

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics/ Theme	All about me People who helps us	Celebrations Countries/ The world	Once upon a time	Nature/ Growth	Amazing animals	Journeys
Theme stories	Ruby's Worry Ravi's Roar What Makes me a Me By Ben Faulkes Perfectly Norman By Tom Percival All About Families By Usborne Open Wide...What's Inside? By Alex and Helen Rushworth Superhero's Like Me Dr Ranj Emergency! By Margaret Mayo	The Christmas story The night before Christmas Binny's Diwali By Shweta Chopra and Schuchi Mehta The Scarecrows Wedding By Julia Donaldson One Snowy Night By Nick Butterworth Babushka: A Christmas Tale By Dawn Casey Bonfire Night Sparks in the Sky Twinkl e-book	Little red riding hood The snow queen The knight, the princess and the magic rock Mr Wolf's Pancakes By Jan Fearnley The Princess and the Pea By Rachel Isadora The Three Billy Goats Gruff Winnie and Wilbur at Chinese New Year By Valerie Thomas Rapunzel (Once Upon a World)	The street beneath my feet Jack and The Beanstalk Farmer Duck By Martin Waddell Henny Penny By Paul Galdone The runaway tree	Dear Zoo Brown bear, brown bear Superworm By Julia Donaldson Bird Builds a Nest By Martin Jenkins The Lion Who Wanted to Love By Giles Andreae Hello Hello By Brendon Wensel Sharing a Shell By Julia Donaldson My Green Day By Melanie Walsh	Lost and Found By Oliver Jeffers The Runaway Train By Benedict Blathwayt Super Submarines By Tom Mitton Rocket Girl By Didi Dragon The Journey By Aaron Becker
Talk for Writing	We're going on a bear hunt. The little red hen Handa's surprise (Black history month)	The stickman Walking through the jungle Room on the broom	Three little pigs The gingerbread man Little red riding hood	The giant turnip The little red hen Trees full of wonder	The gruffalo Owl Babies Where the wild things are	Whatever next On my way home How to catch a star
Songs (themes)	Head, Shoulders, Knees and Toes Miss Polly had a Dolly Jack and Jill	Down in the jungle Five little ducks Rudolph	Pat-o-cake The grand old duke of York Humpty dumpty	Old macdonald had a farm Mary had a little lamb	Bingo A sailor went to sea	Row, row, row your boat The wheels on the bus Zoom, zoom, zoom

C&L	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Communication and language</p> <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>						
Communication and language	<p>Welcome to EYFS</p> <p>Settling in activities. Making friends. Children talking about experiences that are familiar to them. Rhyming and alliteration. Familiar Print. Sharing facts – All about me! Mood Monsters. Shared stories. Model talk routines through the day.</p>	<p>Tell me a story!</p> <p>Develop vocabulary. Discovering Passions. Tell me a story - retelling stories, Story language. Listening and responding to stories. Following instructions. Taking part in discussion. Understand how to listen carefully and why listening is important. Use new vocabulary through the day.</p>	<p>Tell me why!</p> <p>Using language in full sentences. Asks how and why questions... Discovering Passions. Retell a story with story language. Ask questions to find out more and to check they understand what has been said to them. Discuss events and characters in a story. Engage in non-fiction texts. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Talk it through!</p> <p>Describe events in detail – time connectives. Discovering Passions. Understand how to listen carefully and why listening is important. Talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story. Engage in non-fiction texts.</p>	<p>What happened?</p> <p>Discovering Passions. Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Offer explanations for what happened using recently introduced language.</p>	<p>Time to share!</p> <p>Discovering Passions. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Join morning assemblies.</p>

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Personal, social and emotional development</p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>						
Personal, social and emotional development	<p>Jigsaw <u>Being me in my world</u> Who me? My belonging. How am I feelings. Being at school. Gentle hands. Our rights and responsibilities.</p> <p>Naming different feelings, thinking about how to feel with ‘not so good feelings’, know some self-care techniques. Know that some actions and words can hurt others feelings. Handwashing Snack station Class rules: Behavioural expectations& systems in the class/boundaries set Class rules What makes me special.</p>	<p>Jigsaw <u>Celebrating differences</u> What am I good at? I’m special, I’m me! Families/ different families. Houses and homes. Making friends. Standing up for yourself.</p> <p>Celebrating differences. I know what it means to be respectful and to be treated with respect. Celebrating cultural difference through celebrations. Anti Bullying week. Children in Need.</p>	<p>Jigsaw <u>Dreams and goals!</u> Challenges and perseverance. Never giving up. Setting a goal. Obstacles and support. The future. Jobs. Feeling proud.</p> <p>Talking about goals. Creating friendships. Have strategies to regulate. ...</p>	<p>Jigsaw <u>Healthy me</u> Everybody’s body. Moving. Why is resting good for our bodies. Healthy eating choices. Sleeping. Keeping clean. Stranger danger.</p> <p>Being kind to living creatures. Taking care of animals (frogs/butterflies/live eggs) Understanding life cycles. Plant growing.</p>	<p>Jigsaw <u>Relationships</u> My family and me. Being lonely. Solving disagreements. Falling out. Bullying. Calming down. Being the best friend we can be.</p> <p>Importance of exercise. The importance of healthy eating. Oral Health. Growth.</p>	<p>Jigsaw <u>Changing me</u> Naming the body parts. Respecting my body. Growing up. Transition. A years reflection.</p> <p>I know that caring relationships are at the heart of happy families. I know what makes a good friend. Caring for our world. Journeys I have taken. Transition into Year 1. Year 1 readiness.</p>

PD	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						
Fine motor	Threading, cutting, weaving, playdough, Funky Finger activities. Manipulate objects with good fine motor skills . Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip developed.	Threading, cutting, weaving, playdough, Funky Finger activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Funky Finger activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Funky Finger activities. Hold pencil effectively with comfortable grip . Forms recognisable letters most correctly formed. Develop accuracy and safety using scissors to cut	Threading, cutting, weaving, playdough, Funky Finger activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks Cut along a straight line with scissors. Start to cut along a curved line.	Threading, cutting, weaving, playdough, Funky Finger activities. Form letters correctly Begin to draw diagonal lines, like in a triangle. Draw with increased accuracy and care Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Gross motor	Cooperation games Climbing – outdoor equipment. Different ways of moving to be explored with children. Changing for PE / Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Use a range of small and large apparatus inside and outdoor.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities.	Balance- children moving with confidence. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Races / team games involving gross motor movements dance related activities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Negotiating space safely.

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)						
Reading	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Retelling stories using images / apps. Story Maps. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books Book at Bedtime Celebration Poetry Basket	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Order events, discuss characters and create story maps and use to retell stories. Look at non-fiction texts linked to topic and begin to understand the difference between fiction and nonfiction Poetry Basket	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Act out stories in Role-Play Poetry Basket	Stories from other cultures and traditions Retell a story/poem with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Poetry Basket	Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Poetry Basket
	The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency ‘tricky’ words: the, to, go, no Read individual letters by saying sounds for them Blend sounds into words so they can read short words Read some common exception words on sight.		The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word vision will be taught at Phase Five). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words. Read some groups of letters that represent one sound Read simple phrases/sentences made up of known letter-sound correspondence and a few exception words		The purpose of this phase is to consolidate children’s knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. Say a sound for each letter of the alphabet and at least 10 digraphs Read words by sound blending Read aloud simple sentences and books that are consistent with phonic knowledge including some common exception words	

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Writing	<p>Texts as a Stimulus</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Write name correctly</p> <p>Use some of their print and letter knowledge in their early writing</p> <p>Begin to form lower-case letters correctly</p> <p>Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs</p> <p>Use initial sounds VC Words</p> <p>Oral rehearsal</p>	<p>Texts as a Stimulus</p> <p>Consolidate Autumn One</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write a caption</p> <p>Use correct letter formation</p> <p>Begin to reread what they have written</p> <p>Begin to spell CVC words correctly using GPC</p> <p>Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs</p> <p>Write labels</p> <p>Begin to write lists & captions, focusing on ...label, caption, space</p>	<p>Texts as a Stimulus</p> <p>Guided writing based around developing short sentences in a meaningful context.</p> <p>Form most lower-case and capital letter correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs</p> <p>Write captions/phrases and begin to write simple sentences using known GPCs</p> <p>...sentence, full stop, capital letter & word spacing</p> <p>Re-read what they have written to make sure it makes sense</p> <p>Begin to write a variety of fiction and non-fiction sentences / captions</p>	<p>Texts as a Stimulus</p> <p>Guided writing based around developing short sentences in a meaningful context.</p> <p>Form most lower-case and capital letter correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs</p> <p>Write captions/phrases and begin to write simple sentences using known GPCs</p> <p>...sentence, full stop, capital letter & word spacing</p> <p>Re-read what they have written to make sure it makes sense</p> <p>Begin to write a variety of fiction and non-fiction sentences / captions</p>	<p>Texts as a Stimulus</p> <p>Write recognisable letters (lower case and capital) most of which are formed correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs</p> <p>Write simple phrases and sentences that can be read by others including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> word spacing <input type="checkbox"/> full stop <input type="checkbox"/> capital letter <p>Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3 part story, (e.g. using story map/planner)</p> <p>Instructions, Fact cards</p>	<p>Texts as a Stimulus</p> <p>Write recognisable letters (lower case and capital) most of which are formed correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs</p> <p>Write simple phrases and sentences that can be read by others including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> word spacing <input type="checkbox"/> full stop <input type="checkbox"/> capital letter <p>Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3 part story, (e.g. using story map/planner)</p> <p>Instructions, Fact cards</p>

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Maths</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>						
Maths	<p>Subitising to 6 Counting to 10 Counting, Ordinality, Cardinality up to 5 Comparisons and comparing numbers up to 5 Comparison and equal groups up to 10 Compositions Partitioning up to 5</p> <p>Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subatizing. 1-5 Ordering objects and sets / introduce manipulatives. Number recognition. Begin to form numbers Pattern and early number Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 5 Estimate and check by counting. Recognise numbers in the environment.</p>	<p>Composition of 6 Comparing quantities more than, less than or equal to 1 more/1 less than Comparison to 10 Reasoning Composition to 7 Equal groups Doubles</p> <p>Numbers within 5 Count up to six objects. One more or one fewer Order numerals 1 – 5 Conservation of numbers within five Addition and subtraction within 5 Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe and sort 2-D shapes Describe position accurately Calendar and time Days of the week, seasons Night and Daytime</p>	<p>Odd and even numbers Estimating to 20 Subitising doubles Addition to 20</p> <p>Zero Understanding of concept of zero Numbers within 10 Count up to ten objects Represent, order and explore numbers to ten Composition One more or fewer, one greater or less Subitise Comparing 2 quantities, ordering quantities Pairing Writing numbers Addition & subtraction within 10 Explore addition – combining two groups Subtraction as taking away Number Bonds to 10 addition, subtraction and equals symbols</p>	<p>Estimating Doubles Addition</p> <p>Measures Vocabulary for, comparing weight & height & length & capacity Time – sequence events, yesterday/today/tomorrow Patterns Repeating patterns Shape Describe and sort 3-D shapes Describe similarities and differences</p>	<p>Ordering Numbers beyond 10 Build and identify numbers to 20 and begin to understand order and place value Composition Count on and back to beyond 10 Subitise One more / one less Missing Numbers Estimating Writing numbers Addition and subtraction within 20 Understand an amount can be changed by adding more or taking away Begin to add on by counting on Begin to problem solve and reason Recall number bonds to 5/10 Doubling Double means twice the amount. Say doubles</p>	<p>Sharing / Even & Odd Share to make equal groups Recognise some quantities can’t be paired or shared equally – begin to understand odd one left Begin to understand the odd and even number structure Shape and Space Positional language Spatial reasoning Shapes can be combined or separated to make a new shape Patterns Patterns in numbers and shape Repeating patterns Symmetry</p>

Understanding the world	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>UTW</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>						
UTW RE	<p>What makes us special? Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Talk about the lives of the people around them and their roles in society.</p>	<p>What are special times? Discovering and comparing special times of Diwali and Christmas. Using pictures, videos, and storytelling, they explore the significance of these festivals and how they are celebrated. Learning about the traditions associated with Diwali and Christmas and discussing the importance of these celebrations in bringing communities together.</p>	<p>Why are some places special? Investigating what makes places special and significant to different people. Starting by discussing places that are special to them, they will learn about religious buildings and places of worship and discuss the importance of these places to others.</p>	<p>What makes the world special? Exploring what makes the world around them special, children will learn why the world can be special to both themselves and others. Listening to other people’s ideas about caring for the world and discussing reasons why this is important.</p>	<p>Time to celebrate Exploring the significance of various festivals, through stories, images and creative activities; learning about the customs and meanings behind these celebrations.</p>	

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History	<p>Talk about members of their immediate family and community. Begin to make sense of their own life-story and family’s history in terms of their family dynamics linked to All About Me. Grandparent, older, younger etc. Begin to comment on images of familiar situations in the past, when mum was little...</p> <p>Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Black History Week – read ‘My 2 grannies’ by Floella Benjamin – link to our work on families, naming and describing people who are familiar to them, then build on the author for a black history focus. Extend to focus on ‘Coming to England’ by Floella Benjamin.</p>	<p>Children to comment on familiar situations linked to celebrations in the past – Bonfire Night / Christmas / Diwali. Can children talk about what they have done with their families during past celebrations? Show photos of how Christmas used to be celebrated in the past. Begin to identify similarities and differences.</p> <p>Family history – Christmas focus - what was life like for children’s parents / grandparents when they were 4/5 years old – what is the same / different – toys / celebrations / traditions</p> <p>Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own past experiences with people who are familiar to them.</p>	<p>Comment on images of familiar situations in the past Think about a time it snowed / was frosty – what did you do? What is the same / different about the experience now? How? Why? Parents to support.</p> <p>Listening to stories and placing events in chronological order – linked to text focus for Literacy. Celebrate British History Week by looking at the royal family, creating a Prince George timeline and identify how he has changed over time. As part of the dress up celebration day – children to dress as significant figures from History – discuss why they are sig</p>	<p>Know some similarities and differences between things in the past and now, drawing on how they have grown and changed, what can they do now that they couldn’t in the past. Link to texts including - Once there were giants and the growing story.</p> <p>Listening to stories and placing events in chronological order – linked to text focus for Literacy. Traditional Tale Settings – use as a stimulus to discuss what life is like in the setting for the characters – then and now</p> <p>Changes in living things - Think about life cycles and place in order events to show change over time. Additionally link to seasonal change over the year ‘now and then’</p>	<p>Nursery Rhymes as a stimulus for discussing situations in the past – 3 lessons from Key Stage History website – use to look at now and then / past and present, old / new. Talk about the lives of the people around them and their roles in society.</p> <p>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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Listening to stories and placing events in chronological order – linked to text focus for Literacy.</p>	<p>Talk about the lives of the people around them and their roles in society – link to deep sea explorers such as Sylvia Earle</p> <p>Look at how equipment to explore under the sea has changed over time and how this has helped to break records to go further and deeper.</p> <p>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.</p> <p>Class assembly – celebrate the learning journey over the year – what did we learn about Sept-July – parents to attend.</p>

Understanding the world	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>UTW</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>						
Geography	<p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Follow / create simple maps. Look at Aerial Photos.</p> <p>Know about seasonal change Autumn – signs, stories. Explore this through Forest School. Collect natural objects to sort. Make observations verbally, taking photos etc.</p> <p>Talk about what they do with their family and places they have been with their family. Can they draw similarities and make comparisons between other families?</p> <p>Visiting Forest School to investigate the environment, compare to our classroom environment. Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.</p>	<p>Use the Jolly Postman / Jolly Christmas Postman to draw information from a map and begin to understand why maps are so important to postmen. Create their own story maps to show the journey of the postman. Road safety – link to police visit – as follow up go on a walk around the school, crossing roads, following a map –create a Emotional mapping – what do I like and not like – take photos - take photos and plot photos to create own maps. Nocturnal animals. Making sense of different environments and habitats. Look at them in the school grounds. After close observation, draw pictures of the natural world, including animals and plants linked to seasonal change – Autumn.</p>	<p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Know about seasonal change - Winter – stories, signs. Explore this through Forest School. Collect natural objects to sort. Make observations verbally, taking photos etc.</p> <p>ring the outside in if we get any snow or frost – go out and explore and also bring in watch it melt and explore/describe it. Freezing / melting experiments. Know about the North and South Pole as a contrasting climate – what is the landscape like there – what lives there – animal focus? How? Discuss weather. Google Earth – how can we identify cold places – what colour might they be – why? Link to climate / weather. Aerial Photos. Encourage discussion, describing and commenting on things they have seen whilst outside, including plants and animals.</p>	<p>Change in living things – Changes in the leaves, weather, seasons. Life cycles – chicks / butterflies / frogs – link to habitats – Forest School. Know about seasonal change - Spring – stories, signs. Explore this through Forest School. Collect natural objects to sort. Make observations verbally, taking photos etc. Provide opportunities for children to note and record the weather. Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Look for children incorporating their understanding of the seasons and weather in their play. Plant plants and look at habitats in the natural world, baby animals and how they live and grow in nature.</p>	<p>Use Handa’s Surprise to explore a hot country - Africa. Identify on Google Earth / look at Aerial photos - Discuss the contrasting climate, the weather / landscape – animal focus – plot on world map display. Look at the similarities / differences in this country and Africa. Encourage the children to make simple comparisons. Can children make comments on the weather, culture, clothing, housing. Trip to Knowsley Safari Park - discuss what we will see on our journey – map work and features. Use bee-bots on simple maps. Encourage the children to use navigational language. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Can children differentiate between land and water?</p>	<p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects. Experiment. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Look at the environment of under the sea. Children share their experiences – visit Blue Planet Aquarium. Different waters i.e. cold seas, pacific ocean - what lives there – animal focus? Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals – focus on sea pollution. Create opportunities to discuss how we care for the natural world around us.</p>

Expressive arts and design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EAD The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.						
Creating with materials	<p>Beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Self-portraits, junk modelling, take pictures of children’s creations and record them explaining what they did.</p> <p>Paint family portraits – display in home role-play area.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Home Corner Role-Play - HOUSE</p>	<p>Collage owls Celebration artwork - firework pictures / large scale firework art, Christmas decorations, Christmas cards, Diva lamps Colour Mixing – large scale</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Shadow Puppets Home Corner Pop Up</p> <p>Role Play fire station then Santa’s Workshop</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating penguins.</p> <p>Making lanterns, Chinese writing, puppet making</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Home Corner Pop Up Antarctica Explorers Role Play Provide a wide range of props for play which encourage imagination.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Symmetrical butterflies. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother’s Day crafts Easter crafts Pop Up Science Lab role play</p>	<p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes. Retelling familiar stories</p> <p>Creating different animal pictures looking at print and pattern to create pictures</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Home Corner - habitats</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Colour mixing – underwater pictures.</p> <p>Father’s Day Crafts</p> <p>Home Corner Pop Up Seaside Role-Play</p>

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Being imaginative	<p>Learn to sing nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, Once... This Old Man Five Little Ducks Name Song Things For Fingers</p> <p>Musical learning focus: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Learn to sing nursery rhymes and action songs: I’m A Little Teapot The Grand Old Duke Of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Musical learning focus: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p>	<p>Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys... Twinkle Twinkle If You're Happy... Head, Shoulders...</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing nursery rhymes and action songs Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song.</p>	<p>Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song</p>	<p>Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6.</p> <p>Musical learning focus: Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song Improvisation using voices and instruments Riff-based composition</p>	<p>Consolidates the learning that has occurred during the year.</p> <p>Revisiting chosen nursery rhymes and songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p>Musical learning focus: Listen and Appraise</p> <p>Embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments Improvisation using voices and instruments Riff-based composition</p>

Early learning goals						
Communication and language	Personal, social and emotional development	Physical development	Literacy	Maths	Understanding the world	Expressive arts and design
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking Participate in small group, class and oneto-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society.</p> <p>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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Physical Development

As **athletes** we will:

Experiment moving our bodies in different ways.
Navigate space successfully , adjusting speed,
changing direction to avoid obstacles.
Using tools (pencils, paint brushes etc.) develop our
vertical and horizontal mark making.
Develop scissor control along a straight and curved
line.

As **Scientists** we will:

Learn about how to keep our bodies healthy.
Investigate our senses .

Personal, Social and Emotional

As **class members** we will:

Develop our understanding of emotions.
Make friends with children and adults in our class.
Show that we are good listeners when others are speaking. (looking,
listening, sitting)
Be able to talk about our likes and dislikes.
Be aware of the class rules and understand the reason for these rules.
Begin to adapt our behaviour to different environments and social
situations.
Recognise 5 networking people they trust and can confide in.
Be aware and able to discuss differences and things that make people
special.
Stranger danger and fire safety.

Communication and Language

As **communicators** we will:

Develop our ability to listen and follow instructions by
playing lots of listening games.
Develop the ability to sit in a circle and listen to others
opinions and interests by only talking when holding
Jigsaw Jeanie.
Be able to talk about our family, friends, likes and
dislikes.
Start to respond to instructions given by adults in class.
Learn new vocabulary about our bodies, feelings, senses
and religions.
Recognise and talk about people who help us.

Trips

Fire station
Police (Visit)
Doctors/
paramedics
Parents (come
read with us)
School field
autumn walk

Autumn 1 All about me/ people who help us

Understanding the world

As **geographers, scientists and historians**
we will:

Compare emergency services from around
the world.
Look at the changes over the years in the
emergency services; vehicles, clothing etc.

As **Technologists** we will:

Be using the Bee bots for a rescue
mission.
Take photos on ipads.
Purple mash – People who help us.
Maths shed – counting Interactive games.

Mathematics

As **mathematicians** we will:

Concentrate on numbers between
1-10.
Subitise numbers to 5.
Count objects accurately using a
moving strategy.
Select the correct numeral to
represent 1-10 objects.
Use vocabulary more than, fewer
than.
Find out what number is 1 more
and 1 less than a given number.
Look at common 2D shapes.

Expressive Art & Design

As **artists, designers and
musicians** we will:

Use junk modelling to make
vehicles. Use different creative
techniques such as chalking,
pastels, collage and paint to
represent our creations.
We will be influenced by T4W
to create art work and props to
retell the story.
Expand our vocabulary in small
world play.
Play cooperatively together
when engaged in the same
task.
We will present our findings
from our topic to adults.

Literacy

As **writers and readers** we will:

Learn read write inc set 1 phonics:
m,a,s,d,t,l,n,g,o,c,k,u,b,f,l,e,r,j,v,y,w,z,x,th,sh
,nk,ng,ch
Be able to segment the sounds we hear in
words (initial, middle and end).
Use our phonic knowledge to be able to
link the sounds we hear in words to letters.
Be confident to use letters to communicate
meaning.
Start to read and write basic cvc words.
Extend our knowledge of non fiction books.
Handle a book correctly, turning the pages.
Recall simple information from a story that
has been read.
To recognise own name.
To begin writing own name.

Talk for Writing

We're going on a
bear hunt.
The little red hen
Handa's surprise
(Black history
month)

Physical Development

As **athletes** we will:

Develop throwing, catching and dribbling.
Develop our pencil grip and letter formation.
Develop scissor control along a curve and circles.
Healthy choices (snack).
Prepositional language/ movements.
Climbing over/ under etc.
Getting dressed independently.

As **Scientists** we will:

Keeping ourselves safe/ healthy.

Personal, Social and Emotional

As **class members** we will:

Develop our understanding that everyone is good at different things.
Be able to be kind to others.
Explain to others their likes and dislikes.
Sit and show attention to a task.
Be aware that people around the world celebrate different things.
Be aware of different religions around the world.
Be able to work as a team together.
Develop our patience skills whilst practising our play.
Discuss their beliefs and respect others, even if they are different.

Communication and Language

As **communicators** we will:

Develop our ability to follow two-step instructions.
Develop our looking skills and look at our friends talking.
Be able to ask for help when needed.
Be able to retell stories and use props.
Learn new storytelling vocabulary.
Be able to stand at the front of the class and talk about something that interests them.
Be able to use vocabulary specific to the topic we are learning when talking about it.

Autumn 2 Celebrations/ all around the world

Trips

Local environment
walk
Pantomime/play
Country days/ food
tasting (in-school)
Forest/park walk
(collect autumn
items)

Talk for Writing

The stickman
Walking through the
jungle
Room on the broom

Understanding the world

As **geographers, scientists and historians**
we will:

Explore light and dark.
Develop our knowledge on seasons.
Explore different parts of the world.
Explore Birchwood avenue primary school.
Compare lives of others in different parts
of the world.
Look at how celebrations were celebrated
throughout history.

As **Technologists** we will:

Take photos on ipads.
Purple mash – People who help us.

Mathematics

As **mathematicians** we will:

Concentrate on numbers between
1-20.
Subitise numbers to 10.
Count objects accurately using a
moving strategy.
Select the correct numeral to
represent 1-20 objects.
Find out what number is 1 more
and 1 less than a given number.
Know the names of all common 2D
shapes and some 3D shapes.
Find the total of two lots of
numbers

Expressive Art & Design

As **artists, designers and
musicians** we will:

Create Autumn/ winter themed
paintings.
Use different materials to
construct models for Autumn/
winter animals to live in.
Learn songs for Christmas.
Introduce new vocabulary to
the narrative we use in our
small world area.
Play cooperatively together.
Use different resources to
represent different
celebrations.
Create many Christmas gifts!

Literacy

As **writers and readers** we will:

Learn read write inc set 1 ands newly
learnt set 2 phonics:
Ay,ee,ai,oo,oo,ow,ar,or,air,ir,ou,oy
Practise writing our name.
Develop the strength in our fingers to
make marks and form letters.
Concentrate on hearing the sounds in
words—firstly with the initial sound
moving on to the end, then the middle
sounds.
Use our phonic knowledge to be able to
link the sounds we hear to letters.
Increase our knowledge of how stories
are structured.
Make marks that represent something.
Pick books that they are interested in.
Discuss what they liked/ disliked in
books.

Physical Development

As **athletes** we will:

Develop throwing, catching and dribbling.
Develop our pencil grip and letter formation.
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Be able to stand at the front of the class and talk about something that interests them.
Be able to use vocabulary specific to the topic we are learning when talking about it.

Spring 1 Once upon a time

Trips

Local environment
walk
Pantomime/play
Country days/ food
tasting (in-school)
Forest/park walk
(collect autumn
items)

Talk for Writing

The stickman
Walking through the
jungle
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words—firstly with the initial sound
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Use our phonic knowledge to be able to
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are structured.
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Pick books that they are interested in.
Discuss what they liked/ disliked in
books.