

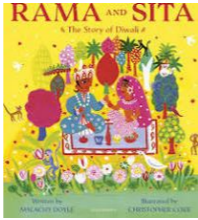



































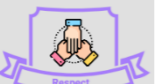




























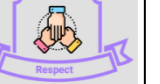


	31 <sup>st</sup> Oct-4 <sup>th</sup> Nov 2022 <b>Halloween/Bonfire Night</b>	7 <sup>th</sup> -11 <sup>th</sup> November 2022 <b>Remembrance Day</b>	14-18 <sup>th</sup> November 2022 <b>Diwali</b>	21 <sup>st</sup> -25 <sup>th</sup> November 2022 <b>Birthdays</b>	28 <sup>th</sup> Nov-2 <sup>nd</sup> Dec 2022 <b>Trip Week – White Post Farm</b>	5 <sup>th</sup> -9 <sup>th</sup> December 2022 <b>Christmas- Santa</b>	12 <sup>th</sup> -16 <sup>th</sup> December 2022 <b>Christmas- Nativity</b>	19-21 <sup>st</sup> December 2022 <b>Christmas Activities</b>
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, Farmer, Tractor, barn, field, haystack, gate,	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	<b>Bonfire Safety Poster</b> <b>Potion list writing-make your own potion</b> <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 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</i> <i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i> <i>Marks including more complex pre-writing shapes More detailed representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects</i> <i>Invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly Use knowledge of handwriting families to remember the starting</i>	<b>Design a war medal for a soldier and write Thank you letters</b> <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 some of their print and letter knowledge in their early writing. 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Spells Phase 2 tricky words correctly Use knowledge of handwriting families to remember the starting</i>	<b>Sequencing the story of Rama and Sita</b> <i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in story times. • Listen to and talk about stories to build familiarity and understanding</i> <i>Engages in story times Make comments about what they have heard Hold conversation when engaged in back-and-forth exchanges with teacher and peers</i> <i>Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary</i> <i>Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary</i> <i>All children take part in whole class retelling of text map Retell simple 5-part story: 1.Once upon a time... 2.First/Then /Next 3.But 4.So/Finally 5.Happily, ever after</i> <i>Describe some events in detail</i> <i>Engage in extended conversations about stories, learning new vocabulary</i> <i>Anticipate (where appropriate) key events in stories</i>	<b>Writing Birthday cards and invitations</b> <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 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</i> <i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i> <i>Marks including more complex pre-writing shapes More detailed representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects</i> <i>Invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</i>	<b>Recount of trip</b> <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 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</i> <i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i> <i>Marks including more complex pre-writing shapes More detailed representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects</i> <i>Invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly</i>	<b>Writing letters to Santa</b> <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 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</i> <i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i> <i>Marks including more complex pre-writing shapes More detailed representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects</i> <i>Invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly</i>	<b>Sequencing Nativity Christmas performance</b> <i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in story times. • Listen to and talk about stories to build familiarity and understanding</i> <i>Marks including more complex pre-writing shapes More detailed representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects</i> <i>Invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d Begin to form lowercase and capital letters correctly Describe some events in detail Engage in extended conversations about stories,</i>	

## Christmas Activities


























	<p>points and subsequent movements of letters. This is particularly effective in discriminating b from d Begin to form lowercase and capital letters correctly Describe some events in detail Engage in extended conversations about stories, learning new vocabulary Anticipate (where appropriate) key events in stories</p> 	<p>points and subsequent movements of letters. This is particularly effective in discriminating b from d Begin to form lowercase and capital letters correctly Describe some events in detail</p> 	<p>Begin to form lowercase and capital letters correctly Describe some events in detail</p> 	<p>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d Begin to form lowercase and capital letters correctly Describe some events in detail writing – Learn and retell simple recounts Children to learn that recounts: -Retell experiences in sequence -Use the past tense - Use time connectives</p> 	<p>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d Begin to form lowercase and capital letters correctly Describe some events in detail</p> 	<p>learning new vocabulary Anticipate (where appropriate) key events in stories</p> 	
<p>Phonics</p>	<p>Teach: ff, ll, ss, j New blend: huff, puff, off, bell, hill, tell, mess, hiss, fuss, jam, jug, jet Independent blend: big, cat, hat, top, cup, bed, ten, red, hen, mud Tricky word: is, as, the, put, pull, full, l</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspondences Read a few common exception words matched to the school's phonic program me. Read some letter groups that each represent one sound and say sounds for them</li> <li>Read words consistent with phonic knowledge by sound blending</li> </ul>	<p>Teach: v, w, x, y New blend: van, vet, wet, wig, wag, fox, six, box, yes, yum, yap, nap, rock. Independent blend: fat, peck, dig, sock, hiss, sad, hug, fun Tricky words: his, her, has the, put, pull, full, and</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 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Read some letter groups that each represent one sound and say sounds for them</li> <li>Read words consistent with phonic knowledge by sound blending</li> </ul>	<p>Teach: z, zz, qu, words with s at the end (plurals and verbs), ch New blend: zip, zap, buzz, quick, quack, quit, cats, naps, hits, chip, chop, rich, sun, off Independent blend: can, kick, hop, back, run, tell, jam, leg, sun, off Tricky words: and, has, his, her, go, no, to, into</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 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Read some letter groups that each represent one sound and say sounds for them</li> <li>Read words consistent with phonic knowledge by sound blending</li> </ul>	<p>Teach: sh, th, ng, nk New blend: shell, shop, fish, this, thud, moth, ring, thing, wing, pink, wink, sink Independent blend: fix, fill, had, jug, bell, dad, mess, bag Tricky word: go, no, to, into, she, push, he, of</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 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New blend: ducks, ships, shuts, rings, shells, sings Independent blend: cups, pots, win, bags, dogs, pins, has, his, as, is, cats, bags, get, nod, buzz, mum, zip, fish, well Tricky words: the, put, pull, full, l, and, go, no, to, into, be, we, me, she, push, he, her</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspondences Read a few common exception words matched to the school's phonic program me. Read some letter groups that each represent one sound and say sounds for them</li> <li>Read words consistent with phonic knowledge by sound blending</li> </ul>	<p>Review/Recap Week Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspondences Read a few common exception words matched to the school's phonic program me. Read some letter groups that each represent one sound and say sounds for them</p> <p>Read words consistent with phonic knowledge by sound blending</p>	<p>Assessment week Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspondences Read a few common exception words matched to the school's phonic program me. Read some letter groups that each represent one sound and say sounds for them</p> <p>Read words consistent with phonic knowledge by sound blending</p>

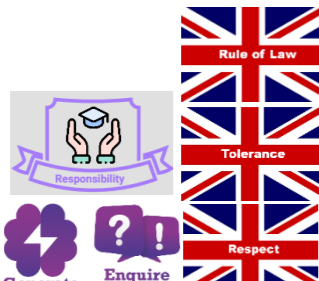








					<p>phonic program me. Read some letter groups that each represent one sound and say sounds for them Read words consistent with phonic knowledge by sound blending</p> 			
<p><b>Kinetic Letters</b></p>	<p><b>Strength &amp; Dexterity:</b> Review/set strength targets <b>Focus Single Letters:</b> Jumper Family b p Focus Pencil Pick up Routine: Pencil pick up routine/checks <b>Flow Movement: Feeling flow and language.</b> <i>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</i> <i>Write recognisable letters, most of which are correctly formed;</i></p> <p><i>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</i></p> 	<p><b>Strength &amp; Dexterity:</b> Review/Check writing positions <b>Focus Single Letters:</b> signpost. Abracadabra family c, o Pencil Pick up routine: Pencil helpers/Vertical surface <i>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</i> <i>Write recognisable letters, most of which are correctly formed;</i></p> <p><i>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</i></p> 	<p><b>Strength &amp; Dexterity:</b> Review use of animal positions <b>Focus Single Letters:</b> Abracadabra Family a d Pencil Pick up Routine: Monkey smile targets (shapes) <i>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</i> <i>Write recognisable letters, most of which are correctly formed;</i></p> <p><i>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</i></p> 	<p><b>Strength &amp; Dexterity:</b> Hand strength/Dexterity Targets <b>Focus single letters:</b> Abracadabra Family g s Pencil Pick up routine: Monkey smile targets (letters) <i>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</i> <i>Write recognisable letters, most of which are correctly formed;</i></p> <p><i>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</i></p> 	<p><b>Strength &amp; Dexterity:</b> Crawling integrated in/out <b>Focus Single Letters:</b> Window cleaner family l t Pencil Pick up routine: Monkey smile targets (letters) <b>Doodle trails/patterns</b> <i>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</i> <i>Write recognisable letters, most of which are correctly formed;</i></p> <p><i>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</i></p> 	<p><b>Strength &amp; Dexterity:</b> set strength targets for holiday <b>Focus single letters:</b> window cleaner family l u Pencil Pick up routine: Monkey smile targets (letters) <i>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</i> <i>Write recognisable letters, most of which are correctly formed;</i></p> <p><i>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</i></p> 	<p><b>Review week</b> <i>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</i> <i>Write recognisable letters, most of which are correctly formed;</i></p> <p><i>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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<p><b>Maths</b></p>	<p><b>Time</b>  <i>Numerical Patterns: Explore and represent patterns within numbers up to 10.</i>  <i>Rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.</i>  <i>To compare length, weight, time and capacity</i></p>  <p><b>Enquire</b></p>  <p><b>Generate</b></p> 	<p><b>Composition of numbers up to 5</b></p> <p><i>Number: Have a deep understanding of numbers up to 10. Subitise.</i>  <i>Know numbers can be partitioned into different pairs of numbers</i>  <i>Know that a number can be partitioned into more than 2 numbers (Parts/whole)</i></p>  <p><b>Enquire</b></p>  <p><b>Generate</b></p> 	<p><b>Composition of numbers up to 5.</b></p> <p><i>Number: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5.</i>  <i>Know numbers can be partitioned into different pairs of numbers</i>  <i>Know that a number can be partitioned into more than 2 numbers (Parts/whole)</i>  <i>Number bonds: Know which pairs make a given number</i></p>  <p><b>Enquire</b></p>  <p><b>Generate</b></p> 	<p><b>2D Shapes</b></p> <p><i>Number: Have a deep understanding of numbers up to 10.</i>  <i>Rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.</i>  <i>Combine shapes to create new ones – select, rotate and manipulate shapes</i>  <i>Describe the properties of 2D and 3D shapes</i></p>  <p><b>Enquire</b></p>  <p><b>Generate</b></p> 	<p><b>2D Shapes</b></p> <p><i>Rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.</i>  <i>Combine shapes to create new ones – select, rotate and manipulate shapes</i>  <i>Describe the properties of 2D and 3D shapes</i>  <i>Develop an awareness of the relationships between shapes.</i>  <i>E.g. Compose and decompose shapes to see the shapes within shapes</i></p>  <p><b>Enquire</b></p>  <p><b>Generate</b></p> 	<p><b>Positional Language</b></p> <p><i>Rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.</i>  <i>Develop spatial vocabulary to describe position and direction e.g. In, on, under, up, down</i>  <i>Use spatial reasoning skills to create and solve problems</i></p>  <p><b>Enquire</b></p>  <p><b>Generate</b></p> 	<p><b>Review Week</b></p>	
<p><b>PSED</b></p>	<p><b>I can identify something I am good at and understand everyone is good at different things.</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual. • Build constructive and respectful relationships.</li> <li>• Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally</li> </ul> <p><i>Build and develop their own ideas, testing and considering other possibilities</i>  <i>Begins to extend themselves beyond their usual play</i>  <i>Show resilience and perseverance in the face of challenge</i>  <i>increase their range of emotional vocabulary linked to relevant examples</i>  <i>Talk about their feelings in more elaborated ways i.e. I'm sad because...</i></p>     	<p><b>I understand that being different makes us all special</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual. • Build constructive and respectful relationships.</li> </ul> <p><i>Begin to be able to explain why they like or dislike something</i>  <i>Know that their preferences should be respected by others</i>  <i>See themselves as a valuable individual</i>  <i>Plays with one or more children, extending and elaborating play ideas</i>  <i>Understands who their friends are and what they need to do to sustain that friendship</i>  <i>Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution</i>  <i>Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult</i>  <i>Be able to talk through conflicts independently and begin to create resolutions independently</i></p>    	<p><b>Anti- Bullying Week</b></p> <p><i>See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge.</i>  <i>Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others.</i>  <i>Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution</i>  <i>Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult</i>  <i>Be able to talk through conflicts independently and begin to create resolutions independently</i></p>      	<p><b>I know we are all different but the same in some ways</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> </ul> <p><i>Think about the perspectives of others</i>  <i>. Begin to be able to explain why they like or dislike something</i>  <i>Know that their preferences should be respected by others</i>  <i>See themselves as a valuable individual</i>  <i>Understands who their friends are and what they need to do to sustain that friendship</i>  <i>Begin to consider and value other points of view particularly when they are different to their own</i>  <i>Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way</i></p>      	<p><b>I can tell you why I think my home is special to me</b></p> <p><i>Express their feelings and consider the feelings of others.</i>  <i>Talk about members of their immediate family and community</i>  <i>Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way</i></p>      	<p><b>I can tell you how to be a kind friend</b></p> <p><i>Build constructive and respectful relationships. • Express their feelings and consider the feelings of others</i>  <i>Identify and moderate their own feelings socially and emotionally.</i>  <i>Plays with one or more children in shared play but may dip in and out</i>  <i>Plays with one or more children, extending and elaborating play ideas</i>  <i>Understands who their friends are and what they need to do to sustain that friendship#</i></p>      	<p><b>I know which words to use to stand up for myself when someone says or does something unkind</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others</li> </ul> <p><i>Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution</i>  <i>Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult</i>  <i>Be able to talk through conflicts independently and begin to create resolutions independently</i>  <i>Begin to talk about examples of own or others' appropriate behaviour</i>  <i>Begin to understand how to make appropriate choices and why</i>  <i>Identify and moderate their own responses socially and emotionally. Show ability to follow instructions involving several ideas or actions</i></p>    	
<p><b>RE</b></p>	<p><b>Read The Nativity Story</b></p> <p><i>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.</i>  <i>Listen to and talk about stories to build familiarity and understanding.</i>  <i>• Retell the story, once they have developed a deep familiarity with</i></p>	<p><b>Recall Key parts of the Nativity</b></p> <p><i>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.</i>  <i>Listen to and talk about stories to build familiarity and understanding.</i>  <i>• Retell the story, once they have</i></p>	<p><b>What gift would you take to baby Jesus and why?</b></p> <p><i>Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives</i>  <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p>	<p><b>Practice Nativity Performance</b></p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways.</i>  <i>Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives</i></p>	<p><b>Practice Nativity Performance</b></p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways.</i>  <i>Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives</i></p>	<p><b>Practice Nativity Performance</b></p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways.</i>  <i>Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives</i></p>	<p><b>Practice Nativity Performance</b></p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways.</i>  <i>Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives</i></p>	



	<p>the text, some as exact repetition and some in their own words. Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>  	<p>developed a deep familiarity with the text, some as exact repetition and some in their own words. Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>  	<p>Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>   	<p>• 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 Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>   	<p>• 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 Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>   	<p>• 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 Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>   	<p>• 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 Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>   	
<p>UW</p>	<p><b>Celebration focused in Literacy</b>          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.          Comment on images of familiar situations in the past Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class          Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</p>   	<p><b>Similarities and differences between now and then.</b>          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.          Talk about the lives of the people around them and their roles in society          Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class          Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</p>  	<p><b>Celebration focused in Literacy</b>          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.          Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)          Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>   	<p><b>Celebration focused in Literacy</b>          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.          Comments on images of familiar experiences (holidays, visiting the park and going to the dentist) Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</p>   	<p><b>Exploring Farm Environment.</b>          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.          Comments on images of familiar experiences (holidays, visiting the park and going to the dentist) Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)          Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>  	<p><b>Celebration focused in Literacy</b>          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.          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<p>EAD</p>	<p><b>Firework Paining Pumping Carving</b>  <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>Can hold a paintbrush using a tripod grip Paintings show greater attention to detail</i>  <i>dependently select additional tools (stampers, rollers etc.) to improve their painting</i>  <i>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</i>  <i>Build models which replicate those in real life using a variety of resources</i></p> 	<p><b>Make Poppies using different materials.</b>  <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 the natural world around them, making observations and drawing pictures of animals and plants</i>  <i>Make informed choices of which material is best to use when junk modelling</i>  <i>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</i></p> 	<p><b>Clay Diva Lamps</b>  <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>Manipulates clay (rolls, cuts, squashes, pinches, twist etc.)</i>  <i>Makes a model using clay</i></p> 	<p><b>Make Birthday Cakes for a party</b>  <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>Share their creations, explaining the process they have used</i></p> 	<p><b>Design a stable for Reindeers to live in.</b>  <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>Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used</i></p> 	<p><b>Design and make Christmas Cards</b>  <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>Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used</i></p> 	<p><b>Nativity Performance</b>  <ul style="list-style-type: none"> <li>• 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</li> </ul> <i>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i>  <i>Make use of props and materials when role playing characters in narratives and stories</i></p> 	
<p>Music</p>	<p><b>Listen and Respond - Roll Alabama by Bellowhead:</b>          Play the song. Have fun finding the pulse together  <b>Explore and Create Using Voices and Instruments:</b>          Using the I'm a Little Teapot games track, and the pulse in different ways          Sing: learn to sing I'm a Little Teapot          . Share and Perform • Share and perhaps perform what has taken place in today's lesson.  <ul style="list-style-type: none"> <li>• 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</li> </ul> <i>Explore and engage in music making and dance, performing solo or in groups</i>          sing the pitch of a tone sung by another person ('pitch match') Sing</p>	<p><b>Listen and Respond - Boogie Wonderland by Earth Wind and Fire:</b>          Play the song. Have fun finding the pulse together.  <b>Explore and Create Using Voices and Instruments</b>          . Rhythm games (copycat)          Sing: Learn to sing The Grand Old Duke of York.          Share and Perform • Share and perhaps perform what has taken place in today's lesson.  <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>          sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range</p>	<p><b>Listen and Respond - Don't Go Breaking My Heart by Elton John and Kiki Dee:</b>          Play the song. Have fun finding the pulse together.  <b>Explore and Create Using Voices and Instruments</b>          Explore high and low (pitch and improvisation with voices)          Sing- Listen to or sing along with the action song Not Too Difficult.          Share and Perform • Share and perhaps perform what has taken place in today's lesson.  <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>          sing the pitch of a tone sung by another person ('pitch match') Sing in</p>	<p><b>Listen and Respond - Ganesh is Fresh by MC Yogi:</b>          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          Share and Perform • Share and perhaps perform what has taken place in today's lesson.  <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>          sing the pitch of a tone sung by another person ('pitch match') Sing in</p>	<p><b>Listen and Respond - Frosty the Snowman by Ella Fitzgerald:</b>          Play the song. Have fun finding the pulse together.  <b>Explore and Create Using Voices and Instruments</b>          . Using a games track from your chosen nursery rhyme, find the pulse in different ways          Sing: Learn to sing Ring O Roses          Share and perhaps perform what has taken place in today's lesson.  <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></p>	<p><b>Listen and Respond - Spiderman sung by Michael Bubl�:</b>          Play the song. Have fun finding the pulse together.  <b>Explore and Create Using Voices and Instruments</b>          . Create your own sounds (improvisation and composition with voices and/or instruments)          Sing: Learn to Sing Hickory Dickory Dock          Share and perhaps perform what has taken place in today's lesson.  <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></p>	<p><b>Sing a range of Christmas songs.</b>  <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>          sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music  <i>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses</i>  <i>lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music</i>  <i>Learns short routines, beginning to match pace Learn longer</i></p>	





<b>Characteristics of Effective Learning</b>	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 • 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. 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.
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