**EYFS Medium Term Plan – Autumn Term 2**

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| **Weeks/Area of Learning** | **1** | **2** | | | **3** | | **4** | | **5** | | **6** | | **7** |
| **Communication and Language** | LISTENING: ATTENTION and UNDERSTANDING:  Learn to Listen:  Daily story times start from day one. Start to build the expectation that children will sit, by first teaching them where to sit. Model how to sit in a circle.  Set out behaviour expectations for circle sitting and reinforce positive models of this. Start with short periods of time i.e. 2-3 minutes, then get up and move. Refocus the group on sitting back down where you want them to sit and then allowing them to move away. By the end of the Autumn term this should have built to 10 minutes for the vast majority for a story.  Follow active listening skills, look at the speaker, don’t interrupt, sit nicely, think about what they are saying.  Learn to actively listen:  Start each teaching activity with “Now we are going to…’ and ask children to repeat this back to you.  Children are taught to copy a simple repeating pattern e.g. clapping, with two or three sounds at a time that they need to listen carefully to and then repeat.  Children are taught to play simple sound response games.  Adults in the setting should engage children in stories with repeated refrains and children should be taught how to anticipate, then follow, the pattern.  Children should be taught to turn take in listening and repetitive games.  Children should listen to and repeat simple Nursery Rhymes.  Children should be encouraged to answer simple questions from a shared text.  Following instructions:  Children should be taught to follow a simple series of instructions. Start with one at a time, i.e. in PE in the hall or out in the playground. Give one simple physical/gross motor instruction, model and ask children to complete the instruction. Reinforce and model good examples. Build the sequence to at least three tasks, eventually working towards the language of first, next, then.  Start giving instructions in circle time, play singing games e.g. ‘put your finger on your nose..’, ‘Wind the Bobbin’ Up’ and ‘Simon says.’ Model the actions or responses by adult or by children who are getting the hang of it.  Build the game until the children can follow a set of three instructions that are given to them e.g. jump then spin then sit.  Use classroom systems and routines to support following instructions e.g. line order, carpet places, tidying routine. | | | | | | | | | | | | |
| SPEAKING: Children should be taught to take turns when speaking. First of all through the adult modelling who’s turn it is to speak, then allowing children to make decisions about turn taking, such as using concrete objects to hold while speaking. Practise with single word contributions i.e. counting round the circle or says the sounds/alphabet and then followed by short sentences or phrases.  When talking 1;1, children should be taught to face the person they are talking to, through modelling and focussed instructions.  Children should be taught the appropriate speed and volume to talk to someone near to you to ensure they can communicate effectively. This includes working to correct children when they talk too fast, encouraging them to speak alongside the adult to show them the appropriate speed.  With the volume of a normal face to face speaking voice, children should be taught how vocal sounds can be made louder and softer. They should be taught how to make the volume of their voices change either way.  Children should respond to simple questions about what they have learned or what they will be learning e.g. what did you make in the creation station? What did you use to construct your rocket?  Small ‘talking groups’ such as shared fruit time, with an adult and discussion focus can be effective opportunities for speech. | | | | | | | | | | | | |
| **Vocabulary** | sit still, magnet eyes, listening ears, concentrate, speaker, don’t interrupt, first, next, then, take turns | | | | | | | | | | | | |
| **Curriculum Links** | PSED, Literacy | | | | | | | | | | | | |
| **Physical Development (Gross Motor Skills)** |  |  | | |  | |  | |  | |  | |  |
| **Throughout the term:**  **Children will be taught how to move safely in a large space, such as the playground and the school hall. They need to learn stop and start commands with the bells and verbally and practised indoors and outdoors, so children can keep safe.**  **They need to be taught explicitly what a ‘space’ is – so they are able to reach out to the front, back and at either side and should not be able to touch anyone or anything. They will practise moving around at a walking pace, then finding and standing in a space. This should be done indoors and outdoors.**  **Once children can stop and start on command and move to a space, they will practise how to move around the allocated space safely, without touching each other..**  **Once the preceding skills have been mastered, then the children can learn how to adjust their speed of movement, moving fast and slow on command.**  **Children will learn how to move safely around our free flow large play equipment in our outdoor classroom. Children need to be taught how to move around it safely, so they can take safe, calculated risks within their play.**  **They will be taught how moving and exercise can help keep their bodies healthy. In P.E. the children will reflect on how their hearts are beating and what happens to their breathing, and begin to understand that doing exercise is healthy.**  **Children will be taught how the body needs water to keep safe and healthy. This will be part of their daily routine.**  **The children come dressed for PE. When removing nay clothing such as hoodies or footwear for lessons, the children should be supported initially, with adults teaching the children the way to remove and then put back on, rather than doing it for them. Children will be encouraged to have a go, try and be supported in their choices.**  **Children will be taught where all the classroom and outdoor equipment is stored and should be put away. They need to take responsibility for getting equipment out and putting it away safely and this will be taught and re-focussed continually. Adults must hand this responsibility where practicable and safely to the children. In particular, the children will be taught safe moving and handling of our large outdoor loose parts play equipment.**  **They will be taught how to use the tricycles and scooters safely, including how to move around the given space at a safe pace and taking into consideration the space of others. They will be taught how to take turns.**  **Children should be active participants of the process of ‘risk assessment’ with an adult identifying and finding solutions for hazards.** | | | | | | | | | | | | |
|  | **Moving safely in a space** | | **Moving safely and stopping with control** | **Use equipment safely, use different travelling actions whilst following a path** | | **Explore different body parts and how they move** | | **Remember and repeat the actions** | | **Explore directions and levels** | | **Copy and repeat actions showing confidence and imagination** | |
| **Vocabulary** | **safe, space, co-operate, lead, control, dance, body parts, movements, direction, pattern. repeat** | | | | | | | | | | | | |
| **Curriculum Links** | **PSED** | | | | | | | | | | | | |
| **Physical Development (Fine Motor Skills)** | **Throughout this term:**  **Adults need to hand a pencil to a child and establish which hand they are using as a dominant hand. This may be inconsistent at this stage.**  **Children should then begin the process of being taught how to hold a pencil. This should be modelled and should be corrected and scaffolded continuously by adults in the setting to ensure children can pick up a pencil and hold it comfortably and confidently. This can start with wider, chunkier pencils at first, using the red pencils for right handed/yellow pencils for left handed with the grooves and move to narrower pencils as physically appropriate for individuals. Adults will check and support children when they are undertaking self-initiated activities and free writing to ensure that the correct grip becomes embedded and residual in muscle memory. Physical development of hand-grip is developmental and not all children will be physically ready to hold a pencil at this stage – assess grip development and support finger strength using finger gym exercises. Children will need to be checked for the pressure that they are pressing down on, as this will impede the fluency of their script. Using funky fingers and dough disco activities here to help.**  **Initially, children need to be taught how to follow a traced vertical line, with care and increasing fluency. Children should then be encouraged to move and trace anti-clockwise, ready for letter formation. When the child is able to hold their pencil in a comfortable grip and can show control while using it, then the school letter formation programme needs to be followed. For children for whom it is developmentally appropriate, the handwriting scheme can be followed without the correct grip as it can be drawn in sand, air etc.**  **Children should be shown how to use modelling tools such as rolling pins and cutters, so they can then use and apply them in their self-directed learning. Other directed tasks include those linked to Literacy such as Pumpkin soup for hammering.** | | | | | | | | | | | | |
| **Vocabulary** | **pencil grip, pencil hold, pressure, control, left, right, vertical lines, anti-clockwise** | | | | | | | | | | | | |
| **Curriculum Links** | **PSED -perseverance, resilience; Literacy** | | | | | | | | | | | | |
| **Personal, Social and Emotional Development** | **Myself and My Relationships: Family and Friends: Who is in my family and how do we care for each other?**  **Re-cap pf class rules and routines.**  **Reinforce Choose it, Use It, Put It Away!**  **Re-cap on toilet rules and independence, including hand washing.** | **Myself and My Relationships: Family and Friends: The Family Book**  **How to ask for help.**  **Developing independence of pulling tights up, fastening trousers.** | | | **Myself and My Relationships: Family and Friends:**  **Anti-Bullying Week**  **Growing understanding of the need to take turns and share attention.** | | **Myself and My Relationships: Family and Friends: What is a friend and how can I be a good one?**  **Reward children who give help**  **Growing independence of coat fastenings.** | | **Myself and My Relationships: My Emotions: Can I recognise and talk about my feelings?**  **Various stories and games about feelings. Children will learn that some children need extra help and support with their physical or emotional needs i.e. feeling sad because their pet died, or need help because they have hurt their leg.** | | **Myself and My Relationships: My Emotions: Do I know what might cause different emotions in myself and other people?**  **Story – Sorry and how to resolve conflict.** | |  |
| **Vocabulary** |  | **Excuse me, can you please help me with this?**  **Please, thank you** | | |  | |  | |  | | **Sorry** | |  |
| **Curriculum Links** |  | **No Outsiders: The Family Book** | | |  | |  | |  | |  | |  |
| **Literacy** | **Comprehension - Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. 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 different parts of the book. Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning vocabulary. It is crucial that adults read daily stories to model enjoyment and value of books. Children will be taught to value books as an important thing that we have to handle carefully and take care of them and what they should do if they accidentally rip a book. Children enjoy an increasing range of books. Children retell stories related to events through acting/role play and using images. Children can sequence stories and use the vocabulary of beginning, middle and end.** | | | | | | | | | | | | |
| **Word reading –Children will be taught that words and print represent meaning and are comprised of letters. This will be taught through modelling, reading aloud, pointing to words and saying them as they are pointed to. Children will be taught that letters are grouped together to make words and words are grouped together to make sentences. Children will be taught to recognise initial sounds following the RWInc set 1 sounds plus ff, ll, ss ,zz. Children will learn oral blending, cvc words, reciting known stories, listening to stories with attention and recall. Listen to the children read aloud, ensuring books are consistent with their developing phonic knowledge.**  **Children will have daily RWInc sessions and if/where necessary interventions for specific children to keep up, not catch up. All children will be reading texts at home as well as sharing texts in school. Children will blend sounds into words, so that they can read short words made up of known letter-sound correspondences.** | | | | | | | | | | | | |
| **Writing – Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds to label characters and images. Writing lists, labels, captions, messages, name writing. Children will be taught how to access all mark making equipment, will be enabled to make choices about what can be used and importantly, children will be taught how to take care of these resources and tidy them away carefully. Children will be encouraged to always ‘read’ back their writing to adults and other children and to follow the ‘test’ with their fingers as they read. Adults will support the children to say the initial sounds of the words when they write them, moving towards children hearing them for themselves. Help children identify the sound that is tricky to spell. Children will be taught to use available resources such as RWInc sound mats to check their choices.** | | | | | | | | | | | | |
| **Stimulus used but texts may vary due to children’s interests:**  **RWInc – sounds depend on phonic groups – see separate planning** | | | | | | | | | | | | |
| **Pumpkin soup** | **I am Henry Finch** | | | **Look Up!** | | **Look Up!** | | **Green eggs and ham** | | **Wish list for Christmas stocking** | | **Letter to Father Christmas** |
| **Vocabulary** | **banjo, cabin, woods, tasted, pipkin, enough, slurp, quilt, embroidered, tiptoed, murmured, trotted, kerplonk, clattered, wailed, waddled, scoffed, paced, salty, plodded, sighed, shrieked, bagpipes, whoops, bopped, squabble, racket, rumpus, row** | **finches, flock, racket, good morning/afternoon/evening/night, except, beast, nearest, quiet, dark, thoughts, think, history, great, greatness, dived, vegetarian, grumble, gurgle, glub, munch, crunch** | | | **stars, telescope, binoculars, look up/down, clouds, phone, fiery breath, astronaut, orbit, space shuttle, exotic, captured, defied, gravity, incredible, meteor shower, comet, grain, atmosphere, microphone, victory dance, wowsers, myth, suddenly, speechless, zoomed** | | | | **Ggeen, rhyming words, like, dislike, eggs, ham, yummy, delicious, disgusting, here there, anywhere** | | **Various small toys, pens, notebooks, sweets** | | **Dear, Love from, would like, been good, please, thank you** |
| **Curriculum Links** | **Mud kitchen, PSED** |  | | |  | |  | |  | |  | | **PSED** |
| **Maths** | **NCETM Mastering Number week 6**  **Counting, ordinality and cardinality:**  **\*Focus on counting skills**  **\* Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5** | **NCETM Mastering Number week 7**  **Comparison:**  **\*Comparison of sets – by matching**  **\*Use the language of comparison: more than, fewer than, an equal number** | | | **NCETM Mastering Number week 8**  **Composition**  **\*Explore the concept of ‘whole’ and ‘part’** | | **NCETM Mastering Number week 9**  **Composition:**  **Focus on the composition of 3,4 and 5** | | **NCETM Mastering Number week 10 Counting, ordinality and cardinality:**  **\*Practise object counting skills**  **\*Match numerals to quantities within 10**  **\*Verbal counting beyond 20** | | **White Rose – Shape, space and measures:**  **Compare size, mass and capacity** | | **White Rose – Shape, space and measures: exploring pattern, circles and triangles and shapes with 4 sides** |
| **Vocabulary** | **counting, how many?, altogether, represent numbers to 5, Hungarian number pattern, die frame, die pattern, fiveness of 5, the stopping number, how many 5s, 1 grew, 2 grew, up high, down low, to the side, the same, different, how do you know?** | **subitising skills, fast eyes, comparison, attributes, similarities, differences, compare, 2 sets, matching 1:1, matched without any being left over, quantities of objects are equal, match to check, estimate, guess, more than, fewer than, who has more? Why do you think that? Were you right? How do you know? The stopping number, how many altogether? What did you notice? Have we got the same number? Is it equal? Equal number, too many or not enough** | | | **composition, can you guess which whole is hiding by looking at the parts? The whole of me, whole not hole, parts, a part not apart, a whole is bigger than its parts, whole things are made up of smaller parts, parts can be combined in different ways, skin, peel, pips, seeds, juice, flesh, stalk, names of body parts, join together, My\_\_\_is a part of me and the whole of me is(name), what do you notice? investigate, what’s the same? What’s different?** | | **Which whole? Whole, part, wholes, parts, stampolines, numberblocks, 4 or NOT 4, fast eyes, composition, combining parts in different ways, part-part-whole, Is your way different? How is it different? Check this out, split, compose, de-compose, make a different one, ina line, 1 in the middle, in the whole group, subitise, on the top, on the bottom, altogether, what do you notice? Can you explain what you see? Describe, \_\_\_and \_\_\_\_ make 5 altogether, I wonder what else can we find out?** | | **How many? numerosity, 1:1 correspondence, altogether, the stopping number, 1-10, 1-50 to spot the pattern of the number names, how high can you build a tower? Equal number, equal amount, different ways, number, numeral, mistake, correct, forgotten, still the same number** | | **tall, short, long, height, length, bigger/smaller than, larger/smaller than, longer/shorter than, taller/shorter than, heavy, light, heavier, lighter, balance scale** | | **circle, triangle, this shape is a \_\_\_, I know this shape is a \_\_\_because…, This shape is the same/different because…, pointy, sharp, sides. Straight, rounds, sorted by, size, orientation, almost, equal, pattern, fold, to build** |
| **Curriculum Links** |  |  | | | **EAD – singing Head, shoulders, knees and toes** | |  | |  | |  | |  |
| **Understanding the World** | PAST and PRESENT:  Children need to be able to say who is in their immediate family and learn the vocabulary to describe people close to them in their family i.e. Mum/mother, Dad/father etc. relative to their own experience.  Children need to know that they started life as a baby and that they have grown.  They need to know the vocabulary of past, present and future.  Children need to know how to talk about their life in the past using the correct grammar i.e. past tense. They need to be supported to use the terminology contextually correctly i.e. yesterday, today and tomorrow; when I was a baby, when I was at pre-school, when I am a grown-up – use photographs and objects to support this abstract concept.  Children need to know how to put pictures of their life into the correct order to understand that time has a chronology i.e. a baby, toddler, school child etc.  They need to develop the concept of then and now.  They need to know the vocabulary of today, tomorrow and yesterday. | | | | | | | | | | | | |
| PEOPLE, CULTURE and COMMUNITIES:  Children to know how to use simple vocabulary to describe their immediate environment i.e. bedroom,/ garden – home, house, garden, bed, sofa, kitchen, cooker etc.  Children will know that some places are special to people – home, school, maybe holiday place, church etc. and why it is special  Use vocabulary to describe similarities and differences – compare visual features in a range of pictures, clips and artefacts  Children know that people celebrate and have celebrations for a variety of special purposes e.g. Diwali, weddings, baptisms etc. | | | | | | | | | | | | |
| THE NATURAL WORLD:  To know vocabulary of immediate environment – trees, plants, grass, rec, school garden etc. and should be encouraged to talk about features in our school and home environment that are both natural and man-made.  Children will be able to use and manipulate (touch, sort, build with, print with and explore) a range of objects made of natural materials and use simple vocabulary to describe their properties. Adults should encourage children to talk about what they are called, use words to describe how they feel, whether they are soft or hard, if they make a noise and where they come from.  To know what is natural and man-made and be able to explain their reasoning.  Children will know that some things are living and some things are not i.e. plants and animals are alive, but stones or water have never been alive. Some things like wood used to be alive. They need to understand that wood comes from trees which grow. They will be able to describe them using simple vocabulary.  Children should learn the names of and visually represent basic animals and plants from our environment or that they might see in the countryside.  Children will know that there are different environments, some are hot, cold, jungle, desert etc. | | | | | | | | | | | | |
|  | **R.E. Scheme – Why is Christmas so special to Christians?**  **To create a special picture for a special person** | **R.E. Scheme – Why is Christmas so special to Christians?**  **To match baby photos to a known adult** | | | **R.E. Scheme – Why is Christmas so special to Christians?**  **To introduce the crib scene beginning with Mary, Joseph and baby Jesus then include the shepherds, wise men, donkey and the angels. Place them in order of importance.** | | **R.E. Scheme – Why is Christmas so special to Christians? To learn the story of Christmas and match the figures as you read. Who would Christians say is the most important person.** | | **R.E. Scheme – Why is Christmas so special to Christians? Visit to ST Hugh’s church for nativity activities with the vicar.** | | **R.E. Scheme – Why is Christmas so special to Christians? To share a Christmas box with cards, decorations, the Nativity scene. Single traditional carols and discuss why Christians sing carols.** | | **R.E. Scheme – Why is Christmas so special to Christians? To know the wise men brought gifts for baby Jesus but for Christians, Jesus is the greatest gift of all.** |
| **Vocabulary** | **Mary, Joseph, Jesus, crib, nativity, Christians, incarnation** | | | | | | | | | | | | |
| **Curriculum Links** | **PSED, Communication and Language, Expressive Arts and Design** | | | | | | | | | | | | |
| **Expressive Arts and Design** | **Throughout the term:**  **Children need to be taught the location of all the materials that they will need to use – runny glue, glue sticks, collage materials, powder and liquid paints, different thicknesses of brushes, different types of paper and card. They will be taught how to use them appropriately and most importantly how to put these away after they have been used. Children will be taught how to self-select what they want.**  **Children will be taught to take responsibility for thinking through what they want to achieve/make/create when using equipment and media in the ‘creation station.’**  **Adults will talk the children through the process of starting to anticipate creativity, using key questions that unpick thinking, but also give a scaffolded approach to this thinking process. Questions will build up in complexity over time, that ask children to reflect on the final outcome they wish to achieve, what materials they will use to do it, how they intend to join and construct and what success will look like. Adults need to use key questions throughout the process than enable children to challenge their own thinking over the year, expanding children’s vocabulary and fostering problem-solving skills. Children will be taught how to select the best equipment for the task. Adults will model this, then use key questions while children are self-selecting to refocus and enable them to think and reason whether they have chosen the best resource for the task.**  **Children will be taught the names of the primary and secondary colours and relate them to the colour they represent. Children should also expand this vocabulary during their self-directed learning to add descriptive words such as dark, darker or light, lightest e.g. light blue.**  **Children will be taught how to mix colours.**  **In conjunction with the work on primary and secondary colours and mixing, children will be taught that people have different skin colours. Children will be taught to mix colours to achieve this.**  **Children will be taught how to hold and use a pair of scissors correctly using their left/right hand preference and to use the appropriate scissors.**  **As part of the plan, do, evaluate cycle, children should be taught how to explain what they will be using and what they aim to achieve in the ‘creation station.’**  **Following on from learning the names of the primary and secondary colours, adults need to structure questions with all children when undertaking self-selected activities about why they are choosing particular colours for their work. Over time, with support and structure, children need to be able to structure ‘because…; sentences, which enable them to explain and express their ideas.**  **During set tasks or self-initiated learning, adults will use questions and directed learning to support children to increase the complexity of their representation of people and objects. Children will be taught to look in a mirror or at a friend to see aspects of the body/face that characterise people and should be encouraged to add these to their drawings. Children will be encouraged to talk about their drawings to consolidate their understanding of the human body, with adults asking key questions such as ‘can you show me where…’ or ‘what would her arms be doing if she was doing this..?’**  **Linking to other areas and following children’s interests some examples of directed learning will include recording of colour mixing, links to artists such as Rothko and Piet Mondrian, observational drawings, making poppies, firework pictures.** | | | | | | | | | | | | |
| **Adults will ask questions and support children in their play activities to introduce a narrative or storyline into their role play, either from a set narrative or from their imagination.**  **Children will be encouraged to explain their own story and thinking process to other children in their group,**  **After reading texts, children will be encouraged to include some narratives from books and stories into their role play. Adults will model this during self-selected learning and asking questions such as “Do you remember what happens next? Can you think of a different ending? What would you do if you were…?** | | | | | | | | | | | | |
| **Music scheme Unit 2 Voice: Learn how to warm up their voices and bodies ready to sing. They will pitch-match notes to learn songs and use hand gestures to mark higher and lower notes. They will also listen to and learn a song which has actions to accompany it.**  **\*Art - Colour mixing and work on primary and secondary colours.**  **D&T – learn how to join** | **Music scheme Unit 2 Voice: Identify and show different gestures for high and low notes they hear in songs they listen to. Learn actions to accompany songs and create their own verses to add to songs.**  **\*Art- Colour mixing and work on primary and secondary colours** | | | **Music scheme Unit 2 Voice: Learn songs which they will internalise by omitting specific words of a song and then re-entering at the correct time. Split into groups and take turns and listen when to enter with their section. Also add actions to accompany songs.**  **\* Art -Colour mixing - Shades of colours** | | **Music scheme Unit 2 Voice: Develop their understanding of high/low notes through experimenting with specific songs and notes in songs. Pass a ball around a circle to the pulse of a song and improvise word choices at specific points in the song.**  **Art in the style of Piet Mondrian – learn about artist and make a whole class piece of art.** | | **Music scheme Unit 2 Voice: Revisit and develop the songs that they have learnt during this unit of work. Focus on singing notes correctly, taking turns when singing and listening out for when they need to start and performing actions to songs.**  **\* Art in the style of Piet Mondrian - plan individual piece of art and complete design.** | | **Music scheme Unit 2 Voice: Perform a selection of songs to an audience. Observe and appraise their performance.**   * **Art complete own individual piece of Art and evaluate.**   **Nativity scene drawing.** | |  |
| **Vocabulary** | **dynamics, melody, pitch, pitch-match, pulse** | **dynamics, melody, pitch, pitch-match, pulse** | | | **dynamics, melody, pitch, pitch-match, pulse** | | **dynamics, melody, pitch, pitch-match, pulse** | | **dynamics, melody, pitch, pitch-match, pulse** | | **dynamics, melody, pitch, pitch-match, pulse** | |  |
| **Curriculum Links** | **Understanding the World – Remembrance Day, Guy Fawkes** | | | | | | | | | | | | |
| **Outdoor Learning** |  |  | | |  | |  | |  | |  | |  |
| **Water/Sand** | **Water/Sand – Common Play Behaviour – pouring/emptying, filling, transporting, stirring/mixing, cleaning, digging, mould and manipulate** | | | | | | | | | | | | |
| **Mud Kitchen** | **Pumpkin soup** | **Pumpkin soup** | | | **Potion making** | | **Potion making** | | **Free choice** | | **Free choice** | | **Christmas cake** |
| **Large Construction/Gross Motor** | **How tall can you build a tower?** | **Which tower is the tallest?** | | | **How to use the planks of wood and crates** | | **Can we redesign and rebuild the climbing frame** | | **Can everyone use the tricycle?** | | **Can everyone scoot now?** | | **How to pack away apparatus for the holiday** |
| **Stage** | **Free choice** | **Free choice** | | | **Performances of ‘Head, shoulders, knees and toes’** | | **The Nativity scene** | | **The Nativity scene** | | **Performances of carols and Christmas songs** | | **Performances of carols and Christmas songs** |