

Pioneer – EYFS Nursery

Term 6 Journeys

Planned Focus Activity

Week/ Book of the Week	C+L	PSED	PD (Sports day practices)	Literacy	Maths	UtW / RE Focus	EAD
<p>The Snail & The Whale WK1/2</p> <p>Number Focus: 4&5</p> <p>Phonics Focus: V , W</p>	<p>R3: Links with Literacy & UTW</p>	<p>R3 & R5: I can begin to talk about how I am feeling at different points in the day. Use of feelings wall.</p>	<p>R3: I can balance blocks, or items on top of each other using control. Stacking Activities</p>	<p>R3: I can retell parts of the story using story language and images. I can engage in looking at books independently. Book sharing sessions in a group.</p>	<p>R3: I can count out different amounts with 1- 1 correspondence. Physical counting games – Jumping into hoops or onto buttons.</p>	<p>R3: I can talk about people who can help – links to key text. E.g. firefighters. Have small world set up of the whale being stuck – Who can help?</p>	<p>R3: I can use blocks to help save the whale/ build different items from the story. Use of blocks in provision play.</p>
	<p>R5: I can organise my thoughts in play. Provision focus – notice how children are making games/interacti ons support with language.</p>		<p>R5: I can begin to show control when using mark making tools Curly letters Focus letter formation activity</p>	<p>R5: Phonics Focus & Letter recognition activities in provision. Phonic Sessions</p>	<p>R5: I can count, recognise the numeral and numicon plate for this weeks number. I can talk about the number before and after. Shells Counting Acitivity</p>	<p>R5: I can talk about the different places the snail and the whale visit – What are the places like? Where could we find them on the map? Use of google maps in groups lets find a place.</p>	<p>R5: I can create trails, swirls. Linked to the snails journey. Also links with PD letter formation. Squiggle Write Dance activities</p>

<p>The Rainbow Fish</p> <p>WK3/4</p> <p>Number Focus: 5&6</p> <p>Phonics Focus Y & Z</p>	<p>R3: I can talk about Why rainbow fish is sad.</p> <p>Story sharing and emotion cards – can they match the cards to the pages</p>	<p>R3: I can identify the different feelings of the fish in the story.</p> <p>Feelings Webs with images of the fish.</p>	<p>R3: I can show control in threading and moving.</p> <p>Rainbow fish ribbon weaving.</p>	<p>R3: I can share books and notice characters on different pages.</p> <p>Links with CL</p> <p>I can explore different mark making tools in provision.</p>	<p>R3: I can count out different amounts with 1-1 correspondence.</p> <p>Using playdough mats – create spots or scales for the correct number.</p>	<p>R3: I can explore the feeling of different materials – when creating the large rainbow fish talk about items being used e.g. bubble wrap being bumpy.</p>	<p>R3 & R5: I can use different materials to create art.</p> <p>Create a large class rainbow fish using recycling, tissue paper or natural materials in the garden.</p>
	<p>Links to UTW/EAD.</p> <p>I can listen carefully to instructions given and follow these.</p>	<p>R5: I talk about the different emotions and feelings in rainbow fish.</p> <p>Story sharing and emotion cards – can they match the cards to the pages and talk about why?</p>	<p>R5: R5: I can begin to show control when using mark making tools</p> <p>Straight letters Focus letter formation activity</p>	<p>R5: Phonics Focus & Letter recognition activities in provision.</p> <p>Phonic Sessions.</p> <p>Name building, writing and recognition activities – Use name mats to build names.</p>	<p>R5: I can count, recognise the numeral and numicon plate for this weeks number. I can talk about the number before and after.</p> <p>Number Bingo Activity in pairs/3's</p>	<p>R5: I can talk about, change and manipulate different objects</p> <p>– Linked to EAD</p> <p>– Recycled giant craft of a rainbow fish.</p>	<p>Provision – Have fish images and templates for children to create their own independently.</p>

<p>Week 5 Commotion in the Ocean</p> <p>Number Focus: 7</p> <p>Phonics Focus QU</p>	<p>R3: I can talk about my friends who are going to big school.</p> <p>1-1 Discussions to create rising 5's certificates.</p>	<p>R3: I can get my home things at home time will little support.</p>	<p>R3: I can show control in small and large movements.</p> <p>Cutting and creating sea creatures from the story.</p>	<p>R3: I can talk about what happens in the story.</p> <p>Story Sequencing images</p>	<p>R3: I can count different amounts out</p> <p>Dice games – roll the dice and count out the amount of items eg. Small world animals, snacks or counters.</p>	<p>Forest School Session this week – Planning. to be added when sent from Forest School lead.</p>	<p>R3: Links with PD</p> <p>Cutting and creating sea creatures from the story.</p>
	<p>R5: I can talk about my friends who are going to big school.</p> <p>1-1 Discussions to create rising 5's certificates.</p>	<p>R5's: I can help solve problems and conflicts such as 'how can we all have a turn using toy?' Within provision:</p>	<p>R5: I can move my body in different ways showing control.</p> <p>Dancing & Moving like the different animals in the story – e.g. crab walking.</p>	<p>R5: Phonics Focus & Letter recognition activities in provision.</p> <p>Phonic Sessions.</p> <p>In provision Phonics Games on in the IWB – Phoneme pop, sound games on phonics play.</p>	<p>R5: I can count, recognise the numeral and numicon plate for this weeks number. I can talk about the number before and after.</p> <p>Number ordering, recognition games - Bingo</p>		<p>R5: I can use different materials to create sea creatures from the story.</p> <p>Cutting and creating sea creatures from the story.</p>
<p>Week 6 & 7</p> <p>Transition Hub Project Book – The</p>	<p>R3's: I can explore pretend play such as 'putting the baby to sleep' small groups to play dressing an</p>	<p>R3: I can think about how the different monsters show their colour</p>	<p>R3: I can make marks to represent a person.</p> <p>Draw a person activity.</p>	<p>R3's: I can make marks and give meaning to them eg that's mummy or letter in our names.</p> <p>Draw images from our key text.</p>	<p>R3: I can sing song with numbers in.</p> <p>Sing number songs during singing time and use props to model what</p>	<p>RE: I can explore our values of Love, Wisdom, Strength, Truth – How do we show these at Nursery and at school?</p>	<p>R3: I can explore a range of instruments such as, xylophone, whistle, bells and wooden beaters</p> <p>hide the musical instrument game</p>

colour monster goes to school	caring for the colour monster. Teddies, clothing in provision.	feelings and make links to my own.			happens. E.g. frogs, monkeys songs	Discussion about values certificates.	
Number Focus: 8&9 Phonics Focus: recap all singular sounds	R5's: I can use my words to organise my play such as "who wants to join my tea party ?" In Provision	R5'S I can talk about any worries or feelings about going to school. Visits from school staff, images of key adults and social books.	R5: I can look after myself, changing more independently. Explore school jumpers/PE kits in Roleplay.	R5's: explore letters of their names recognise their names and write it confidently. Use of name building and writing cards. letter table with name cards embedding literacy areas of need ready for reception	R5: I can count, recognise the numeral and numicon plate for this weeks number. I can talk about the number before and after. Number ordering, recognition games - Bingo	RE: I can explore our values of Love, Wisdom, Strength, Truth – How do we show these at Nursery and at school? Discussion about values certificates.	R5: I can play instruments with control to express their ideas, such as playing softly and loudly when instructed to . play musical instrument to represent different emotions or parts of the story.