

Making a difference and achieving excellence for every child

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|---------------|---|--|--|---|--|--|--|
| Topic | Night time Celebrations | | | | | | |
| Focus AoL | UW: People and communities | | | | | | |
| Season focus | Autumn | | | | | | |
| Healthy child | Healthy Teeth | | | | | | |
| | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk6 | Wk7 |
| | | | | Parent Worksop Reading wordless books/ Phase2 | | | |
| CL | <ul style="list-style-type: none"> - New topic vocab in each area - I can follow instructions using prepositions - I can respond to a string of requests one after another - I can follow a story with props and pictures (Stick man crate) - I can use tense, intonation and rhythm to enhance meaning | | | | | | |
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| PD | GetSet4PE | | | | | | |
| | | Theme: At the circus To develop balancing | Theme: Safari To develop running and stopping | Theme: Under the sea To develop changing direction | Theme: Space explorers To develop jumping | Theme: At the farm To develop hopping | Theme: into the woods To explore different ways to travel using equipment |
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| PSED | <ul style="list-style-type: none"> - I can show enthusiasm and excitement when anticipation certain events - I am aware of my own feelings and know that some actions and words can hurt others feelings <ul style="list-style-type: none"> - I accept the needs of others and can take turns and share resources <ul style="list-style-type: none"> - I can tolerate delay when my needs are not met | | | | | | |

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| Phonics | Little Wandle SSP Programme will be followed, using assessments to ensure interventions are introduced in a timely manner. Repeat A1, going into A2. | | | | | | |
| Reading | | I can hold a book, turn the pages and indicate an understanding of pictures and print | I can link sounds to letters in the alphabet | I can tell a story to a friend (Stickman) | I can tell a story to a friend (Stickman) | I can tell a story to a friend (Stickman) | I can tell a story to a friend (Christmas story) |
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| Writing | Gross motor scarf/ Fine motor/ Dough Gym Labelling with initial sounds/ moving into labelling with application of full CVC. | | | | | | |
| | Celebrations – hook day, card writing | Where – Where is the story? What is the setting? Park How is he feeling? | Where – The river, water, water sounds, vocab How is he feeling? | Where – The beach Story symbols, annotations and beginning phonic application | Where – Shelter/ cold Where is he? How is he feeling? How can we help him? Story sequencing – ordering and labelling images | Where is he? He helps Santa Who is it? When? What season is it? Link to Christmas story How is he feeling? Christmas story | Christmas week Card insert |
| Maths | Comparing quantities of non-identical objects Unit 2 week 5 | 3d shapes Unit 3 Week 6 | 2D shapes Unit 3 week 7 | One more Unit 4 week 8 | One less Unit 4 week 9 | Introducing part whole model Unit 5 week 10 | Spatial awareness Unit 6 week 11 |
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| UW | Introduce festivals in week 1 story time: Halloween Bonfire safety | Bonfire night | Diwali | Diwali | Chanukah | Christmas | Christmas |
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| EAD | Nightsapes Colour mixing ? | Nightsapes big mark making /Fireworks/ OHP Colour mixing (white/yellow/red) Coloured playdough x2 | Rangoli Patterns Colour mixing (White/yellow/blue) | Colour mixing (White/red/blue) | Stickmans shelter designing | Stickmans shelter creating | Christmas cards | Christmas cards |
| RE | We can identify important characters from the nativity story. | We can talk about the visitors that came to see Jesus in the nativity story. | We know that "incarnation" is. We can order a timeline of the Christian Christmas story. | We can talk about how Christians celebrate Christmas. We can talk about how Christians perform nativities to celebrate Christmas. | We can talk about the gifts Jesus received when he was born | We know Christians believe that it is important to know the original nativity story. We can retell the nativity story. | | |
| Enrichment/ Family event | | Parents meetings A2 wk2 Thursday | Reading workshop Wednesday AM | | | | | Christmas Crafts |