

CONTINUOUS PROVISION /  
ENHANCED PROVISION MEDIUM TERM PLANNING IDEAS /  
POSSIBLE TEACHING OPPORTUNITIES:

AUTUMN 2 2021

# Terrific Tales



# CONTINUOUS PROVISION

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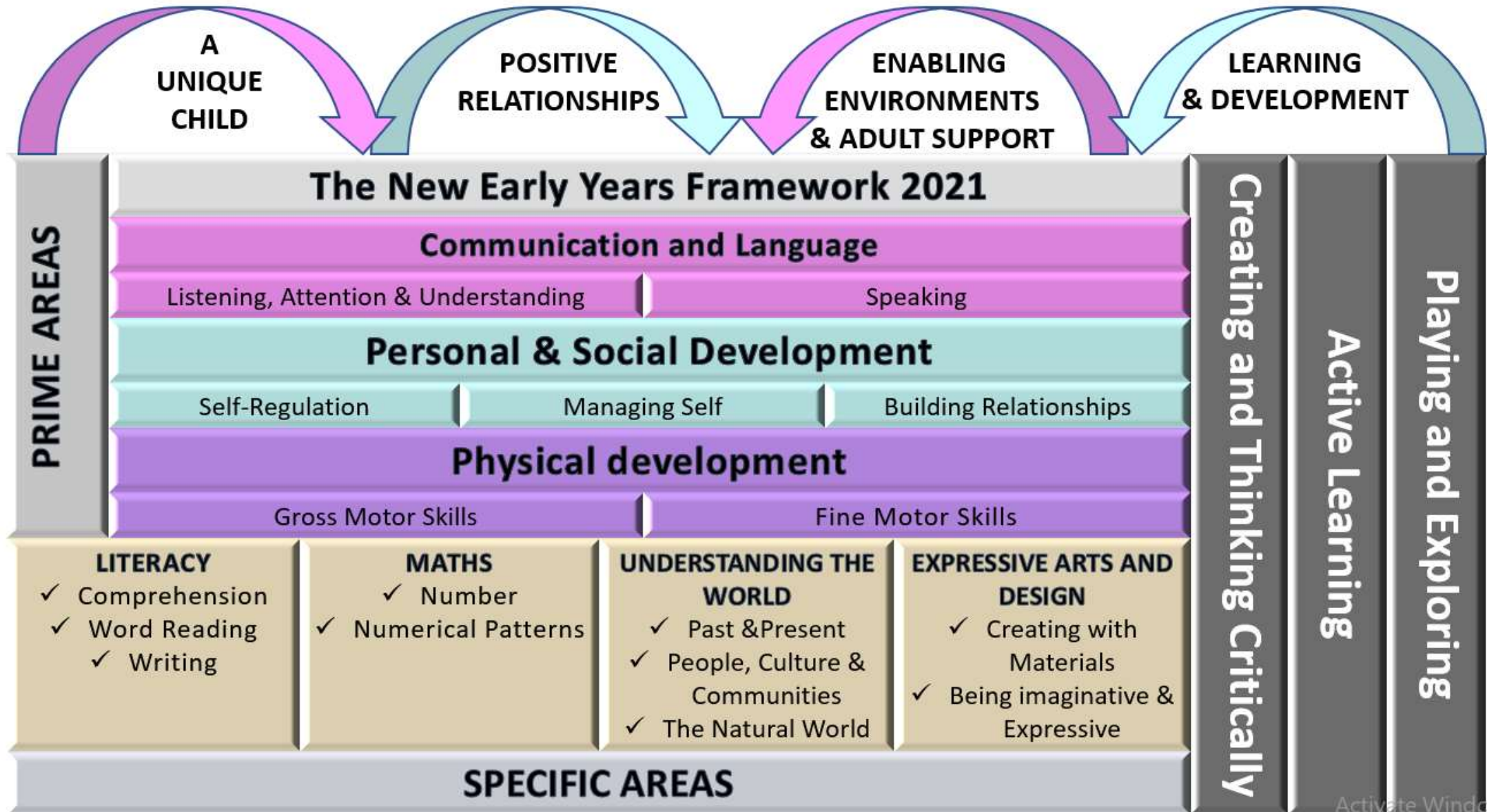
### What is Continuous Provision?

All activities available each day that provide continuous and constant opportunity for discovery across all areas of the EYFS Framework (including COEL) which allows *a//* children to explore their individual interests, start their own learning projects or consolidate their learning at their own pace and freewill – where ever their starting points. These may be adapted throughout the year to allow progression but should not change too frequently - it is important that they can rely on the same/similar resources always being available to them to ensure familiarity.

Continuous provision **MUST** meet the needs of your children at that current time.

### And Enhanced ideas/provocations...?

‘Enhancements’ are the ‘cherries on top’. Those activities that ignite extra daily excitement and lead to super learning experiences that the children can develop on their own and alongside peers. These ideas may be part of a current class topic... or they may literally be a one off due to children’s interests or topical theme.







# CONTINUOUS PROVISION

## Terrific Tales



### ROLE PLAY IDEAS:

- FAIRY TALE COTTAGE -THREE BEARS / HANSEL & GRETAL
- CASTLE: CINDERELLA / JACK AND THE BEANSTALK
- SANTA'S WORKSHOP / ELVES GROTTO / SLEIGH BELLS / MUSIC
- CRIME SCENE: THREE BEARS COTTAGE: DETECTIVES! NOTE PADS / NEWS BROADCASTS
- DIWALI/ CHRISTMAS AT HOME; DECORATE THE HOUSE / TREE / PLAN A PARTY
- BAKERY: MAKING BREAD / GINGERBREAD; ADD SCENTS / TEXTURES
- TOY HOSPITAL: LINK TO LOOKING AFTER THINGS / SANTA'S WORKSHOP
- CHRISTMAS COFFEE SHOP (ASK COSTA FOR RESOURCES) – MONEY / POURING STATION
- NATIVITY TABLEAUX / MUSIC / PROPS AND DRESSING UP
- POST OFFICE: CHRISTMAS CARDS / LETTERS TO FRIENDS

### THINGS YOU MAY NEED:

DRESSING UP CLOTHES, DRAPES, CLOAKS, MASKS, HATS  
TEDDY BEARS / VARIETY OF DOLLS / DIFFERENT CULTURES  
CHRISTMAS TREE / DECORATIONS / BAUBLES / LIGHTS / TINSEL  
WRAPPING PAPER / BOXES / CHRISTMAS CARDS – NEW AND OLD  
WRITING PAPER AND ENVELOPES  
FLOUR, FOAM, OATS, GELLIBAFF, WATER BEADS, DRIED PEAS, HARICOT BEANS,  
POLICE TAPE / DANGER SIGNS / COFFEE CUPS / CLIPBOARDS /  
TEAPOTS / JUGS / DIFFERENT SIZED BOWLS / CHAIRS / BEARS  
POTS AND PANS  
STORY BOOKS – EVERYWHERE!

*Sand and water are super resources for play and completely open ended. Children can determine the direction and level of their own play and can often play for hours in these areas. There is no right or wrong way to play with these raw and basic materials – anything goes! Children can become highly engaged when playing in these areas as they promote experimentation, design, curiosity and imagination!*

## WATER ACTIVITIES

- FOAMY FUN: USE WHISKS & ADD COLOURS: CLEAN THE CARS AT THE CAR WASH
- FLOATING & SINKING: MAKE PREDICTIONS ON A CLIPBOARD
- FILL CUPS & CONTAINERS BY SQUEEZING SPONGES: RACE AGAINST THE CLOCK
- SYRINGES / TUBES: AIMING AT TARGETS
- PAINT THE ICE CUBES / ADD SALT
- DYE THE WATER BLACK: WHAT CAN YOU FEEL UNDER THE WATER – GUESSING GAME
- ADD GELLIBAFF AND LOTS OF SMALL WORLD ANIMALS
- FREEZE THE WATER BEADS!
- SOAP AND SPONGES: SOAP IN PUMP ACTION CONTAINERS: DIFFERENT SCENTS
- FREEZE SMALL WORLD CHARACTERS INTO ICE: CHILDREN TO SET THEM FREE USING MINI HAMMERS OR LUKE WARM WATER: STEM ACTIVITY
- LEAVES, PETALS, STONES IN THE WATER: SIEVES AND SPOONS

## SAND ACTIVITIES

- SIEVE FOR TREASURE: SORT THE RED / BLUE COUNTERS OR 2D SHAPES
- PATTERNS; USE COMBS, FORKS ROCKS, RAKES, MASHERS ETC... TO CREATE SAND PATTERNS
- TRICKY WORDS ON COOKIES IN THE SAND; FIND THEM AND READ THEM
- TUBES, FUNNELS, SCOOPS, JUGS, SPOONS AND CUPS: LOTS OF POURING / COMPARING
- ADD GLITTER FOR A CHRISTMAS SPARKLE
- ULTIMATE SANDCASTLES: WITH FLAG, SPARKLES, SIGN POSTS, SMALL WORLD FIGURES AND LEAVES.... TAKE PHOTOS / AND CREATE AN ESTATE AGENTS TYPE COMMENTARY
- LETTER FORMATION: LETTERS OF THE DAY / WEEK – HOW MANY DO YOU KNOW?
- COINS AND METAL OBJECTS / NON-METALLIC OBJECTS: USE MAGNETS TO SORT
- COLOURED SAND: ADD NUMBER PEBBLES- CHILDREN TO HUNT FOR THE PEBBLES TAKING IT IN TURNS: WHICH NUMBERS DO YOU NEED?
- VOLCANO ERUPTIONS: ADD BAKING SODA AND SPRAY GUNS WITH VINEGAR SOLUTION!





	Communication and Language		Personal & Social Development			Physical development	
	Listening, Attention & Understanding	Speaking <b>S</b>	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills <b>GM</b>	Fine Motor Skills <b>FM</b>
Week 1 Little Red Hen / Rama And Sita	<ul style="list-style-type: none"> <li>Hot seating: Little red Hen</li> <li>Traditional tale: True or False game Find out what children already know / how many tales they have heard of?</li> <li>Play guess the traditional tale: Read these descriptions and look for the clues</li> <li>Traditional Tale quiz time fun <b>S</b></li> </ul>	<ul style="list-style-type: none"> <li>Share half term events</li> <li>Introduce new theme: Discuss what traditional tales they know?</li> <li>Can they retell them?</li> <li>Talking about firework safety</li> <li>Story map: Little Red Hen: TFW</li> <li>Use fairy tale language to retell a tale</li> <li>Feely bag game: Describe the object</li> </ul>	<ul style="list-style-type: none"> <li>Why didn't the animals get any bread? Discuss the importance of working as a team.</li> <li>We can't do it YET: Share a story about Growth Mindset.</li> <li>Create a sand stress ball: add a face</li> <li>Fuzzy felt pictures with a friend</li> <li>Listen to a favourite song / learn the words</li> <li>Discuss Firework safety and how we can stay safe this week.</li> </ul>	<ul style="list-style-type: none"> <li>Getting on and falling out: How can we get along? Ideas box.</li> <li>Handwashing station: Follow the instructions</li> <li><a href="#">Keep a food diary for this week</a></li> <li>Remind ourselves about our classroom rules / how can we be a team?</li> </ul>	<ul style="list-style-type: none"> <li>Pass on a compliment <b>S</b></li> <li>Read the Elves and the Shoemaker and discuss kindness</li> <li>Discuss Good and Evil characters portrayed in tales –what makes them that way? <b>S</b></li> </ul>	<ul style="list-style-type: none"> <li>Dance afternoon – have you got the rhythm?</li> <li>Skipping ropes</li> <li>Rolling a ball to a net / target</li> <li>Boot camp: Stations (photos) around outdoor provision: star jumps / sit ups / planks etc..</li> <li>Large brushes and buckets of water: paint the playground / fence</li> </ul>	<ul style="list-style-type: none"> <li>Pestle and Mortar – Grinding wheat / oats</li> <li>Potato mashers: Crunching cornflakes</li> <li>Conkers &amp; tweezers / containers</li> <li>Black Playdough and glitter / stars</li> <li>Thread the pipe cleaners through the colander</li> <li>Kinetic sand dot to dot (sand and baby oil) use a peg board to make a print then a cocktail stick to join the dots.</li> <li>Letter formation activities stuck to walls around the provision</li> </ul>
Week 2 Three Little Pigs	<ul style="list-style-type: none"> <li>Look at a photograph: Discuss</li> <li>What's that noise?</li> <li>Word of the week – each week add a word and use it!</li> <li>Traditional tale pass the parcel: which tale is the prop from? <b>S</b></li> <li>Design a house and tell us all about it! Listen to friends as they describe their house: Ask relevant questions</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the characters from the stories: Draw out common words and discuss such as brave, kind, sly, angry and talk about children's experiences with these words.</li> <li>Share the story: The True story of the three little pigs and have a discussion. How are they the same / different ?</li> </ul>	<ul style="list-style-type: none"> <li>Advice station: What can we do if we feel sad or angry?</li> <li>In a heart beat – children to run around and then freeze recognizing that their heart beat speeds up. <b>GM</b></li> <li>Listen to shells</li> <li>Time to talk: set up a talking table / bench – children help each other out</li> <li>In the dark den: torches and picture books</li> <li>Sensory Tray: Mint and lemon</li> </ul>	<ul style="list-style-type: none"> <li>We are problem solvers! Give out stickers: I am a problem solver! <b>S</b></li> <li>Create a healthy plate showing how to have a balanced diet.</li> <li>We all have different opinions and that's ok. Discuss</li> </ul>	<ul style="list-style-type: none"> <li>Sketching your friend: Can you add details: eye brows, fingers, hair...</li> <li>How can we show we are grateful? What does that mean? <b>S</b></li> <li>Children to reward others with gems / medals for showing kindness to others</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor: Use blocks and materials to build houses</li> <li>Mix porridge / water mix with large wooden spoons</li> <li>Balance along the chalk lines</li> <li>The floor is lava game</li> <li>Tin can alley: throw beanbags to knock down the tins</li> <li>Bats and balls/balloons: How many taps?</li> <li>Action songs outside: Conga, Okey Cokey, oops upside your head, Cha Cha slide....</li> </ul>	<ul style="list-style-type: none"> <li>Read Hansel and Gretel and make trails with little pebbles</li> <li>Use tooth brushes to clean the muddy pigs</li> <li>Play dough and lavender</li> <li>Use sellotape &amp; masking tape pieces to create a cardboard house</li> <li>Use tweezers to count out dried peas and haricot beans onto the Numicon pieces <b>N</b></li> <li>Nuts and bolts: how quickly can you unscrew the nuts? Also / screw drivers and screws</li> <li>Tiny stickers around the edge of 2D shapes</li> </ul>
Week 3 Goldilocks & the Three Bears	<ul style="list-style-type: none"> <li>Children listen and join in with the story: Play I wonder what would happen if... then change part of the story to make it sad / happy / shocking etc...</li> <li>Share a fairy tale from another culture: The Dragon Princess / The Clever Cat / Aladdin / The Fox and the Tiger: Discuss: Look on map</li> </ul>	<ul style="list-style-type: none"> <li>Giving instructions – how to draw a person</li> <li>Look at two fairy tale characters on the screen: How are they the same? Different?</li> <li>Ask me a question: the children ask questions to others to find out information / super detectives!</li> </ul>	<ul style="list-style-type: none"> <li>Calming music / mirrors</li> <li>Funny Friday: tell some jokes and make each other laugh</li> <li>Blow bubbles outside for others to chase</li> <li>Yoga <b>GM</b></li> <li>Mindfulness colouring</li> <li>Tap a balloon in time to the music</li> <li>Complete a jigsaw</li> <li>Cosmic Kids Yoga on large screen</li> </ul>	<ul style="list-style-type: none"> <li>Biscuit bears with healthy toppings: banana / currents</li> <li><a href="#">Design a healthy mean for the three bears</a></li> <li>Goldilocks is found asleep in the story: Why is sleep good for our body?</li> </ul>	<ul style="list-style-type: none"> <li>Read the Elves and the Shoemaker and discuss 'kindness' <b>S</b></li> <li>Children to use iPad to take pictures of their friends: I like the way you... <b>S</b></li> <li>How can Goldilocks improve / do the right things?</li> </ul>	<ul style="list-style-type: none"> <li>Thread cheerios onto pasta / pipe cleaners</li> <li>Roll the large die: Jump that number of times / hop / star jumps / freeze / lie down / balance <b>N</b></li> <li>Create a chalk trail around the playground: arrows, footprints, obstacles, etc...</li> <li>Cups city: use a range of paper cups to create a large scale model e.g. fairy castle</li> <li>Plank challenge with egg timers</li> </ul>	<ul style="list-style-type: none"> <li>Paper weaving</li> <li>Use mini bricks / Lego and shaving foam to make walls / houses</li> <li>Cotton wool ball / tweezers – into the numbered jars in 30 seconds</li> <li>Letter formation challenge: use the gel pens to create lines of sparkle letters</li> <li>Get some large sticks / a branch.: Children to paint using different sized brushes</li> <li><a href="#">Cotton buds / paint: letter formation</a></li> </ul>
Week 4 Billy Goats Gruff	<ul style="list-style-type: none"> <li>Children listen and join in with the story: Play I wonder what would happen if... then change part of the story to make it sad / happy / shocking etc... <b>S</b></li> </ul>	<ul style="list-style-type: none"> <li>Walkie talkie / pretend phones around the provision: children to relay messages</li> <li>Look at the trolls on screen: Describe one and the children guess</li> </ul>	<ul style="list-style-type: none"> <li>Sensory corner: smell the different herbs and spices. Which do you prefer?</li> <li>Water beads in a bowl</li> <li>Cheerio smash with mashers</li> <li>Write instructions for cleaning your teeth / order the pictures</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Discuss your five a day to keep healthy</a></li> <li>Keep Fit Week: Daily mile / Give it 5</li> <li><a href="#">Traffic lights game and other PE games</a></li> </ul>	<ul style="list-style-type: none"> <li>How could the troll be kind? How could we help him?</li> <li>Team Building games: two teams: who can make the straightest line? Best circle etc.. <b>S</b></li> </ul>	<ul style="list-style-type: none"> <li>Throw beanbags / balls into numbered containers</li> <li>Use the climbing frames / large equipment to recreate the bridge from the story</li> <li>Use large scale construction i.e. tyres, planks etc.. to make a bridge for the goats.</li> </ul>	<ul style="list-style-type: none"> <li>Paint the ice cubes:</li> <li>Snip the feather shapes</li> <li>Counters stuck onto sticky back plastic: remove and stick back on / create patterns</li> <li>Use card, tape collage materials to create a bridge: STEM activity</li> <li>Clean the middle farm yards animals</li> </ul>
Week 5 Gingerbread man	<ul style="list-style-type: none"> <li>Describe a gingerbread to a friend: which one are they describing?</li> <li>Was the Gingerbread man a nice character? Discuss different character traits and get children to describe themselves</li> </ul>	<ul style="list-style-type: none"> <li>Join in with the repeating refrain from the story: Can you change it / Run, run as fast as can be run, run as fast as a rocket...</li> </ul>	<ul style="list-style-type: none"> <li>Proud cloud for themselves and others: draw a picture of why you are proud and add to a display</li> <li>Create a lavender pouch</li> <li>Puppets</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Teeth brushing</a></li> <li>Play odd picture out: Which picture shows how to stay healthy: Discuss <b>S</b></li> <li>Wall push ups: Can you beat your record?</li> </ul>	<ul style="list-style-type: none"> <li>Build a den with a some friends</li> <li>My favourite things – who likes the same things? <b>S</b></li> </ul>	<ul style="list-style-type: none"> <li>String around provision. Children to navigate their way over / under without touching it</li> <li>Stepping stones: chalk, dots, mats</li> <li>Parachute games: cat and mouse, popcorn and shark attack.</li> </ul>	<ul style="list-style-type: none"> <li>Mini bricks and foam</li> <li>Clean the toy cars with the tooth brushes</li> <li>Make keyword fortune tellers</li> <li>Gingerbread playdough with gems / pebbles to decorate</li> <li>Paper plane station; folding paper</li> <li>Magical paper mazes</li> </ul>
Week 6 Cinderella	<ul style="list-style-type: none"> <li>Read the story in sections throughout the day.. Predict what will happen next <b>S</b></li> <li>Traditional Tale quiz time fun <b>S</b></li> </ul>	<ul style="list-style-type: none"> <li>How can we all live happily ever after? What would be need to do?</li> <li>Make a wish: Circle Time discussion</li> </ul>	<ul style="list-style-type: none"> <li>Art therapy: Jackson Pollock inspired</li> <li>Make a windmill: blow it so it spins</li> <li>Natural potions: lavender, mint, cinnamon and mixed herbs / pestle and mortar</li> </ul>	<ul style="list-style-type: none"> <li>How to be the best you can be? How is Cinderella a better person compared to her sisters?</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how the Ugly Sisters treat Cinderella <b>S</b></li> </ul>	<ul style="list-style-type: none"> <li>Use large scale junk to create a castle</li> <li>Co-ordination: have three coloured mats on floor: Children shout a colour and touch with hand / Running races: Who is first second &amp; third? Tag / catching games</li> </ul>	<ul style="list-style-type: none"> <li>Lego / block castles</li> <li>Toilet rolls painted grey castles</li> <li>Use tweezers and small bricks to make a tower</li> <li>Letter formation/ word writing activities stuck to walls around the provision</li> </ul>

	LITERACY			MATHS		
	Comprehension / Reading for pleasure	Word Reading	Writing	Number N	Numerical Patterns	Shapes / Measure
Week 1 Little Red Hen / Rama And Sita	<ul style="list-style-type: none"> <li>• <a href="#">Little Red Hen – Draw pictures for beginning, middle and end</a></li> <li>• Reading tales outside</li> <li>• Cut and order <a href="#">pictures</a> from the story: How do you know that that one comes first?</li> <li>• Have a range of fairy tale books from around the world displayed for the children – read as many as possible</li> </ul>	<ul style="list-style-type: none"> <li>• Read words from the story</li> <li>• <a href="#">Scratch cards hens; CVC words FM</a></li> <li>• Eye spy a Fairy tale character beginning with.... (displayed on wall) <a href="#">S</a></li> <li>• Giant printed HF words: children read and run to the word: indoor and outdoor</li> </ul>	<ul style="list-style-type: none"> <li>• Create paper books: Children write their own version of the story</li> <li>• Magnetic CVC words</li> <li>• Story map: Little Red Hen: TFW</li> <li>• List writing station: Change each day: Favourite colours, games, foods...</li> <li>• Create a Author board: children display their writing!</li> <li>• Writing in the sand using large feathers, sticks, paintbrushes...</li> <li>• Life cycle: Label each part</li> </ul>	<ul style="list-style-type: none"> <li>• Salt in the Tuff tray: use sticks to write large numbers <a href="#">GM</a></li> <li>• Flash card games: One child one side of room flashes card: What was the number? Subatising.</li> <li>• Large numbers chalked onto playground: children collect objects to make that number</li> <li>• Roll the dice and shout the number: Clap / hop / jump that many times</li> <li>• Explore Zero!</li> <li>• The 'Fourness of 4': Look around the room and bring things / objects that represent 5</li> </ul>	<ul style="list-style-type: none"> <li>• What is one more than... run to that number on playground</li> <li>• Order numbers 1-6: raffle tickets, large flash cards, playing cards</li> <li>• <a href="#">What is missing: On white board: Daily challenge</a></li> <li>• Use terms fewer / more: quantities</li> </ul>	<ul style="list-style-type: none"> <li>• Use 3D shapes to create shape repeating paint patterns on to black paper</li> <li>• Leaf sorting smallest to biggest</li> <li>• Learn the days of the week</li> <li>• <a href="#">Shape Hunt</a></li> </ul>
Week 2 Three Little Pigs	<ul style="list-style-type: none"> <li>• Share the story: Ask questions. Leave out keywords. Children to complete. <a href="#">S</a></li> <li>• Read the words from the story and put on the right page: Whole class activity e.g. pot, mum, pig, run, sad, hot, stick, blow</li> <li>• Reading for pleasure class trophy: keep a tally of reading: Can we all read everyday to share the trophy? Encourage home reading too</li> </ul>	<ul style="list-style-type: none"> <li>• Clipboard challenge</li> <li>• Look at the words from the tale: Can you make a sentence?</li> <li>• <a href="#">Three little pigs cards</a>: each pig holds a letter / can you read / make a word?</li> </ul>	<ul style="list-style-type: none"> <li>• Message Station: add post its, lined paper, note pads etc...</li> <li>• Wanted poster for the wolf</li> <li>• CVC Challenge: Look at the picture and write the word</li> <li>• <a href="#">Rhyming lists: How many can we get as a team?</a></li> <li>• White boards and pens in outdoor provision: How may words / sounds do you know? Is it more than yesterday?</li> <li>• Can they write the refrain: Little pig, little pig, let me in.</li> <li>• Write rules for Wolves!</li> <li>• Find out facts about wolves! Make a fact file!</li> </ul>	<ul style="list-style-type: none"> <li>• Play cards: Higher and lower game. Receive a gem if you win. How many gems have you got at the end?</li> <li>• Find numbers 1-7 around the provision and put into correctly marked container. Numbers in different fonts / sizes / add words one two / subatise cards</li> <li>• Play What's the time Mr Wolf</li> <li>• Dot to dot puzzles <a href="#">FM</a></li> <li>• Paint by numbers <a href="#">FM</a></li> <li>• How many apples on the tree: paint <a href="#">FM</a></li> </ul>	<ul style="list-style-type: none"> <li>• Compare quantities: Say which is more / less (use gems, pom poms)</li> <li>• Numbers 0-10 around outdoor provision. Children run to each I order. Then backwards. <a href="#">GM</a></li> </ul>	<ul style="list-style-type: none"> <li>• Create Kandinsky tree: cut / rip out circles / trunk</li> <li>• Sand timer challenges – exercises</li> <li>• Dried peas and lentils / compare different quantities</li> </ul>
Week 3 Goldilocks and the 3 bears	<ul style="list-style-type: none"> <li>• Sequence the Rainbow Fish story – retell in own words <a href="#">S</a></li> <li>• Boxes of books around setting – photos of children reading / good role models</li> <li>• Draw around a child: the outline to be Goldilocks. Draw pictures, write words to describe her character looks</li> <li>• Read two different versions and compare them</li> <li>• Answer questions about the characters – how could they improve their behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Tricky word watches</li> <li>• CVC words in the sand: Treasure/Trash</li> <li>• Look at the words from the tale: Can you make a sentence?</li> <li>• Print around the environment: children to recognise famous logos, letters and words</li> <li>• HF lucky dip</li> </ul>	<ul style="list-style-type: none"> <li>• Label the props from the story using large pieces of card</li> <li>• HF word challenge: how many times can you write the word before the alarm goes off? Use post it notes / labels</li> <li>• Book Basket: have a large collection of premade blank books with a picture on the front: Children to write their own versions of fairy tales using images, marks and words</li> <li>• Marking making station: Cover a large table with paper: children to write, write; Can they cover the table in letters and words?</li> <li>• Shopping lists</li> <li>• Rhyme time: you say frog / I say log / box / socks etc... go around the room and find objects / children to write labels <a href="#">S</a></li> </ul>	<ul style="list-style-type: none"> <li>• Add together the different fairy tale characters using beads / Unifix or a parge number line</li> <li>• Play games such as snakes and ladders, ludo and uno</li> <li>• <a href="#">Double butterfly painting: Dotson one wing / then fold and press</a></li> <li>• Numbers around out school / at home: children to take photos</li> <li>• Number formation: in large cut out numbers around the provision, children fill the larger number with smaller numbers. <a href="#">FM</a></li> <li>• One more and one less houses: Challenge activity</li> <li>• Estimation station</li> </ul>	<ul style="list-style-type: none"> <li>• House numbers: Which is next? How do you know?</li> <li>• Play hide and seek: count to 20 out loud</li> <li>• Number problems: ADD one machine. (create using a large box) How many will we have now?</li> <li>• Shar the objects with each character from the story</li> </ul>	<ul style="list-style-type: none"> <li>• Match the bowls/chairs /beds to the bears</li> <li>• Sort the objects: Heavy / Light</li> <li>• <a href="#">Measure the Kites</a>: How many cubes tall are they? Which is the shortest?</li> </ul>
Week 4 Billy Goats gruff	<ul style="list-style-type: none"> <li>• Alliteration game: Name: Bouncing Bob, Happy Harry etc..</li> <li>• Use a large piece of wallpaper rolled out: children to draw the story and add in their own characters</li> <li>• Hot seating: pretend to be the troll! Why are you so angry? <a href="#">S</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tricky word Xmas lucky dip</li> <li>• Tricky words in Christmas crackers</li> <li>• Small medium big: can the children read the words and assign to each goat</li> </ul>	<ul style="list-style-type: none"> <li>• Letter / word writing in the lentils</li> <li>• Retell the story using a large writing frame : Share version with the class: What did we love about it?</li> <li>• Can they write the refrain: Who is that trip trapping over my bridge?</li> </ul>	<ul style="list-style-type: none"> <li>• Order the numbered goats: lowest to highest</li> <li>• Simple addition and subtraction calculations</li> <li>• Double twins: use unifix to work out the double problems <a href="#">FM</a></li> <li>• Escape room game: What is one more than? Can the children follow the right trail?</li> <li>• <a href="#">Picture it! Draw pictures to represent each number</a></li> </ul>	<ul style="list-style-type: none"> <li>• Throw beanbags into numbered containers- how many points?</li> <li>• <a href="#">One more and one less</a></li> <li>• Look at the flower pots and count the beans: put the pots in order</li> </ul>	<ul style="list-style-type: none"> <li>• Use the 3D shapes to create the strongest bridge: How many spheres did you use? Cuboids? Discuss shapes and their properties</li> </ul>
Week 5 Gingerbread man	<ul style="list-style-type: none"> <li>• Children to listen and join in with the refrains in the story</li> <li>• Children to tell the story; beginning, middle and end</li> <li>• Read If I Had wings by Pie Corbett and created a class version with the children's ideas <a href="#">S</a></li> </ul>	<ul style="list-style-type: none"> <li>• Read the words: match to the character from the story</li> <li>• Tricky words: can you write the words? Can you change colour for each letter?</li> </ul>	<ul style="list-style-type: none"> <li>• Writing letters to traditional tale characters – writing paper</li> <li>• Large speech bubbles for different characters: write what they are saying</li> <li>• Can they write the refrain: Run, run as fast as you can!</li> <li>• Write names: who came first in the races? Write out certificates.</li> <li>• Mark making / different pens and paper: around provision : indoor and outdoor / writing toolbelts / writing caddies</li> </ul>	<ul style="list-style-type: none"> <li>• Subatise flash cards around provision: collect and sort into groups</li> <li>• Use tweezers to place buttons on the <a href="#">gingerbread men</a>: <a href="#">FM</a></li> <li>• Number on the gingerbread man's hand / or use bingo dabbers</li> <li>• Numbers on sticks: Hold up a number: turn it to your partner – which number is bigger?</li> <li>• Number dabbers: <a href="#">goldfish bowls</a> / dab the biggest number game</li> </ul>	<ul style="list-style-type: none"> <li>• Number detectives: Which numbers are missing? Children to complete the number lines (chalked on playground)</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity tuff tray</li> <li>• Arrange the gingerbread men in size order</li> <li>• Paper planes: which will go farthest? Can we add weight?</li> </ul>
Week 6 Cinderella	<ul style="list-style-type: none"> <li>• Sequence the images from the story</li> <li>• Children to think of questions to ask Cinderella. Record your voice using an APP to disguise it. Pretend to be Cinderella. Answer their questions</li> <li>• Interview Cinderella: How did she stay so calm? Children to ask questions</li> </ul>	<ul style="list-style-type: none"> <li>• CVC words on jewels / glass slippers</li> <li>• HF words on beans (sprayed gold)</li> </ul>	<ul style="list-style-type: none"> <li>• Write an invitation to the ball</li> <li>• Large scale picture of Cinderella / Prince – children to write post its to describe</li> <li>• Cinderella speech bubbles: what does she say?</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas number lines: fill in the missing numbers</li> <li>• Numbers on haricot beans</li> <li>• Count the shoes in twos! Match the socks and count in twos</li> <li>• Bonds to 6: pom poms</li> <li>• The 'Fiveness of five': Look around the room and bring things / objects that represent 5</li> </ul>	<ul style="list-style-type: none"> <li>• One less is...</li> <li>• Jumping on a number line / jumping in twos – what do you see?</li> </ul>	<ul style="list-style-type: none"> <li>• How many times can you run around the playground in 2 minutes?</li> <li>• Castle Models using 3D shapes</li> </ul>

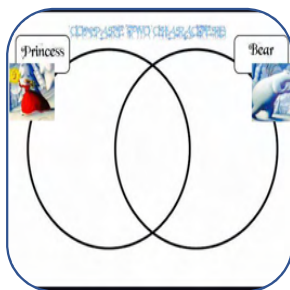
	UNDERSTANDING THE WORLD			EXPRESSIVE ARTS AND DESIGN	
	Past & Present	People, Culture & Communities	The Natural World	Creating with Materials	Being imaginative & Expressive
Week 1 Little Red Hen / Rama And Sita	<ul style="list-style-type: none"> <li>Guy Fawkes: Bonfire night : Why do we celebrate? Learn all about what almost happened at the Houses of Parliament over 400 years ago.</li> <li>Share an artefact a week: what do you think it is Writ post it notes to make guesses eg. Old iron, washing board, clothes, horse and carriage, peg, photo of an old Hoover... <a href="#">S</a></li> <li>Watch Magic Grandad video: Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>Diwali: November 4<sup>th</sup> – Rama and Sita – discuss the Hindu faith and how everyone has different beliefs <a href="#">S</a></li> <li>Talk about where we live: Our local area. What do they love about where they live? Their school? What would they change? Write to Headteacher. <a href="#">S</a></li> <li>Draw map of route to school: what do they pass along the way?</li> <li>Learn about a culture that is represented in our school. Hinduism / Judaism <a href="#">S</a></li> </ul>	<ul style="list-style-type: none"> <li>Life cycle of a hen</li> <li>Label the bones on the <a href="#">skeleton</a>: Clipboard in outside provision</li> <li>Grow cress heads / sow broad beans: how can we make them grow?</li> <li>What happens to all those fallen leaves?</li> <li>Singing in the rain: Make holes in plastic cups and let the rain fall</li> <li>Sort materials into categories: Non-Living / Living OR shiny / dull</li> <li>Encourage birds to visit: put out binoculars and bird books</li> </ul>	<ul style="list-style-type: none"> <li>Firework paintings with toilet rolls / <a href="#">straws</a> / <a href="#">cotton buds</a></li> <li>Clay Diva light holders</li> <li>Create colourful Rama / Sita stick puppets</li> <li>Rangoli patterns using loose parts / Take photos</li> <li>Fork painting: Wheat</li> <li>Autumn leaf hedgehog pictures</li> <li>Pasta Rangoli patterns</li> </ul>	<ul style="list-style-type: none"> <li>Acting out different stories using masks, props and puppets. Create a puppet theatre <a href="#">S</a></li> <li>Music outside by the stage: Disney / classical</li> <li>Act out a story using props</li> <li>Ask parents for old glam clothes / hats for the dressing up box</li> <li>Nursery rhyme: sing old favourite and learn some new ones</li> <li>Play Katy Perry Firework song: discuss the words: Children dance with streamers</li> <li>Farmyard small world / add a daily challenge</li> <li>Operate Beebots and guided them round a maze that you have created using Duplo / small world <a href="#">S</a></li> </ul>
Week 2 Three Little Pigs	<ul style="list-style-type: none"> <li>What can you do now that you couldn't do before? <a href="#">S</a></li> <li>Growth Mindset focus: Look how far we have come</li> <li>Watch Magic Grandad video: Toys</li> <li>Remembrance day traditions</li> </ul>	<ul style="list-style-type: none"> <li>Children to discuss similarities and differences between themselves and others. <a href="#">S</a></li> <li>Create maps of the forest from the story. Which was to the cottage add arrows and explain directions. Go for a walk in the local area. Is their a woodland area where you can retell the story? Learn about Remembrance day: Why do we wear poppies with pride?</li> </ul>	<ul style="list-style-type: none"> <li>Conkers and egg boxes / tweezers <a href="#">FM</a></li> <li>Magnets and cut pipe cleaners. Hold magnet underneath the tuff tray. Discuss properties of metal.</li> <li><a href="#">Colours of the rainbow art activity</a></li> <li>Animal foot prints on the playground: Who do they belong to?</li> <li>Look after some class plants: who will water them?</li> </ul>	<ul style="list-style-type: none"> <li>Paper plate pigs: Pipe cleaner twirly tales</li> <li>Blow painting patterns</li> <li>Wolf Craft</li> <li>Use different textures and materials to make houses for the 3 little pigs</li> <li>Make egg box poppies</li> </ul>	<ul style="list-style-type: none"> <li>Hansel &amp; Gretel – Create the Cottage using sweet papers</li> <li>Use fairy tale language to retell a tale: Stage</li> <li>Police car: Arresting the Big Bad Wolf: Take notes</li> <li>Create masks to retell the story</li> <li>Learn a Michela Rosen Poem: Can we learn it off-by heart? <a href="#">S</a></li> <li>Make out own parachute game</li> <li>Move to the music: Jive</li> </ul>
Week 3 Goldilocks & the Three Bears	<ul style="list-style-type: none"> <li>Who is... Isambard Kingdom Brunel? Florence Nightingale, John Lennon? Picasso? Share a famous person and state why they are famous!</li> </ul>	<ul style="list-style-type: none"> <li>How can we be a good neighbour? <a href="#">S</a></li> <li>Take 5 pictures around the local area. Children to rank the areas 1-5. Ask them to explain their ideas.</li> <li>Put out a range of Atlases and maps: children to investigate</li> <li><a href="#">Where are we in the world activity</a></li> </ul>	<ul style="list-style-type: none"> <li>Forest Walk: Hide clues to show Goldilocks has been here</li> <li><a href="#">Animals from cold and hot climates: stick onto red/blue paper</a></li> <li>What's the weather today? The children to share the current weather and make predictions of later in the day / tomorrow <a href="#">S</a></li> <li><a href="#">What can we get from animals i.e. wool / eggs/ met etc...</a></li> </ul>	<ul style="list-style-type: none"> <li>Create a forest: Shades of green. <a href="#">Use the trunk templates to create pine tress for a forest display</a></li> <li>Use a collection of tubes and paint to create circle patterns</li> <li>Goldilocks paper plate craft: yellow wool for hair</li> <li>Create a scary troll using the art materials</li> <li>Unicorn collages: sparkly paper / gems / stickers</li> </ul>	<ul style="list-style-type: none"> <li>Listening Centre: Fairy Tales</li> <li>Goldilocks Song: House of the Bears</li> <li>Role Play: In the cottage – Act out the story</li> <li>Tear pieces of brown sugar paper to create a woodland scene</li> <li>Map making: Design large maps and mark on the forest, the cottage, areas of danger etc...</li> <li>Magic Mime Box: Pretend to open an imagery box: Get something out mime an action: e.g. hair brush, banana, cricket bat....</li> </ul>
Week 4 Billy Goats Gruff	<ul style="list-style-type: none"> <li>Look at famous bridges: listen to the information: look at a modern bridge and an older bridge –how do we know that is newer? Look on a map to locate where they are from</li> </ul>	<ul style="list-style-type: none"> <li>Sing the continents song. Chalk the continents onto the playground. Children to run to the continent.</li> <li>Where do we all live? Show on a map – discuss the local area / park and how we can improve it:</li> <li>Create Lowry inspired art using backgrounds showing our local area</li> </ul>	<ul style="list-style-type: none"> <li>Grass seeds in foil trays on a thin layer of soil: Water it and watch it grow: Keep a photo diary / video what happens</li> <li><a href="#">Animal captions writing activity</a>: Where do the animals come from: Look on a map!</li> <li><a href="#">Investigating waterproof materials to create a bridge</a></li> <li>What are the names of the animals babies? <a href="#">S</a></li> </ul>	<ul style="list-style-type: none"> <li>Flags: look at the colours in different flags. Can you use the paints to create the flags?</li> <li>Talk about mixing colours t: How an investigation station available: How do we make orange? Green? Purple?</li> <li>Artis focus: Lowry</li> <li>Troll masks</li> <li>Troll sock puppets</li> </ul>	<ul style="list-style-type: none"> <li>Smelling pots: cinnamon, vinegar, tomato sauce, fairy liquid, toothpaste,</li> <li>Singing time: Learn a new song from a different culture <a href="#">S</a></li> <li>Prop time: Pass a prop around the circle: H=That's not a hoop it's a steering wheel, giant biscuit, etc...</li> </ul>
Week 5 Gingerbread man	<ul style="list-style-type: none"> <li>Read an old version and new version of the same story. Children to compare. <a href="#">S</a> How can we tell it is an older version?</li> <li>Talk about Grandparents; Why are they special. What was life like when they were younger?</li> <li>Find out about our local area: artists / history / famous people</li> </ul>	<ul style="list-style-type: none"> <li>Looking after others – discuss ways: <a href="#">S</a></li> <li>Sing to the local care home / via zoom? Share a hamper with others</li> <li>Find out about our local area: artists / history / famous people: What are we famous for? Foods / drinks?</li> </ul>	<ul style="list-style-type: none"> <li>Recycling: Read: One Plastic Bag &amp; Discuss</li> <li>Make Bird feeders; hang outside on the branches</li> <li>Gather branches, sticks, stones, leaves, pebbles, shells etc and invetgate</li> </ul>	<ul style="list-style-type: none"> <li>Gingerbread men (Sandpaper / cardboard) decorating: collage materials / buttons / googly eyes</li> <li>Cut out the parts and put the gingerbread man together – use split pins</li> <li>Stencil: Use brown paint and sponges to create the gingerbread man / add detail</li> </ul>	<ul style="list-style-type: none"> <li>Role play: Post Office <a href="#">S</a></li> <li>Witches Potions in the Tuff Tray</li> <li>Time for tea: use coffee / teabags and water to create drinks - pouring and comparing</li> </ul>
Week 6 Cinderella	<ul style="list-style-type: none"> <li>Our Queen: share facts about the Queen with our children</li> <li>Watch Magic Grandad video: In the Kitchen</li> </ul>	<ul style="list-style-type: none"> <li>Christmas around the world / Traditions: Spain and France</li> <li>Look at flags of the world: can we learn some of them? What does the union flag look like? Discuss different countries that represent our school community <a href="#">S</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Talk about the cold weather / Winter – what keeps us warm?</a></li> <li>How does it snow?</li> <li>Talk again about the four seasons: use Vocabulary <a href="#">S</a></li> </ul>	<ul style="list-style-type: none"> <li>Decorate the Glass Slipper / Crown</li> <li>Create a lolly stick magic wand using shiny paper / gems</li> <li>Celery core prints: roses</li> <li>Toilet rolls painted grey to create castles: snip rolls to make turrets</li> <li>Design a coat of arms / Flag</li> </ul>	<ul style="list-style-type: none"> <li>Role play: At the Pantomime – sell tickets etc.. / Dressing up</li> <li><a href="#">Castle models: Small world</a></li> <li>Time for tea: Create a tea party</li> <li>Move to the music: 80s tunes!</li> </ul>







# CONTINUOUS PROVISION


## Terrific Tales



Christmas	Communication and Language		Personal & Social Development			Physical development	
	Listening, Attention & Understanding	Speaking S	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills GM	Fine Motor Skills FM
Christmas Week	<ul style="list-style-type: none"><li>Listen carefully to the Nativity: Answer questions / discuss: <a href="#">Create a story map</a> S</li><li>Read a section of Christmas stories: S</li><li>Elmer's Christmas</li><li>The night before Christmas</li><li>The Jolly Christmas Postman</li><li>Countdown to Christmas</li><li>The Best Christmas Ever</li><li>Why I love Christmas</li><li>Watch Father Christmas / The Snowman: Stop and ask questions / share opinions</li><li>Learn the words to a new Christmas song</li><li>Listening to class assemblies / singing concerts</li><li>Listing and taking it in turns to talk S</li><li>Following instructions on how to make a cracker / craft / how to decorate the tree</li><li>Feel the presents: What could it be?</li><li>A Christmas image on board behind child; we give clues for them to guess S</li></ul>	<ul style="list-style-type: none"><li>Children to practice their part in the Christmas Nativity play</li><li>What would you like for Christmas? What did you have last year?</li><li>How does Santa go around the world in ONE night; Discuss theories</li><li>What are you GREAT at? Share ideas!</li><li>Talk to your friend about their day</li><li>Ask me a question – let the children find out more about YOU!</li><li>Children to share a song</li><li>Talent Show</li><li>What did you enjoy today? What would like in our provision tomorrow</li><li>What have we learnt about Christmas in other countries?</li></ul>	<ul style="list-style-type: none"><li>Create a Christmas glitter jar</li><li>Bubble wrap pop</li><li>Mark make to music: large scale</li><li>Decorate the tree: carefully hang the numbered baubles on the Christmas tree in order N</li><li>On screen Christmas match! Look at the two lots of Christmas shapes. Which is repeated?</li><li>Jenga</li><li>Stick Christmas images onto paper plates: matching game. Children turn over two plates and see if the images are the same</li><li>Wind up toys / fidget toys / stress balls Mindfulness Christmas Colouring</li><li>In Santa's Grotto: Fairy lights and torches in the dark den</li><li>Calming book area with lovely Christmas / winter stories</li><li>Have a basket of blankets in the home corner / reading area</li><li>Listening center to listen to a favourite story</li><li>Tell me your passions – keep a list and add to this for daily focus / story theme S</li><li>Christmas Jigsaw / game</li><li>Snow Globes</li></ul>	<ul style="list-style-type: none"><li>Encourage the children to ask questions and ask if the need help – explain that everyone needs help at times S</li><li>Change clothes when dressing up with increased independence: lots of Growth Mindset language: You couldn't do this yesterday but you tried and today you did it! S</li><li>Proud cloud</li><li>What can you do now that you couldn't do before: lots of positive conversations</li><li>Putting on shoes / looking after belongings – lots of praise</li><li>Monitors for classroom jobs – who would be good at.... S</li></ul>	<ul style="list-style-type: none"><li>The season of goodwill: How can we make each other happy?</li><li>Help a friend day!</li><li>Plan a Christmas party all together: delegate roles etc.. S</li><li>Team building: build a Santa sleigh together S</li><li>Friendship bracelets: beads and pipe cleaners</li><li>Write Christmas cards to each other</li><li>How can I help you? S</li><li>Talent Show S</li><li>Perform a song as a group</li><li>Team building: can you tidy this area for me? Can you writ a list of...</li><li>Model sentence stems: I love the way you are, you are really trying your best at that, Don't give up, you can do it.... S</li></ul>	<ul style="list-style-type: none"><li>Christmas musical bumps / statues</li><li>Dishes and Domes game</li><li>PE markers: Call out a colour: run to that colour</li><li>Cups city; use a range of paper cups to create a large scale model e.g. fairy castle / tower</li><li>Gift dash game: Children to start the clock and race the present from one end to the other. Relay game.</li><li>Sweep leaves</li><li>PE equipment outside</li><li>Ball: throwing and catching games</li><li>Bikes</li><li>Obstacle race: with nets and tubes</li><li>Keep the balloons in the air using the rackets / or rolled paper for air</li></ul>	<ul style="list-style-type: none"><li>Play dough and pine / Christmas cutters</li><li>Ice the gingerbread men</li><li>Use star stickers to create constellations: Join them with chalk</li><li>Chop the Vegetables – What is for Christmas Dinner?</li><li>Cloud / Snow dough: Corn flour and hair conditioner (add conditioner until a dough is formed).</li><li>Paper snowflakes: scissor skills</li><li>Present wrapping station: wrapping paper, boxes and sellotape</li><li>Tiny stickers around the edge of Christmas shapes</li><li>Paper chains for the classroom</li><li>Freeze the water beads: use scoops and different containers</li><li>Copy of picture of a Christmas tree: who can add detail?</li></ul>

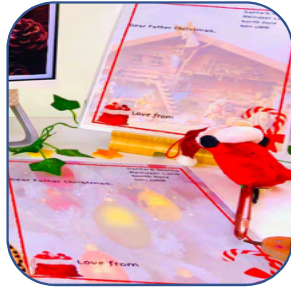
<div>Christmas</div> <div></div>	LITERACY			MATHS <div></div>		
	Comprehension / Reading for pleasure	Word Reading	Writing	Number N	Numerical Patterns	Shapes / Measure
<b>Christmas Week</b>	<ul style="list-style-type: none"><li>• Wrap a book each day to read to the children: Really encourage that passion for reading!</li><li>• Read a story by a crackling fire (on whiteboard)</li><li>• Children to bring in story</li><li>• Mystery Christmas Advent storyteller: A volunteer each day</li><li>• Book marks</li><li>• Book rewards</li><li>• Reading certificates and stickers</li><li>• Can you act out part of the story to show that you have understood?</li><li>• I like the part when</li><li>• Book review videos</li><li>• Democracy: vote for today's book</li><li>• Watch different authors reading their own stories / poems</li><li>• Look at song lyrics / poems</li><li>• Make shape poems</li><li>• Words of the day! Add to a treasure chest / vault: Can we use these new words each day? Take in stories from when you were little: How have out taste changed? Interests?</li></ul>	<ul style="list-style-type: none"><li>• Tricky word lucky dip</li><li>• Tricky words in Christmas crackers</li><li>• Read the gift tag: Whose Present is it? Fairy tale characters / name of children</li><li>• Cookies: Santa eats the words that you can read: CVC words</li><li>• Christmas alphabet song: Can we think of other Christmas words?</li><li>• Words on the candy canes: If you can read them, then hang them on the tree!</li><li>• Giant words around provision</li><li>• Words on holy leaves: treasure or trash game</li><li>• Phonics Play games</li><li>• Words games around the room</li><li>• Find all the HF words and sort them / make a sentence</li><li>• HF words in the role play area / water play / sand play</li></ul>	<ul style="list-style-type: none"><li>• Write simple version of the Nativity</li><li>• Christmas Card writing</li><li>• A list of ingredients for the gingerbread men</li><li>• Write the tags for the presents</li><li>• Write a letter to <a href="#">Father Christmas</a></li><li>• Write a list of food and drink</li><li>• <a href="#">List of toys / catalogues</a></li><li>• Christmas Message Centre: Phone noises on a loop / Messages from Santa: Write the message down, take their name and number</li><li>• Write your own version of the Nativity</li><li>• Write a story about Father Christmas</li><li>• Post office role play: real letters to post</li><li>• Write Christmas cards to member to staff</li><li>• Label the gingerbread man</li><li>• Label Father Christmas</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Christmas number lines</a>: fill in the missing numbers</li><li>• Advent Calendars: look at the numbers each day. Count back. One less. Ask questions: what date will it be tomorrow?</li><li>• Numbers on candy canes: large – hanging from the trees outside – put them in order</li><li>• Christmas addition problems</li><li>• Set the table for the party – have we got enough? Do we need more less?</li><li>• Count the snow balls and be quick! Before the timer runs out</li><li>• Wrap up pieces of Numicon: guess the piece</li><li>• Make paper chains with the correct number of pieces</li><li>• Bonds to 5: use bingo dabbers of different colours</li><li>• Dot to dot Christmas pictures</li><li>• Paint by numbers</li><li>• Give the snow man on hat, two gloves, three buttons etc...</li><li>• Count with confidence: forward and backwards: Children to record themselves and watch back: look at their progress</li><li>• Snow balls (pom poms) in the buckets – correct number</li><li>• Christmas addition problems</li></ul>	<ul style="list-style-type: none"><li>• Reindeer <a href="#">paper cups</a> with numbers: Can you order the numbers?</li><li>• Use small fishing nets / hooks and collect the numbered baubles and put them in the order</li><li>• Compare different quantities</li><li>• Count the objects in the crackers and order</li><li>• Double twins</li><li>• Start to jump on large number line, exten in jumps of two</li><li>• Sharing the cookies with the three bears. How many do they have each if we start with 3? How about 6? How about 4? 10?</li><li>• Compare the number of presents under the tree: who has more / less/ fewer / most</li><li>• Count beyond 20 in different contexts</li></ul>	<ul style="list-style-type: none"><li>• Order the gifts: Heaviest to lightest</li><li>• Geoboards and elastic bands: create shapes / Christmas shapes</li><li>• Days of the week song / months of the year song</li><li>• Measuring using oats with glitter! Use scoops / add oats to containers and say which is holding more</li><li>• Use different sized triangles - print and make Christmas trees / decorate</li><li>• <a href="#">Measure the lengths of ribbon for the gifts</a></li></ul>



<div>Christmas</div> 	UNDERSTANDING THE WORLD			EXPRESSIVE ARTS AND DESIGN	
	Past & Present	People, Culture & Communities	The Natural World	Creating with Materials	Being imaginative & Expressive
<b>Christmas Week</b>	<ul style="list-style-type: none"> <li>Discuss last Christmas – What do the children remember? Share memories</li> <li>Look at toys from long ago: what do the children think they are? How have toys changed? <a href="#">Draw pictures.</a></li> <li>Read the Nativity with the children: <a href="#">Create a story map</a></li> <li>Have a Nativity scene set up: Children to retell the Bible story in their own words</li> <li>Look at photos that you have provided of your Christmas times in the past. What can they children tell you about the photo? Can they guess it's you? <a href="#">S</a></li> <li>After reading Henry Slumfunburger's Christmas Present, show the children photos of how people used to travel years ago.</li> <li>Watch a few snippets of famous Christmas films i.e. It's a Wonderful Life / Miracle on 34<sup>th</sup> Street. How can we tell it is in the past. Children to make comparison's.</li> <li>Watch The Polar Express</li> <li>Arrange the toys or photos in chronological order</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Christmas around the world / Traditions</a></li> <li>Respect that some people do not celebrate Christmas: Discuss that everyone is different</li> <li>Read Harvey Slumfunburger's Christmas Present and discuss the types of Transport</li> <li>Watch Come Outside Letters – children to write a Christmas card – go to postbox to post</li> <li><a href="#">Make a Christingle</a></li> <li><a href="#">Santa's Christmas toy sack: Children to look through the books and cut out toys for Santa's journey</a></li> <li>Watch video about Christmas in other countries. <a href="#">Spain</a> China Brazil France: discuss customs</li> <li>Look at two or three pictures of Father Christmas: Which one do they prefer? Children to explain their ideas.</li> <li>Make Christmas cards for the people in or school who help us. Tell them WHY they are special and HOW they make a difference</li> <li>What is on the menu in your house this Christmas. Look at foods from around the world.</li> <li>Christmas traditions in your house; Share ideas i.e. carrot for Rudolph, pulling crackers...</li> <li>World map: children to paint the continents different colours to help Santa! Can they plot his route?</li> </ul>	<ul style="list-style-type: none"> <li>Where is the North Pole?</li> <li>Turn the lights off and watch a video of the Northern Lights and play classical soothing music</li> <li>Sort the different materials into groups. Which materials can be recycled? Have an Eco-Group. Look for logos on packaging.</li> <li>What do they children think about packaging: Start a discussion.</li> <li>Look at different photos that depict each of the four seasons; children to categorise.</li> <li>Loose play: natural parts</li> <li>Investigate how rainbows are made</li> <li>Now two snowflakes are the same! Look for information!</li> <li>Learn all about reindeer! Where do they live? What do they eat?</li> <li>Look at the trees: some still have leaves. Talk about deciduous trees.</li> <li>Weather recording: What is the temperature today? When is it ready to snow?</li> <li>What are hail stones?</li> <li>Where do penguins live? Read The Emperor's Egg</li> <li>Green Screen: Let's go to the North pole: pretend to get on the plane etc... (Use You Tube clips)</li> <li>Gingerbread men in water, milk, oil, vinegar: Which one disintegrates first? Keep a science log!</li> </ul>	<ul style="list-style-type: none"> <li>Use scissors to snip paper pieces to create Christmas Trees</li> <li>Create a bauble: Add handprint</li> <li>Create a <a href="#">Christmas snow globe</a></li> <li>Create puffy paint and put into squeezey bottles. Create Christmas shapes.</li> <li>Finger print candy canes</li> <li>Cork printing fairy lights: draw a black wire line and children add colouring lights</li> <li>Washing up scourer Christmas <a href="#">wreath</a> with fingerprint berries / add a bow</li> <li>Fork art Christmas trees with numbered stickers for baubles <a href="#">N</a></li> <li>Decorate a snowflake – glitter / collage</li> <li>Use art materials to sketch holly and ivy (while the song plays). Talk about the need to be careful when touching. Can the children see the shapes of the leaves / can they represent them accurately? Display in a gallery</li> <li>Cloves in oranges <a href="#">FM</a></li> <li>Reindeer hand printing art</li> <li><a href="#">Cracker making station</a></li> <li>Toilet roll and doilies angel craft</li> <li><a href="#">Cake case Christmas tree art</a></li> <li><a href="#">Peg dolly angels with white paper doilies</a></li> <li><a href="#">Bauble design</a></li> <li>Pipettes: paint splashes onto kitchen roll / colour mixing</li> <li>Holly printing with sponges and dabbers</li> <li>Make a stick man</li> <li>Make paper cup penguins</li> <li>Build a snowman: cotton wool</li> </ul>	<ul style="list-style-type: none"> <li>Nativity play – singing</li> <li>Role play: Post Office: Writing Christmas Cards</li> <li>Learn new Christmas songs</li> <li>Play classical calming music in the provision / change to rock and roll: do the children dance / move with rhythm?</li> <li>Musical instruments: sleighbells</li> <li>Christmas potions: pine leaves, vanilla, mint, cinnamon, cloves, mixing bowls, forks etc...</li> <li>Use hole punches to create sparkly paper glitter for cards / or use white paper to make snow</li> <li>Listen to the song: Would you like to spend Christmas on <a href="#">Christmas island.</a> Children discuss and invent their own Christmas island using images / collage materials.</li> <li>Design a new sleigh for Santa to make it as modern as possible: Tell us all what it can do!</li> <li>Dance to Christmas tunes</li> <li>Act out the story of stick man!</li> <li>Role play party – dress up and make a hat</li> <li>Design a dream potion</li> <li>Reindeer soup potion station</li> <li>Watch a CBBC Pantomime</li> <li>Christmas pine / cinnamon scented playdough</li> </ul>

# CONTINUOUS PROVISION

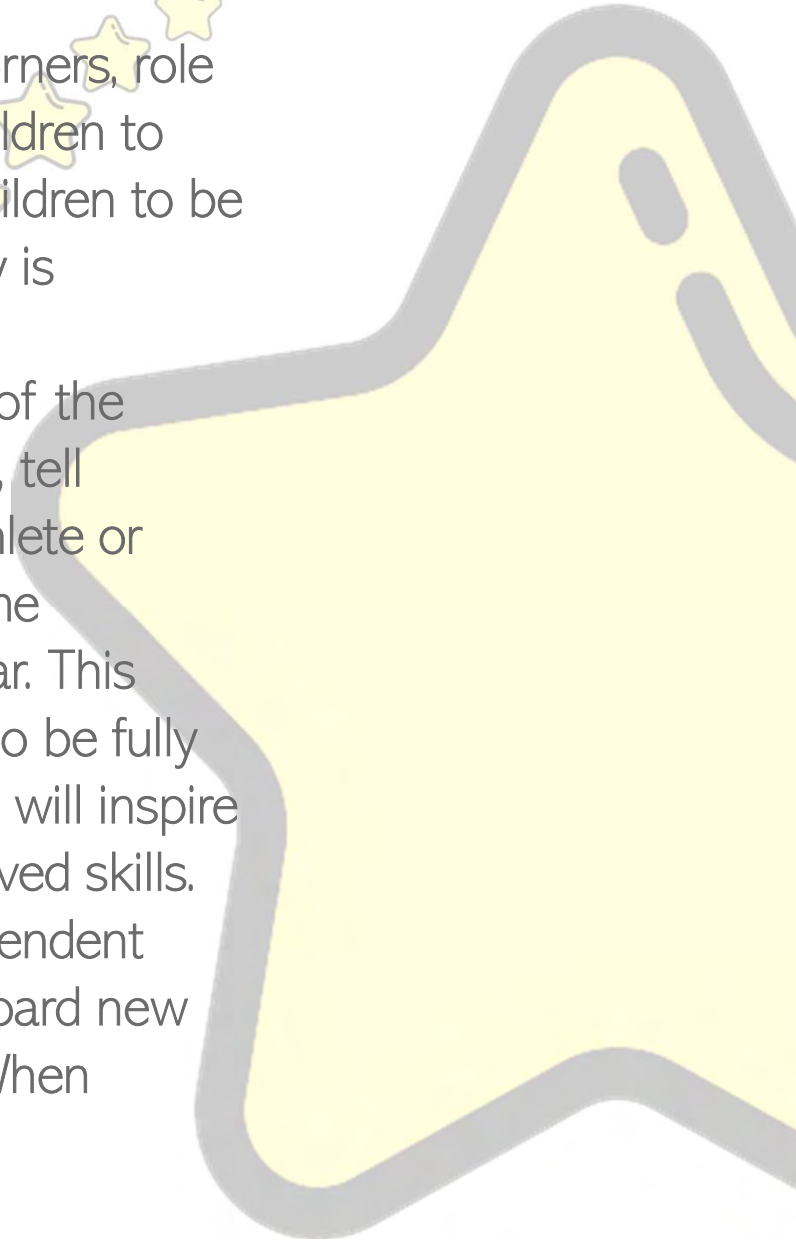
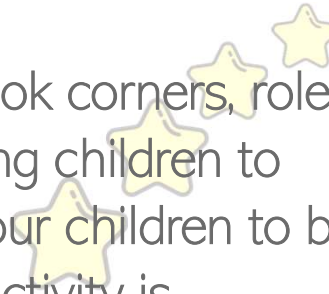
## Christmas





Our classroom environment is set up with a comfortable book corners, role play area, learning stations and interactive displays all inviting children to take part in different activities and challenges. We all want our children to be busy and happy and we are good at recognising when an activity is successful.

We give your children daily opportunities to address the 7 areas of the EYFS framework (if they want to). Let them design, produce art, tell stories, write, discover, play music, be a mathematician, be an athlete or historian. We let them find and practice their passions and become immersed in their own learning. With our guidance, they will go far. This approach gives children sufficient time to think and explore and to be fully engaged in their learning. Continuous provision is planned well, it will inspire children to tackle new ideas and also consolidate their preconceived skills. This will in turn allows them to become resilient & independent learners with great self -motivation and drive who can take on board new challenges and push themselves as far as the possible can go! When children feel safe, they take risks. Choice is key!







# Characteristics of Effective Teaching & Learning...



**Playing and Exploring** - Children **investigate** and experience things, and **'have a go'**



**Active learning** - Children **concentrate** and **keep on trying** if they encounter difficulties, and **enjoy achievements**

**Creating and thinking critically** - Children have and develop their **own ideas**, **make links** between ideas, and develop **strategies** for doing things



Children have the opportunity to free flow between the indoor and outdoor areas – whatever the weather. The outdoors supports physical development on a much larger scale. Children can access resources such as mud kitchens, climbing equipment, a large sand pit, as well as a range of large loose parts to create an endless range of open ended activities.

Reading and writing is promoted throughout *all* areas of our provision. Words and numbers are everywhere!

Tidying is an important part of the process as it encourages following rules, respecting our environment, our resources and organisation. A life skill. If children know where things belong, they will search for them when they need them and know exactly where to find them. This promotes autonomy and independence.

## CONTINUOUS PROVISION

### *Terrific Tales*

- *The necessary resources are on hand for the children so that they can access them independently, at all times.*
- *Resources in our provision are of a high quality – children will respect and look after them. It is a team effort and everyone has the responsibility to look after things and tidy away.*
- *Time is key - children are given plenty of immersion time to revisit what they did yesterday, last week and even last term – we let THEM see that they have progressed too!*
- *We ask open-ended questions and introduce challenges which engage the children in exciting conversations and to encourage their creativity.*