	6th -10th Nov Bonfire Night	13th- 17th Remembrance	20th - 24th Diwali & Hanukah	27th Nov -1st December – Weddings	4th - 8th December - Christmas / trip	11th - 15th December - Nativity	18 th – 22 nd December – Christmas Activities
	National Saxophone Day – 6th November	Anti-bullying week 13 th Nov- world kindness day and odd sock day	Road safety week 20 th Nov – universal children's day / world children's day 21 st – world hello day 23 rd - 24 th Nov Thanksgiving	Advent - 1 st December St Andrew's Day 30 th November	International Day of People with disabilities- 3 rd December Christmas jumper day- 7 th December	Wear a Christmas hats day 15 th December. Jane Austen Day – 16 th December	National robin day 21 st December
Book Focus	Sparks in the Sky Sparks in the Sky	BBC – Remembrance Day The Poppy Story	Rama and Sita RAMA AND SITA The Step of Double The Step of Doub	Celebrating Weddings The World	Conkers Christmas jumper	Christnas Story My First Nativity Book	Christmas Story My First Nativity Book
Key vocabulary	Autumn, 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,	Wedding, ceremony, bride, groom, party, church, bridesmaid, isle, rings. Flowers, love, together, celebrate, cultures, similarities and differences.	Farm, animals, Christmas, stable, Farmer, Tractor, barn, field, haystack, gate,	Nativity, Christmas, story, celebrate, stable, Donkey, Jesus, Mary, Joseph, Shepherds, Kings, Gold, Frankincense, myrrh, star, travel, God, angel,	Nativity, Christmas, story, celebrate, stable, Donkey, Jesus, Mary, Joseph, Shepherds, Kings, Gold, Frankincense, myrrh, star, travel, God, angel,
Literacy/ CL	Bonfire picture 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 representations of people Detailed pictures of other objects using shapes More detailed representations 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	Design a war medal for a soldier 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 representations of people Detailed pictures of other objects using shapes More detailed representations 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	Make a diva lamp 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 Engages in story times Make comments about what they have heard Hold conversation when engaged in back-and forth 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	Role play a wedding 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 representations of people Detailed pictures of other objects using shapes More detailed representation 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 with a letter or	My favourite part of the school trip picture. 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 representai ons of people Detailed pictures of other objects using shapes More detailed representations of multiple objects Invented spelling — write the first and last letter/ sound which	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 representations of people Detailed pictures of other objects using shapes More detailed representations 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	Christmas card making and mark making. 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 representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects.

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, learning new vocabulary Anticipate (where appropriate) key events in stories









Discrimination -

Nursery rhymes.

new vocabulary.

Develop their phonological awareness,

so that they can: - spot and suggest

rhymes - count or clap syllables in a

initial sound, such as money and

mother • Engage in extended

word - recognise words with the same

conversations about stories, learning

them and representing the sounds with

a letter or letters Write simple captions

them and representing the sounds with

a letter or letters. Spells Phase 2 tricky

Use knowledge of handwriting families

points and subsequent movements of

letters. This is particularly effective in

Begin to form lowercase and capital

Describe some events in detail

words correctly

letters correctly

to remember the starting

discriminatina b from d

and phrases by identifying sounds in







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

letters. Spells Phase 2 tricky words

Begin to form lowercase and capital letters correctly Describe some events in detail







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 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 movements

effective in discriminatina b from d

Begin to form lowercase and capital

of letters. This is particularly

Describe some events in detail

Describe some events in detail

about stories, learning new

vocabulary Anticipate (where

Engage in extended conversations

appropriate) key events in stories

letters correctly





Phonics







the difference between sounds. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary.

Use a wider range of vocabulary. Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and

Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard

Phase 1 Aspect 1 Environmental **Sounds** *Listening* and remembering sounds (auditory memory and sequencing). Intent: Further development of vocabulary and children's identification and recollection of

Use a wider range of vocabulary. Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and

Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard

Phase 1 Aspect 2 -General Sound Phase 1 Aspect 2

Instrumental Sounds *Tuning into* **Instrumental Sounds.** Tuning into sounds (auditory discrimination). sounds (auditory discrimination). **Intent:** To experience and develop **Intent:** Become more familiar with awareness of sounds made with the language and sequence of instruments and noise makers.

Develop their phonological awareness, so that they can: - spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. Use a wider range of vocabulary. Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother

Stops to listen for directions from an adult but may need support to do this e.a. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard

Phase 1 Aspect 2

Instrumental Sounds *Tuning into* sounds (auditory discrimination). **Intent:** To experience and develop awareness of sounds made with instruments and noise makers.

Develop their phonological awareness, so that they can: - spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. Use a wider range of vocabulary. Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother

Stops to listen for directions from an adult but may need support to do this e.a. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard

Phase 1 Aspect 2 **Instrumental Sounds** Listening and remembering sounds (auditory memory and sequencing).

Intent: To listen to and appreciate the difference between sounds made with instruments.

Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound. such as money and mother • Engage in extended conversations about stories, learning new vocabulary.

Use a wider range of vocabulary. Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard

Phase 1 Aspect 2 **Instrumental Sounds** Talking

about sounds (developing vocabulary and language comprehension). Intent: To use a wide vocabulary to talk about the

sounds instruments make.

Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new

vocabulary. Use a wider range of vocabulary. Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard

Phase 1 Aspect 2 **Instrumental Sounds** *Talking* about sounds (developing vocabulary and language comprehension).

Intent: To use a wide vocabulary to talk about the sounds instruments make.

Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories. learning new vocabulary. Use a wider range of vocabulary Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an

adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard.

Maths





To compare amounts.

Compare quantities using language: 'more than', 'fewer than', Compare collections and begin to talk about which aroup has more Identify groups with the same number of things

To compare size.

Make comparisons between objects relating to size, length, weight and

Recognising attributes e.g. "That stick is long, adults are tall" With teacher support compares some types of

To compare mass.

Make comparisons between objects relating to size, length, weight and

Recognising attributes e.g. "That stick is long, adults are tall" With teacher support compares some types of measures e.g.

To compare capacity.

Make comparisons between objects relating to size, length, weight and

Recognising attributes e.g. "That stick is long, adults are tall" With teacher support compares some types of measures e.g.

To explore patterns.

• Talk about and identifies the patterns around them. For example stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create

To copy a pattern

• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create

Fluency Focus week

• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in

Gener	ate	? Enqui	ire
PSED			

Use vocabulary more, less, fewer and same to compare quantities

measures e.g. can find something shorter than the teacher Show an awareness of comparison in estimating and predicting Compare some types of measures

can find something shorter than the teacher Show an awareness of comparison in estimating and predicting Compare some types of measures

can find something shorter than the teacher Show an awareness of comparison in estimating and predicting Compare some types of measures

ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error ir a repeating pattern. Talk about and identify the patterns around them Copy and continue an ABAB pattern Create own ABAB patterns Notice and correct an error ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. Talk about and identify the patterns around them Copy and continue an ABAB pattern Create own ABAB patterns Notice and correct an error in an ABAB pattern

total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, un to 5. Say number words in sequence (initially 5,

then 10 and then extending to larger numbers) Count using 1:1 correspondence Know that the last number tells you how many are in the set subitising – recognise values Subitise objects up to 3 Know that the quantity is the same however it is arranged

Select and use activities and resources,

I know how it feels to be proud of something I am

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations Knows that they are in a safe and secure environment Is willing to try new things Shows more confidence in new social situations for e.g. exploring local neighbourhood & visitors

I can tell you one way that I am special and unique

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations Continue developing positive attitudes about the differences between people. Knows that they are in a safe and secure environment Is willing to try new things Shows more confidence in new social situations for e.g. exploring local neighbourhood & visitors Feel safe to express a range of emotions Begin to link emotions with pictures/ emojis by looking at key features for e.g. smile, tears Begin to use limited emotional language about themselves e.g. I'm sad/ happy/angry

I know that all families are different

Understand gradually how others might be feeling. Develop their sense of responsibility and membership of a community Continue developing positive attitudes about the differences between people. Begin to show an awareness of other children's feelings for e.g. when happy/sad/ angry Understand that there are different ways to respond to experiences, activities and resources Notice and ask questions about differences, such as: skin colour, gender,

special needs etc

I know that there are lots of different houses and homes Understand gradually how others might

be feeling. Develop their sense of responsibility and membership of a community Continue developing positive attitudes about the differences between people. Knows the type of house they live in (bungalow, flat, house etc.). Can explain

the features of other homes

I can tell you how I could make new friends

in an ABAB pattern

Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Shows an interest in other children and/or their play Engages with others through gestures, gaze and talk Plays alongside other children

I can use words to stand up for myself

Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts Feel safe to express a range of emotions Beain to link emotions with pictures/emojis by looking at key features for e.a. smile, tears

Begin to use limited emotional language about themselves e.g. I'm sad/happy/angry Find ways to calm themselves, through being calmed and comforted by their key person Begin to selfsoothe without the need of a key worker e.g. soft toy, special place, playing Begin to show effortful control for a short period of time. e.g. waiting for a turn, resisting impulse to snatch

Review week

with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. . Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing

Knows that they are in a safe and secure environment Is willing to try new things Shows more confidence in new social situations for e.g. exploring local neighbourhood &

Knows that they are in a safe and secure environment Is willing to try new things Shows more confidence in new social situations for e.g. exploring local neighbourhood &

Feel safe to express a range of emotions Begin to link emotions with pictures/emojis by looking at key features for e.g. smile, tears Begin to use limited emotional language about themselves e.g. I'm sad/ happy/angry Begin to show an awareness of other children's feelings for e.g. when happy/sad/ angry Understand that there are different ways to respond to experiences, activities and resources Notice and ask questions about differences, such as: skin colour, gender, special needs etc Shows an interest in other children and/or their play Engages with others through gestures, gaze and talk Plays alongside other children Feel safe to express a range of

emotions Begin to link emotions with oictures/ emojis by looking at key





























RE UW

Read The Nativity Story

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

Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own

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









Recall Key parts of the

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

Listen to and talk about stories to build

familiarity and understanding. • Retell

the story, once they have developed a

deep familiarity with the text, some as

exact repetition and some in their own

Begin to know that there are

differences between what people

believe Develop positive attitudes

and being to explain what might happen during these celebrations

about differences between people Can

articulate some religious celebrations

Nativity



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

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 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

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. 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

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

- 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.











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

 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





Practice Nativity Performance

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

features for e.g. smile, tears Begin to use limited emotional language about themselves e.g. I'm sad/ happy/angry Find ways to calm themselves. through being calmed and comforted by their key person Begin to self soothe without the need of a key worker e.g. soft toy, special place, playing Begin to show effortful control for a short period of time. e.g. waiting for a turn, resisting impulse

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

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

Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations.





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, Christmas)

Visit from a soldier

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)

Wedding recreation

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

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)

Talking about our school

Practice Nativity

a range of connectives

or in groups

elebrations

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

Develop storylines in their pretend

play. • Explore and engage in music

making and dance, performing solo

Begin to know that there are

Can articulate some religious

differences between what people

believe Develop positive attitudes

about differences between people

celebrations and being to explain

what might happen during these

Performance

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

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

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

Comments on images of familiar experiences (holidays, visiting the park and going to the dentist) Comments on pictures of a

celebrations (Diwali, Eid, celebrations (Diwali, Eid, wide range of celebrations Christmas) Christmas) (Diwali, Eid, Christmas) Develop positive attitudes Develop positive attitudes Develop positive attitudes about differences about differences about differences between people Can articulate some between people Can between people Can articulate some religious articulate some religious religious celebrations and celebrations and being to celebrations and being to being to explain what explain what might explain what might might happen during these happen during these happen during these celebrations celebrations celebrations Enquire Enquire **Enquire** Design and make Christmas EAD Make Poppies using **Firework Painting** Clay Diva Lamps Design a wedding cake. Design a stable for **Nativity Performance** Explore, use and refine a variety of artistic Explore, use and refine a variety of Explore, use and refine a variety of artistic different materials. Reindeers to live in. Cards Listen attentively, move to and artistic effects to express their ideas effects to express their ideas and feelings. effects to express their ideas and feelings. Explore, use and refine a variety of Explore, use and refine a variety of talk about music, expressing their Explore, use and refine a variety of and feelings. • Return to and build on Return to and build on their previous Return to and build on their previous. artistic effects to express their ideas artistic effects to express their ideas feelings and responses. • Watch artistic effects to express their ideas their previous learning, refining ideas learning, refining ideas and developing learning, refining ideas and developing and feelings. • Return to and build on and feelings. • Return to and build on and feelings. • Return to and build and talk about dance and and developing their ability to their ability to represent them. • Create their ability to represent them. • Create their previous learning, refining ideas on their previous learning, refining performance art, expressing their their previous learning, refining ideas represent them. • Create collaboratively, sharing ideas, resources collaboratively, sharing ideas, resources, and developing their ability to ideas and developing their ability to and developing their ability to feelings and responses. • Sing in a and skills and skills collaboratively, sharing ideas represent them. • Create represent them. • Create group or on their own, increasingly represent them. • Create resources and skills Manipulates clay (rolls, cuts, squashes, Share their creations, collaboratively, sharing ideas, collaboratively, sharing ideas, matching the pitch and following collaboratively, sharing ideas, Can hold a paintbrush using a tripod pinches, twist etc.) resources and skills resources and skills the melody. • Develop storylines in resources and skills explaining the process they grip Paintings show greater attention Makes a model using clay Explores the natural world around Draw designs before making models Draw designs before making models their pretend play. • Explore and have used to detail them, making observations and Beain to add labels to designs Share enagge in music making and dance. Beain to add labels to designs Share dependently select additional tools drawing pictures of animals and plants their creations, explaining the performing solo or in groups their creations, explaining the process (stampers, rollers etc.) to improve their Make informed choices of which process they have used Sing a range of well-known nursery they have used painting material is best to use when junk rhymes and songs. Perform songs, Add additional textures to models – modellina rhymes, poems and stories with children can describe as smooth. Add additional textures to models others, and (when appropriate) try bumpy, rough, flexible etc children can describe as smooth. to move in time with music Build models which replicate those in bumpy, rough, flexible etc Make use of props and materials real life using a variety of resources when role playing characters in narratives and stories Listen and Respond - Roll Listen and Respond - Boogie Listen and Respond - Don't Go Listen and Respond - Ganesh Listen and Respond -Listen and Respond -Sing a range of Christmas is Fresh by MC Yogi: Play the Alabama by Bellowhead: Wonderland by Earth Wind Breaking My Heart by Elton Frosty the Snowman by Spiderman sung by songs. Listen attentively, move to and talk Play the song. Have fun and Fire: Play the song. John and Kiki Dee: Play the song. Have fun finding the Ella Fitzgerald: Play the Michael Bublé: Play the about music, expressing their feelings finding the pulse together Have fun finding the pulse song. Have fun finding the pulse together song. Have fun finding the song. Have fun finding the and responses. • Watch and talk **Explore and Create Using** pulse together. . Explore and Create Using pulse together. together. pulse together. about dance and performance art. expressing their feelings and Voices and Instruments: **Explore and Create Using Explore and Create Using** Voices and Instruments **Explore and Create Using Explore and Create Using** responses. • Sing in a group or on Using the I'm a Little Teapot Voices and Instruments Voices and Instruments . Create your own sounds Voices and Instruments Voices and Instruments their own, increasingly matching the games track, and the pulse Rhythm games (copycat) Explore high and low (pitch (improvisation and . Using a games track Create your own sounds pitch and following the melody Explore and engage in music making in different ways Sing: Learn to sing The and improvisation with voices) composition with voices from your chosen nursery (improvisation and and dance, performing solo or in Sing: earn to sing I'm a Little Grand Old Duke of York. Sing-Listen to or sing along and/or instruments) rhyme, find the pulse in composition with voices sing the pitch of a tone sung by with the action song Not Too **Teapot** Share and Perform ● Share Sing: Listen to or sing along different ways and/or instruments) another person ('pitch match') Sing in . Share and Perform • Share Difficult. with the action song The ABC Sing: Learn to sing Ring O Sing: Learn to Sing and perhaps perform what a group or on their own, increasingly and perhaps perform what Roses Hickory Dickory Dock Song matching the pitch and following the

melody Sing a range of well-knov

nursery rhymes and songs. Perform has taken place in today's has taken place in today's Share and Perform ● Share Share and Perform ● Share Share and perhaps Share and perhaps songs, rhymes, poems and stories perform what has taken and perhaps perform what and perhaps perform what has perform what has taken lesson. lesson. with others, and (when appropriate) Listen attentively, move to and talk has taken place in today's taken place in today's lesson. place in today's lesson. place in today's lesson. • Listen attentively, move to and talk try to move in time with music about music, expressing their feelings Listen attentively, move to and talk about Listen attentively, move to and talk Listen attentively, move to and talk Talk about how music makes them about music, expressing their feelings lesson. and responses. • Watch and talk about feel Listen attentively, move to and and responses. • Watch and talk about music, expressing their feelings and about music, expressing their about music, expressing their Listen attentively, move to and talk about dance and performance art, expressing responses. • Watch and talk about dance talk about music, expressing their dance and performance art, expressing feelings and responses. • Watch feelings and responses. • Watch music, expressing their feelings and their feelings and responses. • Sing in a feelings and responses their feelings and responses. • Sing in a and performance art, expressing their and talk about dance and and talk about dance and responses. • Watch and talk about dance aroup or on their own, increasingly group or on their own, increasingly feelings and responses. • Sing in a group performance art, expressing their performance art, expressing their lav instruments with increasing and performance art, expressing their matching the pitch and following the control to express their feelings and matching the pitch and following the or on their own, increasingly matching the feelings and responses. • Sing in a feelings and responses. • Sing in a feelings and responses. • Sing in a group melody ideas Plays instruments in time to pitch and following the melody aroup or on their own, increasingly aroup or on their own, increasinaly or on their own, increasingly matching the Explore and engage in music making Explore and engage in music making Explore and engage in music making and matching the pitch and following matching the pitch and following pitch and following the melody and dance, performing solo or in Learns short routines, heainning to and dance, performing solo or in dance, performing solo or in groups the melody the melody Explore and engage in music making and aroups match pace Learn longer routines, sing the pitch of a tone sung by another Explore and engage in music Explore and engage in music dance, performing solo or in groups sing the pitch of a tone sung by beginning to match pace sing the pitch of a tone sung by person ('pitch match') Sing in a group or making and dance, performing solo making and dance, performing solo sing the pitch of a tone sung by another another person ('pitch match') Sing in Shares likes and dislikes about another person ('pitch match') Sing in or in aroups on their own, increasingly matching the or in aroups person ('pitch match') Sing in a group or a group or on their own, increasingly dances/performances a group or on their own, increasingly pitch and following the melody Sing a sing the pitch of a tone sung by sing the pitch of a tone sung by on their own, increasingly matching the matching the pitch and following the matching the pitch and following the range of well-known nursery rhymes and another person ('pitch match') Sing another person ('pitch match') Sing pitch and following the melody Sing a melody Sing a range of well-known melody Sing a range of well-known songs. Perform songs, rhymes, poems and in a group or on their own, in a group or on their own, range of well-known nursery rhymes and nursery rhymes and songs. Perform stories with others, and (when increasingly matching the pitch and increasingly matching the pitch and nursery rhymes and songs. Perform songs. Perform songs, rhymes, poems and songs, rhymes, poems and stories with songs, rhymes, poems and stories with appropriate) try to move in time with following the melody Sing a range following the melody Sing a range stories with others, and (when others, and (when appropriate) try to others, and (when appropriate) try to of well-known nursery rhymes and of well-known nursery rhymes and appropriate) try to move in time with move in time with music move in time with music Talk about how music makes them feel songs. Perform songs, rhymes, songs. Perform songs, rhymes, Talk about how music makes them feel Talk about how music makes them feel Listen attentively, move to and talk about poems and stories with others, and poems and stories with others, and Talk about how music makes them feel Listen attentively, move to and talk Listen attentively, move to and talk music, expressing their feelings and (when appropriate) try to move in (when appropriate) try to move in Listen attentively, move to and talk about about music, expressing their feelings about music, expressing their feelings time with music time with music responses music, expressing their feelings and and responses and responses lay instruments with increasing control to Talk about how music makes them Talk about how music makes them lay instruments with increasing control lay instruments with increasing control express their feelings and ideas Plays feel Listen attentively, move to and feel Listen attentively, move to and lay instruments with increasing control to to express their feelings and ideas to express their feelings and ideas talk about music, expressing their instruments in time to music talk about music, expressing their express their feelings and ideas Plays Plays instruments in time to music Plays instruments in time to music Learns short routines, beginning to match feelings and responses feelings and responses instruments in time to music Learns short routines, beginning to lay instruments with increasing Learns short routines, beginning to pace Learn longer routines, beginning to lay instruments with increasing Learns short routines, beginning to match match pace Learn longer routines, match pace Learn longer routines. control to express their feelings and control to express their feelings and pace Learn longer routines, beginning to beginning to match pace Shares likes and dislikes about ideas Plays instruments in time to beginning to match pace ideas Plays instruments in time to match pace Shares likes and dislikes about Shares likes and dislikes about dances/performances Shares likes and dislikes about dances/performances dances/performances Learns short routines, beginning to Learns short routines, beginning to dances/performances match pace Learn longer routines, match pace Learn longer routines, beginning to match pace beginning to match pace Shares likes and dislikes about Shares likes and dislikes about dances/performances dances/performances PE

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.