

Pioneer - EYFS Nursery  
Term 6 - Journey's

= Planned Activity

Week/ Book of the Week	C+L	PSED	PD	Literacy	Phonics	Maths	U+W	RE	EAD
WK1 -  lost and found	3's: to understand simple stories with use of the pictures  To read the weekly story at lunch time	3's : to begin to talk about my own feelings, eg happy, sad, angry Actively engage with the feelings board when coming in at the start of the day.	3's: to show control when pouring and digging children to do their own own snack, pouring milk and buttering crackers etc	3's: use logos and familiar prints, names or words in play resources in role play areas to create a cafe or restaurant	To explore the letter V through 'what's in the box' and 'play with sounds'. Objects to have in the Phonics area:	3's:  to play games that involve counting with actions Play race to 20	3's: to explore materials with different properties such as modelling clay, sand and water. Gloop- make the north pole with animals	3's and 5's: To explore Objects to have in RE area:	3's: to explore making simple models such as trains, houses and a tower set up small world table as a train station with different visual prompts of places they could go to. eg park, school, cafes
	5's: to understand why questions such as 'why do we put our coats on when its raining?'  within provision staff asking lots of open ended questions about what they are doing and why	5's: To talk about feelings and understand why, such as 'i'm happy because...' Small group discussions regarding or feelings about transitioning to school ( risers only)	5's: to play and make up games in the garden with big objects  risers and those competent to go outside and work together to create a game with adults support to write the rules	5's: talk about rhythms and rhymes and things they notice in stories, poems or songs  music and movement sessions with music from around the world embedding literacy areas of need ready for reception		5's: explore mark making linked t numbers through games up to and beyond 5  number trail where they have to make the numbers with different materials when they find them	5's: to explore different materials and notice changes between them, such as what sand feels like wet and what it feels like dry Gloop- make the north pole with animals		5's: to explore making their own small worlds using different materials such as wooden blocks and duplo  same as 3's but expecting them to then make some of the places in the prompts.

<p><b>WK2 - lost and found</b></p>	<p>3's: to understand simple stories with the use of pictures <b>complete a 'what's happened' map with adult support</b></p>	<p>3's: to begin to talk about my own feelings, eg happy, sad, angry <b>Actively engage with the feelings board when coming in at the start of the day.</b> 5's: To talk about feelings and understand why, such as 'i'm happy because...' <b>Small group discussions regarding or feelings about transitioning to school ( risers only)</b></p>	<p>3's: to show control when pouring an digging <b>small group go to the mud kitchen with adult to make 'cakes' using the recipes for quantities</b></p>	<p>3's: use logos and familiar prints, names or words in play. <b>make an ice cream shop-add a ice cream list</b></p>	<p>To explore the letter W and Y through 'what's in the box' and 'play with sounds'. <b>Objects to have in the Phonics area:</b></p>	<p>3's: to play games that involve counting with actions  <b>linked with PD</b></p>	<p>3's: to explore materials with different properties such as modelling clay, sand and water. <b>beach small world</b></p>	<p>3's and 5's: <b>Objects to have in RE area:</b></p>	<p>3's: to explore making simple models such as trains, houses and a tower <b>make boats and rockets</b></p>
	<p>5's: to understand why questions such as "why do we need to wear our coats when it's raining?"</p>	<p>5's: to play and make up games in the garden with big objects  <b>build a boat in the garden working together and discuss where they are going and what they would need to bring</b></p>	<p>5's: talk about rhythms and rhymes and things they notice in stories, poems or songs  <b>small phonics group , rhythm and rhyme especially embedding literacy areas of need ready for reception</b></p>	<p>5's: explore mark making linked t numbers through games up to and beyond 5  <b>playdough number mats</b></p>		<p>5's: to explore different materials and notice changes between them, such as what sand feels like wet and what it feels like dry  <b>beach small world</b></p>	<p>5's: to explore making their own small worlds using different materials such as wooden blocks and duplo  <b>to make the beach</b></p>		
<p><b>WK3 - we're going on a bear hunt</b></p>	<p>3's: to understand simple questions about 'where' <b>during the field walk</b></p>	<p>3's: to enjoy and explore different places such as the school field, the forest and local area  <b>visit trim trail AM to have a 'bear hunt'</b> 5's: to show confidence transitioning from</p>	<p>3's: to explore different spaces lie the trim trail <b>during the 'bear hunt'</b></p>	<p>3's: engage in play linked to events in the stories or songs. <b>'bear hunt ' on field</b></p>	<p>To explore the letter Z through 'what's in the box' and 'play with sounds'. <b>Objects to have in Phonics area:</b></p>	<p>3's: to play games that involve counting with actions <b>what's the time mr wolf</b>  <b>group singing</b></p>	<p>3's: to explore materials with different properties such as modelling clay, sand and water. <b>sensory 'bear hunt'</b></p>	<p>3's and 5's: <b>Objects to have in RE area:</b>  <b>moses</b></p>	<p>3's: to explore making simple models such as trains, houses and a tower <b>make a cave together using different length paper</b></p>
	<p>5's: to understand why questions such as "why do we wear our coats</p>	<p>5's: to take part in activities linked to looking after myself eg, brushing my teeth.:  <b>phonics group</b></p>	<p>5's: play games and sing songs that support verbal segmenting and blending  <b>phonics group</b></p>	<p>5's: to explore 2D and 3D shapes and how they are connected  <b>shape table</b></p>		<p>5's: to explore different materials and notice changes between them, such as what sand feels like wet and</p>	<p>5's: to create our own role-play and stories using a small world  <b>Linked to UTw</b></p>		

	when it rains?"	nursery to school, such as lunch time in the lunch hall and on the playground.  hall for lunch time where possible	safety posters for the paddling pool	embedding literacy areas of need ready for reception			what it feels like dry help make the sensory 'bear hunt'		
WK 4 - we're going on a bear hunt	3's: to understand simple questions about 'where'  make a small world bear hunt	3's: to enjoy and explore different places such as the school field, the forest and local area visit trim trail AM	3's to show more control over my body  linked to PSED	3's: engage in play linked to events in the stories or songs. Linked to granny goes to market UTW	To explore the letter QU through 'what's in the box' and 'play with sounds'. Objects to have in Phonics area:	3's: to play with numbers and songs with numbers that go forward and backwards.  sing number songs during singing time	3's: to read stories that explore different cultures and countries  read granny goes to market- 5's: to begin exploring what different countries look like and differences through stories, role play and small worlds after reading the story- go on a our own trip around the world	3's and 5's: Objects to have in RE area:  moses	3's: to explore a range of instruments such as, xylophone, whistle, bells and wooden beaters  music and movement session- bear hunt
	5's to use my words to organise play such as "who wants to join my tea party?"  re enact the bear hunt	5's: to show confidence transitioning from nursery to school, such as lunch time in the lunch hall and on the playground.	5's: to take part in activities linked to looking after myself, eg, brushing teeth Teeth brushing sheet / teeth to practice	5's: play games and sing songs that support verbal segmenting and blending Phonics embedding literacy areas of need ready for reception	5's: to explore 2D and 3D shapes and how they are connected shape table	5's: to create our own role-play and stories using a small world linked to RE			
WK 5 - colour monster goes to school	3's: to explore pretend play such as 'putting the baby to sleep'  small groups to play dressing an	3's: to begin to show independence such as wanting to put my own coat on  within provision	3's: to explore and use chunky mark making tools  colour in a colour monster	3's: to make marks and give meaning to them eg that's mummy or letter in our names write letters to the leavers	To explore the letter QU and CH through 'what's in the box' and 'play with sounds'. Objects to have in Phonics area:	3's: to play with numbers and songs with numbers that go forward and backwards. sing number songs during singing time	3's: to read stories that explore different cultures and countries handa's surprise	3's and 5's: Objects to have in RE area:	3's: to explore a range of instruments such as, xylophone, whistle, bells and wooden beaters hide the musical instrument game

	<p>caring for the babies</p>	<p>5's: to help solve problems and conflicts such as 'how can we all have a turn as spiderman?'</p> <p>Within provision</p>							
	<p>5's: to use my words to organise my play such as "who wants to join my tea party?"</p>		<p>5's: to begin to think about direction, movement and control when using mark making tools</p> <p>draw a map on how they get to school</p>	<p>5's: explore letters of their names recognise their names and write it</p> <p>letter table with name cards embedding literacy areas of need ready for reception</p>		<p>5's: to think about sequences, first i eat lunch, then i wash my hands</p> <p>make their own visual timetables</p>	<p>5's: to begin exploring what different countries look like and differences through stories, role play and small worlds</p> <p>handa's surprise</p>		<p>5's: . to play instruments with control to express their ideas, such as playing softly and loudly when instructed to.</p> <p>play musical instrument to represent different emotions</p>
<p>WK 6 - colour monster goes to school</p>	<p>3's: to explore pretend play such as 'putting the baby to sleep'</p> <p>small groups to play dressing an caring for the babies</p>	<p>3's: to begin to show independence such as wanting to put my own coat on</p> <p>Within provision</p>	<p>3's: to explore and use chunky mark making tools</p> <p>sheet painting</p>	<p>3's: retell and act out familiar stories in a range of ways</p> <p>pick a story and draw what happens</p>	<p>To explore the letter CH through 'what's in the box' and 'play with sounds'</p> <p>Objects to have in phonics area:</p>	<p>3's: to play with numbers and songs with numbers that go forward and backwards.</p> <p>sing number songs during singing time</p>	<p>3's: to read stories that explore different cultures and countries</p>	<p>3's and 5's:</p> <p>Objects to have in RE area:</p>	<p>3's: to explore a range of instruments such as, xylophone, whistle, bells and wooden beaters</p> <p>hide the musical instrument game</p>
	<p>5's: to use my words to organise my play such as "who wants to join my tea party?"</p>	<p>5's: to help solve problems and conflicts such as 'how can we all have a turn as spiderman?'</p> <p>Within provision</p>	<p>5's: to begging to think about direction, movement and control when using mark making tools</p> <p>sheet painting</p>	<p>5's: explore letters of their name, recognise their name and write it</p> <p>letter table with name cards embedding literacy areas of need ready for reception</p>		<p>5's: discover directions and positions through games and toys. copy finish and explore repeating patterns</p> <p>number tracing maps</p>	<p>5's: to begin exploring what different countries look like and differences through stories, role play and small worlds</p>		<p>5's: to play instruments with control to express their ideas, such as playing softly and loudly when instructed to .</p> <p>play musical instrument to represent different emotions</p>