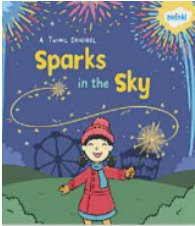
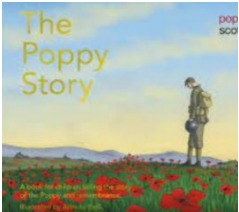































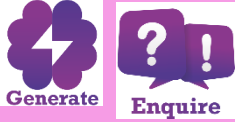














































	6th -10th Nov Bonfire Night	13th- 17th Remembrance	20th - 24th Diwali & Hanukah	27th Nov -1st December – Weddings	4th - 8th December - Christmas / trip	11th - 15th December - Nativity	18 th – 22 nd December – Christmas Activities
	National Saxophone Day – 6th November	Anti-bullying week 13 th Nov- world 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 	BBC – Remembrance Day 	Rama and Sita 	Weddings 	Conkers Christmas jumper		
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 <i>Develop their phonological awareness, so that they can:</i> - 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. <i>Marks including more complex pre-writing shapes More detailed representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects</i> <i>Invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters Write simple captions</i>	Design a war medal for a soldier <i>Develop their phonological awareness, so that they can:</i> - 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. <i>Marks including more complex pre-writing shapes More detailed representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects</i> <i>Invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in</i>	Make a diva lamp <i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i> <i>Engage in story times.</i> • Listen to and talk about stories to build familiarity and understanding <i>Engages in story times Make comments about what they have heard Hold conversation when engaged in back-and forth exchanges with teacher and peers</i> <i>Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary</i> <i>Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary</i> <i>All children take part in whole class retelling of text map Retell simple 5- part story: 1. Once upon a time... 2. First/Then /Next 3. But 4. So/Finally 5. Happily, ever after</i> <i>Describe some events in detail</i> <i>Engage in extended conversations about stories, learning new vocabulary</i> <i>Anticipate (where appropriate) key events in stories</i>	Role play a wedding <i>Develop their phonological awareness, so that they can:</i> - 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. <i>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</i> <i>Invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters</i> <i>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or</i>	My favourite part of the school trip picture. <i>Develop their phonological awareness, so that they can:</i> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. 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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. <i>Marks including more complex pre-writing shapes More detailed representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects.</i>

	<p><i>and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly</i></p> <p><i>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</i></p> <p><i>Begin to form lowercase and capital letters correctly</i></p> <p><i>Describe some events in detail</i></p> <p><i>Engage in extended conversations about stories, learning new vocabulary</i></p> <p><i>Anticipate (where appropriate) key events in stories</i></p>	<p><i>them and representing the sounds with a letter or letters Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly</i></p> <p><i>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</i></p> <p><i>Begin to form lowercase and capital letters correctly</i></p> <p><i>Describe some events in detail</i></p>		<p><i>letters. Spells Phase 2 tricky words correctly</i></p> <p><i>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</i></p> <p><i>Begin to form lowercase and capital letters correctly</i></p> <p><i>Describe some events in detail</i></p>	<p><i>signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly</i></p> <p><i>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</i></p> <p><i>Begin to form lowercase and capital letters correctly</i></p> <p><i>Describe some events in detail</i></p> <p><i>writing – Learn and retell simple recounts Children to learn that recounts: -Retell experiences in sequence -Use the past tense -Use time connectives</i></p>	<p><i>points and subsequent movements of letters. This is particularly effective in discriminating b from d</i></p> <p><i>Begin to form lowercase and capital letters correctly</i></p> <p><i>Describe some events in detail</i></p> <p><i>Describe some events in detail</i></p> <p><i>Engage in extended conversations about stories, learning new vocabulary</i></p> <p><i>Anticipate (where appropriate) key events in stories</i></p>	
	<div><p>Enquire</p><p>Generate</p></div>	<div><p>Respect</p><p>Aspire</p></div> <div><p>Liberty</p><p>Tolerance</p><p>Respect</p></div>	<div><p>Generate</p><p>Resilience</p><p>Respect</p></div> <div><p>Tolerance</p><p>Respect</p></div>	<div><p>Generate</p><p>Resilience</p><p>Together</p><p>Respect</p></div>	<div><p>Together</p><p>Resilience</p></div>	<div><p>Aspire</p><p>Generate</p><p>Together</p><p>Resilience</p></div> <div><p>Tolerance</p><p>Respect</p><p>Together</p></div>	
Phonics	<p>Phase 1 Aspect 1 Environmental Sounds <i>Listening and remembering sounds</i> (auditory memory and sequencing).</p> <p>Intent: Further development of vocabulary and children’s identification and recollection of the difference between sounds.</p> <p><i>Develop their phonological awareness, so that they can:</i> - 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.</p> <p><i>Use a wider range of vocabulary.</i></p> <p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo</i></p> <p><i>Count or clap syllables in a word</i></p> <p><i>Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories</i></p> <p><i>Recognise words with the same initial sound, such as money and mother</i></p> <p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i></p> <p><i>Listen to simple stories and understand what is happening, with the help of pictures</i></p> <p><i>Easily locates sound sources and can talk about sounds heard</i></p>	<p>Phase 1 Aspect 2 -General Sound Discrimination - Instrumental Sounds. <i>Tuning into sounds</i> (auditory discrimination).</p> <p>Intent: Become more familiar with the language and sequence of Nursery rhymes.</p> <p><i>Develop their phonological awareness, so that they can:</i> - 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.</p> <p><i>Use a wider range of vocabulary.</i></p> <p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo</i></p> <p><i>Count or clap syllables in a word</i></p> <p><i>Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories</i></p> <p><i>Recognise words with the same initial sound, such as money and mother</i></p> <p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i></p> <p><i>Listen to simple stories and understand what is happening, with the help of pictures</i></p> <p><i>Easily locates sound sources and can talk about sounds heard</i></p>	<p>Phase 1 Aspect 2 Instrumental Sounds <i>Tuning into sounds</i> (auditory discrimination).</p> <p>Intent: To experience and develop awareness of sounds made with instruments and noise makers.</p> <p><i>Develop their phonological awareness, so that they can:</i> - 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.</p> <p><i>Use a wider range of vocabulary.</i></p> <p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo</i></p> <p><i>Count or clap syllables in a word</i></p> <p><i>Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories</i></p> <p><i>Recognise words with the same initial sound, such as money and mother</i></p> <p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i></p> <p><i>Listen to simple stories and understand what is happening, with the help of pictures</i></p> <p><i>Easily locates sound sources and can talk about sounds heard</i></p>	<p>Phase 1 Aspect 2 Instrumental Sounds <i>Tuning into sounds</i> (auditory discrimination).</p> <p>Intent: To experience and develop awareness of sounds made with instruments and noise makers.</p> <p><i>Develop their phonological awareness, so that they can:</i> - 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.</p> <p><i>Use a wider range of vocabulary.</i></p> <p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo</i></p> <p><i>Count or clap syllables in a word</i></p> <p><i>Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories</i></p> <p><i>Recognise words with the same initial sound, such as money and mother</i></p> <p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i></p> <p><i>Listen to simple stories and understand what is happening, with the help of pictures</i></p> <p><i>Easily locates sound sources and can talk about sounds heard</i></p>	<p>Phase 1 Aspect 2 Instrumental Sounds <i>Listening and remembering sounds</i> (auditory memory and sequencing).</p> <p>Intent: To listen to and appreciate the difference between sounds made with instruments.</p> <p><i>Develop their phonological awareness, so that they can:</i> - 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.</p> <p><i>Use a wider range of vocabulary.</i></p> <p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo</i></p> <p><i>Count or clap syllables in a word</i></p> <p><i>Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories</i></p> <p><i>Recognise words with the same initial sound, such as money and mother</i></p> <p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i></p> <p><i>Listen to simple stories and understand what is happening, with the help of pictures</i></p> <p><i>Easily locates sound sources and can talk about sounds heard</i></p>	<p>Phase 1 Aspect 2 Instrumental Sounds <i>Talking about sounds</i> (developing vocabulary and language comprehension).</p> <p>Intent: To use a wide vocabulary to talk about the sounds instruments make.</p> <p><i>Develop their phonological awareness, so that they can:</i> - 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.</p> <p><i>Use a wider range of vocabulary.</i></p> <p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo</i></p> <p><i>Count or clap syllables in a word</i></p> <p><i>Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories</i></p> <p><i>Recognise words with the same initial sound, such as money and mother</i></p> <p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i></p> <p><i>Listen to simple stories and understand what is happening, with the help of pictures</i></p> <p><i>Easily locates sound sources and can talk about sounds heard</i></p>	<p>Phase 1 Aspect 2 Instrumental Sounds <i>Talking about sounds</i> (developing vocabulary and language comprehension).</p> <p>Intent: To use a wide vocabulary to talk about the sounds instruments make.</p> <p><i>Develop their phonological awareness, so that they can:</i> - 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.</p> <p><i>Use a wider range of vocabulary</i></p> <p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo</i></p> <p><i>Count or clap syllables in a word</i></p> <p><i>Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories</i></p> <p><i>Recognise words with the same initial sound, such as money and mother</i></p> <p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i></p> <p><i>Listen to simple stories and understand what is happening, with the help of pictures</i></p> <p><i>Easily locates sound sources and can talk about sounds heard</i></p>
Maths	<p>To compare amounts.</p> <p><i>Compare quantities using language: ‘more than’, ‘fewer than’.</i></p> <p><i>Compare collections and begin to talk about which group has more</i></p> <p><i>Identify groups with the same number of things</i></p>	<p>To compare size.</p> <p><i>Make comparisons between objects relating to size, length, weight and capacity.</i></p> <p><i>Recognising attributes e.g. “That stick is long, adults are tall”</i></p> <p><i>With teacher support compares some types of</i></p>	<p>To compare mass.</p> <p><i>Make comparisons between objects relating to size, length, weight and capacity.</i></p> <p><i>Recognising attributes e.g. “That stick is long, adults are tall”</i></p> <p><i>With teacher support compares some types of measures e.g.</i></p>	<p>To compare capacity.</p> <p><i>Make comparisons between objects relating to size, length, weight and capacity.</i></p> <p><i>Recognising attributes e.g. “That stick is long, adults are tall”</i></p> <p><i>With teacher support compares some types of measures e.g.</i></p>	<p>To explore patterns.</p> <p>• 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</p>	<p>To copy a pattern</p> <p>• 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</p>	<p>Fluency Focus week</p> <p>• 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</p>

	<i>Use vocabulary more, less, fewer and same to compare quantities</i>	<i>measures e.g. can find something shorter than the teacher Show an awareness of comparison in estimating and predicting Compare some types of measures</i>	<i>can find something shorter than the teacher Show an awareness of comparison in estimating and predicting Compare some types of measures</i>	<i>can find something shorter than the teacher Show an awareness of comparison in estimating and predicting Compare some types of measures</i>	<i>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</i>	<i>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</i>	<i>total (‘cardinal principle’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 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.</i>
PSED	<p>I know how it feels to be proud of something I am good at.</p> <p><i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations Knows that they are in a safe and secure environment Is willing to try new things Shows more confidence in new social situations for e.g. exploring local neighbourhood & visitors</i></p>	<p>I can tell you one way that I am special and unique</p> <p><i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations 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></p>	<p><i>I know that all families are different</i></p> <p><i>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></p>	<p><i>I know that there are lots of different houses and homes</i></p> <p><i>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></p>	<p><i>I can tell you how I could make new friends</i></p> <p><i>Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Shows an interest in other children and/or their play Engages with others through gestures, gaze and talk Plays alongside other children .</i></p>	<p><i>I can use words to stand up for myself</i></p> <p><i>Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts 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 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</i></p>	<p><i>Review week</i></p> <p><i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • 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 & visitors 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 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 pictures/ emojis by looking at key</i></p>

							<i>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 to snatch</i> .
RE	<p>Read The Nativity Story <i>Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.</i> <i>Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i> <i>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</i></p> <div>Enquire</div> <div><div>Tolerance</div><div>Respect</div></div>	<p>Recall Key parts of the Nativity <i>Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.</i> <i>Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i> <i>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</i></p> <div><div>Tolerance</div><div>Respect</div></div>	<p>What gift would you take to baby Jesus and why? <i>Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives</i> <i>Recognise that people have different beliefs and celebrate special times in different ways.</i> <i>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</i></p> <div><div>Tolerance</div><div>Respect</div><div>Together</div></div>	<p>Practice Nativity Performance <i>Recognise that people have different beliefs and celebrate special times in different ways.</i> <i>Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives</i> <i>• Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups</i> <i>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.</i></p> <div><div>Tolerance</div><div>Respect</div><div>Together</div></div>	<p>Practice Nativity Performance <i>Recognise that people have different beliefs and celebrate special times in different ways.</i> <i>Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives</i> <i>• Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups</i> <i>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</i></p> <div><div>Tolerance</div><div>Respect</div><div>Together</div></div>	<p>Practice Nativity Performance <i>Recognise that people have different beliefs and celebrate special times in different ways.</i> <i>Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives</i> <i>• Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups</i> <i>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</i></p> <div><div>Tolerance</div><div>Respect</div><div>Together</div></div>	<p>Practice Nativity Performance <i>Recognise that people have different beliefs and celebrate special times in different ways.</i> <i>Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives</i> <i>• Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups</i> <i>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.</i></p> <div><div>Tolerance</div><div>Respect</div><div>Together</div></div>
UW	<p>Celebration focused in Literacy <i>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.</i> <i>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</i> <i>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i></p>	<p>Visit from a soldier <i>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.</i> <i>Talk about the lives of the people around them and their roles in society</i> <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i> <i>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i></p>	<p>Celebration focused in Literacy <i>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.</i> <i>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i> <i>Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p>	<p>Wedding recreation <i>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.</i> <i>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)</i></p>	<p>Talking about our school trip. <i>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.</i> <i>Comments on images of familiar experiences (holidays, visiting the park and going to the dentist) Comments on pictures of a wide range of</i></p>	<p>Celebration focused in Literacy <i>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.</i> <i>Comments on images of familiar experiences (holidays, visiting the park and going to the dentist) Comments on pictures of a wide range of</i></p>	<p>Celebration focused in Literacy <i>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 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					<div>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</div> <div></div>	<div>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</div> <div></div>	<div>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</div> <div></div>
EAD	<div>Firework Painting <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills</i> <i>Can hold a paintbrush using a tripod grip Paintings show greater attention to detail</i> <i>dependently select additional tools (stampers, rollers etc.) to improve their painting</i> <i>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</i> <i>Build models which replicate those in real life using a variety of resources</i></div> <div></div>	<div>Make Poppies using different materials. <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills</i> <i>Explores the natural world around them, making observations and drawing pictures of animals and plants</i> <i>Make informed choices of which material is best to use when junk modelling</i> <i>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</i></div> <div></div>	<div>Clay Diva Lamps <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills</i> <i>Manipulates clay (rolls, cuts, squashes, pinches, twist etc.)</i> <i>Makes a model using clay</i></div> <div></div>	<div>Design a wedding cake. <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources, and skills</i> <i>Share their creations, explaining the process they have used</i></div> <div></div>	<div>Design a stable for Reindeers to live in. <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills</i> <i>Draw designs before making models</i> <i>Begin to add labels to designs</i> <i>Share their creations, explaining the process they have used</i></div> <div></div>	<div>Nativity Performance <ul style="list-style-type: none">Listen attentively, move to and talk about music, expressing their feelings and responses.Watch and talk about dance and performance art, expressing their feelings and responses.Sing in a group or on their own, increasingly matching the pitch and following the melody.Develop storylines in their pretend play.Explore and engage in music making and dance, performing solo or in groups<i>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i> <i>Make use of props and materials when role playing characters in narratives and stories</i></div> <div></div>	<div>Design and make Christmas Cards <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills</i> <i>Draw designs before making models</i> <i>Begin to add labels to designs</i> <i>Share their creations, explaining the process they have used</i></div> <div></div>
Music	<div>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</div> <div></div>	<div>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</div>	<div>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.</div>	<div>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</div>	<div>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</div>	<div>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</div>	<div>Sing a range of Christmas songs. <i>Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>Explore and engage in music making and dance, performing solo or in groups</i> <i>sing the pitch of a tone sung by another person (‘pitch match’)</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>Sing a range of well-known</i></div>

	<p>has taken place in today’s lesson.</p> <ul style="list-style-type: none">• <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i>• <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i>• <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <p><i>Explore and engage in music making and dance, performing solo or in groups</i></p> <p>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</p> <p><i>Talk about how music makes them feel</i></p> <p><i>Listen attentively, move to and talk about music, expressing their feelings and responses</i></p> <p><i>lay instruments with increasing control to express their feelings and ideas</i></p> <p><i>Plays instruments in time to music</i></p> <p><i>Learns short routines, beginning to match pace</i></p> <p><i>Learn longer routines, beginning to match pace</i></p> <p><i>Shares likes and dislikes about dances/performances</i></p>	<p>has taken place in today’s lesson.</p> <p><i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i></p> • <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i> • <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <p><i>Explore and engage in music making and dance, performing solo or in groups</i></p> <p>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. 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PE							
Characteristics of Effective Learning	<p>The Foundation Stage the curriculum is delivered to develop the behaviours outlined in the Characteristics of Effective Learning. The behaviours in the characteristics of Effective Learning are grouped into three strands. The strands of the characteristics of effective learning are related to key themes in early childhood development they are</p> <ul style="list-style-type: none">• Playing and Exploring: Finding out and exploring; Using what they know in their play; Being willing to have a go• Active Learning: Being involved and concentrating; Keeping on trying; Enjoying achieving what they set out to do• Creating and Thinking Critically: Having their own idea; Using what they already know to learn new things; Choosing ways to do things and finding new ways. <p>The characteristics of Effective Learning focus on the process rather than the outcome. They enable children to approach opportunities with curiosity, energy and enthusiasm. Effective learning must be purposeful to a child, allowing them to practice and apply newly learnt skills in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>						