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| **Maths** **Outcomes –On track objectives**  I can count to 5 using different mathematical resources  I can match numeral and quantity to 5  I can quickly say how many there are (up to 4) in different arrangements  I can start to show how numbers can be made up  e.g. 1 and 3 is 4 and know there is more than one way of doing this  I can talk about and explore 2D shapes using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  I can count to 10 by rote  I can compare manipulatives (e.g. saying when one tower is bigger/smaller)  I can find one more/ one less using resources  I can continue and copy patterns  I can create my own patterns  **Daily Maths Meeting** - Days of the week, months of the year, yesterday, today, tomorrow, weather, subitising to 5, counting to 20 and back from 10, one more and one less.  **Specific activities – WhiteRose Maths Medium Term Plan**  **Block 3: Its me 1.2.3- find 1, 2 and 3, subitise 1, 2 and 3, represent 1,2 and 3, 1 more and less and compostion of 1, 2 and 3.**  **Block 4: Triangles and circles- identify a cirle and triangle,** **compare circles and triangles, shapes in the environment anddescribe position.**  **Block 5: 1, 2, 3, 4, 5:**  **Find 4 and 5, subitise 4 and 5,represent 4 and 5, 1 more and 1 less, composition of 4 and 5 and compostion of 1-5**  **Maths enhanced provision –**  Activities  Writing numbers, sorting activities, maths unit with acitivites, maths games, maths stones, repeating patterns, shape tapping, maths jigsaws, peg boards for making pictures and patterns, measuring activities, weighing scales in home corner, measuring ingrediants when baking or making playdough. Compostion of numbers a different one each week- showing 1 or not 1 for example, shape hunts, tap a shape, shape walks. | | **Literacy**  **Outcomes –On track objectives**  I can write some letters from my name correctly.  I can say the initial sounds in some words  I can write some initial sounds  I can write my own name  I can use marks and letter to write  I can write some lower case letters correctly  I can write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)  I can identify known letters to match initial sounds Set 1  I can match Set 1 letters and sounds  I can start to orally segment single sound CVC words e.g. c-a-t  I can write simple labels  I can say a simple sentence for writing (oral and count words)  **Daily Literacy** - Name writing and CVC word writing, mark making, letter formation, RWI sessions.  **Specific activities -**  **Continue All about me booklet- writing name, hair and eye colour, things they like and dislike, family, age.**  **Billy the Beast- Recall the story, write about the beast description, describe the route.**  **The Nativity Story- Retelling the story through pictures, nativity rehersal and role play.**  **Writing the main characters from the story using phonetic knowledge, Children to write some or the ones they remember using the pictures as Prompts-Jesus, Mary, Jospeh, Angel, donkey, Shepherds and Kings/Wise Men.**  **Write their Chirtsmas cards. To, from/love**  **Merry Christmas**  **Enhanced Provision** -  Writing recipes, lists, alphabet jigsaws, CVC making words using jigsaws, stone letters to make words and match initial sounds, chalk writing outside, play dough letters, find letters in the sand, reading books linked to topic. Talk about events and characters in a story read to me, Join in with rhymes and stories.  Fill in missing words from well-known rhymes. | |
| **Communication and Language**  **Outcomes – On track objectives**  I can follow a one or two part instruction  I can demonstrate good listening behaviours  I can follow simple instructions (with two or more parts) reliably  I engage in story times  I like to join in with familiar songs and rhymes  I can wait and take turns in conversation  I am starting to share my ideas with familiar adults  I can talk to others (adults and children)  I use talk to organise my thoughts  I can listen to and talk about stories, rhymes and non-fiction  I can share my ideas using talk as a tool  I can retell the key events in stories  I am starting to recall facts from non-fiction  I can talk about what has happened in the story so far  I can listen carefully to stories, rhymes, non-fiction and songs  I can match most learnt set 1 sounds  I can say the learnt set 1 sounds in CVC words  I can orally segment single sound CVC words e.g. c-a-t  I can start to blend the sounds together  I can segment and blend some CVC words  I can read some of the set 1 tricky words  **Specific activities -**  Retelling of familiar fairy tales using puppets, pictures and costumes.  I like and don’t like senetnces realted to diiferent food, toys etc using sentence stems to express opinions.  RWI: Daily sessions varioud groups from Set 1 sounds,  Reading 1:1 books and additional flash card phonics throughout the day.  Complete sound of the day work activities and booklet.  **Poetry Basket** – practice poems and record- performance poetry.  All about me unit.  Spring Wind  Furry Furry Squirral  A Little Seed  **C&L Enhanced Provision –**  Role play area- Nativity role play: Use costumes and props to retell the story. Have this set up next to tunnel to create stable.  Have nativity story books to support retelling around the provision.  Home Corner- How do we get ready for the birth of Jesus- What do the children do to prepare for Christmas? Children ideas to feed into the home corner. | **Autumn 2**  **Billy and the Beast- Focus**    The Nativity Story  Topsy and Tim series  People who help us series of books  Rama and Sita  Leaf Man  Junk DNA  Pumpkin Soup  Welcome to our world. | | **PSED**  **Outcomes – On track objectives**  **Self regulation:**  I can identify a range of different feelings  I can keep on trying when I find something difficult  I am starting to sit and listen more consistently during adult focus time  I can follow simple instructions  **Managing self:**  I am starting to try new activities  I am starting to be aware of rules in the school and classroom  I can dress and undress for PE/ Forest School etc.  I am starting to know ways to stay healthy  **Building realtionships:**  I can play with a small group of children, sharing ideas  I am starting to form good relationships with the familiar adults in my class  I can express and identify my feelings  I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.  TENTEN specific objectives:  **Specfic activities.**  Playing games with children and involving children to share and take turns with each other.  Circle times.  Introduce rules of the classroom  Classroom rules  **RHE: Ten Ten**  **Module 1 Unit 3** Emotional well being:Children will learn about likes and dislikes and self acceptance. They will learn how to describe their feelingsboth good and bad. Children will learn that actions have concequences and when we make mistakes we should say sorry and ask for forgivness. 3 sessions:  Session 1: I Like, You Like, We All Like!: like or love drawing and writing activity.  Session2: : All the feelings. Children to talk about their feelings and complete the feeling faces activity write a word to describe the faces feeling or role play how the face is feeling. Put the caring cross in class and colour a square with the children each time you or they see someone doing something caring.  Session 3: Lets get real. Learning about actions and concequences. Daisys birthday interactive story and group discussion about Daisys actions and consequences.  **Lesson 4: Assessment**  **Module1 unit 4:** Life cycles:Children will explore the natural human cycle of life focussing on what children have learnt about their development so far.They will recall changes and identify chnges to come.learning that they can cope with change. Growing up is Gods plan and we are loved by him at each stage.  Lesson 1: Growing up. Children will explore the natural cycle of life their development so far and what will happen as they get older.Children will complete the when I grow up I want to be extended activity.  Lesson 2: Growing up focus on feelings, changes and experiences.learning about changes and how they can feel safe and secure.  Children will complete a how I have grown activity.  **Lesson 3 Assessment.**  **PSHE: TenTen**  Session 2: New People, New Places  Children will recall their memories and feelings about their first days at school and notice how those feelings changed as they grew more familiar with their new environment. As they begin to prepare for their transition into Year 1, children will learn that change is a part of growing up and that they can feel safe and secure in the knowledge that God’s love for them never changes.  **PSED Enhanced Provision –**  **Feelings table with different emotions, different books realted to emotions, self regulating sensory items- pop its, rainbows, colourful timers.** |

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| **Expressive Arts and Design**  **Outcomes –On track objectives**  **I can use various tools for artwork and design e.g. playdough tools**  **I can select my own art and design materials to create with**  **I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.**  **I am starting to recreate familiar stories (with adult support)**  **I can recount and retell familiar stories with my friends and adults (small world/ role play)**  **I can role play imaginary scenarios linked to experiences**  **I know some popular songs and can sing them supported by an adult**  **I can listen and respond to sounds**  **I can sing with others and supported by an adult**  **Daily** -  Role play area/Small World area/ Construction small and large-. Cut and stick resources, ribbon, feathers, pipe cleaners, tape/masking tape, tissue paper.  Children to take pictures of their models and creations.  Singing and dancing- Go Noodle and outdoor music area | **Physical Development**  **Outcomes –On track objectives**  **Gross motor skills:**  **I can use lots of different ways of moving appropriately**  **I can climb over, under and through obstacles**  **Fine motor skills:**  **I can show good pencil control when mark making and drawing**  **I can use cutlery and other one handed equipment**  **PE specific objectives:**  **Put the objectives from the sessions here from Get Set 4 PE**  . |
| **PE:** Dance Unit 2 Get Set 4 PE  Children develop expressive movement through the topic of places. Children explore space and how to use space safely. They explore travelling actions shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them to keep in time with the music. They explore dance through the world around them.  Lesson 1: At the seaside: To copy repeat and explore actions in response to a theme.  Lesson 2: Under the sea: To explore and remember actionsconsidering level, shape and direction.  Lesson 3: At the fireworks display: To explore movement using a prop with control and co-ordination.  Lesson 4: At the fireworks display: To move with control and co-ordinationeapressing ideas through movement.  Lesson 5: At the farm: To remember and repeat actions. Moving in time with the music.  Lesson 6: At the farm: To explore actions in response to a theme and begin to use counts.  Assessment criteria:   * I am confident to try new challenges. * I can combine movements, selecting actions in response to the task. * I can negotiate space safely with consideration for myself and others. * I follow instructions involving several ideas or actions. * I show respect towards others when providing feedback. * I use movement skills with developing strength, balance and co-ordination showin increasing control and grace.   Pen Disco: Weekly sessions focusing on different patterns and movments to support fine motor skills and pencil grip. |
| **Design & Technology**  Joining Materials: Teach children about attatchment techniques using Twinkl PP Discuss attatchment techniques: Why do they think we have these techniques? When would some work better than others? Challenge the children to use some of these techniques when creating structures in the creative area.  Christmas cards.  Calendars. Sewing??  Divali Diva Lamp link to outdoor learning.  Expressive Arts and Design  **Christmas calendar and cards**  Joining Materials: Teach children about attachment techniques. Discuss attachment techniques: Why do they think we have these techniques? When would some work better than others? Challenge the children to use some of these techniques when creating structures in the creative area.  **Christmas cards.**  Baby Jesus in a manger star or night sky shaped card.  Children will have the choice of which shape card they would like to make. use cutting skills to cut lines of light brown paper for the hay. They will cut around a manger template and attach this to the front of their card using glue. They will then attach the strips of paper on top of the manger using glue. Children will cut out a circle of paper and attach this to a white piece of card and draw a sleepy face on it and add lines this will be their baby Jesus. They will then roll the paper and join it using tape. They will then add this to the card on top of the paper hay they will fold up the hay around the baby Jesus and then add glitter or star stickers to the edge or rest of their card using glue. Children will add a written template inside their card.  **Calendars:**  Circle or square weaving artwork.  Children can choose the shape for their calendar circle or square.  The circle weaving tasks involve choosing different colour and thickness wool and wooden beads. The children will then use an over under repeating technique to weave in a circular motion stopping at different points to thread on wooden beads. threading on wooden beads at different stages.  The square weaving task involves choosing different type: corrugated, smooth, shiny, material, colour and thickness pieces of card paper or ribbon and weaving them through a piece of sewing hessian using an over under repeating technique. Children will then choose buttons to glue on to the blank squares on top.  These creations will be added to a card frame and the calendar tab will be attached.  **Party Hats**  How to make a cone hat?  Take a semi-circle of construction paper and allow children to decorate it with using coloured pens use pen disco technique this will create a swirly colorful background this can be done in pen disco time. Children will then be shown how to bring both points of the semi - circle together to create a cone shape. With adult support his will be stuck with double sided tape. Again with adult support the children will put two holes in at opposite sides and some elastic string will be attached to the bottom so that it can be strapped under the chin. Children can attach foil streamers or ribbons to the top using tape. |
| **Art**  Yayoi Kusama artist focus. Children will create pumpkin art in the style of Japaneese artist Yayoi Kusama. Children will hear about the life of Yayoi and how she became a famous artist. They will look at her artwork and give their opinions of it.  Over two sessions children will create a Yayoi inspired piece of artwork using crayon, then water based paint paint and then printing with postor or acrylic paint.  Divali art Rangoli patterns linked to outdoor learning.  Christmas cards. |
| **Music**  Wriggly Nativity- Sing the nativity songs and perform to an audience. To learn movements to go along with the music.  Play musical instruments along to Christmas related music/ Winter music. |
| **PD Enhanced Provision –**  Threading, cutting, weaving, playdough, Fine Motor 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 / zips Pen Disco, cutting Skills, fine motor skills- cutters, play dough making, balance bikes, nuts and bolts, golf teas, hammering, threading beads patterns. Large wooden blocks, obstacle courses, carrying blocks safely, large and small balls and cones. |
| **EAD Enhanced Provision –** |

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| **Understanding the World**  **Outcomes –On track objectives**  I can talk about changes that have happened to me throughout my life  I can talk about my family and people in the community and their roles  I am becoming more aware of the past linked to myself and my family and how it has changed  I can talk about what I can see in pictures of the past  I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell  I am starting to explore the natural world  I can talk about how different people celebrate  I can start to use stories and pictures to talk about differences in life in other countries  I can describe what I can see, hear and feel outside  I can talk about the area I live in, including the weather etc.  I can talk about forces I feel e.g. push, pull etc.  I can talk about the differences in materials  **RE specific objectives:**  I can talk about my own feelings as they wait for a birthday.  I can talk about ny own experience of celebrating a birthday.  I can wonder at the joy of birthdays.  I can recognise the Christmas story.  I can recognise that the Advent Wreath, the crib and other signs indicate the approach of Christmas.  I can use and develop a vocabulary of religious words and phrases. | | |
| **History:**  Today, tomorrow and yesterday in every day language and related to time in maths. | | |
| **Geography:** Look at Maps using the books Martha Maps it out and using the information the children have learnt create their own town using a range of reosurces. | | |
| RE: Litergical prayer every week on Tuesday- children to support setting up and putting away. Godly Play- Christmas story  **Welcome: Baptism: a welcome to God’s family.**  Make a Baptism candle.  Respond Booklet  **Birthday: Looking forward to Jesus’ birthday.**  Birthdays- Waiting for a birthday or waiting for a celebration- make birthday card and decorations for the birthday and making buns.  Birthday The first Christmas and how people celebrate Jesus’ birthday each year. Retell the Christmas story using characters and props. Start the retell using pictures.  Respond Booklet  Jesse tree and scripture stories read daily to the children and children decorate the tree. | | Sikhism-Places of Worship and celebrations- Gurdwara (Temple) Look at the pictures of the outside of the temple and compare with the church.  Look at the inside of the temple and what are the features- How do Sikhs show respect in the temple.  Guru Nanak Gurpurab- The birth of Sikhism- Learn about the birth of Sikhism and make comparisons with the Nativity.  Watch the story of how Sikh’s prepare for  Vaisakhi |
| **Science** PZAZ/ Forest School  Divali: Children will explore the religious festival of Divali. They will create rangoli patterns using natural rsources outdoors. They will make diva lamp thumb pots using clay link to forces using clay pushing, pressing, rolling ect..  Potions Fizzing: Link with outdoor learning, Gas in gas out and magical dancing corn activities.  Objectives   * Pupils should be able to identify the state of matter of a particular substance. * Pupils can identify fizzing as a gas being made.  1. Can I identify a substance as a solid, a liquid or a gas? 2. Can I say that bubbles are signs of a gas being made?   Potions Liquids: Link with outdoor learning, Liquid race activity,   * Pupils should be able to describe some of the properties of liquids. * Pupils should know that different liquids have different properties.  1. Can I say that liquids are runny? 2. Can I say that different liquids behave differently?   Potions Changes: Link with outdoor learning, Making toast aactivity (Campfire toast?)   * Pupils can recognise that substances can be changed using heat. * Can I describe some of the features of substances?  1. Pupils can describe the characteristics of substances. 2. Can I say that substances can be changed? 3. Can I identify some ways in which substances can be changed?   The Weather::Link with outdoor learning , Lets make rain activity.   * Pupils can identify different types of weather. * Pupils can make suggestions for the most suitable clothing for certain types of weather and suggest the materials they could be made from. * Pupils can identify the weather in some places around the world including deserts, mountains, the polar regions, and rain forests.  1. Can I name different types of weather? 2. Can I explain how to keep myself dry? 3. Can I predict what the weather will be like in different places?   Stick Man: Outdoor learning focus Sticks. Where do sticks come from? Are all sticks the same? What can sticks be used for? Can I make a stick person or animal? Link to Christmas theme and why families and the people who love us are important. | | |
| **Computing: Using Ipads weekly- Wednesday PM**  Draw themselves on the ipads  Draw someone that has helped them on the ipad  Take pictures outside using the ipads  People who help us on Purple mash activites  Matching people who help us activities on SeeSaw  Recording pupil voice against a picture they have drawn. | Linked to Sikhism- Mehndi pattern Ipads.  Ordering the Nativity story using Ipads.  Draw Nativity characters on the interactive whiteboard and Ipads. Label the characters.  Children to take picture of temples in construction, role play and any work related to advent to load onto SEESAW. | |
| **Forest Schools**- Outdoor learning.  **Enhanced Provision** – Purple Mash on interactive whiteboard, role play for nativity including costumes, retelling stories linked to nativity using pictures and books, nativity scene | | |