

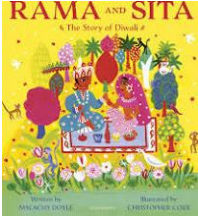



































































































































































	6th -10th Nov Bonfire Night	13th- 17th Remembrance	20th - 24th Diwali & Hanukahh	27th Nov -1st December – Weddings	4th - 8th December - Christmas / trip	11th - 15th December - Nativity	18 th – 22 nd December – Christmas Activities
	National Saxophone day – 6th November	Anti-bullying week 13 th Nov- world kindness day and odd sock day	Road safety week 20 th Nov – universal children’s day / world childrens 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 	Wedding 	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 Safety Poster focusing on labelling <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 representati ons of people Detailed pictures of other objects using shapes More detailed representati ons of multiple objects</i>	Design a war medal for a soldier and label items that represent the war. <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 representati ons of people Detailed pictures of other objects using shapes More detailed representati ons of multiple objects</i>	Sequencing the story of Rama and Sita – key word writing <i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in story times. • Listen to and talk about stories to build familiarity and understanding Engages in story times Make comments about what they have heard Hold conversation when engaged in back-andforth exchanges with teacher and peers Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary Listen to and talk about selected non-fiction 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</i>	Wedding invitation, writing words linked to phonics. Children to stage 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. 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Can children write a caption? <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 representati ons of people Detailed pictures of other objects using shapes</i>	<i>Nativity- create a story map of mary josephs journey to the stable. Christmas performance</i> <i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in story times. • Listen to and talk about stories to build familiarity and understanding Marks including more complex pre-writing shapes More detailed representati ons of people Detailed pictures of other objects using shapes More detailed representati ons of multiple objects Invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d Begin to form lowercase and capital letters correctly Describe some events in detail Describe some events in detail</i>	<i>Christmas card making and writing</i> <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 representati ons of people Detailed pictures of other objects using shapes More detailed representati ons of multiple objects</i>

	<p><i>Invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d Begin to form lowercase and capital letters correctly</i></p> <p><i>Describe some events in detail Engage in extended conversations about stories, learning new vocabulary Anticipate (where appropriate) key events in stories</i></p> <div></div> <div></div> <div></div>	<p><i>Invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d Begin to form lowercase and capital letters correctly</i></p> <p><i>Describe some events in detail Engage in extended conversations about stories, learning new vocabulary Anticipate (where appropriate) key events in stories</i></p> <div></div> <div></div> <div></div>	<p><i>Describe some events in detail Engage in extended conversations about stories, learning new vocabulary Anticipate (where appropriate) key events in stories</i></p> <div></div> <div></div> <div></div>	<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 Begin to form lowercase and capital letters correctly</i></p> <p><i>Describe some events in detail</i></p> <div></div> <div></div> <div></div> <div></div>	<p><i>More detailed representati ons of multiple objects Invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly</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 Begin to form lowercase and capital letters correctly</i></p> <p><i>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</i></p> <div></div> <div></div>	<p><i>Engage in extended conversations about stories, learning new vocabulary Anticipate (where appropriate) key events in stories</i></p> <div></div> <div></div> <div></div>	<p><i>Invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly</i></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 Begin to form lowercase and capital letters correctly</i></p> <p><i>Describe some events in detail Engage in extended conversations about stories, learning new vocabulary Anticipate (where appropriate) key events in stories</i></p> <div></div>
Phonics	<p>Teach: ff, ll, ss, j</p> <p>New blend: huff, puff, off, bell, hill, tell, mess, hiss, fuss, jam, jug, jet</p> <p>Independent blend: big, cat, hat, top, cup, bed, ten, red, hen, mud</p> <p>Tricky word: is, as, the, put, pull, full, l</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read a few common exception words matched to the school’s phonic programme.• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	<p>Teach: v, w, x, y</p> <p>New blend: van, vet, wet, wig, wag, fox, six, box, yes, yum, yap, nap, rock.</p> <p>Independent blend: fat, peck, dig, sock, hiss, sad, hug, fun</p> <p>Tricky words: his, her, has the, put, pull, full, and</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read a few common exception words matched to the school’s phonic programme.• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	<p>Teach: z, zz, qu, words with s at the end (plurals and verbs), ch</p> <p>New blend: zip, zap, buzz, quick, quack, quit, cats, naps, hits, chip, chop, rich, sun, off</p> <p>Independent blend: can, kick, hop, back, run, tell, jam, leg, sun, off</p> <p>Tricky words: and, has, his, her, go, no, to, into</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read a few common exception words matched to the school’s phonic programme.• Read simple phrases and sentences made up of words with known letter–	<p>Teach: sh, th, ng, nk</p> <p>New blend: shell, shop, fish, this, thud, moth, ring, thing, wing, pink, wink, sink</p> <p>Independent blend: fix, fill, had, jug, bell, dad, mess, bag</p> <p>Tricky word: go, no, to, into, she, push, he, of</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read a few common exception words matched to the school’s phonic programme.• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.• Read individual letters by saying the sounds for them• Blend sounds into words• Begin to read short words made up of known letter sound correspo -ndences• Read a few common exception words matched to the school’s phonic program me.• Read some letter groups that each represent one sound and say sounds for them	<p>Teach: words with s at the end (plurals and verb forms), words with ‘s’ /z/ at the end (plurals and verb forms), review.</p> <p>New blend: ducks, ships, shuts, rings, shells, sings</p> <p>Independent blend: cups, pots, win, bags, dogs, pins, has, his, as, is, cats, bags, get, nod, buzz, mum, zip, fish, well</p> <p>Tricky words: the, put, pull, full, l, and, go, no, to, into, be, we, me, she, push, he, her</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• Read some letter groups that each represent one sound	<p>Review/Recap Week</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read a few common exception words matched to the school’s phonic programme.• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. <p><i>Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo -ndences Read a few common exception words matched to the school’s phonic program me. Read some letter groups that each represent one sound and say sounds for them Read words consistent with phonic knowledge by sound blending</i></p> <div></div>	<p>Assessment week</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read a few common exception words matched to the school’s phonic programme.• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. <p><i>Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo -ndences Read a few common exception words matched to the school’s phonic program me. 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Maths	<p>It’s me 1, 2, 3!</p> <p><i>Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. Compare numbers</i></p> <p><i>Perceptual subitising – Recognise values</i></p> <p><i>Subitise objects up to 3</i></p> <p><i>Know that the quantity is the same however it is arranged</i></p> <p><i>Group objects and know amounts in groups without counting</i></p>	<p>Circles and triangles</p> <p><i>Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Combine shapes to create new ones – select, rotate and manipulate shapes</i></p> <p><i>Describe the Properties of 2D and 3D shapes</i></p> <p><i>Develop an awareness of the Relationships between shapes. E.g.Compose and decompose shapes to see the shapes within shapes</i></p> <p><i>Use spatial reasoning skills to Create and solve Problems Recognise and name common 2D</i></p>	<p>1, 2, 3, 4, 5</p> <p><i>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. Subitise. • Link the number symbol (numeral) with its cardinal number value.</i></p> <p><i>Group objects and know amounts in groups without counting</i></p> <p><i>Subitise objects up to 5</i></p> <p><i>Conceptual subitising – Recognising smaller amounts within larger ones (Parts/whole)</i></p>	<p>1, 2, 3, 4, 5</p> <p><i>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. Subitise. • Link the number symbol (numeral) with its cardinal number value.</i></p> <p><i>Group objects and know amounts in groups without counting</i></p> <p><i>Subitise objects up to 5</i></p> <p><i>Conceptual subitising – Recognising smaller amounts within larger ones (Parts/whole)</i></p> <p><i>Know numbers can be partitioned into different pairs of numbers</i></p> <p><i>Know that a number can be partitioned into more than 2 numbers (Parts/whole)</i></p> <p><i>Number bonds: Know which pairs make a given number</i></p>	<p>Shapes with 4 sides</p> <p><i>Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Combine shapes to create new ones – select, rotate and manipulate shapes</i></p> <p><i>Describe the Properties of 2D and 3D shapes</i></p> <p><i>Develop an awareness of the Relationships between shapes. E.g.Compose and decompose shapes to see the shapes within shapes</i></p> <p><i>Use spatial reasoning skills to Create and solve Problems Recognise and name common 2D</i></p>	<p>Maths Recap of Match and Sort; Talk about Measure and Patterns; It’s me 1, 2, 3; Circles and Triangles; 1, 2, 3, 4, 5; and shapes with 4 sides.</p> <p><i>Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. Compare numbers</i></p> <p><i>Perceptual subitising – Recognise values</i></p> <p><i>Subitise objects up to 3</i></p> <p><i>Know that the quantity is the same however it is arranged</i></p> <p><i>Group objects and know amounts in groups without counting</i></p> <p><i>Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 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PSED	<p>I can identify something I am good at and understand everyone is good at different things.</p> <ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally <p>Build and develop their own ideas, testing and considering other possibilities</p> <p>Begins to extend themselves beyond their usual play</p> <p>Show resilience and perseverance in the face of challenge</p> <p>increase their range of emotional vocabulary linked to relevant examples</p> <p>Talk about their feelings in more elaborated ways i.e. I'm sad because...</p> <div></div>	<p>I understand that being different makes us all special</p> <ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships. <p>Begin to be able to explain why they like or dislike something</p> <p>Know that their preferences should be respected by others</p> <p>See themselves as a valuable individual</p> <p>Plays with one or more children, extending and elaborating play ideas</p> <p>Understands who their friends are and what they need to do to sustain that friendship</p> <p>Begin to talk with their friends about what is fair and why.</p> <p>Adult support will probably be needed to encourage a resolution</p> <p>Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult</p> <p>Be able to talk through conflicts independently and begin to create resolutions independently</p> <div></div>	<p>Anti- Bullying Week</p> <p>See themselves as a valuable individual.</p> <ul style="list-style-type: none">• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others. <p>Begin to talk with their friends about what is fair and why.</p> <p>Adult support will probably be needed to encourage a resolution</p> <p>Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult</p> <p>Be able to talk through conflicts independently and begin to create resolutions independently</p> <div></div>	<p>I know we are all different but the same in some ways</p> <ul style="list-style-type: none">• See themselves as a valuable individual. <p>Think about the perspectives of others</p> <p>. Begin to be able to explain why they like or dislike something</p> <p>Know that their preferences should be respected by others</p> <p>See themselves as a valuable individual</p> <p>Understands who their friends are and what they need to do to sustain that friendship</p> <p>Begin to consider and value other points of view particularly when they are different to their own</p> <p>Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way</p> <div></div>	<p>I can tell you why I think my home is special to me</p> <p>Express their feelings and consider the feelings of others.</p> <p>Talk about members of their immediate family and community</p> <p>Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way</p> <div></div>	<p>I can tell you how to be a kind friend</p> <p>Build constructive and respectful relationships.</p> <ul style="list-style-type: none">• Express their feelings and consider the feelings of others <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Plays with one or more children in shared play but may dip in and out</p> <p>Plays with one or more children, extending and elaborating play ideas</p> <p>Understands who their friends are and what they need to do to sustain that friendship#</p> <div></div> <div></div>	<p>I know which words to use to stand up for myself when someone says or does something unkind</p> <ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others <p>Begin to talk with their friends about what is fair and why.</p> <p>Adult support will probably be needed to encourage a resolution</p> <p>Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult</p> <p>Be able to talk through conflicts independently and begin to create resolutions independently</p> <p>Begin to talk about examples of own or others' appropriate behaviour</p> <p>Begin to understand how to make appropriate choices and why</p> <p>Identify and moderate their own responses socially and emotionally.</p> <p>Show ability to follow instructions involving several ideas or actions</p> <div></div>
RE	<p>Read The Nativity Story</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none">• Recognise some similarities and differences between life in this country and life in other countries. <p>Listen to and talk about stories to build familiarity and understanding.</p> <ul style="list-style-type: none">• Retell the story, once they have developed a deep familiarity with	<p>Recall Key parts of the Nativity</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none">• Recognise some similarities and differences between life in this country and life in other countries. <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>What gift would you take to baby Jesus and why?</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <ul style="list-style-type: none">• Connect one idea or action to another using a range of connectives <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Practice Nativity Performance</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <ul style="list-style-type: none">• 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	<p>Practice Nativity Performance</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <ul style="list-style-type: none">• Connect one idea or action to another using a range of connectives	<p>Practice Nativity Performance</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <ul style="list-style-type: none">• 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	<p>Practice Nativity Performance</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <ul style="list-style-type: none">• Connect one idea or action to another using a range of connectives

	<p>the text, some as exact repetition and some in their own words. Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>   	<p>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>   	<p>Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>    	<p>Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>    	<p>• Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>    	<p>Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>    	<p>• Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>    
UW	<p>Story of guy Fawkes Compare and contrast characters from stories, including figures from 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. Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and Contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>   	<p>Visit from a soldier – children to ask questions Compare and contrast characters from stories, including figures from 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. Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and Contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>   	<p>All about India - food tasting similarities and differences in cultures 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. Recognise some environments that are different to the one in which they live. Comments on recent pictures of celebrations in their own life e.g. “This was me celebrating Diwali Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>   	<p>Wedding ceremony- comparison of wedding celebrations 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. Recognise some environments that are different to the one in which they live. Comments on recent pictures of celebrations in their own life e.g. “This was me celebrating Diwali Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>    	<p>Describe experiences from the school trip focusing on what has been seen, heard and felt. 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. Express their feelings and consider the feelings of others. Talk about what they see in their environment Talk about local Environments Recognise some environments that are different to the one in which they live Explore the natural world around them, describing what they see, hear and feel whilst outside</p>    	<p>Comparing different ways to celebrate Christmas. Compare and contrast characters from stories, including figures from 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. Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and Contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>   	<p>Nativity performance Watch and talk about dance and performance art, expressing their feelings and responses explore and engage in music making and dance, performing solo or in groups. Invent, adapt and recount narratives and stories with peers and their teacher. 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. 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>      
EAD	<p>Firework Paining Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills Can hold a paintbrush using a tripod grip Paintings show greater attention to detail</p>	<p>Make Poppies using different materials. Design a medal 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</p>	<p>Clay Diva Lamps Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills Manipulates clay (rolls, cuts, squashes, pinches, twist etc.) Makes a model using clay</p>	<p>Decorating cupcakes. 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 hare their creations, explaining the process they have used</p>	<p>Design a stable for Reindeers to live in. Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills Draw designs before making models Begin to add labels to designs Share</p>	<p>Nativity Performance practice • 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 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>Design and make Christmas Cards Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills Draw designs before making models Begin to add labels to designs Share</p>

	<p><i>dependently select additional tools (stampers, rollers etc.) to improve their painting</i> <i>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</i> <i>Build models which replicate those in real life using a variety of resources</i></p> <div></div>	<p><i>xplores the natural world around them, making observations and drawing pictures of animals and plants</i> <i>Make informed choices of which material is best to use when junk modelling</i> <i>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</i></p> <div><div></div><div></div></div>	<div><div></div><div></div></div>		<p><i>their creations, explaining the process they have used</i></p>	<p><i>Make use of props and materials when role playing characters in narratives and stories</i></p> <div><div></div><div><div></div><div></div></div></div>	<p><i>their creations, explaining the process they have used</i></p> <div></div>
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Music	<p>Listen and Respond - Roll Alabama by Bellowhead: Play the song. Have fun finding the pulse together Explore and Create Using Voices and Instruments: Using the I’m a Little Teapot games track, and the pulse in different ways</p> <p>Sing: earn to sing I’m a Little Teapot</p> <p>. Share and Perform ● Share and perhaps perform what has taken place in today’s lesson.</p> <p>• <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> <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> Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p><i>lay instruments with increasing control to express their feelings and ideas</i> Plays instruments in time to music</p> <p><i>Learns short routines, beginning to match pace</i> Learn longer routines, beginning to match pace</p> <p><i>Shares likes and dislikes about dances/performances</i></p> <div><div> Generate</div><div> Aspire</div><div> Together</div><div> Respect</div></div>	<p>Listen and Respond - Boogie Wonderland by Earth Wind and Fire: Play the song. Have fun finding the pulse together. Explore and Create Using Voices and Instruments . Rhythm games (copycat)</p> <p>Sing: Learn to sing The Grand Old Duke of York.</p> <p>Share and Perform ● Share and perhaps perform what has taken place in today’s lesson.</p> <p><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> <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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Explore and Create Using Voices and Instruments Explore high and low (pitch and improvisation with voices)</p> <p>Sing- Listen to or sing along with the action song Not Too Difficult.</p> <p>Share and Perform ● Share and perhaps perform what has taken place in today’s lesson.</p> <p><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> <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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Create your own sounds (improvisation and composition with voices and/or instruments)</p> <p>Sing: Listen to or sing along with the action song The ABC Song</p> <p>Share and Perform ● Share and perhaps perform what has taken place in today’s lesson.</p> <p><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> <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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Using a games track from your chosen nursery rhyme, find the pulse in different ways</p> <p>Sing: Learn to sing Ring O Roses</p> <p>Share and perhaps perform what has taken place in today’s lesson.</p> <p><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> <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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Create your own sounds (improvisation and composition with voices and/or instruments)</p> <p>Sing: Learn to Sing Hickory Dickory Dock</p> <p>Share and perhaps perform what has taken place in today’s lesson.</p> <p><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> <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	<p>Gymnastics Shapes, Balance, Rolling, Travelling</p> <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling -</i></p>	<p>Gymnastics Shapes, Balance, Rolling, Travelling</p> <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling -</i></p>	<p>Gymnastics Shapes, Balance, Rolling, Travelling</p> <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking</i></p>	<p>Gymnastics Shapes, Balance, Rolling, Travelling</p> <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i></p>	<p>Gymnastics Shapes, Balance, Rolling, Travelling</p> <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking</i></p>	<p>Gymnastics Shapes, Balance, Rolling, Travelling</p> <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i></p>	<p>Gymnastics Shapes, Balance, Rolling, Travelling</p> <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking</i></p>

	<p>walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace</p> <div><div></div><div></div></div>	<p>walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace</p> <div><div></div><div></div></div>	<p>- jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace</p> <div><div></div><div></div></div>	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <div><div></div><div></div></div>	<p>- jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace</p> <div><div></div><div></div></div>	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <div><div></div><div></div></div>	<p>- jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace</p> <div><div></div><div></div></div>
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>						