

Pioneer - EYFS Nursery
Term 3 - People who help us

 = Planned Activity

Week/ Book of the Week	C+L	PSED	PD	Literacy	Phonics	Maths	U+W	RE	EAD
WK1 - Ambulance! Ambulance! 02.01 Inset day	3's: To use words to express how they are feeling. Carpet time discussion: feelings	3's: To begin talking on challenges set by my key worker Ambulance maze tuff tray	3's: To use bikes, trikes and cars to move around garden Build an ambulance obstacle course	3's: To talk about what is happening in the pictures of the book of the week Read Ambulance! Ambulance!	To explore the letter M through 'what's in the box' and 'play with sounds'. Objects to have in the Phonics area: Mouse, Man, Magazine, Map, Milk	3's: To explore the number 3 through counting, mark making and play. Tuff tray: Same as below - focusing only on number 3	3's and 5's: To explore and begin to recognise different occupations in health through stories and play e.g. paramedics, doctors, nurses etc. Draw around children to make life-size drawings of who the children want to be when they are older.	3's and 5's: To explore items, books and pictures relating to christianity/ churches Objects to have in RE area: Bible, cross, picture of church, noah's ark	3's: To begin expressing my own ideas through the marks I make Tuff tray - 'Draw your own map' using chalk markers - related to book of week
	5's: To use words to express how others are feeling Carpet time discussion: feelings	5's: To begin challenging myself with support from my key worker Ambulance race in garden	5's: To explore spray bottles 'Put out the fire' - firefighter spray bottles	5's: To explore the letters in their names 'Build my name' using duplo letter templates		5's: To explore subitising up to 3 objects through sorting, mark making and play. Tuff tray: Different objects (pictures of up to 3 items) - sorting into 1, 2 or 3 items. Using real objects like dice, as well as pictures			5's: To begin drawing using more detail Draw self-portrait for Term 3
WK2 - Ambulance! Ambulance!	3's: To begin using actions to express how they are feeling. Carpet time discussion: feelings	3's: To begin talking on challenges set by my key worker Complete inset puzzle	3's: To use bikes, trikes and cars to move around garden Build an ambulance obstacle course	3's: To talk about what is happening in the pictures of the book of the week Read Ambulance! Ambulance!	To explore the letter D and G through 'what's in the box' and 'play with sounds'. Objects to have in the Phonics area: Dentist, Doctor, Dice, Dog, Dolly, Girl, Gate, Glue, Gold, Green.	3's: To explore the number 3 through counting, mark making and play. Same as below - using hands not tools	3's and 5's: To explore and begin to recognise different occupations in health through stories and play e.g. paramedics, doctors, nurses etc. Draw around children to make life-size drawings of who the children want to be when they are older.	RE - Explore items, books and pictures relating to christianity/ churches Objects to have in RE area: Bible, cross, picture of church, noah's ark	3's: To begin expressing my own ideas through the marks I make Tuff tray - 'Draw your own map' using chalk markers - related to book of week
	5's: To show different emotions through role play Children to act out emotions as	5's: To begin to persevere towards new goals set by my key worker. Complete inset puzzle	5's: To explore rollers Same as Maths	5's: To explore the letters in their names 'Build my name' using duplo letter templates		5's: To explore subitising up to 3 objects through sorting, mark making and play. Use playdough mats to make up to 3 objects using rollers and cutters			5's: To begin drawing using more detail Draw self-portrait for Term 3

	reading book of week								
WK3 - Maisy Goes to hospital	3's: To listen to a short story Read Maisy goes to hospital	3's and 5's: To recognise my goals and always try my hardest to achieve these. Look at child's learning journey together, talk about things they find tricky	3's: To explore fine motor activities Tuff tray: Fill with blue gloop or Jelly, and place a boat and people into the jelly. Use large tweezers, scoops, spoons or tongs to 'rescue' the people	3's: To use Paint and mud to make marks in different ways Tuff Tray: Put different coloured paint and mud, using sticks, leaves and tape to make paint brushes and mark make	To explore the letter O and C through 'what's in the box' and 'play with sounds'. Objects to have in Phonics area: Orange, Octopus, Olive, Otter, Ostrich, Cat, Curtain, Cup, Coffee, Cake	3's: To explore the number 4 through counting, mark making and play. Same as below - focusing on recognising and counting to 4.	3's: To recognise differences between people Play 'Guess who' game with an adult to support	3's and 5's: To explore items, books and pictures relating to Islam/ Mosques Objects to have in RE area: Prayer mat and compass, The Qur'an, Picture of Skull cap and Hijab, Picture of Mosque, Crescent and Star	3's: To begin expressing my own ideas through the marks I make Same as PD - focusing on drawing pictures inside the card and asking children what they have drawn etc.
	5's: To listen to others in a small group task Same as PSED		5's: To explore using scissors Make a 'Thank you' card for someone who has helped them - focusing on cutting out the pictures they want to stick in their card	5's: To hear different sounds in words Same as phonics		5's: To explore different ways of making the number 4 through counting, mark making and play. Tuff tray: Filled with different objects and different numbers up to 4 in. Ordering, recognising, counting. Provide mark makers to practise drawing 4 objects or writing the number 4.	5's: To explore similarities and differences between people Same as above		5's: To express different feelings through mark making Carpet: Make mood plates - Play different types of music and ask children to choose colours and move their pencils depending on the music type.
WK 4 - Maisy Goes to hospital	3's: To listen to others in a small group game Same as below, needing adult support	3's: To explore ways of being kind through stories and group time. Discuss at group time different ways to be kind, write down.	3's To explore fine motor activities Tuff tray: Fill with blue gloop or Jelly, and place a boat and people into the jelly. Use large tweezers, scoops, spoons or tongs to	3's: To use paint and mud to make marks in different ways Tuff Tray: Put different coloured paint and mud, using sticks, leaves and tape to make paint brushes and mark make	To explore the letter K through 'what's in the box' and 'play with sounds'. Objects to have in Phonics area: Key, Kettle, Koala, Kangaroo, Kitten	3's: To explore the number 4 through counting, mark making and play. Same as below - focusing on recognising and counting to 4.	3's: To recognise differences between people Play 'Guess who' game with an adult to support	3's and 5's: To explore items, books and pictures relating to Islam/ Mosques Objects to have in RE area: Prayer mat and	3's: To explore different materials using my hands Go on a nature walk, collect different materials and create a picture using the things they have collected

			'rescue' the people					compass, The Qur'an, Picture of Skull cap and Hijab, Picture of Mosque, Crescent and Star	
	5's To listen to others in a whole class task and express own ideas and opinions Same as PSED - focusing on joining in and listening to others		5's: To explore using scissors Make a 'Thank you' card for someone who has helped them - focusing on cutting out the pictures they want to stick in their card	5's: To hear words that are similar to name rhymes. Explore 'Oi Frog' book.		5's: To explore different ways of making the number 4 through counting, mark making and play. Tuff tray: Filled with different objects and different numbers up to 4 in. Ordering, recognising, counting. Provide mark makers to practise drawing 4 objects or writing the number 4.	5's: To explore and talk about diversity and develop positive attitudes towards this. Carpet time: Show pictures of different occupations - talking about stereotypes in jobs etc. e.g. Can girls be builders? Can boys be ballet dancers? etc.		5's: To express different emotions through mark making Carpet: Make mood plates - Play different types of music and ask children to choose colours and move their pencils depending on the music type.
WK 5 - Postman Bear	3's: To understand simple questions about 'who'. 'Write letters' to different family members, using envelopes - focusing on 'who'	3's: To explore different types of jobs Role play area different jobs e.g. doctors, dentists, postman etc.	3's: To use a range of small objects to create and put into different objects or containers. Same as Maths	3's: To explore the book of the week in play by wearing costumes and using props. Using hats, postbag, envelopes, stamps etc to retell story in play	To explore the letter E through 'what's in the box' and 'play with sounds'. Objects to have in Phonics area: Egg, Elephant, Elf, Envelope, Ella	3's: To explore the number 5 through counting, mark making and play. Same as below - focusing on the number 5	3's: To explore and begin to recognise different occupations in public services through stories and play e.g. post officer, fire officer, teacher. Same as PSED	3's and 5's: To explore items, books and pictures relating to Judaism/Synagogue s Objects to have in RE area: Star of David, Scroll, Candle holder with 7 candles, Hamsa	3's: To explore different materials using my hands Go on a nature walk, collect different materials and create a picture using the things they have collected
	5's: To work with one other student and hold a conversation Role play in 'post office'		5's: To explore different directions in the marks I make Tuff tray - 'Draw your own map' using chalk markers - related to book of week	5's: To notice when starting sounds are the same Same as Phonics		5's: To explore different ways of making the number 5 through counting, mark making and play. Children to be post officers and match numbers and quantities up to 5 using envelopes and cardboard boxes (letter boxes) with holes in to 'deliver' to the correct houses.			5's: To explore different materials using different tools e.g. rolling pins, wooden knives and cutters. To make sensory cakes, aprons and hats, tools

WK 6 - Postman Bear	3's: To understand simple questions about 'who'. 'Write letters' to different family members, using envelopes - focusing on 'who'	3's and 5's :To recognise different ways we celebrate achievements in Nursery Achievement assembly	3's: To use a range of small objects to create and put into different objects or containers. Same as Maths	3's: To explore the book of the week in play by wearing costumes and using props. Using hats, postbag, envelopes, stamps etc to retell story in play	To explore the letter M, D, G, O, C, K, E through 'what's in the box' and 'play with sounds'. Have all objects from term in basket to see if they can recognise the starting sound for each object	3's: To explore the number 5 through counting, mark making and play/ Consolidation Same as below - focusing on the number 5	3's and 5's: To explore and begin to recognise different occupations in public services through stories and play e.g. post officer, fire officer, teacher. Same as PSED	3's and 5's: To explore items, books and pictures relating to Judaism/ Synagogue s Objects to have in RE area: Star of David, Scroll, Candle holder with 7 candles, Hamsa	3's: To manipulate different materials using my hands. To make sensory cakes, aprons and hats
	5's: To work with two other student and hold a conversation Role play in 'post office'		5's: To explore different shapes in the marks I make Chunky chinks, outside on the floor - shape making	5's: To talk about what is happening in a book, making links and connections Colour in 'Postman Bear' characters - adults to talk about who each character is and recap on story		5's: To explore making the number 5 through counting, mark making and play/ Consolidation Children to be post officers and match numbers and quantities up to 5 using envelopes and cardboard boxes (letter boxes) with holes in to 'deliver' to the correct houses.			5's: To manipulate different materials using different tools e.g. rolling pins, wooden knives and cutters. Same as above - using tools as well.