

Making a difference and achieving excellence for every child

Topic	All About Me/Celebrations						
Focus AoL	UtW: People, Culture & Communities: Past & Present						
Season focus	Autumn						
Healthy child	Healthy Emotions and Mindful Yoga						
	Wk1	Wk2 Armistice Day Diwali/Bonfire Night	Wk3	Wk4	Wk5	Wk6	Wk7 Christmas Performance
CL	Join in with rhymes Respond to very simple requests Put short sentences together i.e. more juice My vocab is rapidly increasing I can respond to very simple requests especially when shown first by an adult. I can anticipate actions and sounds from an action toy. I can explore objects using my senses. I can make requests using two words. I can copy sounds and words a lot. I can use 50 or more single words. These will also become more recognisable to others. I can start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'						
Physical	Highlighted objects are focus of PE sessions. I can control my whole body and am able to negotiate space and objects. I can run safely on my whole foot. I can stop confidently when moving around the environment and can now run safely. I can match my developing physical skills to tasks and activities i.e. decide whether to crawl, walk or run across a plank, depending on its length and width. I can stand momentarily on one foot when shown. I can skip, hop, stand on one leg and hold a pose for a game like musical statues.						
PSED	Talk to other chn. Play cooperatively with familiar adults. I am confident to talk to other children when playing together. I can play cooperatively with a familiar adult. I may form special friendships with another child.						

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Phonics	Little Wandle SSP Programme will be followed, using assessments to ensure interventions are introduced in a timely manner.						
Reading	can show a preference for a book or a song or a rhyme. I can identify myself in a story and show enjoyment for stories about familiar people.						
	One More Digging a hole/ Just a Little Bit	The best Diwali ever	Shark in the Park	Elf Chase			
	Hickory Dickory Dock	Wind the bobbin up	Hey Diddle Diddle	5 Mince Pies	5 Mince Pies Talk – experience of celebrations	Talk – experience of celebrations	
Writing	Gross motor scarf/ Fine motor/ Dough Gym						
	Make connections between my actions and marks being made. Control marks on page Distinguish between marks made	I can hold mark making equipment using the palmer grip. I can control the marks on the page. I can distinguish between the different marks I make.					

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Maths	<p>Say number names to 5 Conservation of a number Simple sorting I can show understanding of conservation. I can sort objects using one simple criteria.</p>			<p>I can bring one or two objects when an adult requests. I can show some understanding of 'now' and 'next'. I can see some shapes in pictures and can start to make pictures using shapes. I can ask questions about the routine and what is happening next. I can use small world play to experiment with size, shape, differences and similarities. Understand position through words alone –for example, “The bag is under the table,” –with no pointing. Describe a familiar route. [Elf Chase] Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones -an arch, a bigger triangle etc.[Add to loose parts/construction]</p>			
EAD		splatter paint fireworks	Poppy circles – kandinsky circles Layering of circles	Xmas card making Fairy light – finger printing	Xmas card making Fairy light – finger printing	Xmas card making Fairy light – finger printing	Xmas crafts
KU		Bonfire night Friday: Armistice Day	Reflect on experienced celebrations – Eid. Diwali, Xmas A day celebrating	Reflect on experienced celebrations – Eid. Diwali, Xmas		Xmas	Xmas