



ELG FOCUS ACROSS EACH WEEKLY TOPIC

		Wk	Wk	Wk
		03.01.22	10.01.22	17.01.22
	Topic focus	Settling In	Castles, Knights and Dragons	
				18 th Winnie The Pooh Day
PSED	LO	<i>Understanding the class rules</i>	<i>What does it mean to be brave - relate to knights</i>	Encourage children to work together as a group to build a castle or tower.
	Enhancement		Share their favourite castle, knight or dragon stories	Discuss what the children would like to do if they were king or queen for the day. Would they like to live in a castle or palace? Would they have knights to fight dragons? Would they hold a big party for all their friends?
Communication and Language	LO		Use a toy castle or cardboard box to introduce and discuss prepositions, such as 'in', 'on top', 'behind'. Hide a toy dragon in different positions such as in the castle, behind the castle and on top of the castle.	Play a listening game – choose a child to close their eyes and then the rest of the group hide a toy dragon around the setting. The group then give audible clues to the seeker to find the hidden dragon. When the seeker is near the dragon, the group make loud 'roar' noises. When the seeker is far away, the group make quiet 'roar' noises.
	Enhancement		Display a dragons and knights poster for children to look at and discuss. Encourage them to talk about the different items shown on the poster	Set up a castle-themed small world scene for children to use.
Physical	Large motor	LO	<i>Outside providers – Games Skills</i> <i>Gym – Introductory skills - To use space safely, to recognise directions and travel with control. Identify and use different parts of the body. To work co-operatively to move simple apparatus (Val Sabin Primary School Gymnastics)</i>	
			<i>Use of space1</i>	<i>Use of space 2</i>
		Enhancement	Play a movement and directions game with the children. Encourage the children to pretend that they are knights and have to follow the king's/queen's (initially an adult) instructions! Tear tinfoil to make armour for small figures	<i>footwork</i> Play a movement game based on different items and characters. Children could march like soldiers or knights, gallop like horses, wave regally like kings and queens, run around like a dragon and stand tall, with arms pointed above their heads like a castle.

			Finger gym activities pencil control activities based on dragons/ castles / knights	
Literacy	LO		Read a selection of stories about dragon, knight and castles Phase 1 phonics activities	
	Enhancement		In the reading area, put a selection of stories and non-fiction books about castles, knights and dragons. Small world puppets to help act out stories,	Have a selection of writing tools available near the role-play castle (see EAD), along with paper on clipboards.
Numeracy	LO		Children to select rotate and manipulate shapes together with photos to make a dragon/castle Extend and create ABAB patterns	Counting dragon eggs (to 5) Develop counting skills 1-1 correspondence
	Enhancement		Size ordering pictures of dragons, castles, knights princesses. Sing number songs relating to dragons	Hide dragon eggs and challenge the children to find/sort and count the eggs of different colours
Understanding the World	LO		Explore different parts of the castle What would it have been like to live in one. (Non fiction texts)	<ul style="list-style-type: none"> Look at some pictures of armour and discuss what material the children think was used to make the strong armour. Children could explore items made of metal and also explore magnets.
	Enhancement		Provide a large sheet of paper for children to use to create a map showing a castle and some knights./ dragons Set up a small world castle for children to use	<ul style="list-style-type: none"> Crete a collection of shiny materials for children to explore such as metal spoons, CDs, tins, shiny paper, tinfoil and coins. Dragon Beebot programme the beebot to follow a path
Expressive Arts and Design	LO		Model dragons from dough adding texture for scales . Make a class paper mache dragon in collaboration with Reception class	Explore texture make rubbings from different materials and use to make a picture
	Enhancement		Sing songs about castle, knights and dragons Selection of cardboard boxes to make their own castles Create a castle role-play children to decorate collaboratively print brick patterns	Design a flag for a castle Create a drawbridge to cross a moat Selection of instruments to make marching music Listen and watch soliders marching to band music

		Wk	Wk	Wk	WK
		24.01.22	31.01.22	07.02.22	14.02.22
		My Home		Red Riding hood	
		1 st Feb Chinese new year		14 th Valentines Day	
Personal, Social and Emotional Development	L O	<ul style="list-style-type: none"> Engage in a circle-time activity about houses. Ask the children to think about their home. Can they say what is special about their home? What is their favourite room? Why? 	Set up a scenario in a large activity tray to demonstrate how to find solutions to conflict. With another adult, demonstrate not sharing the bricks fairly to build a house and one adult getting upset. Ask the children what they should do in this situation	<ul style="list-style-type: none"> Promote discussion about the feelings and actions of the characters, including the wolf and Grandma, and guide children to understand that different characters may have different points of view. Talk about stranger danger and how Little Red Riding Hood didn't know the wolf and it wasn't really a good idea to talk to him. 	<ul style="list-style-type: none"> Play a circle game. Name something to go in Grandma's basket. Then, pass a conker or a pebble to the child sitting next to you. Everyone gets a turn to choose an item to put in Grandma's basket.
Enhancement		Estate agents roleplay area		Set up grandma's house role play	<ul style="list-style-type: none"> Hide a toy wolf somewhere in the outside area and encourage the children to work as a team to find it.
Communication and language Development	L O	Create a curiosity cube which contains a selection of household items. Encourage children to look at the curiosity cube and talk to each other about the objects they can see and what they might use them for	Read the children stories set in homes and houses, . Encourage children to think about what is happening in the story. Can they talk about some of the jobs the bear and children did in the house?	Create a forest scene in a large activity tray for children to create narratives together. Add soil, pebbles, leaves and bark and these	<ul style="list-style-type: none"> Pass a special red pebble around at circle time and encourage children to talk about their favourite part of the story using full sentences.
Enhancement				<ul style="list-style-type: none"> Use the repeated phrases from the story throughout the day and in different contexts, such as "All the better to drink you with" at milk time or "All the better to wash you with" when it's handwashing time. 	Hide small world woodland creatures. Each time they find one, encourage the children to describe it using new vocabulary related to the story
Physical Development		Outside providers – Games Skills Gym – Introductory skills - To use space safely, to recognise directions and travel with control. Identify and use different parts of the body. To work co-operatively to move simple apparatus (Val Sabin Primary School Gymnastics)			
	L O	Floorwork	Awareness of body parts	Directions 1	Directions 2
		Finger gym activities themed to homes			
Enhancement		<ul style="list-style-type: none"> Provide the children with some tools, such as buckets, paintbrushes, brooms and water. Children can help 	Offer the children pictures of houses, such as the houses for sale in a local paper. Provide scissors and encourage the children	playdough scented with spices to encourage children to make	<ul style="list-style-type: none"> to practise spreading and slicing by making some real sandwiches for a forest picnic using child-safe cutlery.

		to keep the outdoor area tidy and clean by sweeping the ground and painting the fence.	to cut out some of the houses and stick them onto paper to make their own 'map'	cakes and biscuits for Grandma by rolling, squeezing and pressing. Provide pictures of different cakes and biscuits and some small baskets.	Play - What's the time Mr Wolf
Finger gym activities pencil control activities related to topic/theme					
Literacy	LO	CLPE A House for Mouse	CLPE A House for Mouse	Little red Riding Hood	Little red riding Hood
Enhancement		<ul style="list-style-type: none"> Teach the children a selection of rhymes relating to houses and homes, such as 'The House That Jack Built'. Can the children learn and recall the rhyme? 	Read the children a selection of stories that are set in different dwellings, such as 'Goldilocks and the Three Bears', 'Jack and the Beanstalk', 'The Town and the Country Mouse'	<ul style="list-style-type: none"> Create a Grandma's cottage area including a bed and nightclothes for dressing up. Invite children to re-enact the story using book language. <p>Words that rhyme with Red</p>	<p>Have house, wolf, tree shaped books in the writing area</p> <p>Create a LRRH Story sack</p> <p>Go on a journey to grandma's house retelling the story as they go.</p>
Maths	LO	<ul style="list-style-type: none"> Encourage children to recognise numbers one to five in different ways Children can choose a numbered letter and deliver it to the correct house. 	<ul style="list-style-type: none"> Provide a selection of different size parcels for the children to compare size and weight 	<ul style="list-style-type: none"> Explore subitising using forest items. Provide dice with one, two or three dots on each face for matching. 	<ul style="list-style-type: none"> Offer plastic bottles with lids and yellow water. Invite children to make 'lemonade' and explore capacity by filling and pouring.
enhancements		Count objects needed to set up a table for a meal. Cups, plates, ect	<ul style="list-style-type: none"> In a large activity tray, draw around some small household items, such as a key and a cup. Place the items in the tray (alongside the outlines) and encourage the children to match them up. 	<ul style="list-style-type: none"> Give children pebbles, sticks and leaves to continue alternating ABAB patterns or create their own. 	<ul style="list-style-type: none"> Hide a toy wolf or a wolf picture around the outside area. Encourage the children to use positional language to describe where the wolf is hiding.
Understanding the World	LO	Local Walk to look at different houses (joint activity with Reception class) Can they talk about what they can see? Encourage the children to use vocabulary they have been learning in the topic.	<ul style="list-style-type: none"> Offer a selection of materials for the children to use for building houses. Encourage them to think about how the materials are different. Which materials do they think will be good for making a house? Why? <p>Chinese New Year</p>	<ul style="list-style-type: none"> Offer different materials to make cloaks and discuss which would be best to wear in different weathers. <p>Seasonal walk to observe changes</p>	<ul style="list-style-type: none"> Cook fairy cakes for Grandma so children can observe the changes that occur when mixing and baking.
Enhancement		Draw a large scale map showing different houses they saw on their route.	Provide the children with a selection of household items. Encourage the children to explore the items and sort them according to different properties	<ul style="list-style-type: none"> Provide magnifying glasses and a selection of leaves and seeds. Encourage children to examine them carefully and to explore using hearing and touch, as well as sight. 	<ul style="list-style-type: none"> Find out other animals that Red Riding Hood may see on her walk through the woods.

			Set up an interest table for red things	
Expressive arts and Design	L O	<ul style="list-style-type: none"> Ask the children to draw a family portrait, focusing on developing complexity and detail in their drawing. They can then stick together some lolly sticks to make a house shape and stick their family portrait inside. 	<p>Model houses from boxes</p> <p>Chinese new year crafts</p>	<p>Explore colour mixing to create different shades of red. Children could also explore what other colours can be made by mixing other colours with red paint. Can they create pink, purple and orange?</p> <p>Valentines day cards</p> <p>Character puppets – wolf/ Red riding hood</p> <p>Use percussion instruments to make sound effects to represent each character. Encourage the children to think about which instrument would be best for each character and how they should be played (quiet/loud, slow/fast).</p>
Enhancement			Tape paper to the wall outside so children can create tree paintings using big paintbrushes. Also, let them try painting with mud paint on the trunks of trees	

Highlighted areas show the development areas being covered.

Communication Language Literacy	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
Personal Social Emotional	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community.

	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
Physical Development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. <ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Literacy	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately
Maths	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. <ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

	<ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. <ul style="list-style-type: none"> • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...
Understanding the World	<p>Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
Creative and Expressive	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.