

Term: Autumn 1 2016 - 2017

BLACK - teacher initiated activities

BLUE - child initiated activities - added on in pen as children develop their own ideas.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Role Play	<p>Activity: Home corner – who will you invite for dinner?</p> <p>Objective: Being imaginative 22 - 36: Beginning to make believe by pretending 30 - 50: Engages in imaginative role-play based on own first-hand experience 16-26:pretends that one object represents another</p> <p>Objective: Speaking 22 - 36: Uses simple sentences 30 - 50: Uses talk in pretending that objects stand for something else in play</p>	<p>Enhancement – dressing up clothes</p> <p>Activity: Home corner – Who lives in your house?</p> <p>Objective: Being imaginative 22 - 36: Beginning to make believe by pretending 30 - 50: Engages in imaginative role-play based on own first-hand experience</p> <p>Objective: Speaking 22 - 36: Uses simple sentences 30 - 50: Uses talk in pretending that objects stand for something else in play</p> <p>Children's ideas:</p>	<p>Enhancement – pots and pans, bun trays.</p> <p>Activity: Home corner – What will you make for your friends dinners?</p> <p>Objective: Being imaginative 22 - 36: Beginning to make believe by pretending 30 - 50: Engages in imaginative role-play based on own first-hand experience</p> <p>Objective: Speaking 22 - 36: Uses simple sentences 30 - 50: Uses talk in pretending that objects stand for something else in</p>	<p>Enhancement – washing powder, Hoover, iron and ironing board</p> <p>Activity: Home corner – What jobs will you need to do around the house today?</p> <p>Objective: Being imaginative 22 - 36: Beginning to make believe by pretending 30 - 50: Engages in imaginative role-play based on own first-hand experience</p> <p>Objective: Speaking 22 - 36: Uses simple sentences 30 - 50: Uses talk in pretending that objects stand for</p>	<p>Enhancement – multicultural clothing and dolls</p> <p>Activity: Home corner – Who will you pretend to be today?</p> <p>Objective: Being imaginative 22 - 36: Beginning to make believe by pretending 30 - 50: Engages in imaginative role-play based on own first-hand experience</p> <p>Objective: Speaking 22 - 36: Uses simple sentences 30 - 50: Uses talk in pretending that objects stand for something else in play</p>	<p>Enhancement – take away menus</p> <p>Activity: Home corner – Can you order tea for everybody please? What is your favourite food?</p> <p>Objective: Being imaginative 22 - 36: Beginning to make believe by pretending 30 - 50: Engages in imaginative role-play based on own first-hand experience</p> <p>Objective: Speaking 22 - 36: Uses simple sentences 30 - 50: Uses talk in pretending that objects stand for</p>	<p>Activity: Home corner - Can you retell the nursery rhyme 'Old Mother Hubbard'</p> <p>Objective: Reading: 16-26: Interested in books and rhymes and may have some favourites 22 - 36: Has some favourite stories, rhymes, songs, poems or jingles 30 - 50: Joins in with repeated refrains and anticipates key events</p> <p>Children's ideas:</p>

	Children's ideas:		play Children's ideas:	something else in play Children's ideas:	Children's ideas:	something else in play Children's ideas:	
Creative	<p>Activity: Exploring and naming colours</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Explores colours and how colour can be changed.</p> <p>Children's ideas:</p>	<p>Activity: painting a rainbow</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Explores colours and how colour can be changed.</p> <p>Children's ideas:</p>	<p>Activity: What colours will you use today?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Explores colours and how colour can be changed.</p> <p>Children's ideas:</p>	<p>Activity: Can you make Little Bo Peep some more sheep? What colour will they be?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Explores colours and how colour can be changed.</p> <p>Children's ideas:</p>	<p>Activity: mixing colours</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Explores colours and how colour can be changed.</p> <p>Children's ideas:</p>	<p>Activity: mixing colours</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Explores colours and how they can be changed</p> <p>Children's ideas:</p>	<p>Activity: mixing colours</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Explores colours and how they can be changed</p> <p>Children's ideas:</p>
Construction	Activity: Can you build a	Activity: Can you build	Activity: Can you build a	Activity: Can you build a	Activity: Can you make a	Activity: What will you build	Activity: What shapes can

<p>(Lego and Bricks)</p>	<p>tower?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50:Uses various construction materials</p> <p>Children's ideas:</p>	<p>Humpty Dumpty's wall?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50:Uses various construction materials</p> <p>Children's ideas:</p>	<p>house for Humpty Dumpty?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50:Uses various construction materials</p> <p>Children's ideas:</p>	<p>long wall/short wall?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50:Uses various construction materials</p> <p>Children's ideas:</p>	<p>vehicle?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50:Uses various construction materials</p> <p>Children's ideas:</p>	<p>today?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50:Uses various construction materials</p> <p>Children's ideas:</p>	<p>you make?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50:Uses various construction materials</p>
<p>Reading</p>	<p>Activity: Each Peach Pear Plum (talk for writing)</p>	<p>Activity: Each Peach Pear Plum (talk for writing)</p>	<p>Activity: Each Peach Pear Plum (talk for writing)</p>	<p>Activity: Each Peach Pear Plum (talk for writing)</p>	<p>Activity: Each Peach Pear Plum (talk for writing)</p>	<p>Activity: Each Peach Pear Plum (talk for writing)</p>	<p>Activity: Each Peach Pear Plum (talk for writing)</p>

	<p>Objective: Reading: 16-26: Interested in books and rhymes and may have some favourites 22 - 36: Has some favourite stories, rhymes, songs, poems or jingles 30 - 50: Listens to and joins in with stories</p> <p>Children's ideas:</p>	<p>Objective: Reading: 16-26: Interested in books and rhymes and may have some favourites 22 - 36: Has some favourite stories, rhymes, songs, poems or jingles 30 - 50: Joins in with repeated refrains and anticipates key events</p> <p>Children's ideas:</p>	<p>Objective: Reading: 16-26: Interested in books and rhymes and may have some favourites 22 - 36: Has some favourite stories, rhymes, songs, poems or jingles 30 - 50: Joins in with repeated refrains and anticipates key events</p> <p>Children's ideas:</p>	<p>Objective: Reading: 16-26: Interested in books and rhymes and may have some favourites 22 - 36: Has some favourite stories, rhymes, songs, poems or jingles 30 - 50: Listens to and joins in with stories</p> <p>Children's ideas:</p>	<p>Objective: Reading: 16-26: Interested in books and rhymes and may have some favourites 22 - 36: Has some favourite stories, rhymes, songs, poems or jingles 30 - 50: Joins in with repeated refrains and anticipates key events</p> <p>Children's ideas:</p>	<p>Objective: Reading: 16-26: Interested in books and rhymes and may have some favourites 22 - 36: Has some favourite stories, rhymes, songs, poems or jingles 30 - 50: Joins in with repeated refrains and anticipates key events</p> <p>Children's ideas:</p>	<p>Objective: Reading: 16-26: Interested in books and rhymes and may have some favourites 22 - 36: Has some favourite stories, rhymes, songs, poems or jingles 30 - 50: Joins in with repeated refrains and anticipates key events</p> <p>Children's ideas:</p>
Writing	<p>Activity: Can you make marks? Objective: 22 - 36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint</p> <p>Children's ideas:</p>	<p>Activity: Can you draw a line? Objective: 22 - 36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint</p> <p>Children's ideas:</p>	<p>Activity: Can you draw a circle? Objective: 22 - 36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint</p> <p>Children's ideas:</p>	<p>Activity: can you draw a picture of yourself? Objective: 22 - 36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint</p> <p>Children's ideas:</p>	<p>Activity: can you draw a picture of someone important to you? Objective: 22 - 36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint</p> <p>Children's ideas:</p>	<p>Activity: can you draw a different character from our story? Objective: 22 - 36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint</p> <p>Children's ideas:</p>	<p>Activity: can you draw a character from our story? Objective: 22 - 36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint</p> <p>Children's ideas:</p>

Play dough	<p>Activity: What will you make out of play dough?</p> <p>Objective: Moving and handling: 22 - 36: May begin to show preference for dominant hand 30 - 50: Realises tools can be used for a purpose</p> <p>Children's ideas:</p>	<p>Activity: Can you make a ball? A snake? Squash and squeeze?</p> <p>Objective: Moving and handling: 22 - 36: May begin to show preference for dominant hand 30 - 50: Realises tools can be used for a purpose</p> <p>Children's ideas</p>	<p>Activity: Can you use a rolling pin and cutters?</p> <p>Objective: Moving and handling: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Realises tools can be used for a purpose</p> <p>Children's ideas:</p>	<p>Activity: Can you make currant buns of different sizes?</p> <p>Objective: Moving and handling: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Realises tools can be used for a purpose</p> <p>Children's ideas:</p>	<p>Activity: Can you make different shapes out of playdough?</p> <p>Objective: Moving and handling: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Realises tools can be used for a purpose</p> <p>Children's ideas:</p>	<p>Activity: Can you make a face using playdough?</p> <p>Objective: Moving and handling: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Realises tools can be used for a purpose</p> <p>Children's ideas:</p>	<p>Activity: Can you make some buns for your friends?</p> <p>Objective: Moving and handling: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Realises tools can be used for a purpose</p> <p>Children's ideas:</p>

Box Modelling	<p>Activity: Can you fix materials together?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Uses various construction materials Realises tools can be used for a purpose</p> <p>Children's ideas:</p>	<p>Activity: Can you cut and stick?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Uses various construction materials Realises tools can be used for a purpose</p> <p>Children's ideas:</p>	<p>Activity: What will you make?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Uses various construction materials Realises tools can be used for a purpose</p> <p>Children's ideas:</p>	<p>Activity: Can you fix materials together?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Uses various construction materials Realises tools can be used for a purpose</p> <p>Children's ideas:</p>	<p>Activity: Can you cut and stick?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Uses various construction materials Realises tools can be used for a purpose</p> <p>Children's ideas:</p>	<p>Activity: What will you make?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Uses various construction materials Realises tools can be used for a purpose</p> <p>Children's ideas:</p>	<p>Activity: Can you fix materials together?</p> <p>Objective: Exploring and using media and materials: 22 - 36: Experiments with blocks, colours and marks 30 - 50: Uses various construction materials Realises tools can be used for a purpose</p>

Painting	<p>Activity: What colours will you use today?</p> <p>Objective: Exploring and using media and materials 22 - 36: Experiments with blocks, colours and marks 30 - 50: Explore colour and how colour can be changed</p> <p>Children's ideas:</p>	<p>Activity: Can you paint a rainbow?</p> <p>Objective: Exploring and using media and materials 22 - 36: Experiments with blocks, colours and marks 30 - 50: Explore colour and how colour can be changed</p> <p>Children's ideas:</p>	<p>Activity: Self portraits</p> <p>Objective: Exploring and using media and materials 22 - 36: Experiments with blocks, colours and marks 30 - 50: Explore colour and how colour can be changed</p> <p>People and communities: 22 - 36: Learns that they have similarities and differences that connect them to, and distinguish them from, others. 30 - 50: Knows some of the things that make them unique and can talk about similarities and differences in relation to friends or family</p> <p>Children's ideas:</p>	<p>Activity: Self portraits</p> <p>Objective: Exploring and using media and materials 22 - 36: Experiments with blocks, colours and marks 30 - 50: Explore colour and how colour can be changed</p> <p>People and communities: 22 - 36: Learns that they have similarities and differences that connect them to, and distinguish them from, others. 30 - 50: Knows some of the things that make them unique and can talk about similarities and differences in relation to friends or family</p> <p>Children's ideas:</p>	<p>Activity: Shapes</p> <p>Objective: Exploring and using media and materials 22 - 36: Experiments with blocks, colours and marks 30 - 50: Explore colour and how colour can be changed</p> <p>Children's ideas:</p>	<p>Activity: Shapes</p> <p>Objective: Exploring and using media and materials 22 - 36: Experiments with blocks, colours and marks 30 - 50: Explore colour and how colour can be changed</p> <p>Children's ideas:</p>	<p>Activity: Mixing paints – what colours can you make?</p> <p>Objective: Exploring and using media and materials 22 - 36: Experiments with blocks, colours and marks 30 - 50: Explore colour and how colour can be changed</p>

<p>Maths</p>	<p>Activity: Nursery rhymes</p> <p>Objective: Number: 22 - 36: Recites some number names in sequence 30 - 50: Knows that numbers identify how many objects are in a set</p> <p>Children's ideas:</p>	<p>Activity: Nursery rhymes</p> <p>Objective: Number: 22 - 36: Recites some number names in sequence 30 - 50: Knows that numbers identify how many objects are in a set</p> <p>Children's ideas:</p>	<p>Activity: Nursery rhymes</p> <p>Objective: Number: 22 - 36: Recites some number names in sequence 30 - 50: Knows that numbers identify how many objects are in a set</p> <p>Children's ideas:</p>	<p>Activity: Nursery rhymes</p> <p>Objective: Number: 22 - 36: Recites some number names in sequence 30 - 50: Knows that numbers identify how many objects are in a set</p> <p>Children's ideas:</p>	<p>Activity: Nursery rhymes</p> <p>Objective: Number: 22 - 36: Recites some number names in sequence 30 - 50: Knows that numbers identify how many objects are in a set</p> <p>Children's ideas:</p>	<p>Activity: How many – dice roll</p> <p>Objective: Number: 22 - 36: Recites some number names in sequence 30 - 50: Knows that numbers identify how many objects are in a set</p> <p>Children's ideas:</p>	<p>Activity: How many holes? (numicon)</p> <p>Objective: Number: 22 - 36: Recites some number names in sequence 30 - 50: Knows that numbers identify how many objects are in a set</p> <p>Children's ideas:</p>
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Music	<p>Activity: Explore the sounds of the instruments</p> <p>Objective: Exploring media and materials: 22 - 36: Shows an interest in the way musical instruments sound 30 - 50:Explores and learns how sounds can be changed</p> <p>Children's ideas:</p>	<p>Activity: Explore the sounds of the instruments</p> <p>Objective: Exploring media and materials: 22 - 36: Shows an interest in the way musical instruments sound 30 - 50:Explores and learns how sounds can be changed</p> <p>Children's ideas:</p>	<p>Activity: Can you make loud or quiet sounds?</p> <p>Objective: Exploring media and materials: 22 - 36: Shows an interest in the way musical instruments sound 30 - 50:Explores and learns how sounds can be changed</p> <p>Children's ideas:</p>	<p>Activity: Can you make loud or quiet sounds?</p> <p>Objective: Exploring media and materials: 22 - 36: Shows an interest in the way musical instruments sound 30 - 50:Explores and learns how sounds can be changed</p> <p>Children's ideas:</p>	<p>Activity: Can you tap out nursery rhyme tunes?</p> <p>Objective: Exploring media and materials: 22 - 36: Shows an interest in the way musical instruments sound 30 - 50:Explores and learns how sounds can be changed</p> <p>Children's ideas:</p>	<p>Activity: Can you tap out nursery rhyme tunes?</p> <p>Objective: Exploring media and materials: 22 - 36: Shows an interest in the way musical instruments sound 30 - 50:Explores and learns how sounds can be changed</p> <p>Children's ideas:</p>	<p>Activity: Can you tap out nursery rhyme tunes?</p> <p>Objective: Exploring media and materials: 22 - 36: Shows an interest in the way musical instruments sound 30 - 50:Explores and learns how sounds can be changed</p> <p>Children's ideas:</p>
Small World	<p>Activity: 5 speckled</p>	<p>Activity: 5 speckled</p>	<p>Activity: 5 speckled</p>	<p>Activity: 5 speckled</p>	<p>Activity: 5 speckled</p>	<p>Activity: 5 speckled</p>	<p>Activity: 5 speckled</p>

	<p>frogs</p> <p>Objective: Number: 22 - 36: Recites some number names in sequence 30 - 50: Knows that numbers identify how many objects are in a set Being imaginative: 22 - 36: Beginning to make believe by pretending 30 - 50:Builds stories around toys</p> <p>Children's ideas:</p>	<p>frogs - add green counters to the pond as leaves</p> <p>Objective: Number: 22 - 36: Recites some number names in sequence 30 - 50: Knows that numbers identify how many objects are in a set Being imaginative: 22 - 36: Beginning to make believe by pretending 30 - 50:Builds stories around toys</p> <p>Children's ideas:</p>	<p>frogs - add brown cubes to make their own logs</p> <p>Objective: Number: 22 - 36: Recites some number names in sequence 30 - 50: Knows that numbers identify how many objects are in a set Being imaginative: 22 - 36: Beginning to make believe by pretending 30 - 50:Builds stories around toys</p> <p>Children's ideas:</p>	<p>frogs - add coloured pencils to draw their own frogs</p> <p>Objective: Writing: 22-36: Distinguishes the different marks they make 30-50: Gives meaning to marks as they draw Being imaginative: 22 - 36: Beginning to make believe by pretending 30 - 50:Builds stories around toys</p>	<p>frogs - add coloured pencils to draw their own frogs</p> <p>Objective: Writing: 22-36: Distinguishes the different marks they make 30-50: Gives meaning to marks as they draw Being imaginative: 22 - 36: Beginning to make believe by pretending 30 - 50:Builds stories around toys</p> <p>Children's ideas:</p>	<p>frogs - add shapes</p> <p>Objective: Number 22 - 36: begins to categorise objects by properties such as shape, size. 30-50: Shows an interest in shape by playing with shapes or making arrangements. Being imaginative: 22 - 36: Beginning to make believe by pretending 30 - 50:Builds stories around toys</p>	<p>frogs - add shapes</p> <p>Objective: Number 22 - 36: begins to categorise objects by properties such as shape, size. 30-50: Shows an interest in shape by playing with shapes or making arrangements. Being imaginative: 22 - 36: Beginning to make believe by pretending 30 - 50:Builds stories around toys</p>
Water	<p>Activity: :Five little ducks</p> <p>Objective: EM: 22 - 36: Joins in with singing favourite songs 30 - 50: Sings a few familiars</p>	<p>Activity: Water toys</p> <p>Objective: Moving and handling: 22 - 36: Shows control in holding and using jugs to pour, hammers, books and mark</p>	<p>Activity: Coloured water</p> <p>Objective: Moving and handling: 22 - 36: Shows control in holding and using jugs to pour, hammers,</p>	<p>Activity: 5 speckled frogs</p> <p>22 - 36: Joins in with singing favourite songs 30 - 50: Sings a few familiars songs</p>	<p>Activity: 5 speckled frogs and logs</p> <p>22 - 36: Joins in with singing favourite songs 30 - 50: Sings a few familiars songs</p>	<p>Activity: Gloop</p> <p>Objective: The World: 22 - 36: Notices detailed features of objects in their environment 30 - 50: Can talk about</p>	<p>Activity: Glitter</p> <p>Objective: The World: 22 - 36: Notices detailed features of objects in their environment 30 - 50: Can talk about some of the</p>

	<p>songs</p> <p>N 22-36: Recites some number names in sequence 30-50: Uses some number names accurately in play</p> <p>Children's ideas:</p>	<p>making tools 30 - 50: Uses one handed tools and equipment.</p> <p>Children's ideas:</p>	<p>books and mark making tools 30 - 50: Uses one handed tools and equipment</p> <p>Water toys</p> <p>Objective: Moving and handling: 22 - 36: Shows control in holding and using jugs to pour, hammers, books and mark making tools 30 - 50: Uses one handed tools and equipment.</p> <p>Children's ideas:</p>	<p>N 22-36: Recites some number names in sequence 30-50: Uses some number names accurately in play</p> <p>Children's ideas:</p>	<p>N 22-36: Recites some number names in sequence 30-50: Uses some number names accurately in play</p> <p>Children's ideas:</p>	<p>some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Children's ideas:</p>	<p>things they have observed such as plants, animals, natural and found objects.</p> <p>Children's ideas</p>
Sand	<p>Activity: Shells (Mary Mary Quite Contrary)</p> <p>Objective: The World: 22 - 36: Notices detailed features of objects in their environment 30 - 50: Can talk about some of the things they have observed such as</p>	<p>Activity: Shells (tweezers) (Mary Mary Quite Contrary)</p> <p>Objective: The World: 22 - 36: Notices detailed features of objects in their environment 30 - 50: Can talk about some of the things they have</p>	<p>Activity: Sand toys</p> <p>Objective: Moving and handling: 22 - 36: Shows control in holding and using jugs to pour, hammers, books and mark making tools 30 - 50: Uses one handed tools and equipment.</p>	<p>Activity: Wet sand</p> <p>Objective: The World: 22 - 36: Notices detailed features of objects in their environment 30 - 50: Can talk about some of the things they have observed such as plants, animals, natural and found objects</p>	<p>Activity: Dry sand</p> <p>Objective: The World: 22 - 36: Notices detailed features of objects in their environment 30 - 50: Can talk about some of the things they have observed such as plants, animals, natural and found objects</p>	<p>Activity: Coloured paper under the sand</p> <p>Objective: Moving and Handling: 22 - 36: Imitates drawing simple shapes such as circles and lines. 30 - 50: Draws lines and circles using gross motor movements</p>	<p>Activity: Numicon</p> <p>Objective: N: 22 - 36: Says some number names in order 30 - 50: recites numbers 1 - 10</p> <p>Children's ideas</p>

	plants, animals, natural and found objects. Children's ideas:	observed such as plants, animals, natural and found objects. Children's ideas:	Children's ideas:	Children's ideas:	Children's ideas:	Children's ideas:	
Fine motor	<p>Activity: Tweezers and coloured bears</p> <p>Objective: Moving and Handling: 22 - 36: May be beginning to show a preference for a dominant hand 30 - 50: Uses one handed tools and equipment.</p> <p>Children's ideas</p>	<p>Activity: Threading beads</p> <p>Objective: Moving and Handling: 22 - 36: May be beginning to show a preference for a dominant hand 30 - 50: Uses one handed tools and equipment.</p> <p>Children's ideas:</p>	<p>Activity: peg boards</p> <p>Objective: Moving and Handling: 22 - 36: May be beginning to show a preference for a dominant hand 30 - 50: Uses one handed tools and equipment.</p> <p>Children's ideas:</p>	<p>Activity: Pegging clothes in the role play</p> <p>Objective: Moving and Handling: 22 - 36: May be beginning to show a preference for a dominant hand 30 - 50: Uses one handed tools and equipment.</p> <p>Children's ideas:</p>	<p>Activity: Learning links – can you make a chain?</p> <p>Objective: Moving and Handling: 22 - 36: May be beginning to show a preference for a dominant hand 30 - 50: Uses one handed tools and equipment.</p> <p>Children's ideas:</p>	<p>Activity: Sorting beads into colours</p> <p>Objective: Moving and Handling: 22 - 36: May be beginning to show a preference for a dominant hand 30 - 50: Uses one handed tools and equipment.</p> <p>Children's ideas:</p>	<p>Activity: cubes</p> <p>Objective: Moving and Handling: 22 - 36: May be beginning to show a preference for a dominant hand 30 - 50: Uses one handed tools and equipment.</p> <p>Children's ideas:</p>
Technology	Activity: Phones in role play area	Activity: toaster and kettle in role play	Activity: Remote control cars	Activity: Remote control cars	Activity: Remote control cars	Activity: Class computer education city	Activity: Class computer education city

	<p>Objective: 22 - 36: Seeks to acquire basic skills in turning on and operating some ICT equipment. 30 - 50: Knows how to operate simple equipment. 40 - 60: Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Children's ideas:</p>	<p>Objective: 22 - 36: Seeks to acquire basic skills in turning on and operating some ICT equipment. 30 - 50: Knows how to operate simple equipment.</p> <p>Children's ideas:</p>	<p>Objective: 22 - 36: Seeks to acquire basic skills in turning on and operating some ICT equipment. 30 - 50: Knows how to operate simple equipment.</p> <p>Children's ideas:</p>	<p>Objective: 22 - 36: Seeks to acquire basic skills in turning on and operating some ICT equipment. 30 - 50: Knows how to operate simple equipment.</p> <p>Children's ideas:</p>	<p>Objective: 22 - 36: Seeks to acquire basic skills in turning on and operating some ICT equipment. 30 - 50: Knows how to operate simple equipment.</p> <p>Children's ideas:</p>	<p>Objective: 22 - 36: Seeks to acquire basic skills in turning on and operating some ICT equipment. 30 - 50: Knows how to operate simple equipment.</p> <p>Children's ideas:</p>	<p>Objective: 22 - 36: Seeks to acquire basic skills in turning on and operating some ICT equipment. 30 - 50: Knows how to operate simple equipment.</p> <p>Children's ideas:</p>
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Circle time focus for the half term: Jigsaw Autumn Term 1

Managing feelings and behaviour -

- Classroom and school behaviour and expectations
- Working and playing with other people

22 - 36: Shows understanding and cooperates with some boundaries and routines

Aware that some actions can hurt or harm others

Responds to the feelings and wishes of others

30 - 50: Aware of own feelings, and knows that some actions and words can hurt others' feelings.

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others

Can usually adapt behaviour to different events, social situations and changes in routine