

Blakeney Under Fives – Weekly Planning Format

Week Beginning: ____6th July 2026

focus / theme _Summer –Football – ice cream shop

Inside

Area	Focus / Activity	Children’s Interests		intents	Pupil Premium Focus	Ready for Learning	Little Wandle Phonics
Art Table	Sand Playdough	Sand Playdough Seaside Shells Coloured pasta	Birth - 3	Explore different materials			
			Birth - 3	Use their imagination as they consider what they can do with different			
			3-4	Develop their own ideas and then decide which	Can wait patiently when required	Can wait patiently when required – take turns	
			3-4	Join different materials and explore different textures.	- Model speech sounds and words - Give opportunities to talk	Can work independently on most tasks Can use scissors and other tools	
Maths Table	Exploring counting	Counting, numbers, markmaki	Birth - 3	Compare amounts, saying ‘lots’, ‘more’ or ‘same’.			
	Birth - 3		React to changes of amount in a group of up to three items.				
	Dot to dots		3-4	Recite numbers past 5.	Can wait patiently when required	Gets easily frustrated if a task is too difficult – adults to model asking for help	

			3-4	Show 'finger numbers' up to 5.	- Model speech sounds and words - Give opportunities to talk	Uses 1:1 correspondence to count up to 5 objects	
Writing Table	Exploring mark making –		Birth - 3 □	Add some marks to their drawings, which they give meaning to.			
			Birth - 3	Enjoy drawing freely.			
	Phonic sounds		3-4	Use a comfortable grip with good control when holding pens	Can wait patiently when required	Can share toys etc with peers	sound activities
	Phonic sound hunt		3-4	Use some of their print and letter knowledge	- Model speech sounds and words - Give opportunities to talk	Constantly seeks adult attention - model waiting through people games/turn taking/role play area.	sound activities
Home Corner	Ice cream shop		Birth - 3	Understand single words in context – 'cup', 'milk', 'daddy'.			
			Birth - 3	Begin to show 'effortful control'. For example, waiting for a turn a			
			3-4	Play with one or more other children, extending and elaborating	Can wait patiently when required	Can play with other children	
			3-4	Find solutions to conflicts and rivalries	- Model speech sounds and words - Give opportunities to talk	Can recognise familiar logos or letters	
Carpet	Rainbow fish story + props		Birth - 3	Listen to other people's talk with interest, but can easily be distracted by			
			Birth - 3	Develop friendships with other children.			
			3-4	Find solutions to conflicts and rivalries	Can wait patiently when required		Sound lotto

	Songs and rhymes		3-4	Play with one or more other children, extending and elaborating	- Model speech sounds and words - Give opportunities to talk	Speaks clearly in home language and is easily understood by adults	
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Notes –

Outside

Area	Focus / Activity	Children’s Interests		Intents	Pupil Premium Focus	Ready for Learning	Little Wandle Phonics
Art	Mark making / chalk	Pencil hold Write name / letters tents	Birth - 3	Explore different materials			
			Birth - 3	Use their imagination as they consider what they can do with different			
	Rainbow fish pictures		3-4	dominant hand.	Can wait patiently when required	Can wait patiently when required	
	Frozen small world people		3-4	Create closed shapes with continuous lines, and begin	- Model speech sounds and words - Give opportunities to talk	Can work independently on most tasks Can use scissors and other tools	
Maths	Pompoms		Birth - 3	Compare amounts, saying ‘lots’, ‘more’ or ‘same’.			
			Birth - 3	Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’			
	Pom pom counting activities		3-4	Say one number for each item in order: 1,2,3,4,5.	Can wait patiently when required	Gets easily frustrated if a task is too difficult –	

						adults to model asking for help	
			3-4	Solve real world mathematical problems with	•Model speech sounds and words • Give opportunities to talk	Uses 1:1 correspondence to count up to 5 objects	
Writing	Mark making = colouring	Pipette + poppers	Birth - 3 □	Add some marks to their drawings, which they give meaning to.			
			Birth - 3	Enjoy drawing freely.			
			3-4	Use a comfortable grip with good control when holding pens	Can wait patiently when required	Can share toys etc with peers	‘T’ sound activities
			3-4	print has meaning	•Model speech sounds and words • Give opportunities to talk	Constantly seeks adult attention - model waiting through people games/turn taking/role play area.	‘T’ sound activities
Home Corner	Home	Enjoy stores read by adult Front, back, spine of books	Birth - 3	Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.			
			Birth - 3	Notice differences between people.			
			3-4	Continue developing positive attitudes about	Can wait patiently when required	Can play with other children	
			3-4		•Model speech sounds and words	Can recognise familiar logos or letters	

					• Give opportunities to talk		
Physical	Climbing area		Birth - 3	Gradually gain control of their whole body			
	Bikes and trikes		Birth - 3	Sit on a push-along wheeled toy, use a scooter or ride a tricycle.			
	Ball games – catch, throw, large motor skills		3-4	develop their movement, balancing, riding, ball skills	Can wait patiently when required	Engage in large motor play	
	Planting seeds + flowers		3-4	climb up apparatus, using alternate feet	•Model speech sounds and words • Give opportunities to talk	Speaks clearly in home language and is easily understood by adults	
	Football games (pom poms)						
		Care for growing things Life cycle					
		Football – small motor skills					

Phonics

- Participates in phase 1 phonics activities -Environmental Sounds –Sound Lotto:
- Explore the letter ‘n’

Ready for learning – continuous provision

- Can wait patiently when required
- Speaks clearly in home language and is easily understood by adults
- Can calm with support
- follow rules and boundaries - visual timetable
- Use bathroom independently
- Follows 2-part instructions

My Plans – continuous provision

- Model speech sounds and words

- Give opportunities to talk and make choices
- Use simple signs and gestures
- Use sound buttons
- Use visual timetables + visuals
- Sand timers – for sharing and developing attention
- Support toilet training
- Model play, sharing, taking turns
- Simple instructions
- Feeling activity – children to put name cards under the emotion they are feeling

My Plans – targeted support

- Feeling activity+ emotions – use emotion cards -discuss how they are feeling, what would make them feel better – use books + stories and real life examples (JP)
- Visit school (JP)
- School photos (JP)
- Encourage interaction with peers (JP)
- Ball rolling game (DJG)
- Action Songs With Pauses – such as sleeping bunnies (DJG)
- copy common gestures (e.g., waving, clapping, pointing, (AT)
- imitate familiar single words (AT)
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