	31 <sup>st</sup> Oct-4 <sup>th</sup> Nov 2022 Halloween/Bonfire Night	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 Trip Week – White Post Farm	5 <sup>th</sup> -9 <sup>th</sup> December 2022 Christmas- Santa	12 <sup>th</sup> -16 <sup>th</sup> December 2022 <b>Christmas- Nativity</b>	19-21 <sup>st</sup> December 2022 Christmas Activities
Book Focus	Pumpkin Soup & Sparks in the Sky  Sparks  Spar	The Poppy Story	Rama and Sita  RAMA AND SITA  Site Stored Deads  Line Stored Deads	MR. BIRTHDAY  Deproyee.  LITTLE MISS  BIRTHDAY	White Post Farm  Christmas!!	SANTA POST	Christnas Story  My First Nativity Book	Christmas Activities
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	Bonfire Safety Poster Potion list writing-make your own potion 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 Develop the foundations of a handwriting style which is fast, accurate and efficient. Marks including more complex pre- writing shapes More detailed representati ons of people Detailed pictures of other objects using shapes More detailed representati ons of multiple objects 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	Design a war medal for a soldier and write Thank you letters  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  Develop the foundations of a handwriting style which is fast, accurate and efficient.  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Engage in story times. • Listen to and talk about stories to build familiarity and understanding  Engages in story times Make comments about what they have heard Hold conversation when engaged in back-andforth exchanges with teacher and peers  Listen to and talk about selected nonfiction texts to develop a deep familiarity with new knowledge and vocabulary  Listen to and talk about selected nonfiction texts to develop a deep familiarity with new knowledge and vocabulary  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 Describe some events in detail  Engage in extended conversations about stories, learning new vocabulary Anticipate (where appropriate) key events in stories	Writing Birthday cards and invitations  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 Develop the foundations of a handwriting style which is fast, accurate and efficient.  Marks including more complex prewriting shapes More detailed representati ons of people Detailed pictures of other objects using shapes More detailed representati ons of multiple objects  Invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and fourletter 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	Recount of trip 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 Develop the foundations of a handwriting style which is fast, accurate and efficient. Marks including more complex pre-writing shapes More detailed representati ons of people Detailed pictures of other objects using shapes More detailed representati ons of multiple objects 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	Writing letters to Santa  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 Develop the foundations of a handwriting style which is fast, accurate and efficient. Marks including more complex pre-writing shapes More detailed representati ons of people Detailed pictures of other objects using shapes More detailed representati ons of multiple objects 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	Sequencing Nativity Christmas performance 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 Marks including more complex pre-writing shapes More detailed representati ons of people Detailed pictures of other objects using shapes More detailed representati ons of multiple objects 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 Describe some events in detail Engage in extended conversations about stories,	

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























Use knowledge of handwriting

families to remember the

movements of letters. This is

Begin to form lowercase and

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

points and subsequent

particularly effective in

discriminating b from d

capital letters correctly

startina



Use knowledge of handwriting

families to remember the

points and subsequent movements of letters. This is

particularly effective in

discriminating b from d

capital letters correctly

Begin to form lowercase and

Describe some events in detail

learning new vocabulary Anticipate (where appropriate) kev events in stories

starting







**Phonics** 

Teach: ff, II, 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, I

 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 aroups 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 lettersound 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 correspo-ndences 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

Read words consistent with phonic knowledge by sound blending

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

points and subsequent movements

effective in discriminatina b from d

Begin to form lowercase and capital

of letters. This is particularly

Describe some events in detail

letters correctly

the, put, pull, full, and 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 aroups 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 lettersound 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 correspo -ndences 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

Read words consistent with phonic knowledge by sound blending

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

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 lettersound 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 Read words consistent with phonic knowledge by sound blending

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,

Begin to form lowercase and capital

Describe some events in detail

letters correctly

Tricky word: go, no, to, into, she, push, he, of

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 lettersound 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 correspo ndences 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 Read words consistent with phonic knowledge by sound blending

Teach: words with s at the end (plurals and verb forms), words with 's' /z/ at the end

(plurals and verb forms), review. 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, I, and, go, no, to, into, be, we, me, she, push, he, her 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

Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo -ndences Read a few common exception words matched to the school's

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 aroups 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 correspo -ndences 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

Read words consistent with phonic knowledge by sound 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

Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo -ndences 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 Read words consistent with

phonic knowledge by sound







positions

family c, o

surface

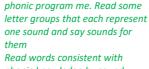
and climbina











phonic knowledge by sound hlending



Strength & Dexterity:

Crawling integrated

Focus Single Letters:

Window cleaner family

Pencil Pick up routine:

Monkey smile targets

Focus flow movement:

Doodle trails/patterns

Negotiate space and obstacles

Demonstrate strength, balance

and coordination when playing; -

hopping, skipping and climbing

preparation for fluent writing -

cases; - Use a range of small

tools, including scissors, paint

brushes and cutlery; - Begin to

show accuracy and care when

Write recognisable letters, most

of which are correctly formed;

Use core muscle strength to

achieve a good posture when

sitting at a table or sitting on the

floor. Good posture when at the

forearms resting on table. Good

posture when sitting on the floor

table means feet on the floor,

bottom to back of chair and

means legs crossed, shifting weight to hips and placing belly

using the tripod grip in almost all

Move energetically, such as

running, jumping, dancing,

Hold a pencil effectively in

safely, with consideration for

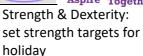
themselves and others;

in/out

(letters)







Focus single letters: window cleaner family I

## Pencil Pick up routine: Monkey smile targets (letters)

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 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

Write recognisable letters, most of which are correctly formed:

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 leas crossed, shifting weight to hips and placing belly over hins

#### Review week

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. 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

Write recognisable letters, most of which are correctly formed;

Use core muscle strenath 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 leas crossed, shifting weight to hips and placing belly







Strength & Dexterity:

Review/Check writing

Focus Single Letters:

signpost. Abracadabra

Pencil Pick up routine:

Pencil helpers/Vertical

Negotiate space and obstacles

safely, with consideration for

energetically, such as running,

preparation for fluent writing -

using the tripod grip in almost all

cases; - Use a range of small tools,

cutlery; - Begin to show accuracy

Write recognisable letters, most of

Use core muscle strenath 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 leas crossed, shifting

weight to hips and placing belly

over hips

including scissors, paint brushes and

Hold a pencil effectively in

and care when drawina.

which are correctly formed;

Demonstrate strength, balance and

coordination when playing; - Move

jumping, dancing, hopping, skipping

themselves and others;





Strength & Dexterity: Review use of animal positions

Focus Single Letters: Abracadabra Family a d Pencil Pick up Routine: Monkey smile targets (shapes)

Negotiate space and obstacles safely with consideration for themselves and others: - Demonstrate strenath. balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 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 drawina. Write recognisable letters, most of which are correctly formed;

Use core muscle strenath 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 leas crossed. shifting weight to hips and placing belly over hips

Strength & Dexterity: Hand strength/Dexterity Targets

Focus single letters: Abracadabra Family g s Pencil Pick up routine: Monkey smile targets (letters)

Negotiate space and obstacles safely, with consideration for themselves and others: - Demonstrate strenath. balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 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 drawina. Write recognisable letters, most of which are correctly formed;

Use core muscle strenath 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 leas crossed shifting weight to hips and placing belly over hips

























targets Focus Single Letters: Jumper Family b p Focus Pencil Pick up Routine: Pencil pick up routine/checks Flow Movement: Feeling flow and language.

Strength & Dexterity:

Review/set strength

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. 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. Write recognisable letters, most of which are correctly formed;

Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good nosture 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 leas crossed, shifting weight to hips and placing belly over hips





























over hips















# Maths **PSED** RE

## Time

Numerical Patterns: Explore and represent patterns within numbers up to 10.

Rich opportunities for children to develop their spatial reasonina skills across all areas of mathematics including shape, space and measures.

To compare length, weight, time and capacity

I can identify something I

understand everyone is

good at different things.

See themselves as a valuable

individual. • Build constructive and

• Show resilience and perseverance

in the face of challenge. • Identify

Build and develop their own ideas,

themselves beyond their usual play

Show resilience and perseverance in

increase their range of emotional

examples Talk about their feelings

in more elaborated ways i.e. I'm sad

vocabulary linked to relevant

testing and considering other

possibilities Begins to extend

and moderate their own feelings

am good at and

respectful relationships.

socially and emotionally

the face of challenge

hecause...









up to 5

Number: Have a deep





to 5.

Composition of numbers up

Number: Automatically recall (without

reference to rhymes, counting or other

Know numbers can be partitioned into

different pairs of numbers Know that a

number can be partitioned into more

aids) number bonds up to 5.

than 2 numbers (Parts/whole)

make a aiven number

Number honds: Know which pairs

## Anti- Bullying Week

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. Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult Be able to talk through conflicts independently and begin to create resolutions independently

### 2D Shapes

Number: Have a deep understanding of numbers up to 10. Rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics

including shape, space and measures. Combine shapes to create new ones – select, rotate and manipulate shapes Describe the properties of 2D and 3D

but the same in some ways

Think about the perspectives of others

Beain to be able to explain why they

their preferences should be respected

by others See themselves as a valuable

Understands who their friends are and

what they need to do to sustain that

points of view particularly when they

Feel safe to express a range of feelings

and begin to develop an understanding

Begin to consider and value other

of why they are feeling that way

are different to their own

like or dislike something Know that

• See themselves as a valuable





individual.

individual

friendship





me

shapes

2D Shapes

Rich opportunities for children to

develop their spatial reasoning

mathematics including shape,

Combine shapes to create new

manipulate shapes Describe the

properties of 2D and 3D shapes

Develop an awareness of the

relationships between shapes. E.g. Compose and decompose shapes to see the shapes within

I can tell you why I think

my home is special to

consider the feelings of others.

Feel safe to express a range of

feelings and begin to develop an

understanding of why they are

Talk about members of their

Express their feelings and

immediate family and

community

feeling that way

skills across all areas of

ones – select, rotate and

space and measures.





#### **Review Week**

Rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Develop spatial vocabulary to describe position and direction e.g. In, on, under, up, down Use spatial reasoning skills to create and solve problems

Positional Language



**Enquire** 

a kind friend

of others



I can tell you how to be

Build constructive and respectful

feelings and consider the feelings

Identify and moderate their own

feelings socially and emotionally.

Plays with one or more children

in shared play but may dip in and

out Plays with one or more

Understands who their friends

are and what they need to do to

children, extending and

elaborating play ideas

sustain that friendship#

relationships. • Express their



## I know which words to use to stand up for myself when someone says or

does something unkind

• 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 Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult Be able to talk through conflicts independently and begin to create resolutions independently Beain to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why Identify and moderate their own responses socially and emotionally. Show ability to follow instructions involving everal ideas or actions

















#### **Practice Nativity** Performance

Recognise that people have different beliefs and celebrate special times in different ways. Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives

## I understand that being different makes us all special

Composition of numbers

understanding of numbers up to 10.

Know numbers can be partitioned

into different pairs of numbers

Know that a number can be

partitioned into more than 2

numbers (Parts/whole)

 See themselves as a valuable individual. • Build constructive and respectful relationships.

Begin to be able to explain why they like or dislike something Know that their preferences should be respected by others See themselves as a valuable individual Plays with one or more children, extending and elaborating play ideas Understands who their friends are and what they need to do to sustain that friendship Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult Be able to talk through conflicts independently

and begin to create resolutions





















Recognise that people have

# Performance

different beliefs and celebrate special times in different ways.

special times in different ways. • 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

#### Read The Nativity Story Recognise that people have

different beliefs and celebrate developed a deep familiarity with

Recognise that people have different beliefs and celebrate special times in different ways. • Recoanise 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

## Recall Key parts of the Nativity

### What gift would you take to baby Jesus and why?

Articulate their ideas and thoughts in well-formed sentences. . 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.

#### Practice Nativity Performance

Recognise that people have different beliefs and celebrate special times in different ways.

Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives

## **Practice Nativity**

Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives

#### **Practice Nativity** Performance

Recognise that people have

different beliefs and celebrate

special times in different ways. Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives

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

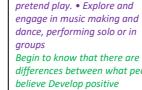
developed a deep familiarity with the text, some as exact repetition and some in their own words. Beain to know that there are differences between what people believe Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations

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

· Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in aroups 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



· Develop storylines in their

differences between what people attitudes about differences between people Can articulate some religious celebrations and being to explain what might hannen during these celebrations

Understand that some places are

people have different beliefs and

different ways. • Recognise some

between life in this country and

life in other countries. • Explore

the natural world around them. •

Describe what they see, hear and

different to the one in which they

live. • Understand the effect of

changing seasons on the natural

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

some religious

celebrations

differences between

people Can articulate

celebrations and being

to explain what might

happen during these

world around them.

feel whilst outside. • Recognise

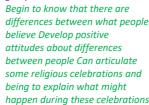
some environments that are

special to members of their

celebrate special times in

similarities and differences

community. • Recognise that



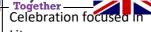
· Develop storylines in their

pretend play. • Explore and

engage in music making and

dance, performing solo or in





#### Literacy

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





 Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in

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 durina these celebration





# Celebration focused in

# Literacy

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



Enquire













Literacy









## Exploring Farm Environment.

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. experiences (holidays, visiting the park and going to the dentist) Comments or

## Celebration focused in Literacy

Comments on images of familiar pictures of a wide range of celebrations (Diwali, Eid, Christmas)

#### UW Celebration focused in Literacy

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,

## Similarities and differences between now

and then. 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. • Recoanise 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 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)

# Celebration focused in

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 reliaious celebrations and being to explain what might happen during these celebrations























Enquire



#### EAD **Firework Paining Pumping Carving**

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

Can hold a paintbrush using a tripod grip Paintings show greater attention to detail dependently select additional tools (stampers, rollers etc.) to improve

their naintina Add additional textures to models children can describe as smooth bumpy, rough, flexible etc Build models which replicate those in real life using a variety of resources



#### Make Poppies using different materials.

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 Explores the natural world around

them, making observations and drawing pictures of animals and

Make informed choices of which material is best to use when iunk modellina

Add additional textures to models children can describe as smooth, bumpy, rough, flexible etc









Clay Diva Lamps

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

Manipulates clay (rolls, cuts, squashes

and developing their ability to

collaboratively, sharing ideas,

represent them. • Create

Makes a model usina clay

resources and skills

pinches, twist etc.)







Make Birthday Cakes for a

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

explaining the process they

and developing their ability to

collaboratively, sharing ideas,

Share their creations,

represent them. • Create

resources, and skills

have used

#### Design a stable for Reindeers to live in.

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 Draw designs before making models Begin to add labels to desians Share their creations. explaining the process they have

used

#### Design and make **Christmas Cards**

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 Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used

#### Nativity Performance

• 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, increasinaly matchina the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in

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 Make use of props and materials when role playing characters in narratives and stories









Music

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

. Share and Perform • Share and perhaps perform what has taken place in today's lesson.

• 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

Explore and engage in music making and dance, performing solo

sing the pitch of a tone sung by another person ('pitch match') Sing

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 perform what has taken

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 aroup or on their own, increasingly matching the pitch and following the melody

place in today's lesson.

Explore and engage in music making and dance, performing solo 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

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.

Share and Perform ● Share and perhaps perform what has taken place in today's lesson.

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 aroup or on their own, increasinaly matching the pitch and following the melody

Explore and engage in music making and dance, performing solo or in

sing the pitch of a tone sung by another person ('pitch match') Sing in

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 Share and Perform • Share and perhaps perform what has taken place in today's lesson.

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 aroup or on their own, increasingly matching the pitch and following the melody Explore and engage in music making

and dance, performing solo or in

sing the pitch of a tone sung by another person ('pitch match') Sing in

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 Sing: Learn to sing Ring

O Roses Share and perhaps perform what has taken place in today's lesson. 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 matchina the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups

Listen and Respond -Spiderman sung by Michael Bublé: 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: Learn to Sing Hickory Dickory Dock Share and perhaps perform what has taken

place in today's lesson. 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 Explore and engage in music making and dance, performing solo or in groups

# Sing a range of

Christmas songs. 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 Explore and engage in music making and dance, performing solo or in aroups 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 Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses lay instruments with increasing control to express their feelings

and ideas Plays instruments in time to music Learns short routines, beginning to match pace Learn longer

in a group or on their own, of well-known nursery rhymes and a group or on their own, increasingly a group or on their own, increasingly sing the pitch of a tone sung by sing the pitch of a tone sung by routines, beginning to match increasingly matching the pitch and songs. Perform songs, rhymes, matching the pitch and following the matching the pitch and following the another person ('pitch match') another person ('pitch match') following the melody Sing a range poems and stories with others, and melody Sing a range of well-known melody Sing a range of well-known Sing in a group or on their own, Sing in a group or on their own, Shares likes and dislikes about (when appropriate) try to move in nursery rhymes and songs. Perform increasingly matching the pitch dances/performances of well-known nursery rhymes and nursery rhymes and songs. Perform increasingly matching the pitch songs. Perform songs, rhymes, time with music songs, rhymes, poems and stories with songs, rhymes, poems and stories with and following the melody Sing a and following the melody Sing a poems and stories with others, and Talk about how music makes them others, and (when appropriate) try to others, and (when appropriate) try to range of well-known nursery range of well-known nursery (when appropriate) try to move in feel Listen attentively, move to and move in time with music move in time with music rhymes and songs. Perform rhymes and songs. Perform time with music talk about music, expressing their Talk about how music makes them feel Talk about how music makes them feel songs, rhymes, poems and songs, rhymes, poems and Talk about how music makes them feelings and responses Listen attentively, move to and talk Listen attentively, move to and talk stories with others, and (when stories with others, and (when feel Listen attentively, move to and lay instruments with increasing about music, expressing their feelings about music, expressing their feelings appropriate) try to move in time appropriate) try to move in time control to express their feelings and talk about music, expressing their and responses and responses with music with music feelings and responses ideas Plays instruments in time to lay instruments with increasing control lay instruments with increasing control Talk about how music makes Talk about how music makes to express their feelings and ideas to express their feelings and ideas them feel Listen attentively. them feel Listen attentively. lay instruments with increasing Learns short routines, beginning to move to and talk about music, control to express their feelings and Plays instruments in time to music Plays instruments in time to music move to and talk about music, match pace Learn longer routines, ideas Plays instruments in time to Learns short routines, beginning to Learns short routines, beginning to expressing their feelings and expressing their feelings and beginning to match pace match pace Learn longer routines, match pace Learn longer routines, responses responses Learns short routines, beginning to Shares likes and dislikes about beginning to match pace beginning to match pace lay instruments with increasing lay instruments with increasing match pace Learn longer routines, dances/performances Shares likes and dislikes about Shares likes and dislikes about control to express their feelings control to express their feelings beginning to match pace dances/performances dances/performances and ideas Plays instruments in and ideas Plays instruments in Shares likes and dislikes about time to music time to music dances/performances Learns short routines, beginning Learns short routines, beginning to match pace Learn longer to match pace Learn longer routines, beginning to match routines, beginning to match Shares likes and dislikes about Shares likes and dislikes about dances/performances dances/performances PE Gymnastics Shapes, Balance, Balance, Balance, Balance, Balance, Balance, Balance, Rolling, Travelling Revise and refine the fundamental *Revise and refine the* Revise and refine the Revise and refine the movement skills they have already fundamental movement skills fundamental movement skills fundamental movement skills acquired: - rolling - crawling acquired: - rolling - crawling acquired: - rolling - crawling - walking acquired: - rolling - crawling - walking they have already acquired: they have already acquired: they have already acquired: walking - jumping - running walking - jumping - running jumping - running - hopping - skipping jumping - running - hopping - skipping rolling - crawling - walking rolling - crawling - walking rolling - crawling - walking hopping - skipping - climbing hopping - skipping – climbing climbina climbina jumping - running - hopping jumping - running - hopping jumping - running - hopping -Progress towards a more fluent Progress towards a more fluent Progress towards a more fluent style of Progress towards a more fluent style of skipping – climbing skipping – climbing skipping – climbing style of moving, with developing style of moving, with developing moving, with developing control and moving, with developing control and Progress towards a more fluent Progress towards a more fluent Progress towards a more fluent control and grace style of moving, with developing style of moving, with developing style of moving, with developing control and grace control and grace control and grace control and grace Hop forwards over a line with preferred leg and land safely Once preferred leg and land safely preferred leg and land safely preferred leg and land safely established on dominant leg established on dominant leg established on dominant leg practise established on dominant leg practise Once established on dominant Once established on dominant Once established on dominant practise on nondominant leg practise on nondominant leg on nondominant leg Alternate legs on nondominant leg Alternate legs leg practise on nondominant leg leg practise on nondominant leg leg practise on nondominant leg Alternate legs when hopping on the Alternate legs when hopping on the when hopping on the spot and land when hopping on the spot and land Alternate legs when hopping on Alternate legs when hopping on Alternate legs when hopping on spot and land safely spot and land safely the spot and land safely the spot and land safely the spot and land safely Jump backwards and sideways with Jump backwards and sideways lump backwards and sideways Jump backwards and sideways feet together landing safely Begin feet together landing safely Begin to feet together landing safely Begin to feet together landing safely Begin with feet together landing safely with feet together landing safely with feet together landing safely to perform different types of jumps to perform different types of jumps perform different types of jumps perform different types of jumps Begin to perform different types Begin to perform different types Begin to perform different types landing safely. Jump on the spot landing safely. Jump on the spot landing safely. Jump on the spot of jumps landing safely. Jump on of jumps landing safely. Jump on of jumps landing safely. Jump on landing safely. Jump on the spot moving from feet together to feet the spot moving from feet the spot moving from feet the spot moving from feet apart apart together to feet apart together to feet apart together to feet apart Throwing ball underarm while steppi Throwing ball underarm while Throwing ball underarm while Throwing ball underarm while steppi Throwing ball undergrm while Throwing ball underarm while Throwing ball underarm while stepping forward on the same side. stepping forward on the same side. forward on the same side. Swinas forward on the same side. Swinas stepping forward on the same stepping forward on the same stepping forward on the same throwing arm down and forward on side. Swings throwing arm down Swinas throwing arm down and Swings throwing arm down and throwing arm down and forward on side. Swings throwing arm down side. Swings throwing arm down forward on and forward on and forward on and forward on forward on

# Characteristics of Effective Learning

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.