

**Pioneer - EYFS Nursery**  
**Term 2 - Celebrations**

Week/ Area of development	C+L	PSED	PD	Lit/ Phonics	Maths	UtW - RE Sessions	EAD
<p><b>WK1 - Bear stays up for Christmas</b></p>	<p>To understand simple instructions/ To understand 2 part instructions - 3's to all have 1 shaker each and teacher has one too. Teacher says one instruction at a time (showing them too) and children to copy. Go onto just saying the instructions without modelling for those confident. 5's play simon says in small groups.</p>	<p>To feel proud of something you are good at:  See Jigsaw Activity 1 plan.</p>	<p>To explore the nursery by moving in different ways/ To play games involving different ways of moving: 3's to move around the garden 'follow the leader style' in different ways and children to copy. 5's to play 'who am I' - one person to show the group a movement and see what they look like. Teacher to model first - children lead once confident.</p>	<p>Listening to stories for short periods of time/ Enjoying books with others in groups and talking about what has happened:  Focus letter: S To hear the same initial sound for words and names of objects. All: Play 'what's in the box?', followed by 'Bertha the bus' but say 'Santa Claus is going to the zoo...'</p>	<p>To recognise the number 1/ To count, subitise and recognise the number 1:  See maths planning sheet for both 3's and 5's</p>	<p>To explore what other families look like through stories and play/ To begin understanding the differences and similarities between one's own family and others' family: 3's to use different sized pebbles to create pebble people - to create their family. 5's to listen to 'The family book' and talk about their family - key workers to question stereotypes e.g. do all children have a mummy and a daddy?  RE: To explore the part of the Christmas story where Angel Gabriel visits Mary. 3's and 5's to make angles using handprints ( use for xmas cards?)</p>	<p>To explore paint using different tools, including body parts/ To explore paint using different tools, including chunky brushes and rollers. 3'S links to UTW. 5'S to decorate a giant xmas tree each using rollers (a3)</p>
<p><b>WK2 - Bear stays up for Christmas</b></p>	<p>To understand simple instructions/ To understand 2 part instructions. 3's to join in with squiggle whilst you wiggle. 5's to make christmas cookies</p>	<p>To be able to say one way that you are special and unique:  See Jigsaw activity 2 plan</p>	<p>To explore the nursery by moving in different ways/ To play games involving different ways of moving. 3's the same as the week before. 5's to follow jack hartmann 'different things move in different ways'.</p>	<p>Listening to stories for short periods of time/ Enjoying books with others in groups and talking about what has happened. 3. Read a short book with key worker. 5's to listen to a story in small groups of 3 or 4. 4. Mind Map what happened  Focus letter: A To hear the same initial sound for words and names of objects. All: Play 'what's in the box?', followed by 'Bertha the bus' but say 'Santa Claus is going to the zoo...'</p>	<p>To recognise the number 2/ To start to subitise two items:  See maths planning sheet for both 3's and 5's</p>	<p>To explore what other families look like through stories and play/ To begin understanding the differences and similarities between one's own family and others' family. 3's to listen to and tango makes three and 5's to do that and then role play different families.  RE: To explore the part of the christmas story where Mary and Joseph stay in a stable for the night. 3's and 5's to make mini stables using cardboard boxes</p>	<p>To explore paint using different tools, including body parts/ To explore paint using different tools, including chunky brushes and rollers. 3's to create different footprint marks outside using powder paint and water. 5's link to RE</p>

<p>WK3 - Dear Santa</p>	<p>To focus on an activity of my own choice/ To join in and sing a variety of Practise singing "we wish you a merry xmas" and doing actions for nativity show</p>	<p>To know that all families are different: See Jigsaw Activity 3 plan</p>	<p>To explore movements linked to music/ To begin to control mark making tools and use a comfortable grip. Practise singing christmas song and doing actions for nativity show</p>	<p>Looking at books and noticing books in the environment/ Noticing letters in and around the environment. To read the book "Dear Santa" and start writing their own letter for Santa in preparation for trip WK5. Focus letter: T To hear the same initial sound for words and names of objects. All: Play 'what's in the box?', followed by 'Bertha the bus' but say 'Santa Claus is going to the zoo...'</p>	<p>To recognise and count to 2/ To start to subitise 2 items: See maths planning sheet for both 3's and 5's</p>	<p>To explore different technology/To explore different technologies and how different things work e.g. magnets. 3's to explore 'Santa's toy shop' with different types of technology inside (pictures and real). 5's to do the same and also to make 'magnetic christmas bottles' and explore them using magnets. RE:To explore the part of the Christmas story where Jesus was born in the stable. All: take part in role play whilst the teacher reads the next part of the Christmas story.</p>	<p>To engage in different action songs through actions or words/ To explore paint using different tools, using stamps. Practise singing christmas song and doing actions for nativity show</p>
<p>WK 4 - Dear Santa</p>	<p>To focus on an activity of my own choice/ To join in and sing a variety of nursery rhymes. Sing pass the bag along - children lead this and sing words, joining in with actions they know.</p>	<p>To know that there are lots of different houses and homes: See Jigsaw activity 4 plan</p>	<p>To explore movements linked to music/ To begin to control mark making tools and use a comfortable grip. Practise singing "we wish you a merry xmas" and doing actions for nativity shows - joining in with makaton signs too. Use large movements in the garden to make different shapes (curvy or straight) that are in their name</p>	<p>Looking at books and noticing books in the environment/ Noticing letters in and around the environment. To read the book "Dear Santa" and start writing their own letter for Santa in preparation for trip WK5. Focus letter: P To hear the same initial sound for words and names of objects. All: Play 'what's in the box?', followed by 'Bertha the bus' but say 'Santa Claus is going to the zoo...'</p>	<p>To recognise AB patterns/ To start to extend AB patterns: See maths planning sheet for both 3's and 5's</p>	<p>To explore different technology/To explore different technologies and how different things work e.g. magnets. All: to use torches to explore the dark (in shadow text) to find different pictures hidden/stuck around inside of the tent. 5's to also explore 'magnetic or non magnetic' tuff tray with christmas items and magnets. RE:To explore the part of the Christmas story where the angel told some shepherds that the son of god had been born in Bethlehem. All: take part in role play whilst the teacher reads the next part of the Christmas story.</p>	<p>To engage in different action songs through actions or words/ To explore paint using different tools, including chunky brushes and rollers. 3's same as PD. 5's to make a sign for Santa "please stop here!" on the ground outside using chunky chalks.</p>
<p>WK 5 -</p>	<p>To understand simple questions about 'what'/ To use longer sentences when speaking.</p>	<p>To know how to make new friends: See Jigsaw activity 5 Plan</p>	<p>To use a range of construction materials to build/ To make large arm movements.</p>	<p>Joining in with songs and rhymes and listening to music/ Singing songs and Rhymes. All to play pass the bag along.</p>	<p>To recognise ABC Patterns/ To start extending ABC patterns and recognising mistakes in ABC patterns:</p>	<p>To explore what other families look like through stories and play/ To begin understanding the differences and similarities between one's own family and others' family. All to engage</p>	<p>To begin exploring different patterns/ To begin recognising and naming different patterns. 3's and 5's to explore a tuff tray with</p>

<p>5 Christmas penguins</p>	<p>Read "5 christmas penguins" and answer "What questions" - can they extend these answers giving justification</p>		<p>Make big long 'l' movements (linked with phonics) using brooms in the garden</p>	<p>Focus letter: l To hear the same initial sound for words and names of objects. All: Play 'what's in the box?', followed by 'Name Play'</p>	<p>See maths planning sheet for both 3's and 5's</p>	<p>with 'special families' and to draw a picture of their own family'. Children then bring their pictures to the carpet at the end of the day to discuss who is in their picture and if it looks the same as their friends</p> <p>RE: To explore the part of the christmas story where the 3 wise men saw a bright star in the sky. All: take part in role play whilst the teacher reads the next part of the Christmas story</p>	<p>different wrapping paper samples, ribbon, bags, tinsel with key workers focusing on different patterns they can see.</p>
<p>WK 6 - 5 Christmas Penguins</p>	<p>To understand simple questions about 'what'/ To use longer sentences when speaking. 3's to play 'what's inside the box' but with simple objects they know the names of (different to images used during phonics this week). 5's observe in play.</p>	<p>To be able to use my words to stand up for myself:  See Jigsaw activity 6</p>	<p>To use a range of construction materials to build/ To make large arm movements. 3's to build an igloo for the penguins using wooden blocks. 5's to join in with squiggle whilst you wiggle</p>	<p>Joining in with songs and rhymes and listening to music/ Singing songs and Rhymes. All to play pass the bag along</p> <p>Focus letter: N To hear the same initial sound for words and names of objects. All: Play 'what's in the box?', followed by 'Name Play'</p>	<p>To consolidate knowledge from this term:  See maths planning sheet for both 3's and 5's</p>	<p>To explore different technology/To explore different technologies and how different things work e.g. magnets. All: To explore 'fishing' activity with magnets. Also explore mark making on the smart board</p> <p>RE: To explore the part of the christmas story where the shepherds and wise men went to see baby Jesus in Bethlehem. All: take part in role play whilst the teacher reads the last part of the Christmas story.</p>	<p>To begin exploring different patterns/ To begin recognising and naming different patterns. 3's and 5's to explore a tuff tray full of shaving foam - finding the different patterns hidden inside. Can the older one's copy the patterns they find?</p>
<p>WK 7 - 5 Christmas Penguins</p>	<p>Anything from term that needs working on</p>	<p>To talk about rules we have to follow and why we have to follow them:  Make class golden rules</p>	<p>To think about different spaces and where I sit/ To practise putting on and taking off coats. 3's to play musical bumps learning that when they sit they need to sit on a bug picture - explain this is how we sit at circle time. 5's to get ready to go to the trim trail 1 at a time.</p>	<p>Exploring tools to explore mark making/ Hearing and noticing sounds around us. 3's to use playdough knives, cutters, rollers to make gingerbread for santa</p> <p>Focus letter: SATPIN (Consolidation of all letters) To hear the same initial sound for words and names of objects. All: Play 'Play with sounds', 'Bertha the Bus' or 'Name Play'</p>	<p>To consolidate knowledge from this term.:  See maths planning sheet for both 3's and 5's</p>	<p>Anything from term that needs working on</p>	<p>To begin exploring different patterns/ To begin exploring repeating patterns.</p>