit down’. Extend to two-part directions when the children are ready. For example ‘Hold hands and line up at the door’ or ‘Sit down and put your hands on your knees’.• SMSC So 1; • SMSC So 3**   * **Responds to simple instructions. CL U 7** * **Responds to instructions involving a two-part sequence. CL U 9** * **Follow instructions involving several ideas or actions. CL U 13** * **Carry out instructions which contain several parts in a sequence. CL U 17**   **Display ‘Instruction cards’ in the outdoor area for children to follow. ‘Instruction cards’ are available on The Hub.**    **ELG 02; CL U 7; C L U 9; CL U 13; CL U 17** | **ELG 02**  **Understanding**  **Beginning to understand ‘why’ and ‘how’ questions.**  **CL U 8**  **Listens and responds to ideas expressed by others in conversation or discussion.**  **CL U 12**  **Answer ‘how’ questions about their experiences and in response to stories.**  **CL U 14**  **Answer ‘why’ questions about their experiences and in response to events.**  **CL U 15**  **What is friendship? Invite the children to come and sit around a ‘friendship tree’. Hang ‘Friendship cards’, available on The Hub, on the tree. Encourage children to choose a card from the tree and read the question aloud to others in the group. Work together to try and answer the questions, giving their opinions and sharing their ideas. Allow the children to respond by drawing or writing using a range of lovely mark making materials. Practitioner note The ‘Friendship cards’ include questions such as ‘How can you show a friend that you care? What would your perfect friend be like? What can friends do together? What is a friend? and How do you help a friend that is upset?’ A video ‘Do you want to be friends?’ is available on The Hub to support this activity.• SMSC Sp 2; • SMSC So 1; • SMSC So 3** | **. ELG 02 Understanding**  **Beginning to understand ‘why’ and ‘how’ questions.**  **CL U 8**  **Listens and responds to ideas expressed by others in conversation or discussion.**  **CL U 12**  **Answer ‘how’ questions about their experiences and in response to stories.**  **CL U 14**  **People who help us. Show the children the video ‘People who help us’ available on The Hub. After watching the video ask the children to recall some of the information. For example ‘What are the emergency services?’ and ‘Why are the police important?’ Encourage the children to share any experiences they** **might have had with the emergency services and encourage them to ask any questions they have. Provide a range of pictures for the children to look at and** **respond in writing, drawing and through role play.**  **Practitioner note**  **A range of ‘Emergency services images’ and an ‘Emergency services’ banner are available on The Hub. Be aware of children who have had a difficult experience of the emergency services.• SMSC Sp 2; • SMSC M 5;**  **Create emergency services small world scenarios for the children to explore.**    **ELG 17;  EAD Bl 10; EAD Bl17 32; EAD Bl 18** | **ELG 03**  **Speaking**  **Builds up vocabulary that reflects the breadth of their experiences.**  **CL S 15**  **Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.**  **CL S 20**  **Develop their own explanations by connecting ideas or events.**  **CL S 28**  **Recount experiences and imagine possibilities, often connecting ideas.**  **CL S 30**  **Have you filled a bucket today? Read the story Have You Filled a Bucket Today? by Carol McCloud. After reading, allow the children time to discuss their thoughts and ideas in response to the story. Give them chance to clarify their understanding by asking questions and reinforcing the meaning of the terms ‘bucket filler’ and ‘bucket dipper’. Encourage the children to share an example of a time they were a ‘bucket filler’.**  **Practitioner note**  **Provide a brightly-coloured bucket and different coloured ‘warm fuzzies’ (pompoms). When you observe the children being kind, or helpful to others, give them a warm fuzzy to put in the bucket. At the end of each day, count how many are in the bucket. Perhaps when the bucket is full, the children could choose a special activity as a reward?**    **• SMSC Sp 1; • SMSC So 1**  **Display the ‘Be a bucket filler’ banner with blank ‘Fuzzy-shaped writing cards’. Ask the children to write their suggestions for being a bucket filler on the cards and put them in a bucket, ready to read at the end of each day. Did the children have any good suggestions for how to be a bucket filler? Both resources are available on The Hub.**    **ELG 10; L W 2; L W 12; L W 15; L W 18**  **This Innovate stage invites children to create different friendship scenarios using Jelly Babies sweets**  **During this Innovate stage children will:**  **choose a partner to work with**  **explain what they think friendship is**  **draw a picture to show their ideas**  **create friendship scenarios using Jelly Babies**  **take a digital photograph**  **write a caption for their photograph**  **What does friendship look like?**  **Stand Jelly Babies on a table top before the children arrive (you might need to stick them down with sticky tack!)**  **Explain that this is the Jelly Babies school playground. Ask ‘What games could the Jelly Babies play?’ Allow time for the children to discuss their thoughts and ideas and begin to move the Jelly Babies around to show different scenarios.**  **You could display photographs of the children themselves playing games to inspire their thinking, for example, two children playing a ball game, a group of children playing a circle game or a line of children holding hands.**  **If you don’t want to use Jelly Babies, use small world figures or soft toys.**  **You will need:**  **‘bags of Jelly Babies, small world figures or soft toys**  **photographs that show friends in different scenarios alternatively a selection of ‘Friendship scenarios’ are available on The Hub**  **digital cameras** | Communication and language  ELG 03  Speaking  Builds up vocabulary that reflects the breadth of their experiences.  CL S 15  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  CL S 20  Develop their own explanations by connecting ideas or events.  CL S 28  Recount experiences and imagine possibilities, often connecting ideas.  CL S 30  Friendship recipe! Present the children with a brightly- coloured mixing bowl and explain that they are going to help you create a friendship recipe. Display smaller jars with labelled ‘ingredients’ such as kindness, understanding, laughter, love and fun for them to choose. Invite the children to help you add a pinch of this and a dash of that before stirring up the mixture and pouring into a loaf tin. Ask them to explain their choices as they add the different ingredients. You may want to add some ingredients to avoid such as sadness and bossy.  Practitioner note  ‘Bake’ the recipe to create a ‘friendship loaf’ that can be sliced up and shared between the children. ‘Labels for jars’ are available on The Hub. |
| ***Physical Development*** | | **NUFC,**  **Multi skills** | **NUFC**  **Multi skills**  **Display the children’s ‘Good friend checklist’. Leave a space for children to sign their names.**    **ELG 04;  PD MH 19; PD MH 32; PD MH 38; PD MH 40**  **Draws lines and circles using gross motor movements.**  **PD MH 17**  **Holds pencil between thumb and two fingers, no longer using whole-hand grasp.**  **PD MH 19**  **Shows a preference for a dominant hand.**  **PD MH 29**  **Handle pencils effectively for writing.**  **PD MH 38**  **Hold paper in position and use their preferred hand for writing, using a correct pencil grip.**  **PD MH 40**  **Circles and spirals. Prepare a large sheet of paper with pre-drawn circles and spirals in a range of different sizes. Offer pencils, chalk and marker pens for the children to draw over the pre-drawn circles and spirals. Demonstrate how to use a tripod grip to help the children make their marks more accurate and follow the lines with control. Let them work together to draw over all the lines and display their works of art around the setting. Practitioner note Challenge older children to use both a clockwise and anti-clockwise movement. Children will have to co-operate to find space to draw, decide which circles and spirals they want to trace over and share the drawing and mark making materials.• SMSC Sp 3; • SMSC Cd 4**  **Leave rolls of paper in the outdoor area with a range of drawing materials for children to create large scale patterns, shapes and marks independently.**  **ELG 04; PD MH 17; PD MH 19; PD MH 29; PD MH 38; PD MH 40** | **NUFC**  **Multi skills**  **ELG 05**  **Health and self-care**  **Zip it! Offer washing baskets filled with clothes that have zips, buttons, press studs and ties for the children to dress up in and fasten. Observe what the children can do independently and where they need help. Encourage the children to help each other get dressed. Why not have a race to see who can put their own coat on and fasten it up? Or challenge the children to help someone else get dressed. Practitioner note Enhance, by placing a range of dressing up clothes in the role play area for children to get dressed and undressed. Children should be encouraged to dress themselves as part of the everyday routine, particularly when getting ready at the end of the day or after a PE session.• SMSC So 3**  **Fill a Tuff Tub with different types of fastenings for the children to explore. Provide cut out old button holes, toggles, press studs, laces, zips and Velcro.**  **ELG 04; PD MH 18; PD MH 28; PD MH 34** | **NUFC**  **Multi skills** | **NUFC**  **Multi skills** | **NUFC**  **Multi skills** |
| ***Literacy*** | Phase 3 Phonics  Rhyme and Syllable counting | | **Phase 3 Phonics**  **Rhyme and Syllable Counting**  **ELG 10**  **Writing**  **Sometimes gives meaning to marks as they draw and paint.**  **L W 2**  **Attempts to write short sentences in meaningful contexts.**  **L W 12**  **Write simple sentences which can be read.**  **L W 15**  **Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.**  **L W 18**  **Who’s who? Spread photographs of people who help us in school on a table top. Ask the children to choose a photo and say who it is and how they help. Ask them to write a simple sentence about the person to explain what they do. Encourage the children to say their sentence aloud before writing. Model examples to help – ‘This is Mrs Ahmadi, she is a dinner lady’ or ‘This is Mr Johnson, he is a caretaker.’ For younger or less able children, support them by scribing their ideas. Practitioner note Laminate the children’s work and create a ‘Who’s who?’ directory for display.• SMSC Sp 2; • SMSC Sp 3**  **Display a range of non-fiction books about people who help us, for children to look at, read and share. The *People Who Help Us* books by Amanda Askew cover a range of occupations.**  **ELG 09; L R 15; L R 26; L R 30; L R 34** | **Phase 3 Phonics**  **Rhyme and syllable counting**    **ELG 10**  **Writing**  **Sometimes gives meaning to marks as they draw and paint.**  **L W 2**  **Attempts to write short sentences in meaningful contexts.**  **L W 12**  **Write simple sentences which can be read.**  **L W 15**  **Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.**  **L W 18**  **Colin and Lee. Read the story, *Colin and Lee*, *Carrot and Pea* by Morag Hood. After reading, ask the children questions that help them think about the book’s message. For example ‘Do friends have to look the same?’ and ‘Do friends have to like the same things?’ Ask the children to pair up with a friend and think how they are the same or different. After explaining their ideas, take a digital photograph of the pair and ask the children to write, copy or say a sentence to explain their similarities or differences. Print the photos and display with the children’s sentences. Practitioner note ‘Photograph frames’ for mounting the children’s pictures, are available on The Hub. • SMSC Sp 1; • SMSC So 1; • SMSC So 3**  **Offer green and orange play dough and googly eyes for children to make Colin, Lee and their friends, from the book.**  **ELG 17; EAD Bl 12; EAD Bl 13; EAD Bl 19; EAD Bl 25** | **Phase 3 Phonics**  **Rhyme and syllable counting** | **Phase 3 Phonics**  **Rhyme** | Assessment  **Literacy**  **ELG 10**  Writing    **Sometimes gives meaning to marks as they draw and paint.**  **L W 2**  **Attempts to write short sentences in meaningful contexts.**  **L W 12**  **Write simple sentences which can be read.**  **L W 15**  **Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.**  **L W 18**  **Thank you! Ask the children to write a thank you letter to someone who helps them at home. Encourage the children to think of how the person helps them and include those ideas in their letter. For example ‘Dear Mum, thank you for helping me with my homework’ or ‘Dear Grandad, thank you for fixing my bike’. Younger children could draw a picture of their chosen family member and copy the words ‘thank you’. Practitioner note Encourage the children to decorate their letters with a fancy border, write the recipient’s name and address on an envelope and put the letter inside. Maybe you could walk to the local post box to post them? Or simply hand them over with a thank you smile!• SMSC Sp 3**  **Provide blank ‘Thank you notelets’ for children to write messages to people who help them in school. Display a post box for posting or allow the children to deliver them by hand. ‘Thank you notelets’ are available on The Hub.**  **ELG 10; LW 2; L W 12; L W 15;  L W 18** |
| ***Guided reading*** |  | | **ELG 09**  Reading  Listens to stories with increasing attention and recall.  L R 11  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  L R 25  Demonstrate understanding when talking with others about what they have read.  L R 32  **The lion and the mouse!** Read Aesop’s fable, *The Lion and the Mouse* to the children. After reading, ask them to think of words to describe the two characters. Was the lion angry, sad, happy or all three? Was the mouse helpful, kind or brave? As the children suggest words, record them by writing them down on cards and displaying them next to the ‘Character images’ available on **The Hub**. Why not add a third character – the children themselves. What words would they use to describe themselves? **Practitioner note** Children can write a list of the characteristics they think they have. **• SMSC Sp 1; • SMSC Sp 3**  **. Display photographs of the children with their lists for them to revisit and read independently.**    **ELG 09; L R 13; L R 25; L R 31; L R 33** | **Display the ‘Friendship cards’ for children to read independently.**    **ELG 09; LR 13; L R 24; L R 30; L R 34** | **.** |  |  |
| ***Mathematical Development*** | | Numbers: counting and recognition    Numbers (Using numbers 1 – 10) Children count reliably with numbers from 1 to 10 Recognises numerals 1 to 10. Counts out up to 10 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 10 objects. Counts objects to 10. Counts an irregular arrangement of up to 10 objects. | . Numbers: counting and recognition  . **ELG 11**  Numbers  Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.  M N 16  Solve problems by sharing.  M N 45  Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.  M N 47  **One for me, one for you!** Working with pairs of children offer a group of objects which can be divided. Ask the children to count how many items in total you have put out on the table. Then explain that they need to share the objects fairly between them. Ask questions to prompt children’s thinking, for example ‘If there are four sweets altogether, how many sweets are there each?’ The children can then practise sharing the objects out, one at a time. **Practitioner note** Objects could include sweets, counters, shells, brightly- coloured counting figures or coloured pebbles. **• SMSC So 1; • SMSC So 3**  Offer tubs of interesting items that the children can use to practise sharing. Set out hoops, baskets or jars for sharing items into.    **ELG 11; M N 16; M N 45; M N 47** | Numbers: counting and recognition   ELG 12  **Numbers (Using numbers 1 – 10) Children count reliably with numbers from 1 to 10 Recognises numerals 1 to 10. Counts out up to 10 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 10 objects. Counts objects to 10. Counts an irregular arrangement of up to 10 objects.** | Shape, space and measures: size, weight and capacity  Beginning to talk about the shapes of everyday objects.  M SSM 12  Orders two or three items by length or height.  M SSM 16  Use everyday language to talk about size.  M SSM 23  Estimate, measure, weigh and compare and order objects and talk about properties, position and time.  **M SSM 36**  Big foot! Invite children to compare hand and foot sizes by pressing them in trays of paint and printing them on sheets of paper. Encourage children to say whose hand or foot is the biggest and smallest. Develop this activity by showing children how to work in pairs, to draw around and then cut out, each other’s hands and feet.  Practitioner note  Encourage the children to use the language of size, including smaller, bigger, longer and shorter. Observe children’s interests. Do they want to explore hand and feet sizes of other children or adults in school?  • SMSC Sp 2; • SMSC So 3  Place damp sand in a Tuff Tub. Display the questions ‘Can you make a footprint?’ and ‘Who has the biggest footprint?’    ELG 12; M SSM 12; M SSM 16; M SSM 23; M SSM 36 | **Shape, space and measures: size, weight and capacity**  **Shape, space and measures**  **Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.**  **M SSM 9**  **Beginning to use mathematical names for ‘solid’ 3-D shapes and ‘flat’ 2-D shapes, and mathematical terms to describe shapes.**  **M SSM 13**  **Describe shapes using mathematical language.**  **M SSM 35**  **Estimate, measure, weigh and compare and order objects and talk about properties, position and time.**  **M SSM 36**  **Shapes sort. Set up space outdoors with a selection of 2-D and 3-D shapes, baskets and hoops. Explain to a small group of children that you need some help to tidy and sort the shapes, but you don’t know how to do it. Ask the question ‘Can you help me sort these shapes?’ Listen to the children’s suggestions and encourage them to work together to sort them. Model shape-related vocabulary while carrying out the task and help the children to use it in their talk and conversations. Practitioner note After sorting, children could make labels for the baskets and hoops to show how they have sorted them. • SMSC So 1; • SMSC So 3**  **Offer a range of 2-D and 3-D shapes for children to build with.**  **ELG 12; M SSM 9; M SSM 13; M SSM 35; M SSM 36** | Shape, space and measures: size, weight and capacity  **Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems. Orders two or three items by length or height. Orders two items by weight or capacity.** |
| ***Knowledge & Understanding of the World*** | What is it?  Arrange a collection of objects related to people who help us in school. Objects could include a sweeping brush, apron, whistle, telephone, hi-vis jacket, bell and first aid kit.  Observe  Do the children know what the objects are?  Can the children say how the objects are the same or different?  Can the children explain how to use the objects?  ELG 14; UW TW 4; UW TW 8; UW TW 10; UW TW 21  • SMSC Sp 2 | | **ELG 13**  People and communities  Remembers and talks about significant events in their own experiences.  UW PC 6  Enjoys joining in with family customs and routines.  UW PC 10  Say how others are the same or different to them.  UW PC 16  Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.  UW PC 22  **People who help me at home.** Read the stories, *My Mum* by Anthony Browne and *Superhero Dad* by Timothy Knapman to stimulate conversations about people who help the children at home. Ask ‘Who helps you?’ and ‘How do they help you?’ Allow the children time to share their experiences and routines, and compare them to each other. For example, ‘Jake’s mum puts him to bed, but Mia’s dad puts her to bed’. Offer drawing and mark making materials for the children to respond to the stories and conversation. **Practitioner note** Be sensitive to the fact that some children may not have typical routines or circumstances. **• SMSC So 1; • SMSC So 3** | **ELG 14**  **The world**    **Looks closely at similarities, differences, patterns and change.**  **UW TW 8**  **Say how living things are the same or different.**  **UW TW 12**  **Be familiar with basic scientific concepts.**  **UW TW 22**  **Same or different? Explore similarities and differences between the children, including eye and hair colour, height and age. Challenge them to work in pairs and find similarities and differences between them. Model some examples to start with, for example, ‘Maisy has blonde hair and Bo has brown hair.’ When children have identified similarities and differences between their pair, make the groups bigger – it makes the activity much more challenging! Can they do it?**    **Practitioner note Encourage children to see that despite our similarities and differences, we are all special and unique.**      **• SMSC Sp 2; • SMSC So 1; • SMSC So 3**  **Display a range of non-fiction books about people and communities from around the world. Display the question ‘How are we the same or different?’**    **ELG 13; UW PC 8; UW PC 16; UW PC 18; UW PC 19; UW PC 22** | . **ELG 15**  **Technology**    **Knows how to operate simple equipment.**  **UW T 3**  **Interacts with age-appropriate computer software.**  **UW T 8**  **Select and use technology for a particular purpose.**  **UW T 11**  **Select appropriate applications that support an identified need.**  **UW T 13**  **Smile! Show the children how to take a digital photo of a friend and check to see if they are happy with it. Ask ‘Do you like the picture or do you want to take it again?’ Help the children to upload their images to a computer before printing. Mount the children’s photographs on a card and ask the child to write a label for their picture. Why not print them on A4 paper, laminate them and use them as placemats at lunch time? Practitioner note Use age-appropriate software to edit and enhance images or create a simple PowerPoint slideshow with captions such as: ‘This is Ava. She is my friend. By Katie.’• SMSC Sp 3; • SMSC So 3**  **Provide a digital device for the children to take photographs with. Display the question ‘Can you take a photograph that shows friendship?’**  **ELG 15; UW T 3; UW T 8; UW T 11; UW T 13** |  | .    . |
| ***Creative Development*** | Set up a small world ‘people who help us’ Tuff Tub. Themes might include ‘Emergency services’ or ‘At the hospital’.  Observe  Do the children recognise the themes?  Do they add narrative to their play?  Do they create imaginative scenarios based on first-hand experiences?  ELG 17; EAD Bl 9; EAD Bl 10; EAD Bl 16; EAD Bl 18  • SMSC Sp 2; • SMSC Sp 3; • SMSC So 4 | | **.** **ELG 16**  Exploring and using media and materials  **Explores colour and how colours can be changed.**  **EAD EUMM 11**  **Explores what happens when they mix colours.**  **EAD EUMM 20**  **Experiment with colours.**  **EAD EUMM 35**  **Through their explorations they find out and make decisions about how media and materials can be combined and changed.**  **EAD EUMM 41**  **Friendship colours. Ask the children to choose a friend to work with and give each pair a large sheet of paper to decorate. Offer red, blue and yellow, ready-mixed paint in pots and large brushes. Ask the children to choose a colour and use the broad brush to paint the palm of one hand. Ask ‘What colour have you chosen?’ and ‘What do you think will happen if you hold hands?’ Allow the children to hold ‘painty’ hands and see what happens! Children can print their handprints onto paper to make patterns. Practitioner note Develop the activity to create shades and tints of colour, giving one child a primary colour and the other choosing black or white paint. Children can cut around their handprints and display them as ‘leaves’ on a class friendship tree.• SMSC Sp 3; • SMSC Cd 4**  **Offer trays of primary coloured, ready-mixed paints with a range of loose parts for printing fun. Cotton reels, play dough stamps and fingers make great printing tools!**    **ELG 16; EAD EUMM 11; EAD EUMM 20; EAD EUMM 35; EAD EUMM 41** | **ELG 16**  **Exploring and using media and materials**    **Taps out simple repeated rhythms.**  **EAD EUMM 9**  **Explores the different sounds of instruments.**  **UEAD EUMM 19**  **Make music.**  **EAD EUMM 29**  **The gathering drum. Invite a small group of children to sit around a gathering drum. Allow them to put their hands on the drum and tap their fingers gently. Set a single pulse with alternate hands (left, right, left, right) for them to follow. Children can explore the different sounds of the drum by playing with fingertips, flat hands, thumbs or a gathering drum mallet. Encourage the children to use the drum to make up new rhythms. Practitioner note Gathering drums are available online, and are a good investment as you can use them in many different ways. Create sounds to accompany stories, tap out syllables in names and other words and use as a stimulus for movement and dance work. • SMSC Sp 3; • SMSC Cd 4**  **Display a range of percussion instruments for children to continue their explorations of rhythm. You can also make ‘mini drums’ using yoghurt pots, greaseproof paper and elastic bands.**    **ELG 16; EAD EUMM 9; EAD EUMM 19; EAD EUMM 29** | **ELG 17**  **Being imaginative**  **Uses movement to express feelings.**  **EAD Bl 4**  **Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.**  **EAD Bl 14**  **Show me! Invite the children to join in with the drama game ‘Show me!’ Explain that you will say something which they have to ‘act out’ or ‘show me’. Give instructions such as ‘Show me playing with a friend’ or ‘Show me helping a friend when they’re sad.’ Choose children who do this well, to show others their actions and explain what they are doing. You can do this as a freeze-frame if children are able. Practitioner note ‘Show me… ideas’ are available on The Hub. • SMSC Sp 1; • SMSC Sp 3**  **Display a range of different shaped and sized mirrors for children to explore their friendship actions and poses. ELG 17; EAD Bl 4; EAD Bl 14** |  | **Expressive arts and design**  **ELG 16**  Exploring and using media and materials  Realises tools can be used for a purpose.  EAD EUMM 17  Uses simple tools and techniques competently and appropriately.  **EAD EUMM 25**  **Safely use tools.**  **EAD EUMM 33**  **Develop their own ideas through selecting and using materials and working on processes that interest them.**  **EAD EUMM 40**  **Hearts! Give the children a range of heart-shaped cutters, salt dough, rolling pins, pencils, wooden spoons and baking trays. Let the children roll the dough, cut out shapes and make a hole in the top of each one. Observe how they select and use tools to suit a purpose. Bake the shapes until hard then provide a range of different coloured paints for the children to decorate. Ask the children who they would like to give their heart to and say why. Give the children a length of string or ribbon to thread through the hole and tie in a knot so the gift can hang on a peg or nail. Practitioner note Threading the ribbon through the hole and tying a knot may be tricky. Show the children what to do then let them try for themselves. Remember, practice makes perfect!• SMSC Sp 3; • SMSC Cd 4**  **Provide a range of coloured play doughs, rolling pins and different shaped cutters for children to practise rolling and cutting out shapes.**  **ELG 16; EAD EUMM 17; EAD EUMM 25; EAD EUMM 33;  EAD EUMM 40** |
| ***Religious Education*** | | Why is a palm cross a special symbol, or reminder for Christians? | Why do you think Christians sing some Palm Sunday songs? | How do Christians use crosses to celebrate Easter at home and at church? | Why do you think Easter is a happy celebration for Christians? | Why do Christians use an egg to symbolise Easter? | What do Christians learn from God? |

Continuous Provision

Writing Area Make word wands by writing friendship words on stars, then laminating and sticking them onto dowling rods. Store them in a glittery jar for the children to choose. Encourage children to use the words in their own independent writing. Line the bottom of a Tuff Tub with shiny paper and put a mixture of sand and glitter over the top. Provide name and pattern cards for the children to copy into the sand and glitter. Offer blank cards and pencils for children to draw their own patterns for others to copy.

Stick photographs of three children on a display board with the heading: Ask me a question. Provide sticky notes and dry wipe boards for the children to write questions on. Share the questions during circle time. Change the photographs every day. Write letters on flat pebbles and display them in a ‘sharing basket’. Encourage the children to work in pairs to make names, words and phrases with the letters.

Creative Area

Provide mirrors, paper and pots of different drawing materials for children to draw portraits of themselves and their friends. Encourage the children to name their pictures and display them as part of a class gallery. Offer collage materials, scissors, glue and spreaders for collage making. Display photographs of the children as inspiration for making collage portraits of each other. Provide creative activities for pairs to complete. Offer oasis, flowers and foliage for flower arranging or pipe cleaners and beads for making friendship bracelets. Provide musical instruments and named photographs of every child. Show the children how to play a name (e.g. Rebecca has three beats) then let the children use the instruments to explore other children’s names. Pour poster paint in shallow trays and provide rolls of lining paper to make colourful handprint banners together.

Construction and small world area

Make ‘mini-me’ blocks of people who help the children in school by sticking laminated photographs of their faces to wooden building blocks. Encourage the children to include these in construction play.

Provide a variety of construction materials. Add daily challenge cards that begin with phrases such as: ‘Can you make a…?’ or ‘Work with a friend to build a…?’ For example, ‘Can you make a tower as tall as your friend?’ or ‘Can you make a tent for you and your friends to sleep in?’ Display sets of small world people for children to use in imaginative play. Display the question: Can you tell a story about a group of friends?

Reading area

Display special books and stories on the theme of friendship for the children to look at independently. Use cushions, throws and fairy lights to create a cosy reading area for pairs and small groups of children.

Make a special display about you to help the children get to know you better. Include your name, photographs with captions and labelled pictures of the things you like and don’t like. If you are brave, leave sticky notes for the children to write questions on and answer them in circle time.

Buy or make rhyming picture cards (box/fox, hat/cat) and ask the children to work in teams to match the cards. Put a timer on the table with the question: Is it quicker to work together?

Mathematics area

Laminate photographs of the children in groups of 1–20 and provide numerals from 1–20 for them to match. The children can estimate how many children are in each picture then check their answers by counting. Buy or make dominoes that have a mixture of numerals and dots. Encourage the children to play in pairs and take turns. Ask the children to work in pairs to make repeating patterns on an overhead projector. Offer loose parts such as coloured bottle tops, glass beads, lolly sticks, pebbles, leaves, shells, seeds, straws and plastic bottles. Display a two-column chart with the headings ‘Yes’ and ‘No’. Ask a question each day to find out children’s likes and dislikes. Provide cut-outs of the children’s faces with sticky backs so they can put their face in the right column. Questions might include: Do you like football? Do you like baked beans? Do you like cats? Encourage children to count the numbers in each column.

Outdoor area Make ‘friendship stops’ for children to stand at when looking for someone to play with. Encourage children to look out for other children who might need a friend during outdoor play. Place ‘litter’ around the outdoor area, such as crisp packets, lolly sticks, sweet wrappers and plastic bottles. Add a range of cleaning equipment, such as brushes, plastic bins, litter pickers and wheelbarrows. Encourage the children to be helpful and work together to tidy up the area. Praise their tidying up. Provide matching sets of equipment for children to play together and move in different ways. You could try space hoppers, stilts, balance bikes, cheerleading pom-poms or ribbon wands.

**Role play area** Tea for two! Set up a café with tables and chairs. Provide teapots, teacups and pretend cupcakes. Set up a fully equipped mud kitchen outdoors for children to play together. What can they serve up? Mud pies, fried mud and muddy pancakes. Yum! Ask the children to decide what should be in the role play area. Note down the children’s interests then set up the chosen role play area during the topic.

**Sand and water area** Provide a Tuff Tub of sticky sand, pictures of large sandcastles, moulds and tools. Display the instruction: Choose a friend to build a sandcastle with. Provide sponges, egg cups, a teacup, spoons, plastic pipettes and a large bucket in the sand and water trays. Ask: How many egg cups of sand does it take to fill the bucket? How many sponges of water does it take to fill the teacup? Display a ‘challenge card’ that says: What else could you work out? Provide individual sand trays, a range of natural materials (stones, shells, leaves and twigs) and photographs of adults from the setting. Encourage the children to make portraits of the adults using the materials provided. Why not take photographs of the portraits and make an alternative staff display board?

**Investigation area** Take pictures of children’s smiles and make them into a book called, ‘Whose smile?’ Can the children guess who each smile belongs to? Whose eyes are these? Take and display photographs of the children’s eyes. Provide sticky notes for children to add labels. Put chocolate, coffee, soap, fresh flowers and toothpaste into small numbered pots. Cover the top of each pot with fabric – opaque tights work best! Let the children sniff, guess, choose a favourite and share their ideas with friends.  
**Warning: check for allergies first.**