

# Play and Learn

How to support children with additional needs and young children to develop independent play skills to support learning.



‘Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school’.

November 2024

Review date November 2027

**Intention**

At Woolgrove Play and Learn (PAL) is used across all pathways. The aim of Play and Learn are to support and teach the children to have the skills to be able to,

- Play with others
- Develop friendships
- Develop interests that will enable them to occupy their time when they are alone and with others
- Practise taught skills related to the curriculum, to increase their ability and show what they are able to achieve independently

## **What is play?**

Play can be defined in many different ways. It can take on many different forms and experiences

Play is:

- A complex set of behaviours characterized by fun and spontaneity
- Play can be sensory, neuromuscular, cognitive & any combination of the three
- Play involves repetition of experience, exploration, experimentation, and imitation of one's surroundings

Linda L. Florey 1981

*"Play is the universal language of childhood. It is through play that children understand each other and make sense of the world around them."*

[Play Scotland](#)

## **Why is play important?**

*"Play is often overlooked as the key that helps unlock the door to learning."*

Mary Reilly 1974

- Play is important because it supports children to develop their cognitive, physical, social and emotional wellbeing of children and young adults.
- Play allows adults to interact and engage fully with children in a non-threatening environment where children can take control and take the lead.
- All children need play skills if they are to be included, play is the universal language for children.
- Children need to experience peer interaction. It allows children to be able to learn the communication skills to interact, request, negotiate, discuss and collaborate with others.
- Play is a tool for learning; It allows children to make sense of the world and to practice and test their skills. All children need this opportunity.
- All children need to practice social routines in safe surroundings.

## **Implementation**

### **The adult role**

There are many roles the adult can take on during play with children,

#### **Manager**

- Observing – to make judgements about developmental stages.
- Assessing – next steps.
- Record keepers – recoding and reporting.
- Time-keeper – using time effectively.
- Problem solving – working with children, colleagues and parents to overcome barriers.
- Planning the environment – planning and organising resources. Risk assessing.

#### **Facilitator**

- Reflect – non- directive commentary.
- Question – to extend.
- Mediator – working to develop fairness.

- Time-keeper- bring the play to an end or observing the moment when there is an opportunity for play.

### **Player**

- Prompter – guiding the play.
- Director – resources, narrating, assigning roles, establishing and reinforcing rules.
- Coach – extending play.
- Model – demonstrating play.
- Play partner – joining child in play, allowing the child to take the lead while also extending.
- Social guide – teaching social skills and conventions of play.

## **Why is play difficult for some children?**

Play is difficult for some children for a variety of reasons.

Play relies on:

- language
- social interaction and social understanding
- flexibility and imagination
- social experience and interest in social behaviour

Some children may have not developed these skills for a variety of reasons, this includes:

1. Children with learning difficulties.
2. Children with medical issues.
3. Children who are Looked After
4. Children with Autism Spectrum Disorder. (ASD)
5. Children with Social, Emotional and Mental Health issues
6. Children with physical needs including Hearing Impaired and Visual Impairments
7. Children with Down Syndrome

### **Learning difficulties**

Children with learning difficulties may have not been ready to experience the play opportunities they were offered when attending pre-school or nursery. This might have meant they did not use the resources appropriately during this time or had limited resources provided due to immature behaviours such as mouthing or eating, which could be dangerous to them.

### **Medical Issues and Looked After Children**

Children who may have spent time in hospital and missed out on opportunities that other babies and children would have experienced and therefore play skills may be delayed. Similarly, children may have had traumatic early childhood experiences or not had the toys or stimulation to develop their play skills.

### **Autistic Spectrum Disorder**

Children with ASD have difficulties with imagination, flexibility of thought, social interaction, and social communication, many also have sensory needs. Due to these difficulties their play is often described as repetitive, motoric, sensory, isolated, purposeless, and lacking in imagination.

### **Social, Emotional and Mental Health Issues**

Children with SEMH conditions may not have developed appropriate play skills due to lack of attention and concentration or inappropriate behaviours. Children may display dangerous behaviours meaning to keep everyone safe they may have limited resources provided.

### **Hearing / Visual Impairments**

Children with physical difficulties may not be able to access toys in the same way as an ambient child can. They may have to rely on adults provided toys to them due to their physical limitations.

Children with a Hearing Impairment may have missed language around play and may have difficulties communicating with others.

Children with a visual impairment may not have experienced toys in the same way as other children and may have to learn alternative skills to use equipment safely.

For these reasons play skills may be delayed and immature. The child may have play skills like a younger child rather than skills expected for the child's actual age. The children may engage in familiar play routines and therefore not be able to extend their skills through play without adult intervention.

### **Down Syndrome.**

Children with Down Syndrome can have difficulties with Speech and Language and working memory. These issues can prevent children from interacting at the same level as their peers and learning vocabulary.

## **How can adults support play for children who find this difficult?**

Child Initiated Learning is not always possible for children who have difficulties or delayed play skills. Therefore, the children may require more support to learn to occupy their time and stay safe whilst playing.

Adults will need to:

- Ensure they understand the children's current play skills and interest and then plan next steps
- Take on the facilitator or player role
- Adapt resources to meet the needs of the pupils to still offer experiences e.g. giving large peg boards to children who might eat small peg boards. Using contrasting colours for children with Visual Impairments
- Teach children how to play with resources and equipment as well as with others. This may include using strategies such as, hand over hand support, Intensive Interaction and Identiplay.
- Provide a language rich environment which allows all children to learn new vocabulary and communication skills

### **Development in play**

Developmental stage in months	Level of play	Communication	Relationships	Play
0-11	<b>Solitary</b> - They love to be with family members and also enjoy time by	Makes sounds	Responds to what carer is paying attention to, e.g.	Reaches out for, touches and begins to hold objects. Explores objects with

	themselves. They are very busy exploring and discovering their new world. These very young children tend to play alone regardless of whether other children are in the same room		following their gaze.	mouth, often picking up an object and holding it to the mouth. Smiles with pleasure at recognisable playthings. Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.
8-20		Developing the ability to follow others' body language, including pointing and gesture. Uses sounds in play, e.g. 'brrrm' for toy car. Concentrates intently on an object or activity of own choosing for short periods.	Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. Seeks to gain attention in a variety of ways, drawing others into social interaction. Builds relationships with special people.	Concentrates intently on an object or activity of own choosing for short periods. Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.
16-26	<b>Parallel Play</b> Children play next to each other simply because they are in the same area but they are engaged in their own activities. They play side-by-side, watch and listen to each other. At this age they are interested in the same toys and both see the toys as belonging to them	Copies familiar expressions (e.g. 'Oh dear', 'All gone'). • Beginning to put two words together (e.g. 'want ball', 'more juice'). • Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).	Plays alongside others. • Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.	<ul style="list-style-type: none"> <li>• Beginning to balance blocks to build a small tower.</li> <li>• Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.</li> <li>• Gradually able to engage in pretend play with toys (supports child to understand their</li> </ul>

				own thinking may be different from others). Matches parts of objects that fit together, e.g. puts lid on teapot.
22-36	<b>Associative Play</b> Most children are still playing independently but often do the same thing as other children. For example, if one child puts on a dress-up outfit, another child will put one on also. The children will begin to interact through talking, borrowing and taking turns with toys, but each child acts alone.	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. Listens with interest to the noises adults make when they read stories. • Single channelled attention. Can shift to a different task if attention fully obtained-using child's name helps focus.	<ul style="list-style-type: none"> <li>• Interested in others' play and starting to join in.</li> <li>• Seeks out others to share experiences.</li> <li>• Shows affection and concern for people who are special to them.</li> <li>• May form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>• Notices detailed features of objects in their environment.</li> </ul>
30-50	<b>Cooperative Play</b> Children have acquired the skills to interact together for the purpose of play. Speaking and listening skills are more developed so children can communicate with each other. Children can share ideas and tell each other what to	<ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what</li> </ul>	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to	Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories

	<p>do. Communication about play is the critical skill of cooperative play.</p>	<p>might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' Listens to others one to one or in small groups, when conversation interests them. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance.</p>
40-60		<p>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses</p>	<p>• Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and</p>	<p>Looks closely at similarities, differences, patterns and change. Constructs with a purpose in mind, using a variety of</p>

		<p>language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play.</p> <p>• Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span</p>	<p>understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>resources. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative.</p>
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# The 6 Stages of Play

## Unoccupied Play

0–3 months

When baby is making movements with their arms, legs, hands, feet, etc. They are learning about and discovering how their body moves.



## Solitary Play

0–2 years

When a child plays alone and are not interested in playing with others quite yet.



## Spectator/Onlooker Behavior

2 years

When a child watches and observes other children playing but will not play with them.



## Parallel Play

2+ years

When a child plays alongside or near to others but does not play with them.



## Associate Play

3–4 years

When a child starts to interact with others during play, but there is not much cooperation required. *For example, kids playing on the playground but doing different things.*



## Cooperative Play

4+ years

When a child plays with others and has interest in both the activity and other children involved in playing.



### The sensorimotor stage (birth to 2 years)

- The sensorimotor stage of Jean Piaget's theory spans from birth to 2 years. During this stage, [children learn](#) through five of their senses and through movement and exploring with their environment.
- A good way to encourage development during this time is by giving children sensory play with sensory bins with different textures and playing with different activities that make different sounds.
- It is important to provide children with a rich environment full of objects they can interact with that incorporate all of their senses.

### Things you can give your child:

- Different textures and fabrics: Corduroy, velvet, denim, papers, sandpaper, and bubble wrap
- Things that make different sounds: whistles, bells, toys that click
- Things of different shapes and sizes: foam blocks with a variety of shapes
- A space that encourages movement: Pikler triangle, baby gyms, and tummy time mats

## **2. The preoperational stage (2 to 7 years)**

- The preoperational stage of Jean Piaget's theory spans from 2 to 7 years.
- This stage begins when your child starts talking and communicating more, but they are still not able to put ideas together in a logical way. During this time children start doing parallel play that means that they're playing next to children but not really with them.
- Also during this stage children have difficulty seeing things from other people's points of view. Children start playing more pretend games and role-playing games.
- In this stage, it is important that your child continue to learn through real-world experiences but is also given the opportunity for pretend play.

### **Things that will help your child through the preoperational stage:**

- Dolls including Barbie dolls, Peg dolls, and baby dolls, Action figures, Dress-up clothes, Small world toys ( items to build their own small worlds including animal figurines, dolls, dollhouse and furniture), Building blocks and construction set, Crayons, markers, pens, pencils, and paper to draw with, Picture books and some board books

## **3. The concrete operational stage (7 to 11 years)**

- The concrete operational stage lasts between the ages of 7 years old and 11 years old according to Jean Piaget's theory.
- Your child will start building logical thought and be able to understand the laws of conservation, where the same thing can be different shapes and be the same amount. For example, they will be able to understand a cup of water is the same amount if it's in a tall thin glass or a short stout glass.
- At this age, children become expert problem solvers and want to understand how the world works around them.

### **Things you can give your child to help them develop during the concrete operational stage:**

- Logic games like Mancala and chess, STEM toys (mechanical building sets), Hobbies that create something like woodworking or sewing or crocheting, Number games, Models to build ( airplane models, doll houses, and car models) Legos and Lego sets

## **4. The formal operational stage (11 to adult)**

- The formal operational stage Jean Piaget's theory from around 11 or 12 years old through adulthood.
- During the formal operational stage, children and adolescents begin to understand abstract thought and can manipulate ideas in their heads.
- They will also be able to do more complicated math, think creatively, and they are able to understand more complicated scientific ideas. They also are able to understand hypothetical scenarios and questions.

### **Things to help your child develop during the formal operational stage:**

- Rubik's cubes, Chess, Games that involve strategy and thought, Sudoku puzzles, A multitude of books on different subjects, Also taking classes on hobbies and deep-diving into hobbies

## **Activities to support the development of play**

### **Intensive interaction**

Intensive Interaction was developed by Dave Hewitt and Melanie Nind in the 80s. It is an intervention that focuses on the early communication and interaction skills and is based on the principles of parent child interaction. The adult role is to copy the child's vocalisations and actions. The adult should be aware of how the child responds to this, do they still and wait, give eye contact, change intonations or vocalisations.

## **Special Time**

Special Time – (Helen Cokerill) Communication based intervention. Children are free to decide on what they are doing and the adult's role is to provide a commentary of what the child is doing. (Adult must not ask questions or be directive)

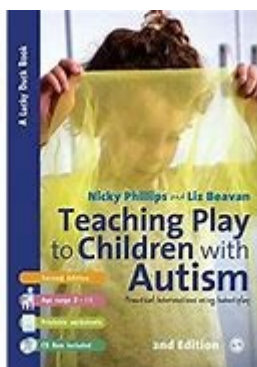
Both intensive interaction and Special time work on the foundation of communication which children need to develop to interact, communicate and socialise

### **The fundamentals of communication are.**

- ▶ Learning to give brief attention to another person.
- ▶ To share attention with another person.
- ▶ Learning to extend those attentions, learning to concentrate on another person.
- ▶ Developing shared attention into 'activities'.
- ▶ Taking turns in exchanges of behaviour.
- ▶ To have fun, to play.
- ▶ Using and understanding eye contacts.
- ▶ Using and understanding of facial expressions.
- ▶ Using and understanding of non-verbal communication such as gesture and body language.
- ▶ Learning use and understanding of physical contacts.
- ▶ Learning use and understanding of vocalisations, having your vocalisations become more varied and extensive, then gradually more precise and meaningful.

## **Identiplay**

Identiplay is an intervention where an adult has a set of resources, and the child has the exact same set of resources. The child sits opposite the adult and the adult models how to use the resources and what language can accompany this, this is written in a script that is used every time the activity is modelled. The aim is for the child to copy the adults' actions and vocalisations/communication. These skills that have been taught can then be transferred to the classroom environment where the child can demonstrate the taught skill independently.



## **The Environment**

To maximise learning opportunities, it is important for practitioners to carefully plan the learning environment and activities. Play and Learn should have a mixture of continuous provision, such as bricks, playdough, writing tools, trains, based on children's interests and enhanced provision related to taught sessions. Enhanced provision of activities enables children to practise the skills they have been taught. The activities may need to be explicitly taught to enable the children to successfully. The activities may need to be adapted and represented regularly or over several sessions to enable participation and for the children to use them effectively. To maximise learning all adults within the environment need to fully

understand the purpose of the activities and how to support children through play to develop and increase their understanding and skills. This can be achieved by labelling the enhanced activities for the children to know what to do (although they may not always complete the suggestion) and for the adults to be clear about the purpose of the activities. In the EYFS and Semi-Formal classes, key activities will be clearly labelled with a suggested activity for the child and differentiated Learning Objectives for the adults to read to enable them to understand how to support children. An example of a PAL label is included below.




**Communication and Language (CL)**

Learning objective


1. Explore the toys
2. Copy actions using the toys
3. Make the toys walk, eat, sleep etc
4. Make the sounds for the toys
5. Talk about what the toys are doing.
6. Tell simple stories using the toys

**PSED:**

1. Work near / with others to use equipment
2. Talk to others when playing
3. Share equipment
4. Take turns
5. Work together

Can you pretend with



the farm animals?

### **Making adoptions**

Some children with additional needs may need an adapted environment to be provided so that they are able to learn to play. For example, Children with ASD may need minimal resources to be presented to avoid being overwhelmed and distracted. In a busy Pre School, Nursery or Reception class, this can be achieved by providing a safe space at the edge of a room where there are a few resources provided. Some children with ASD can also have special interests such as trains which can limit their ability to access other resources within the class. In most classes Train toys would be provided as part of continuous provision, adapting this so that the trains are not always available can support children to increase their interests and abilities to play.

Children with visual impairments will require a clutter free environment with clear areas for resources to be used to maximise their ability to access resources. They also benefit from high contrast and textured resources to use.

Children with physical difficulties also need to be able to freely navigate round the classroom. They may need choice boards to enable adults to know what they wish to use.

Sometimes making simple changes can change what resources a child uses within the setting. For example, moving resources onto a tabletop that would normally be on the floor or vice versa.

It is important to give time to the children to explore resources. Initially children may not pay any attention to the resources or use them. Adults should resist the temptation to remove them and change them for familiar activities that the children will use. It can take a couple of weeks sometimes for a child to acknowledge a new activity. During this acclimatisation period adults can model how to use the resource and encourage the children to explore. Something as simple as an adult showing enjoyment whilst using the resources can change how a child views the activity. It is also important not to presume children will be able to transfer learnt skills to a new set of resources, this may need to be taught as if it is a new skill, for example a child may be able to build a tower using wooden bricks but may not transfer this skill when using plastic bricks.

Continuous provision may need to be different to what is usually provided to meet the needs of the children. As already shared sometimes it is necessary to restrict high interest toys for children with ASD to enable them to extend their play skills. It may also be necessary to restrict items for safety reasons such as scissors, playdough and small items, for children with Pica (a disorder which compels children/adults to eat inedible items) If this is necessary it is useful to consider how these issues can be overcome. For example

- Teaching children how to use items safely.
- Providing sensory boxes for children with Pica to be directed to rather than eating the resources,
- Observing children carefully who have sensory issues and considering alternative resources. Such as using fabric letters/numbers/play food for children who like to chew plastic or wood. Lowering the volume on equipment for children with aural sensitivities. Providing tools to explore sensory materials for children who are sensitive to touch.

All young children and children with additional needs benefit from being provided with good language models and a language rich environment and opportunities to develop working memory.

### **Language rich environments and Developing Memory skills.**

There are lots of things adults can do to support communication such as;

- Ensuring adults are listening to children and responding to them.
- Providing visual support, signing, symbols, photographs and communication boards.
- Repeating back what the child said with correct pronunciation.
- Extending the children's communication by adding one word to the children's
- Modelling rich language when playing with children and introduce new vocabulary.
- Provide memory games such as Kim's game, pairs, lift the flap boards.
- Provide opportunities for children to make sentences / read sentences using Integrated Visual Coding. (Colour coded words to support sentence structure and children's ability to respond to questions, Orange – Who? Brown – When? Blue – Where? Green – What object? Yellow – What doing? Thought cloud – descriptive words, Pink – With whom?)
- Ask questions at the child's level of understanding. (Blank Level Questions)
- Providing key vocabulary boards, core boards and vocabulary cards with activities to extend and expand language.

**Level One - Questions relate to the immediate environment and require concrete thinking. Examples include:**

"What is that?" "What can you see?" "Find one like this" "What is — doing?" "Is it a —?" (yes/no response)

**Level Two - Involve some analysis such as classifying/ grouping objects, describing and understanding object functions.**

“Find something that can ...(cut)” “What is happening in this picture?” “Where is the...?” (Requires a location response e.g. “under the table” not just pointing “Find something that is ...(red) and ...(spiky)” “How are these different?” “Which one is ... (a fruit)?”

**Level Three - Require child to use their own knowledge to make basic predictions, assume the role of another, or make generalizations. Begin to use higher-order thinking skills.**

“What will happen next?” “How do you think he feels?” “How do I make... (a sandwich)?” “How are these the same?” “What is a ...?” (definitions)

**Level Four - Involve problem solving, predictions, solutions, and explanations. Require own knowledge and thinking about the future and past.**

Predicting changes: “What will happen if...?” Solutions: “What should we do now?” Causes: “How did that happen?”

Justifying: “Why can’t we ...eat ice-cream with a knife and fork?” Explanations: “How can we tell he is sad?”

## **What Play and Learn looks like in different pathways.**

The Skills and Knowledge overview outlines what children need to be taught to do during Play and Learn sessions in the different pathway classes. This will be followed as well as class teachers providing activities related to taught sessions, to enable the children to practise and consolidate skills.

### **EYFS and Semi-Formal 1**

Play and Learn will focus on teaching children play, interaction skills as well as the physical skills to enable them to access toys and activities. Children will be taught to use toys and equipment safely within the classroom and outdoor area.

### **Semi-Formal 2**

Play and Learn will continue to focus on the skills taught and learnt in the EYFS. They will also focus on teaching children negotiating, compromising skills as well as the skills required to access board games, games and team sports.

### **Formal**

Play and Learn will continue to focus on the skills taught and learnt in the EYFS and Semi-Formal 2 pathways. They will also focus on teaching the children about hobbies and interests that they can engage in with others and alone in order to occupy their time safely now and as they move into adulthood.

### **Adult Directed and Play and Learn**

Play and Learn forms a big part of our curriculum as this allows the children to practise skills, regulate, occupy their time safely, develop engagement and communication. Therefore, depending on needs of the children, they may spend time engaging in PAL with only short bursts of Adult directed with the aim being to increase the time spent on Adult Directed as the academic year progresses. An approximate guide for the ratio of PAL to Adult Directed would be

	Adult directed	PAL	Attention Autism stages
EYFS	50% - 75% Depending on learning style and pathway	25 -50% Depending on learning style and pathway	Stage 1-4 Depending on learning style and pathway
SF1	50%	50%	Stage 1-3
SF2	50-75%	25%-50%	Stage 1-4
Formal	75%	25%	Stage 4

## Activities / Resources for areas of learning

Communication and Language	Physical Development	Personal, social and Emotional Development	Mathematics	Literacy	Understanding the World	Expressive Arts and Design.
Role-play Puppets Building a model with a friend (Lego / Brick therapy activities – builder, engineer, supplier roles) Chase games Turn taking games Books Fuzzy felt activities Photo books	Peg boards Threading Using tweezers Tracing Creative activities – using paint, scissors, glue etc Puzzles Stampers Stencils Climbing frame Sand Water Big construction bricks Trampoline Scooters Bikes Balls Hoops Beanbags Quoits	See communication activities above Role-play Den building Turn taking games / activities Dressing up clothes Snack and drinks	Counting Ordering numerals Stacking games Sorting, colour, shape, size etc Numicon Number puzzles. Number games – dominoes, fishing game. Patterns – threading / pegboards Money – shop role-play Shapes 3D shapes	Writing, names, labels, cards, invitations, recipes, instructions, lists etc. Sensory mark making, chalking, water, painting, shaving foam, yoghurt etc Magnetic letters Book corner Puppets Fuzzy felts Vocab cards CVC words and objects IVC sentences	Small world activities – trains, cars, animals, dolls house, dinosaurs etc Sensory exploration – materials, food, Water play Sand play Construction play – lego, duplo, stickle bricks wooden bricks Computer Bee bots Coda pillar Torches Body puzzles / skeletons Magnets Circuits Mirrors Bug exploration Teeth toys	Junk modelling Loose part play Drawing Chalking Painting Sticking Playdough Clay Plasticine Construction equipment Scissor skills Instruments Stencils Printing

## Topic Activities

Ourselves and our word						
Texts	Communication and Language	Physical Development. (PD)	Literacy	Understanding of the World	Mathematics	Expressive Art and Design (EAD)
Goldilocks and the Three bears	Role-play story / house/making porridge  Memory / vocabulary games – Bear, Goldilocks, bowl, sizes, chair, bed, woods.	Using spoons for stirring and scooping – making porridge  Threading hair on goldilocks picture / bear pictures  Building chairs/beds	Writing – sorry letters, signs for the woods, bears house. Recipe for porridge.  Reading – recipe/instructions. Names of bears – matched to character pictures  IVC – sentences to pictures from the story	Construction – build a house  Sensory exploration – porridge	Bear’s house number  Size of bears, bowls, chairs, beds  length of hair  Estimating – how many bears in the oat bottle / bag.  Capacity – bowls of porridge	Creative – painting, collaging, drawing bears. Cutting bowls  Playdough – bowls, bears.  Music – making sounds for characters, actions,
Spots (ORT book)	Role-play doctors / home / dentist  Memory / vocabulary games – doctor, medicine, ill, rest, bed, dentist, spots.	Throw bean bags onto faces for spots.	Writing – prescriptions, get well cards, shopping lists.  Reading – character names and matching to pictures	Body parts puzzles	Counting – spots  Measures - size of spots.  Capacity - Full and empty,	Creative - Sticking spots on face pictures / photographs  Playdough – spots  Beads in playdough for teeth and

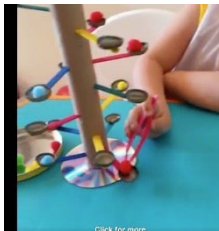


			IVC – sentences to pictures from the story		medicine (bottles and spoons)	tweezers. – tooth brushes for cleaning
Where's Spot?	Role-play house / party  Memory / vocabulary games – hiding, positional language	Building furniture  posting characters into a box. Characters on pegs on a bowl / washing line.	Writing – positional language, character names  Reading – character names and matching to pictures  Reading positional language labels  IVC – sentences to pictures from the story	Hiding characters in the sand  Using torches to find hidden items.	Counting - characters.  Hide and seek – characters positional language  Shapes – for lift the flaps  Size of characters – sorting / ordering / measuring	Playdough – characters  Hiding characters in playdough
Shopping (ORT book)	Role-play house / shop  Memory / vocabulary games – shop names, food items, items from the story	Filling and emptying bags and baskets – lifting	Writing – shopping lists / labels  Reading – signs and labels in the shop.	Small world play	Filling and emptying bags for shopping.  Weight of shopping bags / items.  Money	Collage baskets / shopping bags
The little red hen	Role-play – house	Picking corn	Writing invitations, labels for ingredients/places.	Small world farm play Animals	Counting – corn, animals	Creative - Cutting corn – scissors

	Memory / vocabulary games – animals from the story, windmill, grain, corn, ground, flour.	Cutting and spreading to make sandwiches / toast	Instructions to make sandwiches  Reading – character names, food labels  IVC – sentences to pictures from the story		Weight of ingredients  Size of animals	Painting / drawing characters  Mixing Exploring dough – kneading
The Gingerbread man	Role-play – house  Memory / vocabulary games – animals from story, gingerbread man, ran, river.	Rolling and using cutters with dough  Using tweezers to put raisins onto a gingerbread man  Peg characters onto scenery	Writing and reading – recipes, ingredients, characters, labels for food.  IVC – sentences to pictures from the story	Sensory exploration – gingerbread ingredients  Water – Boats Fox taking gingerbread man over the river	Roll the dice buttons on gingerbread  Size of gingerbread	Gingerbread playdough – making gingerbread men.
You Choose!	Role-play – house <ul style="list-style-type: none"> <li>- Making dinner</li> <li>- Going shopping</li> <li>- Routines</li> <li>- Restaurant</li> <li>- Looking after a pet</li> </ul> Small world – Cars, trains, castle, house, farm/zoo etc Telling stories  Hairdresser role play	building - houses, café, beds , transport	Writing – menus, food orders, shopping lists, family names / pets names.  Name activities – matching, tracing, writing  Stencils – characters, people  IVC – sentences to pictures from the story	Pets  Small world play – transport  Food exploration	Counting / sorting characters, hats, socks, clothes, etc  House numbers	Playdough/sensory – food / animals.

	Memory / vocabulary games					
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## Celebrations and Seasons

Texts	Communication and Language	Physical Development. (PD)	Literacy	Understanding of the World	Mathematics	Expressive Art and Design (EAD)
Autumn / Fireworks	<p>Role-play – house / woods</p> <p>Pretending to be a firework – making firework sounds</p> <p>Role-play bonfire dressing clothes</p> <p>Memory / vocabulary games – Autumn, seasons, hibernating etc</p>	<p>Den building for hibernating</p> <p>Pumpkin scooping</p> <p>Dressing self – autumn clothes</p> <p>threading fireworks/leaves</p> <p>Tweezer – pom poms on the pole</p> 	<p>Sensory writing – mashed potato silly string chalking</p> <p>Spray bottles and food colouring</p> <p>Writing and reading – names of seasons.</p> <p>IVC – sentences to pictures from the book</p>	<p>Construction – building a tree / hibernating place</p> <p>UW tray – different materials – natural materials</p> <p>Water – sieves and coloured water</p> <p>Torches with coloured cellophane</p>	<p>Counting leaves / conkers / fireworks</p> <p>size of leaves / conkers / fireworks</p> <p>tube fireworks different sizes</p> <p>positional language – model fireworks placed in different places to find</p> <p>Firework shape pictures</p> <p>3D firework models</p>	<p>Collage leaves - hedgehogs</p> <p>Leaf rubbing</p> <p>Tracing leaves</p> <p>Leaf pictures</p> <p>Firework pictures – collage / chalking / painting</p> <p>Kebab stick sparklers</p> <p>Autumn trees – using leaf cut outs and train track</p>

Spring	<p>Role-play planting / garden centre</p> <p>Memory / vocabulary games – grow, flowers, blossom, etc</p>	Digging	<p>Writing and reading – labels</p> <p>IVC – sentences to Spring pictures</p>	<p>Sensory exploration – spring items.</p>	<p>Sorting – blossom / flowers</p> <p>Size of flowers / trees</p> <p>Counting flowers / bulbs, seeds</p>	<p>Collage – spring trees / plants</p> <p>Drawing plants / flowers.</p>
Summer	<p>Role-play – holiday</p> <p>Talk about summer images</p> <p>Memory / vocabulary games – Hot, sunny, Summer, holiday, sun cream etc</p>	<p>Dressing – summer clothes</p> <p>Adding sprinkles to shaving foam ice creams</p>	<p>Writing and reading – postcards, tickets.</p> <p>IVC – sentences to pictures from the story</p>	<p>Construction – ice cream vans</p> <p>Sensory exploration – ice</p> <p>Water - Ice lolly moulds</p>	<p>Counting – summer clothing / shoes / suns / ice creams</p> <p>Sorting clothes</p> <p>Shape – clothes pictures / Ice creams</p> <p>Money – pay for ice cream</p>	<p>Creative - Drawing / painting summer pictures</p> <p>Sand collage</p> <p>Ice cream pictures</p> <p>Play dough / Sensory – ice creams</p>
Winter	<p>Role-play – snow</p> <p>Talk about winter images</p> <p>Memory / vocabulary games – Winter, cold, snow, ice etc</p>	<p>Dressing – winter clothes</p> <p>Throwing snowballs</p> <p>Winter obstacle course</p> <p>Paint and cotton wool balls with pegs</p>	<p>Sensory writing – snow, glitter, ice</p> <p>Writing names on snowman pictures – using children’s photos for faces</p>	<p>Construction – Igloo</p> <p>Sensory exploration – snow, ice, ice balloons.</p> <p>Make bird feeders</p>	<p>Counting snowballs / snowflakes</p> <p>Size of snowflakes</p> <p>Shape snowmen</p>	<p>Snowflake pictures with glitter and glue.</p> <p>Cut snowflakes</p> <p>Snowball playdough</p> <p>Junk model ice castles or snowmen</p>

			IVC – sentences to pictures from the story			Snow scenes with sugar or glitter to add texture
Spot's birthday	Role-play – party house	Wrapping presents	Writing and reading - Cards Invitations Bunting Labels for presents Names  IVC – sentences to pictures from the story	Sensory exploration - streamers balloons  Sand – cakes  Water – party drinks	Counting balloons, ordering numbers on balloons  Positional language Find the balloon  Size of balloons / presents  Pattern – bunting  Sorting balloons  Shape – monsters / bunting  Capacity – drinks	Creative - Paper chains Playdough/sensory – number cakes candles Party food  junk model cakes  Music – instruments and party music.
The Toys party	Small world – garage, trains, cars					
Monsters party	Memory / vocabulary games – birthday, party, celebration, card, present, dance, invitation etc					

Christmas	<p>Role-play – house nativity</p> <p>Small world – Christmas story</p> <p>Memory / vocabulary games – Mary, Joseph, wisemen, Shepherds, Jesus, angels, myrrh, frankincense, gold, star, Bethlehem, God etc</p>	<p>Wrapping presents</p> <p>Building a sleigh</p> <p>Riding bikes to deliver cards / gifts</p> <p>Posting cards</p>	<p>Writing - Labels</p> <p>Letters to Father Christmas</p> <p>Maps to house for Santa</p> <p>Maps to Bethlehem</p> <p>Sensory – glitter bag trees.</p> <p>IVC – sentences to pictures from the story</p>	<p>Decorating a tree</p> <p>Sensory exploration - wrapping paper, tinsel etc.</p>	<p>Counting decorations and present in a stocking</p> <p>Positional language - decorations on a tree</p> <p>Size of presents / trees / stockings</p> <p>Capacity – presents, stockings.</p> <p>Weight of present</p> <p>Pattern on candy canes</p> <p>Shape – decorations</p>	<p>Creative - Making Wrapping paper</p> <p>Playdough/sensory – Christmas items</p> <p>Music – instruments, Christmas music</p>
<p>Chinese new year</p> <p>Peppa's Chinese New Year</p>	<p>Role-play – Chinese New Year dragon dance</p> <p>Small world –</p> <p>Memory / vocabulary games – pagoda, rice, noodles, dragon</p>	<p>Fine motor – using chopsticks / tweezers – rice and noodles.</p> <p>Posting money into money boxes</p> <p>Gross Motor – dragon dancing</p>	<p>Sensory Writing – coloured rice.</p> <p>Writing – cards, envelopes,</p> <p>Reading – names</p>	<p>Construction – build a pagoda</p> <p>Sensory – rice and noodles</p>	<p>Number – count lanterns.</p> <p>Size – Lanterns, envelopes,</p> <p>Capacity – Red envelopes – full/empty</p>	<p>Creative - Junk model dragons, making cards, lanterns.</p> <p>Playdough / Sensory – making noodles, dragons,</p> <p>Music – Playing Chinese music / drums.</p>

			IVC – sentences to pictures from the story		<p>Pattern – dragon patterns – paper chains</p> <p>Weight – rice / noodles</p> <p>Positional Language – Finding the dragon</p> <p>Money – Sorting / counting money from envelopes.</p> <p>Shape – dragons</p>	
Divali	<p>Role-play – Rama and Sita story</p> <p>Small world – Characters from the story</p> <p>Memory / vocabulary games – Characters from the story, diva, light, candle etc</p>	<p>Fine motor – sequins in clay/dough (tweezers)</p> <p>Rice with spoons/tweezers</p>	<p>Writing – invitations / cards</p> <p>IVC – sentences to pictures from the story</p>	<p>Construction – Making the 10 headed demon, building palaces.</p> <p>Sensory – materials</p>	<p>Number – counting heads on the demon.</p> <p>Size – divas</p> <p>Pattern – rangoli patterns</p> <p>Shape – Rangoli patterns</p>	<p>Creative - Divas, Rangoli patterns</p> <p>Playdough / Sensory – Divas</p>



Holi	<p>Role-play – Holi festival</p> <p>Memory / vocabulary games – Krishna, Spring vocab, Holi, colour names</p>	<p>Fine motor –</p> <p>Gross Motor - throwing at a target</p>	<p>Sensory Writing – paint</p> <p>Writing – invitations / cards</p> <p>IVC – sentences to pictures from the story</p>	<p>Sensory – paint</p>	<p>Number – Counting people / colours</p> <p>Capacity – paint pots</p>	<p>Creative - paint on t shirt outline/ t shirt Spring pictures</p>
Easter	<p>Memory / vocabulary games – Easter, Jesus, New life, egg, Cave, rock, cross etc</p>	<p>Fine motor – decorating using sequins</p> <p>Gross Motor – Moving like the Easter bunny</p> <p>Balance the eggs (Box with sticks/straws and plastic eggs to balance on )</p>	<p>Writing – Cards, directions for the Easter egg hunt / Easter bunny</p> <p>IVC – sentences to pictures from the story</p>	<p>Construction – making Egg boxes. Making nests</p> <p>Sensory – Slime</p> <p>making nests</p> <p>Light box – stick and glass beads – making flowers</p>	<p>Number – .counting chicks / eggs</p> <p>Size – eggs / chicks</p> <p>Capacity – Full and empty plastic eggs</p> <p>Pattern – on eggs</p> <p>Weight – of plastic eggs</p> <p>Positional Language – Where are the eggs?</p>	<p>Creative - decorating eggs, chick pictures</p> <p>Playdough / Sensory – eggs, chicks, crosses</p> <p>Sensory bin of eggs, chicks, rabbits and shredded</p>

## Changes / Growing

Texts	Communication and Language	Physical Development. (PD)	Literacy	Understanding of the World	Mathematics	Expressive Art and Design (EAD)
The Very Hungry Caterpillar	Role-play – Greengrocers  Small world –  Memory / vocabulary games –	Fine motor – posting food into the caterpillar, wind wool for cocoons  Gross Motor - throwing food into the caterpillars mouth  Wrapping selves in blankets to be cocoons.	Sensory Writing – fruit puree  Writing – labels fruit/lifecycle  Reading IVC – sentences to pictures from the story	Construction – making caterpillars / cocoons  Sensory – fruit  Sensory tub – chick peas, leaves, spiral pipe cleaners, stuffed tights, butterfly beads and flowers.  Sand – dry sand, bugs, logs and magnifying glasses Water – bugs frozen in ice  Life Cycles	Number – Counting fruit  Size – Caterpillars / fruit  Shape – caterpillars / butterflies  Pattern – Caterpillars  Weight – fruit  Positional Language – Where is the caterpillar	Creative - making caterpillars, cocoons, butterflies. Fruit printing. Cutting leaf shapes  Playdough / Sensory – Fruits / caterpillars
The trouble with tadpoles / Chicken to Egg – (See	Small world – ponds  Memory / vocabulary games – frog, froglet,	Fine motor –  Gross Motor – Balancing on a log – speckled frogs	Sensory writing – frogs spawn slime with black beads  Writing - life cycles	Construction – building homes for frogs  Sand – find frogs in the sand	Number – .Counting frogs.	Creative - frog pictures, tadpole pictures.  Playdough / Sensory –

Easter activities)	tadpole, frogs spawn.		<p>Labelling Matching labels to objects/pictures</p> <p>IVC – sentences to pictures from the story</p>	<p>Water – catching frogs and frog spawn</p> <p>Sensory – sensory pond</p>	<p>Size – frogs and logs – matching size</p> <p>Capacity – pond containers</p> <p>Positional Language – where is the frog?</p> <p>Shape – tadpoles / frogs</p>	<p>– frogs spawn, logs and frogs. Water beads, water balloons, jelly frogs, scoops and magnetic letters and lily pads</p>
Jack and the Beanstalk	<p>Role-play – story</p> <p>Small world – characters and castle / house</p> <p>Memory / vocabulary games – beanstalk, cow, market, sold, magic, beans</p>	<p>Fine motor – planting beans</p> <p>Pegging leaves onto a stalk</p> <p>Gross Motor – climbing the beanstalk – climbing frame</p>	<p>Sensory beans</p> <p>Writing – wanted posters Signs</p> <p>Reading – characters names</p> <p>IVC – sentences to pictures from the story</p>	<p>Construction – building castles/beanstalks.</p> <p>Sensory –golden egg, jack figure, castle picture, beanstalk on top of paper plate with cotton wool, house picture, hen, beans and a cow.</p> <p>Shaving foam and bricks to build a castle in the clouds</p>	<p>Number – counting eggs / coins / beans</p> <p>Size – beanstalks / giants feet</p> <p>Shape – shape beanstalks</p> <p>Capacity – full and empty eggs</p> <p>Pattern – beanstalks leaves</p> <p>Weight – eggs</p>	<p>Creative - cutting leaves/beanstalks. Making pictures related to the story. Collage eggs</p> <p>Playdough / Sensory – making beanstalks / leaves for the beanstalk</p>

					Positional Language – where is the giant?	
Growing vegetable soup	Role-play – house / garden centre / shop  Small world – cars lorries delivering  Memory / vocabulary games –	Fine motor – planting seeds. Seeds and tweezers  Gross Motor – digging, pushing wheelbarrows, transporting vegetables	Sensory – mash potato / vegetables  Writing – ingredients Shopping lists Recipes Labels for veg in a plot Price labels  Reading – vegetable names  IVC – sentences to pictures from the story	Construction– build a market / stall  Computing – 2 simple city garden centre  Sand – digging and finding veg  Water – watering cans  Sensory – planting seed, beans and pots	Number – .counting vegetable  Size – vegetable  Shape – vegetable pictures  Capacity – plant pots full and empty  Pattern – vegetable  Weight – vegetable  Positional Language – where are the vegetable growing, under, in, over	Creative - vegetable prints Squirty bottles – soup mark making  Playdough / Sensory – Making vegetables (peas in pods) Cup a soups.

					Money – buying items, roleplay market	
The enormous turnip	<p>Role-play – house</p> <p>Small world – figures from story</p> <p>Memory / vocabulary games – character names, animals, turnip, growing.</p>	<p>Fine motor – planting seeds.</p> <p>Gross Motor – pulling on ropes to pull up the turnip</p>	<p>Sensory – soup / mashed vegetables</p> <p>Writing – Recipe, Labels Ingredients Character names.</p> <p>Reading – Character names</p> <p>IVC – sentences to pictures from the story</p>	<p>Sensory – spring natural materials</p> <p>Sand – moulds of animals / Finding turnips</p>	<p>Number – counting character. Ordinal numbers</p> <p>Size – turnips</p> <p>Shape – turnip pictures / vegetables</p> <p>Capacity – full and empty saucepans – soup</p> <p>Weight – turnips</p> <p>Positional Language – place of characters when pulling</p>	<p>Creative - characters, turnip printing, paper Mache turnips</p> <p>Playdough / Sensory – making turnips / characters</p>

Colour						
Texts	Communication and Language	Physical Development. (PD)	Literacy	Understanding of the World	Mathematics	Expressive Art and Design (EAD)
Colour book	Memory / vocabulary games – colour names and objects from the book	<p>Fine motor – tweezers with pom poms to sort into pots</p> <p>Colour tubes and buckets for colour drops</p> <p>Gross Motor – dancing with large coloured scarves</p> <p>Throwing colour beanbags onto targets</p>	<p>Sensory – coloured paint / rice / pasta</p> <p>Writing – Colour names Colour books</p> <p>Reading – colour names</p> <p>IVC – sentences to pictures from the story</p>	<p>Construction – sorting building bricks</p> <p>Sensory – paint mixing.</p> <p>corn flour and pipettes of colour</p> <p>Mixing water – different colours</p> <p>Coloured water</p> <p>wet sand – different colour flags</p>	<p>Number – counting colours</p> <p>Shape – sorting colour shapes</p> <p>Capacity – paint pots full and empty</p> <p>Pattern – colour patterns</p> <p>Positional Language – where are the colours / colour search</p>	<p>Creative - colour collages</p> <p>Printing with different colours</p> <p>Rainbow collage / painting</p> <p>Playdough / Sensory – different colour salt dough, making colours</p> <p>coloured ice in paint</p> <p>Shaving foam and powder paint</p>

<p>Elmer books (Elmer's Colours)</p>	<p>Role-play – jungle role-play</p> <p>Small world – animals and stickers to make Elmer's/colourful animals</p> <p>Memory / vocabulary games – jungle, elephant, colour names.</p>	<p>Fine motor – Threading/weaving elephants</p> <p>Gross Motor – balancing oranges and lemons</p>	<p>Sensory – paint / berries</p> <p>Writing – Colour names Invitations</p> <p>Reading – Character names</p> <p>IVC – sentences to pictures from the story</p>	<p>Construction - building houses for the elephants</p> <p>Sensory – washing animals</p>	<p>Number – counting elephants</p> <p>Size – elephants</p> <p>Shape – patterns on elephants</p> <p>Pattern – on elephants</p>	<p>Creative - Elmer pictures Elmer models – collage</p> <p>Playdough / Sensory – elephant / animal shapes</p>
<p>My Mum and Dad make me laugh</p> <p>Brown Bear Brown Bear</p>	<p>Role-play – going to the zoo</p> <p>Small world – Zoo animals</p> <p>Memory / vocabulary games – zoo animals</p>	<p>Fine motor – threading pipe cleaners onto animal outlines</p> <p>Gross Motor – moving like different animals</p>	<p>Writing – signs for zoo. Stick puppets colouring sheets</p> <p>Reading – Character names</p> <p>IVC – sentences to pictures from the story</p>	<p>Construction – making cages for the animals</p> <p>Sensory – making food for the animals – mud kitchen</p>	<p>Number – counting animals, stripes, spots</p> <p>Size – of spots / stripes / animals</p> <p>Shape – spots</p> <p>Pattern – repeating spot / stripe patterns</p> <p>Positional Language – where are the animals</p>	<p>Creative - patterns. Printing spots, painting/drawing stripes. Animal pictures</p> <p>Playdough / Sensory – spots and stripes. Animal cutters</p>

					Money – paying to get into the zoo	
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Animals						
Texts	Communication and Language	Physical Development. (PD)	Literacy	Understanding of the World	Mathematics	Expressive Art and Design (EAD)
Dear Zoo	<p>Role-play – house / zoo</p> <p>Small world – zoo animals</p> <p>Memory / vocabulary games – Zoo animal names letter, wrote, send, pet, descriptive words for animals</p>	<p>Fine motor – threading animals</p> <p>Wrapping animals to post back to the zoo</p> <p>Gross Motor – moving like zoo animals. Climbing into boxes to pretend to be the animal</p>	<p>Writing – Labels Letters Signs</p> <p>Reading – Character names</p> <p>IVC – sentences to pictures from the story</p>	<p>Construction – building homes, beds, cages</p> <p>Sensory – shredded papers and animals</p>	<p>Number –counting animals. Door numbers</p> <p>Size – animals</p> <p>Shape – of cages</p> <p>Pattern – make a snake on a lolly stick</p> <p>Capacity – full and empty boxes / cages for animals</p> <p>Weight – animals</p> <p>Positional Language – where is the animal, in, out.</p>	<p>Creative - junk model cages, paint animals, collage animals.</p> <p>Playdough / Sensory – animal shapes.</p>



Who's in the Shed?	<p>Role-play – story</p> <p>Small world – farm</p> <p>Memory / vocabulary games – farm animals, peep, hole, shed, see</p>	<p>Fine motor – posting animal pictures into shed boxes</p> <p>Gross Motor – hiding in boxes – pretending to be the bear in the shed</p> <p>Circus acts – juggling, balancing.</p>	<p>Writing – signs for the shed Signs for farm animals</p> <p>Reading – Character names</p> <p>IVC – sentences to pictures from the story</p>	<p>Construction – building a shed</p> <p>Computing – paint animals</p> <p>Sand – sand moulds</p> <p>Sensory – hay and farm animals</p>	<p>Number –counting bears / animals</p> <p>Size – animals / bear</p> <p>Shape – of holes in the shed</p> <p>Capacity – sheds (small boxes)</p> <p>Pattern – coloured lolly stick cages</p> <p>Weight – farm animals</p> <p>Positional Language – where are the holes in the shed?</p>	<p>Creative - junk model sheds, animals, bear paintings/ drawing/ collage</p> <p>Playdough / Sensory – mud/brown paint in bags Animal mats Lolly stick cages with playdough</p> <p>Music – circus music</p>
Old McDonald had a farm	<p>Role-play – farm</p> <p>Small world – farm</p> <p>Memory / vocabulary games – farm animal names and homes eg pen, pigsty, byre, coup,</p>	<p>Gross Motor – moving like farm animals</p>	<p>Writing – farm signs, tickets, list of animals</p> <p>Reading – farm animal names</p> <p>IVC – sentences to pictures from the story</p>	<p>Construction – build fences and pens</p> <p>Sand – animal moulds</p> <p>Water – fishing Ducks Containers and size</p> <p>Sensory – farm animals and straw</p>	<p>Number –counting farm animals</p> <p>Size – farm animals</p> <p>Capacity – full and empty animal pens / homes</p> <p>Pattern – animal patterns</p>	<p>Creative - drawing animals, collaging animals, cutting animal shapes.</p> <p>Playdough / Sensory – farm animal cutters</p>

					<p>Weight – farm animals using a balance</p> <p>Positional Language – hiding farm animals, where are they?</p>	
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Water						
Texts	Communication and Language	Physical Development. (PD)	Literacy	Understanding of the World	Mathematics	Expressive Art and Design (EAD)
Row, Row row the boat.  Mr Gumpy's outing	Role-play – story/ rhyme  Small world – boats and animals  Memory / vocabulary games – vocabulary from story	Fine motor – posting animals / people into the boat Pegging characters onto a boat  Gross Motor – rowing  Hoisting a sail	Writing – tickets for the boat, list for a packed lunch for the trip  Reading – Character names  IVC – sentences to pictures from the story	Construction – making boats and piers  Sand – wet sand  Water – floating and sinking  Sensory – floating and sinking	Number –counting boats, boat races ordinal numbers  Size – boats  Shape – boat pictures  Capacity – full and empty boats  Pattern – on sails	Creative - make boats  Playdough / Sensory – boats  Music – row row, row, the boat
Hooray for fish.	Role-play – pet shop / aquarium  Small world – aquarium  Memory / vocabulary games – pattern vocabulary, characters from book, aquarium.	Fine motor – threading fish	Sensory – water slime  Writing – Signs for fish Names for fish – Dory/Nemo	Construction – aquariums, bridges for the aquarium  Computing – paint fish patterns  Sand – writing messages in wet sand Sandcastles shells	Number –counting fish  Size – fish  Shape – fish pictures	Creative - Fish colouring. Decorating fish Drawing fish Make aquariums  Playdough / Sensory – fish shapes, aquariums

	Catch a fish and describe it		<p>Reading – Character names</p> <p>IVC – sentences to pictures from the story</p>	<p>Water – fishing</p> <p>Sensory – fishing game Aquarium and sea creatures</p>	<p>Capacity – aquariums (containers and water)</p> <p>Pattern – on fish</p>	<p>Music – calming music – water</p>
Just add water	<p>Role-play – house</p> <p>Memory / vocabulary games – ingredients add, water, mix, spoon, etc</p>	Fine motor – using spoons to measure ingredients	<p>Sensory - flour / icing</p> <p>Writing – Labels Non-fiction books</p> <p>Reading – ingredients</p> <p>IVC – sentences to pictures from the story</p>	<p>Sensory – mixing water with, Flour Icing sugar Soap Paint</p>	<p>Number –counting containers for recipes</p> <p>Size – containers for measuring</p> <p>Capacity – full and empty – recipes</p>	<p>Creative - painting Icing cakes / biscuits</p> <p>Playdough / Sensory – making dough</p>

## Dark and Light

<b>Texts</b>	<b>Communication and Language</b>	<b>Physical Development. (PD)</b>	<b>Literacy</b>	<b>Understanding of the World</b>	<b>Mathematics</b>	<b>Expressive Art and Design (EAD)</b>
A Dark Dark tale	<p>Role-play – house / dark dark cave /tent</p> <p>Small world – cat and mouse, house</p> <p>Memory / vocabulary games – dark, tale, wood, door, house, hall, curtain etc</p>	<p>Fine motor – posting mice into boxes</p> <p>Pegging cats onto different scenes from the story</p> <p>Gross Motor – moving in different places like the cat</p>	<p>Sensory black paint / gel in sandwich bags. Dark rice</p> <p>Writing –names Signs</p> <p>Reading – Character names</p> <p>IVC – sentences to pictures from the story</p>	<p>Construction – building boxes for mice</p> <p>Computing – pictures</p> <p>Sand – filling and emptying</p> <p>Water – filling and emptying capacity</p> <p>UW tray – electrical circuits and cause and effect toys</p>	<p>Number –counting mice, cats, rabbits, owls</p> <p>Size – boxes and mice</p> <p>Capacity – full and empty boxes with mice</p> <p>Pattern – on boxes</p> <p>Positional Language – where is the cat?</p>	<p>Creative - dark dark pictures, colouring, drawing pictures of animals from the story</p> <p>Playdough / Sensory – mice, cats</p>
This is the Bear and the Scary Night	<p>Role-play – park, caves</p> <p>Small world – park</p> <p>Memory / vocabulary games – park,</p>	<p>Fine motor – dressing bears – fastenings Threading bears</p> <p>Gross Motor – dressing self</p>	<p>Sensory – water slime, dark rice,</p>	<p>Construction – build parks / caves</p> <p>Water – pond and laminated small bears fishing bear out</p>	<p>Number –counting bears</p> <p>Size – bears / ponds / owls</p>	<p>Creative - painting ponds, bear pictures.</p> <p>Playdough / Sensory – bears, owls, ponds</p>

	trombone, dark, bear, lost, pond etc		<p>Writing – labels, signs for the park, maps.</p> <p>Reading – Character names</p> <p>IVC – sentences to pictures from the story</p>	Sensory – torches/light and dark objects / sorting	<p>Shape – ponds</p> <p>Positional Language – Where is the owl / bear</p>	
10 in the bed	<p>Role-play – 10 in the bed</p> <p>Small world – 10 in the bed – small toys and junk model bed</p> <p>Memory / vocabulary games – character names, bed, little, rolled</p>	<p>Fine motor – pegging characters onto the bed</p> <p>Gross Motor – 10 in the bed – rolling</p>	<p>Sensory – cereal / porridge</p> <p>Writing – labels for breakfast cereal, houses, furniture List of characters</p> <p>Reading – Character names</p> <p>IVC – sentences to pictures from the story</p>	Construction – beds and furniture	<p>Number –counting toys in the bed</p> <p>Size – of beds</p> <p>Capacity – how many characters fit in the bed</p> <p>Pattern – bed sheets / quilts</p> <p>Positional Language – in the bed, out, on the floor, under the bed</p>	<p>Creative - bed pictures.</p> <p>Playdough / Sensory – people / animal cutters and bed pictures</p>

## Nursery Rhymes

<b>Texts</b>	<b>Communication and Language</b>	<b>Physical Development. (PD)</b>	<b>Literacy</b>	<b>Understanding of the World</b>	<b>Mathematics</b>	<b>Expressive Art and Design (EAD)</b>
5 little monkeys jumping on the bed	Role-play – beds / houses  Doctor role-play  Small world – house, bed and monkeys  Memory / vocabulary games – numbers, monkey, call, telephone, bed, jumped	Fine motor – pegging monkeys onto a bed picture  Gross Motor – jumping on a trampoline	Sensory  Writing – monkey handwriting My favourite song. Thank you letters  Reading – Character names  IVC – sentences to pictures from the story	Construction – building beds  Sand – animal moulds, wet sand .  UW – animals	Number –counting monkeys on the bed  Size – monkeys  Shape – beds  Pattern – quilts on beds  Positional Language – Where is the monkey?	Creative – monkey pictures  Playdough/sensory – playdough mats making monkeys  Music – singing songs musical instruments.
Miss Polly had a Dolly	Role-play – doctors, baby  Small world – house	Fine motor – using syringes to give medicine	Writing – prescriptions, appointment cards, name, medical	Construction – making cots for the baby	Number –counting babies Door numbers	Creative - face pictures, baby pictures  Music – nursery rhymes

	Memory / vocabulary games – baby, dolly, sick, doctor, quick, door	Gross Motor – pushing pushchairs/ prams	records, x rays get well cards  Reading – Character names  IVC – sentences to pictures from the story	Water – making medicine  UW – doctors equipment and babies	Size – babies  Capacity – full and empty baby bottles  Weight – weighing babies	
Humpty Dumpty	Role-play – rhyme  Small world – castle, kings and queens  Memory / vocabulary games – Humpty Dumpty, sat, wall, fall, king, horses, soldiers, men,	Fine motor skills - sticking humpty together  Sticking plasters on humpty.  Gross Motor – pretending to be humpty.  Building walls – large bricks	Sensory – egg slime  Writing – get well cards Thank you cards  Reading – Character names  IVC – sentences to pictures from the story	Construction – building a wall.  Computing – nursery rhyme time  Sand – wet sand hidden eggs  Water – eggs and catching them in nets.	Number –counting humpty's  Size – eggs  Capacity – full and empty plastic eggs  Pattern – walls  Weight – of eggs  Positional Language – where is Humpty	Creative - collage eggs  Play dough/sensory egg colour play dough making eggs  Music – instruments and nursery rhymes.



### Transport and Journeys

<b>Texts</b>	<b>Communication and Language</b>	<b>Physical Development. (PD)</b>	<b>Literacy</b>	<b>Understanding of the World</b>	<b>Mathematics</b>	<b>Expressive Art and Design (EAD)</b>
<p>The train ride</p>	<p>Role-play – train</p> <p>Small world – trains</p> <p>Memory / vocabulary games – vocabulary from story</p>	<p>Fine motor – pegging people on a train</p> <p>Gross Motor – large bricks building a train</p>	<p>Writing – Train tickets,</p> <p>Reading – Character names</p> <p>IVC – sentences to pictures from the story</p>	<p>Construction – making trains, tracks</p> <p>UW – places on the journey</p>	<p>Number –counting trains / people on the train</p> <p>Size – trains</p> <p>Shape – train pictures</p> <p>Money – paying for tickets</p> <p>Time – train times</p>	<p>Creative - pack lunch pictures, pictures from the story</p> <p>Playdough / Sensory – playdough food for the journey</p>
<p>The wheels on the bus</p> <p>Let's go by bus</p>	<p>Role-play – bus</p> <p>Small world – vehicles and maps</p>	<p>Fine motor – pegging people / posting people on the bus</p>	<p>Writing – tickets</p> <p>Maps</p> <p>Timetables</p>	<p>Construction – building buses</p> <p>UW – different vehicles</p>	<p>Number –counting people on the bus</p> <p>Size – buses</p>	<p>Creative - bus pictures</p>

	Memory / vocabulary games – wheels, wipers, door, open, shut, bell, round, swish	Gross Motor – riding bikes (passenger bikes)	Reading – place names  IVC – sentences to pictures from the story		Shape – bus pictures  Capacity – full and empty buses  Money – paying for bus tickets	Playdough / Sensory – people on bus pictures  Music – song
We're going on a bear hunt	Role-play – house  Small world – bear hunt characters and cave  Memory / vocabulary games – bear, hunt, mum, dad, girl, boy, baby, places from the story	Fine motor – pegging characters onto different scenery from the story  Gross Motor – bear hunt	Sensory – soil / snow  Writing – Danger signs, maps,  Reading – places in the story  IVC – sentences to pictures from the story	Construction – build a cave  Sand – making caves  Water – walking people through the river  Sensory – sensory trays - soil water grass shaving foam snow, black paper for the cave, twigs.	Number –counting people / bears  Size – bears  Capacity – full and empty caves  Positional Language – from story	Creative - pictures of places from the story  Playdough / Sensory – bears / caves  Music – exploring sounds to match places
Rosie's walk	Role-play – house / story  Small world – farm  Memory / vocabulary games – fox, positional language, Rosie, hen, walk.	Fine motor – pegging Rosie / the fox in different places  Gross Motor – obstacle course	Sensory – hay  Writing – maps of the farm. Signs for the farm.  Reading – Character names	Construction – making farm pens.  Sand – find the animal. Animal moulds.  Water – fishing.  Sensory – hay or straw with characters in	Number –counting hens / foxes  Size – hens / foxes  Shape – places from the story  Positional Language – Where is Rossie?	Creative - places / character pictures from the story  Playdough / Sensory – foxes / hens


			IVC – sentences to pictures from the story		Time – what's the time Mr Fox	
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The World around us						
Texts	Communication and Language	Physical Development. (PD)	Literacy	Understanding of the World	Mathematics	Expressive Art and Design (EAD)
Handa's surprise	Role-play – house / African huts junk models outside  Greengrocers  Small world – Zoo animals  Memory / vocabulary games – fruit names / animal names	Fine motor – threading fruit  Gross motor – African huts junk models outside	Writing – shopping lists  Captions  Labels  Thank you cards  Sensory – fruit puree  Reading -  IVC sentences and pictures from the story to match/order.	Construction – build a basket  Sand – full and empty  Sensory / UW – healthy eating plates	Number – counting fruit / numicon  Measures – size of fruit. Measuring fruit  Weight – weight of fruit  Capacity – full and empty baskets  Pattern – African material – repeating patterns	Creative – fruit printing, fruit pictures  Playdough/sensory – playdough mats fruit  Music – African drums

<p>We all went on Safari</p>	<p>Role-play – house / animal masks Zoo</p> <p>Small world – zoo animals</p> <p>Memory / vocabulary games – animal names</p>	<p>Fine motor – threading</p> <p>Gross motor walking / running pretending to be animals</p>	<p>Writing – animal names</p> <p>Sensory – green rice (animal fields)</p> <p>Reading -</p> <p>IVC sentences and pictures from the story to match/order.</p>	<p>Construction – binoculars</p> <p>Sand – animals in the sand</p> <p>Water – animals in the water</p>	<p>Number – counting animals Counting people</p> <p>Measures – size of animals</p> <p>Weight – animals</p> <p>Capacity – how many fit into the waterhole</p> <p>Pattern – necklaces pasta tubes / headaddresses</p> <p>Animal patterns</p> <p>Safari – positional language</p>	<p>Creative = animal pictures</p> <p>Playdough/sensory – make an animal</p> <p>Safari playdough – animal patterns</p>
<p>This is the way we go to school</p>	<p>Role-play – school / home</p> <p>Small world – vehicles and school</p> <p>Memory / vocabulary games – countries, vehicles etc</p>	<p>Gross motor – climbing up the mountain building vehicles</p>	<p>Writing – tickets</p> <p>Bus passes</p> <p>Maps</p> <p>Sensory – snow</p> <p>Reading – names of vehicles</p> <p>IVC sentences and pictures from the</p>	<p>Construction – vehicles / school</p> <p>Water – boats and people</p>	<p>Number – counting children on the bus</p> <p>Measures – size of transport</p> <p>Capacity – how many people fit on the vehicle</p>	<p>Playdough/sensory – Vehicles</p>

			story to match/order.			
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Space						
Texts	Communication and Language	Physical Development. (PD)	Literacy	Understanding of the World	Mathematics	Expressive Art and Design (EAD)
Whatever next	Role-play – space station  Small world – house  Memory / vocabulary games – vocabulary from story	Fine motor – threading bears	Writing – List of items for the journey Signs for the planets Postcards Food labels Easel – rocket chalks Reading - IVC sentences and pictures from the story to match/order.	Construction – build a rocket Computing – paint a rocket Sand – moon sand Water – bath pretend play Sensory tray – planets	Number – counting moons Size - big and small moons Shapes -rocket shapes	Creative – paper Mache planets  Playdough/sensory – cutters and rolling pins  Music- space music

Look up	<p>Role-play – home / planetarium</p> <p>Small world – park and people with stars</p> <p>Memory / vocabulary games – vocabulary from story</p>	<p>Fine motor – tweezers and foam stars</p> <p>Gross motor – shooting stars</p>	<p>Writing – Flyers Posters Star mark making Signs for the park Map to the park</p> <p>Sensory – stars and glitter</p> <p>Reading - IVC sentences and pictures from the story to match/order.</p>	<p>Construction – spaceships / planets</p> <p>Computing – space pictures</p> <p>Water – boats and people</p>	<p>Number – Numicon</p>  <p>aliens</p> <p>Writing numerals in glitter</p> <p>Measures – size of stars / planets / Capacity – how many people fit in the rocket – junk model</p>	<p>Creative – star pictures</p> <p>Playdough/sensory – Stars</p> <p>Music space sounds – instruments</p>
Goodnight Spaceman	<p>Role-play –space ship / home</p> <p>Small world – rockets and spacemen/ spaceship</p> <p>Memory / vocabulary games – vocabulary from story</p>	<p>Fine motor – shooting stars (stars on pipe cleaners and beads)</p> <p>Gross motor – blast off rockets</p>	<p>Writing – tickets Maps Matching descriptions to planets / rockets</p> <p>Sensory – glitter stars tin foil containers glitter etc</p>	<p>Construction – spaceship</p> <p>Computing – spaceship pictures</p> <p>Water – bottles / washing rockets</p>	<p>Number – counting creatures on the spaceship</p> <p>Measures – size of rockets</p> <p>Capacity – full and empty drinks for the journey</p>	<p>Creative – junk model spaceships, space man pictures</p> <p>Playdough/sensory – Moon sand</p> <p>Music – musical instruments</p>

			Reading - Reading - IVC sentences and pictures from the story to match/order.			
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### **Impact**

- Children will be able to know how to work and play with others or how to express to others if they wish to be left alone to do an activity.
- Children will know how to use a range of toys and equipment safely.
- Children will be able to express their likes and dislikes of toys and activities.
- Children will develop friendships.
- Children will develop interests that will enable them to occupy their time when they are alone and with others
- Children will be able to practise and consolidate learning in a low demand environment.

### **Resources available on the server**

PAL Labels to support children and adults

Communication boards

Memory lift the flap resources

Editable master labels / communication board / Memory Lift the flap resource (available to use with CIP3)

Skills and Knowledge overview