

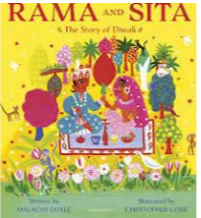


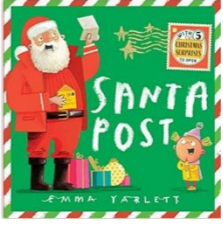
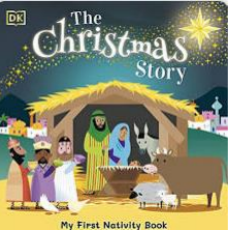

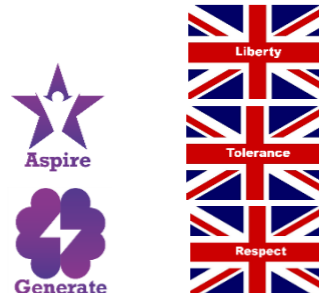
























































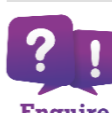



























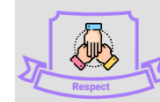










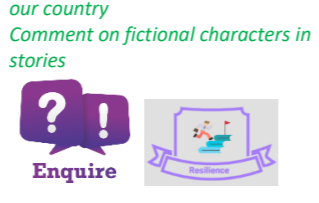












	31 st Oct-4 th Nov 2022 Halloween/Bonfire Night	7 th -11 th November 2022 Remembrance Day	14-18 th November 2022 Diwali	21 st -25 th November 2022 Birthdays	28 th Nov-2 nd Dec 2022 Trip Week – White Post Farm	5 th -9 th December 2022 Christmas- Santa	12 th -16 th December 2022 Christmas- Nativity	19-21 st December 2022 Christmas Activities	
Book Focus	Pumpkin Soup & Sparks in the Sky 		Rama and Sita 						
Key vocabulary	Halloween, Autumn, Pumpkin, soup, trick or Treat, Bonfire, Firework, Night, Guy Fawkes, Houses of Parliament, sparklers,	Remembrance, soldier, war, Poppy, VE Day, Memorial, November, wreath, silent, flag, hero, brave	Diwali, Diva Lamp, celebration, rangoli patterns, lanterns, gifts, New Year, Sweets, Fireworks, Rama, Sita, festival, light,	Birthday, party, celebrate, card, month, cake, balloon, gifts, presents, games, party food, invitation, gift tag,	Farm, animals, Christmas, stable,	Santa, Christmas, celebrate, letter, post, write, letterbox, post Office, Postal Worker	Nativity, Christmas, story, celebrate, stable, Donkey, Jesus, Mary, Joseph, Shepherds, Kings, Gold, Frankincense, myrrh, star, travel, God, angel,		
Literacy/ CL	Bonfire pictures – what sounds can we hear at a bonfire. Rhyming soup. <i>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 a wider range of vocabulary. 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</i> <i>Add some marks to their drawings, which they give meaning to. For example: “That says mummy” Make marks on their picture to stand for their name Mock handwriting and mock letters</i> <i>Scribbles made of lines Imitate and copy patterns such as dots, straight lines, curved lines, swirls, ‘castle tops’ and cross shapes Show a preference for a dominant hand</i> <i>Through whole class retelling of text map children begin to use repetition for rhythm e.g. He walked and he walked, and he walked</i> <i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’) Listen to simple stories and understand what is happening, with</i>	Design a war medal for a soldier <i>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.</i> <i>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</i> <i>Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. 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For example: “That says mummy” Make marks on their picture to stand for their name Mock handwriting and mock letters Write letter strings</i> <i>Scribbles made of lines Imitate and copy patterns such as dots, straight lines, curved lines, swirls, ‘castle tops’ and cross shapes Show a preference for a dominant hand</i> <i>Use a wide range of vocabulary</i> <i>Scribbles made of lines and enclosed shapes</i> <i>Marks including simple prewriting shapes</i> <i>Simple representations of people</i>	Create a Diva lamp and say why we have them during Diwali. <i>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.</i> <i>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</i> <i>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</i> <i>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</i> <i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’) Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i> <i>Use a wide range of vocabulary</i> <i>Enjoy sharing books with an adult</i> <i>Enjoy songs and rhymes, tuning in and paying attention</i> <i>Have favourite books and seek them out, to share with an adult, with another child, or to look at</i>	Making a birthday card using different materials. To sing the song happy birthday. <i>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.</i> <i>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</i> <i>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</i> <i>Add some marks to their drawings, which they give meaning to. 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For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy</i> <i>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</i> <i>Repeat words and phrases from familiar stories</i> <i>Begin to take part in whole class retelling of text map</i> <i>Begin to understand beginning, middle and end</i> <i>Notice some print, such as the first letter of their name, a bus or a familiar logo</i> <i>Count or clap syllables in a word</i> <i>Exposure to nursery rhymes and rhymes in</i>	

	<p><i>the help of pictures Easily locates sound sources and can talk about sounds heard</i> <i>Use a wide range of vocabulary</i></p> 		<p><i>Calone Say some of the words in songs and rhymes</i></p> 		<p><i>shapes Marks including simple prewriting shapes Simple representations of people</i> <i>Start and continue a conversation with an adult or friend with many turns Use longer sentences of 4-6 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 Use talk to organise play: "Let's go on a bus... you sit there... I'll be the driver"</i></p> 	<p><i>Start and continue a conversation with an adult or friend with many turns Use longer sentences of 4-6 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 Use talk to organise play: "Let's go on a bus... you sit there... I'll be the driver"</i> <i>Use two hands to open and close scissors Holds scissors with thumb and four fingers Chops scrap paper into smaller pieces Makes snips into the edges of paper</i></p> 	<p><i>stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother</i></p> 
<p>Phonics</p>	<p>Phase 1 Aspect 1 Environmental Sounds <i>Listening and remembering sounds (auditory memory and sequencing).</i> Intent: Further development of vocabulary and children's identification and recollection of the difference between sounds. <i>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.</i> <i>Use a wider range of vocabulary.</i> <i>Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother</i> <i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen')</i> Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</p> 	<p>Phase 1 Aspect 2 -General Sound Discrimination - Instrumental Sounds. Tuning into sounds (auditory discrimination). Intent: Become more familiar with the language and sequence of Nursery rhymes. <i>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.</i> <i>Use a wider range of vocabulary.</i> <i>Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. 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Intent: To experience and develop awareness of sounds made with instruments and noise makers. <i>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.</i> <i>Use a wider range of vocabulary.</i> <i>Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. 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Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother</i> <i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen')</i> Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</p> 	<p>Phase 1 Aspect 2 Instrumental Sounds Talking about sounds (developing vocabulary and language comprehension). Intent: To use a wide vocabulary to talk about the sounds instruments make. <i>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.</i> <i>Use a wider range of vocabulary.</i> <i>Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. 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<p>Kinetic Letters</p>	<p>Animal Positions Review penguin <i>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.</i> <i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i> <i>Show a preference for a dominant hand</i> <i>Collaborate with others to manage large items, such as moving a long plank safely or carrying large hollow blocks. Encourage children to carry items safely (bend your hips and knees to squat down to your load, keep it close to your body, and straighten your legs to lift)</i></p>   	<p>Building Strength: Animal Positions & Finger Rhymes Letter Moves: 6 Moves identify and label. Begin Foundations: 3 Friends-naming fingers. <i>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.</i> <i>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.</i> <i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i> <i>Show a preference for a dominant hand</i> <i>Collaborate with others to manage large items, such as moving a long plank safely or carrying large hollow blocks. Encourage children to carry items safely (bend your hips and knees to squat down to your load, keep it close to your body, and straighten your legs to lift)</i></p>   	<p>Building Strength: Animal Positions & Finger Rhymes Letter Moves: 6 Moves identify and label. 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Encourage children to carry items safely (bend your hips and knees to squat down to your load, keep it close to your body, and straighten your legs to lift)</i></p>   	<p>Building Strength: Floor Push ups & Monkey Bars Letter Moves: 6 Moves- monkeys/tree Begin Foundations: Holding fingers bead pick up. <i>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.</i> <i>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.</i> <i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i> <i>Show a preference for a dominant hand</i> <i>Collaborate with others to manage large items, such as moving a long plank safely or carrying large hollow blocks. 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Encourage children to carry items safely (bend your hips and knees to squat down to your load, keep it close to your body, and straighten your legs to lift)</i></p>   
<p>Maths</p>	<p>To compare amounts. <i>Compare quantities using language: 'more than', 'fewer than'.</i> <i>Compare collections and begin to talk about which group has more</i> <i>Identify groups with the same number of things Use vocabulary more, less, fewer and same to compare quantities</i></p>    	<p>To compare size. <i>Make comparisons between objects relating to size, length, weight and capacity.</i> <i>Recognising attributes e.g. "That stick is long, adults are tall" With teacher support compares some types of measures e.g. can find something shorter than the teacher Show an awareness of comparison in estimating and predicting Compare some types of measures</i></p>    	<p>To compare mass. <i>Make comparisons between objects relating to size, length, weight and capacity.</i> <i>Recognising attributes e.g. "That stick is long, adults are tall" With teacher support compares some types of measures e.g. can find something shorter than the teacher Show an awareness of comparison in estimating and predicting Compare some types of measures</i></p>    	<p>To compare capacity. <i>Make comparisons between objects relating to size, length, weight and capacity.</i> <i>Recognising attributes e.g. "That stick is long, adults are tall" With teacher support compares some types of measures e.g. can find something shorter than the teacher Show an awareness of comparison in estimating and predicting Compare some types of measures</i></p>    	<p>To explore patterns. <i>• 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.</i> <i>Talk about and identify the patterns around them Copy and continue an ABAB pattern Create own ABAB patterns Notice and correct an error in an ABAB pattern</i></p>    	<p>To copy a pattern <i>• 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.</i> <i>Talk about and identify the patterns around them Copy and continue an ABAB pattern Create own ABAB patterns Notice and correct an error in an ABAB pattern</i></p>    	<p>Fluency Focus week <i>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • 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.</i> <i>Say number words in sequence (initially 5, then 10 and then extending to larger numbers) Count using 1:1 correspondence Know that the last number tells you how many are in the set</i> <i>subitising – recognise values Subitise objects up to 3 Know that the quantity is the same no matter how arranged</i></p>   

<p>PSED</p>	<p>I know how it feels to be proud of something I am good at. <i>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. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations</i> <i>Knows that they are in a safe and secure environment Is willing to try new things Shows more confidence in new social situations for e.g. exploring local neighbourhood & visitors</i></p>	<p>I can tell you one way that I am special and unique <i>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. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations</i> <i>Continue developing positive attitudes about the differences between people.</i> <i>Knows that they are in a safe and secure environment Is willing to try new things Shows more confidence in new social situations for e.g. exploring local neighbourhood & visitors</i> <i>Feel safe to express a range of emotions Begin to link emotions with pictures/ emojis by looking at key features for e.g. smile, tears</i> <i>Begin to use limited emotional language about themselves e.g. I'm sad/ happy/angry</i></p>	<p>I know that all families are different <i>Understand gradually how others might be feeling.</i> <i>Develop their sense of responsibility and membership of a community</i> <i>Continue developing positive attitudes about the differences between people.</i> <i>Begin to show an awareness of other children's feelings for e.g. when happy/sad/ angry</i> <i>Understand that there are different ways to respond to experiences, activities and resources</i> <i>Notice and ask questions about differences, such as: skin colour, gender, special needs etc</i></p>	<p>I know that there are lots of different houses and homes <i>Understand gradually how others might be feeling.</i> <i>Develop their sense of responsibility and membership of a community</i> <i>Continue developing positive attitudes about the differences between people.</i> <i>Knows the type of house they live in (bungalow, flat, house etc.). Can explain the features of other homes</i></p>	<p>I can tell you how I could make new friends <i>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</i> <i>Shows an interest in other children and/or their play</i> <i>Engages with others through gestures, gaze and talk</i> <i>Plays alongside other children</i></p>	<p>I can use words to stand up for myself <i>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.</i> <i>• Develop appropriate ways of being assertive. • Talk with others to solve conflicts</i> <i>Feel safe to express a range of emotions</i> <i>Begin to link emotions with pictures/ emojis by looking at key features for e.g. smile, tears</i> <i>Begin to use limited emotional language about themselves e.g. I'm sad/ happy/angry</i> <i>Find ways to calm themselves, through being calmed and comforted by their key person</i> <i>Begin to selfsoothe without the need of a key worker e.g. soft toy, special place, playing</i> <i>Begin to show effortful control for a short period of time. e.g. waiting for a turn, resisting impulse to snatch</i></p>	<p>Review week <i>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. • 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.</i> <i>• 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</i> <i>Knows that they are in a safe and secure environment Is willing to try new things Shows more confidence in new social situations for e.g. exploring local neighbourhood & visitors</i> <i>Knows that they are in a safe and secure environment Is willing to try new things Shows more confidence in new social situations for e.g. exploring local neighbourhood & visitors</i> <i>Feel safe to express a range of emotions</i> <i>Begin to link emotions with pictures/ emojis by looking at key features for e.g. smile, tears</i> <i>Begin to use limited emotional language about themselves e.g. I'm sad/ happy/angry</i> <i>Begin to show an awareness of other children's feelings for e.g. when happy/sad/ angry</i> <i>Understand that there are different ways to respond to experiences, activities and resources</i> <i>Notice and ask questions about differences, such as: skin colour, gender, special needs etc</i> <i>Shows an interest in other children and/or their play</i> <i>Engages with others through gestures, gaze and talk</i> <i>Plays alongside other children</i> <i>Feel safe to express a range of emotions</i> <i>Begin to link emotions with pictures/ emojis by looking at key features for e.g. smile, tears</i> <i>Begin to use limited emotional language about</i></p>
	  	 	    	    	  	     	

							<p>themselves e.g. I'm sad/happy/angry Find ways to calm themselves, through being calmed and comforted by their key person Begin to selfsoothe without the need of a key worker e.g. soft toy, special place, playing Begin to show effortful control for a short period of time. e.g. waiting for a turn, resisting impulse to snatch</p>	
RE	<p>Read The Nativity Story <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. <p><i>Begin to know that there are differences between what people believe</i> Enjoy sharing books with an adult Enjoy songs and rhymes, tuning in and paying attention Have favourite books and seek them out, to share with an adult, with another child, or to look at alone Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independently, for example, singing whilst playing</p> 	<p>Recall Key parts of the Nativity <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. <p><i>Begin to know that there are differences between what people believe</i> Enjoy sharing books with an adult Enjoy songs and rhymes, tuning in and paying attention Have favourite books and seek them out, to share with an adult, with another child, or to look at alone Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independently, for example, singing whilst playing</p> 	<p>What gift would you take to baby Jesus and why? <i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives Recognise that people have different beliefs and celebrate special times in different ways. Begin to know that there are differences between what people believe Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali" 	<p>Practice Nativity Performance <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups Begin to know that there are differences between what people believe Beginning to watch dance and art performances Moves to music Copies basic actions 	<p>Practice Nativity Performance <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups Begin to know that there are differences between what people believe Beginning to watch dance and art performances Moves to music Copies basic actions 	<p>Practice Nativity Performance <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups Begin to know that there are differences between what people believe Beginning to watch dance and art performances Moves to music Copies basic actions 	<p>Practice Nativity Performance <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups Begin to know that there are differences between what people believe Beginning to watch dance and art performances Moves to music Copies basic actions 	
UW	<p>Celebration focused in Literacy <i>Understand that some places are special to members of their community.</i></p> <ul style="list-style-type: none"> 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. Comments on recent pictures of experiences in their own life e.g. "This was me at the farm" 	<p>Similarities and differences between now and then. <i>Understand that some places are special to members of their community.</i></p> <ul style="list-style-type: none"> 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. 	<p>Celebration focused in Literacy <i>Understand that some places are special to members of their community.</i></p> <ul style="list-style-type: none"> 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. Comments on recent pictures of experiences in their own life e.g. "This was me at the farm" 	<p>Celebration focused in Literacy <i>Understand that some places are special to members of their community.</i></p> <ul style="list-style-type: none"> 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. Comments on recent pictures of experiences in their own life e.g. "This was me at the farm" 	<p>Exploring Farm Environment. <i>Understand that some places are special to members of their community.</i></p> <ul style="list-style-type: none"> 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. 	<p>Celebration focused in Literacy <i>Understand that some places are special to members of their community.</i></p> <ul style="list-style-type: none"> 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. Comments on recent pictures of experiences in their own life e.g. "This was me at the farm" 	<p>Celebration focused in Literacy <i>Understand that some places are special to members of their community.</i></p> <ul style="list-style-type: none"> 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. Comments on recent pictures of experiences in their own life e.g. "This was me at the farm" 	

	<p>Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali" Can explain what daily life is like in our country Comment on fictional characters in stories</p> 	<p>Comments on recent pictures of experiences in their own life e.g. "This was me at the farm" Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali" Can explain what daily life is like in our country Comment on fictional characters in stories</p> 	<p>Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali" Can explain what daily life is like in our country Comment on fictional characters in stories</p> 	<p>Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali" Can explain what daily life is like in our country Comment on fictional characters in stories</p> 	<p>Comments on recent pictures of experiences in their own life e.g. "This was me at the farm" Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali" Can explain what daily life is like in our country Comment on fictional characters in stories</p> 	<p>Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali" Can explain what daily life is like in our country Comment on fictional characters in stories</p> 	<p>Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali" Can explain what daily life is like in our country Comment on fictional characters in stories</p> 	
EAD	<p>Firework Paining Pumping Carving <i>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</i> <i>Explores clay using fingers. Makes marks in clay Manipulates clay (rolls, cuts, squashes, pinches, twist etc.)</i></p> 	<p>Make Poppies using different materials. <i>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</i> <i>Use glue sticks to join items with support Use glue sticks and glue spatulas to join independently Use glue spatulas to join items with support</i> <i>Create a model with one texture</i></p> 	<p>Clay Diva Lamps <i>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</i> <i>Explores clay using fingers. Makes marks in clay Manipulates clay (rolls, cuts, squashes, pinches, twist etc.)</i></p> 	<p>Make Birthday Cakes for a party <i>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</i> <i>Take part in simple pretend play, using an object to represent something else even though they are not similar</i></p> 	<p>Design a stable for Reindeers to live in. <i>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</i> <i>Create a model with one texture with support</i> <i>Draw designs before making models</i></p> 	<p>Design and make Christmas Cards <i>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</i> <i>Use glue sticks to join items with support Use glue sticks and glue spatulas to join items with support</i> <i>Create a model with one texture</i> <i>Makes marks. Draws circles and lines</i> <i>Draws faces with features and gives meaning to marks</i> <i>Draws potato people (no neck or body)</i></p> 	<p>Nativity Performance <i>• 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</i> <i>Use own experiences to develop storylines e.g. make complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</i> <i>ake part in simple pretend play, using an object to represent something else even though they are not similar</i> <i>ng the melodic shape (moving melody, such as up and down, down and up) of familiar songs</i> <i>Create their own songs or improvise a song around one they know</i></p> 	
Music	<p>Listen and Respond - Roll Alabama by Bellowhead: Play the song. Have fun finding the pulse together Explore and Create Using Voices and Instruments: Using the I'm a Little Teapot games track, and the pulse in different ways Sing: earn to sing I'm a Little Teapot</p>	<p>Listen and Respond - Boogie Wonderland by Earth Wind and Fire: Play the song. Have fun finding the pulse together. Explore and Create Using Voices and Instruments . Rhythm games (copycat) Sing: Learn to sing The Grand Old Duke of York. Share and Perform • Share and perhaps</p>	<p>Listen and Respond - Don't Go Breaking My Heart by Elton John and Kiki Dee: Play the song. Have fun finding the pulse together. Explore and Create Using Voices and Instruments Explore high and low (pitch and improvisation with voices) Sing- Listen to or sing along with the action song Not Too Difficult.</p>	<p>Listen and Respond - Ganesh is Fresh by MC Yogi: Play the song. Have fun finding the pulse together . Explore and Create Using Voices and Instruments . Create your own sounds (improvisation and composition with voices and/or instruments) Sing: Listen to or sing along with the action song The ABC Song</p>	<p>Listen and Respond - Frosty the Snowman by Ella Fitzgerald: Play the song. Have fun finding the pulse together. Explore and Create Using Voices and Instruments . Using a games track from your chosen nursery rhyme, find the pulse in different ways</p>	<p>Listen and Respond - Spiderman sung by Michael Bubl�: Play the song. Have fun finding the pulse together. Explore and Create Using Voices and Instruments . Create your own sounds (improvisation and composition with voices and/or instruments)</p>	<p>Sing a range of Christmas songs. <i>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</i> <i>Explore and engage in music making and dance, performing solo or in groups</i> <i>Explore a range of sound-makers and instruments and play them</i></p>	

Characteristics of Effective Learning	<p>The Foundation Stage the curriculum is delivered to develop the behaviours outlined in the Characteristics of Effective Learning. The behaviours in the characteristics of Effective Learning are grouped into three strands. The strands of the characteristics of effective learning are related to key themes in early childhood development they are</p> <ul style="list-style-type: none">• Playing and Exploring: Finding out and exploring; Using what they know in their play; Being willing to have a go• Active Learning: Being involved and concentrating; Keeping on trying; Enjoying achieving what they set out to do• Creating and Thinking Critically: Having their own idea; Using what they already know to learn new things; Choosing ways to do things and finding new ways. <p>The characteristics of Effective Learning focus on the process rather than the outcome. They enable children to approach opportunities with curiosity, energy and enthusiasm. Effective learning must be purposeful to a child, allowing them to practice and apply newly learnt skills in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>
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