

PSED

MR-Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

SCSA-Enjoys responsibility of carrying out small tasks.

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

PD

MH-Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

HSC-Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

C+L

L-Is able to follow directions (if not intently focused on own choice of activity).

U-Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

S-Builds up vocabulary that reflects the breadth of their experiences.

K+U

PC-Remembers and talks about significant events in their own experience.

-Shows care and concern for living things and the environment.

T-Knows that information can be retrieved from computers

The Gruffalo

DM-30-50

Listen to the story and fill in the missing word-rhyme end

Sequence the story

Describing the characters in the story

Pen grip exercise -draw your favourite character

Create Headbands/masks

Act out/recite parts of the story

Explore clay-make our own characters from the story.

Making pretend Gruffalo crumble

Making REAL Gruffalo crumble

Visit Feadon Farm to see all the animals in the story.

Recount of our trip to Feadon Farm using talking tubs

Go on a Gruffalo hunt

Gruffalo Games/Dance in PE

Measuring snakes

Scrambling (chopping) snakes

Continuous Provision Enhancements

Tuff Trays-Activity tray/story map

Play dough- Make your own Gruffalo

Scramble some snakes

Creation Station-Making masks, headbands,

Large scale collage

Doodle Desk-Gruffalo colouring, Words to copy

Light box- Silhouettes of the characters

Role-play- Gruffalo's house

Woodland-hunting for animal homes, making animal homes

L

R-Shows awareness of rhyme and alliteration.

Recognises rhythm in spoken words.

W-Sometimes gives meaning to marks as they draw and paint.

M

N Shows an interest in number problems.

Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

SSM-Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.

EAD

EMM-

Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

Joins construction pieces together to build and balance.

BI-

Captures experiences and responses with a range of

Characteristics of Effective Learning

playing and exploring - children investigate and experience things, and 'have a go'.

active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Health and Well being

Learning and recall of Key concepts

Cultural capital

Reading

Relationships

Learner Dispositions

Learner Skills

British values-Democracy. The Rule of law. Individual Liberty. Mutual Respect and Tolerance of different faiths.