DENT.			EYFS Hy	de Park Infants' School I	Medium Term Plan – A	utumn 2		
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
EXPERIENCE & EVENTS	English Literacy	Text – Little Acorns.  LI: To make a prediction based on a title page.  LI: To listen to and understand the story Little Acorn.  LI: To talk about words that rhyme.  LI: To match rhyming words.  LI: To understand a story has a beginning, middle and end.  SMSC LINK Social- Talk partners Cultural - we show respect for different opinions.  Moral – understand right and wrong, understand consequences.  ELG Link - Fine Motor Skills  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;  Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and	Continue text – Little Acorns.  LI: To use pictures to sequence the story.  LI: To write a sentence for each part of the story. (Using yesterday's sequencing).  LI: To identify the story setting.  LI: To identify and talk about the character in the story.  SMSC LINK Social- Talk partners Cultural - we show respect for different opinions.  Moral – understand right and wrong, understand consequences.  ELG Link - Fine Motor Skills  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where	Text – Don't Hog the Hedge.  LI: To make predictions based on the title.  LI: To listen to and understand the story Don't Hog the Hedge.  LI: To identify the story setting.  LI: To write a label for a story setting.  LI: To talk about the characters in the story.  SMSC LINK Social- Talk partners Cultural - we show respect for different opinions.  Moral – understand right and wrong, understand consequences.  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Phonics	WTS ARE RWI Read 25 Set 1 sounds. Blend orally.  Children have access to speed sound charts to correctly apply taught speed sounds. Red words (for Dittiespurple) displayed on English wall to apply in writing.  ARE RWI Set 1 special friends. Read words with	WTS ARE RWI Read 25 Set 1 sounds. Blend orally.  Children have access to speed sound charts to correctly apply taught speed sounds. Red words (for Dittiespurple) displayed on English wall to apply in writing. ARE RWI Set 1 special friends. Read words with	WTS ARE RWI Read 25 Set 1 sounds. Blend orally.  Children have access to speed sound charts to correctly apply taught speed sounds. Red words (for Dittiespurple) displayed on English wall to apply in writing. ARE RWI Set 1 special friends. Read words with Special	WTS ARE RWI Read 25 Set 1 sounds. Blend orally.  Children have access to speed sound charts to correctly apply taught speed sounds. Red words (for Dittiespurple) displayed on English wall to apply in writing.  ARE RWI Set 1 special friends. Read words with	WTS ARE RWI Read 25 Set 1 sounds. Blend orally.  Children have access to speed sound charts to correctly apply taught speed sounds. Red words (for Dittiespurple) displayed on English wall to apply in writing.  ARE RWI Set 1 special friends. Read words with	with music.  WTS ARE RWI Read 25 Set 1 sounds. Blend orally.  Children have access to speed sound charts to correctly apply taught speed sounds. Red words (for Dittiespurple) displayed on English wall to apply in writing.  ARE RWI Set 1 special friends. Read words with	WTS ARE RWI Read 25 Set 1 sounds. Blend orally.  Children have access to speed sound charts to correctly apply taught speed sounds. Red words (for Dittiespurple) displayed on English wall to apply in writing.  ARE RWI Set 1 special friends. Read words with

Special Friends. Word Time 1.5 and 1.6. Read Word Time 1.1-1.4 Read 3 sound nonsense words. Spell using Fred Fingers.

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## SMSC LINK Social- Talk

### **ELG Link - Fine Motor** Skills

Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; Comprehension -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

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## SMSC LINK Social- Talk

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10 digraphs; - Read words

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and books that are

consistent with their

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exception words.

Writing -

sound-blending; - Read

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**ELG Link - Fine Motor Skills ELG Link - Fine Motor Skil** Hold a pencil effectively in Hold a pencil effectively in preparation for fluent preparation for fluent writing – using the tripod writing - using the tripod grip in almost all cases; grip in almost all cases; Comprehension -Comprehension -Demonstrate Demonstrate understanding of what has understanding of what ha been read to them by been read to them by retelling stories and retelling stories and narratives using their own narratives using their own words and recently words and recently introduced vocabulary; introduced vocabulary; Anticipate - where Anticipate - where appropriate – key events in appropriate - key events i stories; - Use and stories: - Use and understand recently understand recently introduced vocabulary introduced vocabulary during discussions about during discussions about stories, non-fiction, rhyme stories, non-fiction, rhymes and poems and during and poems and during role-play. role-play. Word Reading -Word Reading -Say a sound for each letter

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Special Friends. Word

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SMSC LINK Social- Talk

### Assessment week

Children have access to speed sound charts to correctly apply taught speed sounds. Red words (for Dittiespurple) displayed on English wall to apply in writing.

## SMSC LINK Social- Talk

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	identifying sounds in them	sounds with a letter or		sounds with a letter or	sounds with a letter or	sounds with a letter or	sound-blending; - Read
	and representing the	letters; - Write simple		letters; - Write simple	letters; - Write simple	letters; - Write simple	aloud simple sentences
	sounds with a letter or	phrases and sentences that		phrases and sentences that	phrases and sentences that	phrases and sentences that	and books that are
	letters; - Write simple						consistent with their
III III	phrases and sentences that	can be ready by others.		can be ready by others.	can be ready by others.	can be ready by others.	phonic knowledge,
	·						including some commo
	can be ready by others.						exception words.
							Writing –
							Write recognisable lette
							most of which are corre
							formed; - Spell words b
							identifying sounds in th
							and representing the
							sounds with a letter or
							letters; - Write simple
							phrases and sentences
							can be ready by others.
		LI: To understand we	LI: To identify	LI: To find one more	LI: To begin to describe	LI: To recognise and	LI: To count to 5
	can make 3 using	can make 4 using	representations of	than numbers (1 – 5).	a sequence of events	understand the	objects in different
	smaller parts.	smaller parts.	number (1 -5).		using the words first	properties of a	arrangements.
				LI: To show one more	and then.	rectangle.	
	LI: To record using part	LI: To record using part	LI: To match number	than a number (1 – 5).		J	LI: To count to 5
	- · ·	whole.	names with the numeral	than a hamber (1 3).	LI: To begin to describe	LI: To recognise and	objects in different
	wildle.	wildle.		II. To find on a loss	_		-
			(1 – 5).	LI: To find one less	a sequence of events	understand the	arrangements.
	•	LI: To compare		than numbers (1 – 5).	using the words first	properties of a square.	
	representations (1, 2,3	quantities using the	LI: To make marks to		and then.		LI: To begin to subiti
	and 4).	language of more than.	represent numbers (1 –	LI: To show one less		LI: To recognise 4 sided	up to 4 objects.
			5).	than a number (1 – 5).	LI: To sort objects into	shapes.	
	LI: To match number	LI: To compare	٠,٠	(= -),	day and night.	5.14 <b>p</b> 551	LI: To begin to subiti
	ll l	•	III. To dotod	II. To commons	uay and mgm.	II. To some about a	_
III III	ll l	quantities using the	LI: To understand we	LI: To compare		LI: To sort shapes	up to 4 objects.
	numeral (1, 2, 3 and 4).	language of fewer.	can make 5 using smaller	quantities of (1 – 5).	LI: To name the days of	according to their	
			parts.		the week.	properties.	
	LI: To make marks to	LI: To compare		SMSC LINK Social- Talk			SMSC LINK Social- Talk
	represent (1, 2, 3 and	quantities using the	LI: To record using part	partners Moral- Solving	LI: To order the days of	LI: To sort shapes	partners Moral- Solving
III III		language of same.	whole.	problems. SPIRITUAL -	the week.	according to their	problems. SPIRITUAL -
III	·,·	ianguage or carrier		Generating and exploring	une meen	_	Generating and explori
Mathematics	SNASS LINIK S I. T. II	CNASC LINIUS I T II	SMSC LINK Social- Talk	ideas, making connections	SNASSUNIKS I I T II	properties.	ideas, making connection
III III	ll l	SMSC LINK Social- Talk	partners Moral- Solving	to previous knowledge.	SMSC LINK Social- Talk		to previous knowledge.
III III						SMSC LINK Social- Talk	
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- 111	problems. SPIRITUAL -	problems. SPIRITUAL -	problems. SPIRITUAL -	Cultural- Respect others' views and understandings	problems. SPIRITUAL -	partners Moral- Solving	
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	problems. SPIRITUAL - Generating and exploring ideas, making connections	problems. SPIRITUAL - Generating and exploring ideas, making connections	problems. SPIRITUAL - Generating and exploring ideas, making connections to	views and understandings	problems. SPIRITUAL - Generating and exploring ideas, making connections	partners Moral- Solving problems. SPIRITUAL - Generating and exploring	views and understandi
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No geography direct LI: To talk about No geography direct LI: To understand how LI: To explore ways the LI: To explore the No geography direct teaching this week. different foods teaching this week. people celebrate Christmas festival is winter festival teaching this week. Geography celebrated around the Hannukah. enjoyed by children special times. (Understanding of around the world. world. the World People, Visit from Mutley Look at Hannukah Culture and **Baptist Church to** Refer to the text Let's Use the PowerPoint to powerpoint. Guest communities) Eat, What Children eat discuss Christmas make comparisons with speaker Mrs L to share around the world. Talk how Christmas can be artefacts. importance for about what the celebrated around Enquiry question: Christians. us/where we live and in SMSC Spiritual - Generating children enjoy eating How are things and exploring ideas, and if this is the same SMSC Spiritual different countries. around the world making connections to Generating and exploring or different. Also similar to and ideas, making connection SMSC Spiritual discuss how many different from Cultural- Respect others' Generating and exploring things will be the same, where I live? Cultural- Respect others' ideas, making connections such as McDonalds can Social - Use a range of be found all over the Social - Use a range of social skills; participate in Cultural- Respect others' world. the local community: appreciate diverse Social - Use a range of social skills; participate in

SMSC Spiritual ppreciate diverse **ELG Link** the local community; Generating and exploring appreciate diverse The Natural world -**ELG Link** ideas, making connections viewpoints. Explore the natural world Understanding the world **ELG Link** around them, making to previous knowledge. People, Culture and observations and drawing Cultural- Respect others' Understanding the world Communities pictures of animals and People, Culture and views plants: - Know some Social - Use a range of Describe their immediate Communities similarities and differences environment using Describe their immediate social skills; participate in between the natural world the local community; knowledge from environment using observation, discussion. knowledge from around them and appreciate diverse contrasting environments, stories, non-fiction texts, observation, discussion. viewpoints. drawing on their and maps; - Know some stories, non-fiction texts. **ELG Link** experiences and what has similarities and differences and maps; - Know some Understanding the world between different religious similarities and differences been read in class People, Culture and and cultural communities between different religious **Physical development** Communities **Fine Motor skills** in this country, drawing on and cultural communities Describe their immediate Manage their own basic their experiences and what in this country, drawing on environment using hygiene and personal has been read in class; their experiences and what knowledge from Explain some similarities needs, including dressing, has been read in class: observation, discussion, and differences between Explain some similarities going to the toilet, and stories, non-fiction texts, understanding the life in this country and life and differences between and maps; - Know some importance of healthy food in other countries, drawing life in this country and life similarities and differences on knowledge from stories, in other countries, drawing between different religious non-fiction texts and on knowledge from stories and cultural communities when appropriate - maps non-fiction texts and in this country, drawing on The Natural world when appropriate - maps. their experiences and what Explore the natural world The Natural world has been read in class: around them, making Explore the natural world Explain some similarities observations and drawing around them, making and differences between pictures of animals and observations and drawing life in this country and life plants: - Know some pictures of animals and in other countries, drawing similarities and differences plants; - Know some on knowledge from stories between the natural world similarities and differences non-fiction texts and around them and between the natural world when appropriate - maps. contrasting environments, around them and The Natural world drawing on their contrasting environments, Explore the natural world experiences and what has drawing on their around them, making been read in class. experiences and what has observations and drawing been read in class pictures of animals and Physical development plants: - Know some **Fine Motor skills** similarities and differences Manage their own basic between the natural world hygiene and personal around them and needs, including dressing, contrasting environments, going to the toilet, and drawing on their understanding the experiences and what has importance of healthy food been read in class. choices.

LI: To talk about how to care for plants to help them grow.

Refer to previous learning of harvesting foods on the farm. Talk about the ways farmers harvested in Spring for and people growing foods need to help the foods to grow.

SMSC Spiritual -Generating and exploring ideas, making connections Cultural- Respect others' views

Social - Use a range of appreciate diverse viewpoints.

The Natural world -

around them, making

Explore the natural world

observations and drawing

contrasting environments

experiences and what has

important processes and

including the seasons and

changing states of matter

Participate in small group,

discussions, offering their

own ideas, using recently

introduced vocabulary; -

things might happen,

making use of recently

introduced vocabulary

from stories, non-fiction,

rhymes and poems when

appropriate; - Express their

Offer explanations for why

changes in the natural

world around them,

Communication and

class and one-to-one

language

Speaking

pictures of animals and

plants: - Know some

around them and

drawing on their

been read in class

Understand some

**ELG Link** Understanding the world

How does our world change in LI: To plant foods and plants.

> Plant onions, snap peas, cauliflower, kale, poppy flowers. These should be ready to be children to taste. Also plant cress which will grow immediately and radishes (grow within 2 weeks) and can be sampled by the children.

> SMSC Spiritual -Generating and exploring ideas, making connections to previous knowledge. Cultural- Respect others' views Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints.

**ELG Link** Understanding the world The Natural world Explore the natural world similarities and differences around them, making between the natural world observations and drawing pictures of animals and plants; - 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Communication and language Speaking Participate in small group, class and one-to-one

discussions, offering their

own ideas, using recently

Offer explanations for why

introduced vocabulary: -

things might happen.

making use of recently

LI: To understand what hibernation is.

Linking to Literacy text, explore what hibernation means and why does hibernation happen.

and exploring ideas, making knowledge, Cultural- Respec others' views Social - Use a range of social community; appreciate diverse viewpoints.

SMSC Spiritual - Generating

**ELG Link** Understanding the world The Natural world -

Explore the natural world around them, making observations and drawing pictures of animals and plants: - 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. **Communication and** language

Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; -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.

LI: To group animals that hibernate.

Referring to last week's learning of what is hibernation, discuss and sort the animals that hibernate and those that don't.

SMSC Spiritual -Generating and exploring ideas, making connection to previous knowledge. Cultural- Respect others' views

Social - Use a range of social skills; participate in appreciate diverse viewpoints

**ELG Link** Understanding the world The Natural world

Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

LI: To talk about what happens to trees and the environment in Winter.

Look at photographs of the trees now (from the playground and local park) and compare to pictures of how they have changed from how they looked in September.

SMSC Spiritual -Generating and exploring ideas, making connections to previous knowledge. Cultural- Respect others' views Social - Use a range of

appreciate diverse viewpoints.

**ELG Link** Understanding the world The Natural world -Explore the natural world around them, making experiences and what has observations and drawing been read in class pictures of animals and Understand some plants: - Know some important processes and similarities and differences changes in the natural between the natural world world around them, around them and including the seasons and contrasting environments changing states of matter. drawing on their Communication and experiences and what has language been read in class Speaking: Understand some Offer explanations for why important processes and things might happen, changes in the natural making use of recently world around them. introduced vocabulary including the seasons and from stories, non-fiction.

changing states of matter. Communication and language

Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction. rhymes and poems when appropriate; - Express thei ideas and feelings about their experiences using ful

LI: To talk about the weather experienced in Winter.

Seasons experience in dome.

SMSC Spiritual - Generating and exploring ideas, making connections to previous knowledge. Cultural- Respect others' views Social - Use a range of

the local community; appreciate diverse viewpoints.

ideas and feelings about

their experiences using full

sentences, including use of

past, present, and future

tenses and making use of

modelling and support

Participate in small group,

conjunctions, with

from their teacher.

class and one-to-one

SMSC Spiritual -Generating and exploring **ELG Link** ideas, making connections Understanding the world to previous knowledge. The Natural world -Cultural- Respect others' Explore the natural world views. around them, making Social - Use a range of observations and drawing social skills; participate in pictures of animals and plants: - Know some appreciate diverse similarities and differences between the natural world **ELG Link** around them and Understanding the world contrasting environments, The Natural world Explore the natural world drawing on their

around them, making observations and drawing pictures of animals and plants; - 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 Understand some important processes and changes in the natural world around them, rhymes and poems when appropriate; - Express their

LI: To use our senses to

identify things around

us in an outdoor space.

Review what are our

touch, taste, hearing.

Children visit the cabin

area and explore what

can be seen, touched,

heard. Teacher to take

prompt for discussion.

photographs as a

five senses, sight, smell

things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when ideas and feelings about their experiences using ful

including the seasons and changing states of matter. Communication and language Speaking ; Offer explanations for why appropriate; - Express their

Science (Understanding of **the World** The Natural World)

Enquiry question: winter?

	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.	introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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.  Expressive Arts and Design Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.	Expressive Arts and Design Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.		sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	discussions, offering their own ideas, using recently introduced vocabulary.	sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
History (Understanding of the World – Past and present) Enquiry question: How did people celebrate in the past?	No history direct teaching this week.	No history direct teaching this week.		LI: To explore ways Christmas was celebrated in the past.  Use the PowerPoint to look at how people would have celebrated Christmas in the past.  SMSC Spiritual - Generating and exploring ideas, making connections to previous knowledge.  ELG link Understanding the world – Past and Present Talk about the lives of the people around them and their roles in society; - 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.	LI: To explore ways Christmas was celebrated in the past.  Refer to last week's learning to discuss things that are the same with how people celebrate Christmas now and the ways celebrations have changed.  SMSC Spiritual - Generating and exploring ideas, making connections to previous knowledge.  ELG link Understanding the world – Past and Present Talk about the lives of the people around them and their roles in society; - 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.	No history direct teaching this week.	No history direct teaching this week.

P.E (Physical Development Fine Motor Skills Gross Motor Skills)	LI: To explore different ways of using hands to move a ball.  LI: To explore jumping in a variety of ways.  See Complete PE planning and exemplification.  SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual-Generating and exploring ideas.  ELG link Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	LI: To learn what controlling a ball means.  LI: to begin to jump efficiently.  Pupils will explore how and why we jump, using our head, arms and feet, applying the basic jumping technique.  See Complete PE planning and exemplification.  SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual-Generating and exploring ideas.  ELG link Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  LI: To understand	LI: To explore different ways of pushing and rolling a ball.  LI: To develop a jumping technique within a game.  See Complete PE planning and exemplification.  SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual-Generating and exploring ideas.  ELG link Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	LI: To explore different ways of bouncing a ball.  LI: To explore jumping for distance.  See Complete PE planning and exemplification.  SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual-Generating and exploring ideas.  ELG link Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	LI: To begin to play in a team.  LI: To explore jumping for height.  See Complete PE planning and exemplification.  SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual-Generating and exploring ideas.  ELG link Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	LI: To work with a partner to bounce a ball.  LI: To begin to play in a team.  See Complete PE planning and exemplification.  SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual-Generating and exploring ideas.  ELG link  Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	LI: To explore hopping in a variety of ways; in different directions, at different speeds and different levels.  LI: To learn what a defender does when playing a game.  See Complete PE planning and exemplification.  SMSC LINK Social-Talk partners Cultural - we show respect for different opinions. Spiritual-Generating and exploring ideas.  ELG link Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
(Personal, Social and Emotional development Self- regulation, managing self,	LI: To identify something I am good at.  Teacher to have a special bag/box full of things they are good at	everyone is good at different things.  Refer to last week-Look at the collection of items in the circle	LI: To understand that being different makes us all special.  Is it OK to be and do different things to the people around us?	LI: To know we are all different but the same in some ways.  Show a large selection of photos. Ask the children to talk to each	LI: To talk about why I think my home is special to me.  Select two teddies that are very similar in size. Tell the children that	to be a kind friend.	words to use to stand up for myself when someone says or does something unkind.  Using the teddies, set it
building relationships) Enquiry question: How are we different but still all special?	and enjoy, e.g. what book they love to read, their favourite food, special teddy. Show the children the contents of the bag/box and give a brief explanation of	(from last week).  Questions: Are they all the same? Are we all good at/like the same thing? This can be done	Ask the children to discuss amongst friends/talk partners.  Read Naked Trevor.	other about how we could sort the photos into two groups, e.g. old and young, male/female. Ask children to feed back to the group about how	they need to build a house for each of the teddies. What could we use in the room? As a group, construct houses for the teddies to live in.	Read The Dog and the Dolphin', by James Dworkin. Did the story do any of the children's ideas about how to make friends? Was	up so it looks like they are playing; then get one of them to start saying unkind things to the other, e.g. I don't like your jumper, it's horrible; you're not

why these things are special.

Sit the children in a circle, ask the children to think about what they are good at in school. Go around the circle and, using Jigsaw Jenie as a talking object, ask children to say what they are good at doing in school and encourage them to say why. If appropriate, ask the children or another grown-up to collect the item and place it in the middle of the circle e.g. I am good at Playdoh (put Playdoh in middle) Questions: What are you good at doing and why?

SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual-Generating and exploring

Moral - understand right and wrong, understand

ELG Link - Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; -Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food

choices.

through talk partners/friends.

Explain to children how we are all good at different things and that we should be proud of our achievements.

Explain to children how we should be happy for our friends who are good at different things and that we can all help each other learn.

SMSC LINK Social- Talk partners Cultural - we show respect for different Generating and exploring Moral – understand right

and wrong, understand

ELG Link - Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try t behave accordingly; -Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food

Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Jigsaw Jenie tells the children something s/he is good at. Using talking partners/friends, ask the children to talk to each other and find out something that they are each good at, e.g. I like football, he likes running Feed back to the class. Does it matter if your friend likes something vou don't? What about wearing different clothes? Talk about being unique and being who we want to be. Jigsaw Jenie likes to be a unique

Questions: Is it OK to be and do different things to the people around us? Does it matter if your friend likes something you don't? Is it OK to wear different clothes?

Jigsaw Friend.

SMSC LINK Social- Talk partners Cultural - we show opinions. Spiritual-Generating and exploring

Moral - understand right an wrong, understand

ELG Link - Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; -Manage their own basic hygiene and personal needs including dressing, going to the toilet, and understanding the importance of healthy food choices. Manage their own basic hygiene and personal needs including dressing, going to

the toilet, and understanding

we could sort the photos and allow them to do so. As a group, look at how

the photos have been sorted. Is there a different way we could sort the photos? Provide opportunities for children to share their ideas and sort the photos. Ask the children, can we group people? Why? Reinforce the idea that we all have some things that are the same but that we are also unique of their house is like. and very different from each other. Look around the room. Are we all the same/different? How? Are all our families the same?

Questions: Can we group people easily? Are we all the same/different? How?

Before reading the story reinforce the idea that we can all be very similar but also have features that make us different and unique. Read 'The Huev's in the New Jumper', by Oliver Jeffers

SMSC LINK Social- Talk partners Cultural - we show respect for differen opinions, Spiritual-Generating and exploring

Moral - understand right and wrong, understand consequences.

ELG Link - Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain

Questions: What would a house look like? Are all houses the same?

Look at the houses you have made. Are they the same or are they different? Show children pictures of different styles of house from around the world. Are any similar to where they live or are they different? Get the children to talk about what the inside Do they have photos up? What colour is their bedroom, etc.? Highlight how our houses are special to us and unique.

partners Cultural - we show respect for different opinions. Spiritual- Generating and exploring ideas Moral – understand right and wrong,

SMSC LINK Social- Talk

consequences. **ELG Link – Managing** Be confident to try new

activities and show independence, resilience and perseverance in the face of challenge; -Explain the reasons for rules, know right from wrong and try to behave accordingly; -Manage their own basis hygiene and personal needs, including dressing, going to the toilet, and understanding the

there anything in the story that the children hadn't talked about?

Questions: How do you make friends? How can we be kind friends? What can we do if we see someone by themselves? How can we be kind friends? What can we say that would make us a kind friend?

Talk about friendships in the class: what can we do if we see someone on their own? How can we be kind friends? What can we say that would make us a kind friend? Use Jigsaw Jenie as the one whose friend is away from school, so s/he feels lonely. Can the children suggest solutions?

SMSC LINK Social- Talk partners Cultural - we show respect for differen opinions, Spiritual-Generating and exploring

Moral - understand right and wrong, understand

ELG Link - Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; -Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy foo choices.

doing it right; it's not yours, it's mine. If using grown-ups, replicate the scenario as described above with the puppets, snatch things from each other and say unkind comments.

Does Jigsaw Jenie like what s/he sees? Do the children like what they see? Talk with friends about what they didn't like in that scenario and then feed back to the circle. How does it make the children feel seeing that unkind behaviour? How do vou think the puppet/teddy/grownup feels? Take some of the unkind things said and encourage discussions about why they are not OK to be said. What could be done instead? Let children know this was a pretend scenario. Questions: Do you like what you see? How does it make you feel? Is it OK to say unkind things and why?

If we don't like what someone does or says to us, what can we do to fix it? Teach the children to say, 'Please don't do that. I don't like it' when someone does or says something to them that they don't like. Explain to the children if they hear those words they have to stop. As class/talking friends, think of things we could say to each

				the importance of healthy	the reasons for rules, know	importance of healthy	Manage their own basic	other that are nice.
				food choices.	right from wrong and try to behave accordingly; -	food choices.	hygiene and personal needs, including dressing,	Practise with Jigsaw
					Manage their own basic	Manage their own basid	going to the toilet, and	Jenie.
					hygiene and personal	hygiene and personal	understanding the	
					needs, including dressing,	needs, including	importance of healthy food	SMSC LINK Social- Talk
					going to the toilet, and	dressing, going to the	choices.	partners Cultural - we
					understanding the	toilet, and	choices.	show respect for different
					importance of healthy food	understanding the		opinions. Spiritual-
					choices.	importance of healthy		Generating and exploring
					Manage their own basic	food choices.		ideas
					hygiene and personal needs, including dressing,			Moral – understand right and wrong, understand
					going to the toilet, and			consequences.
					understanding the			ELG Link – Managing self
					importance of healthy food			Be confident to try new
								activities and show
					choices.			independence, resilience
								and perseverance in the
								face of challenge; - Explain
								the reasons for rules, know
								right from wrong and try to
								behave accordingly; - Manage their own basic
								hygiene and personal
								needs, including dressing,
								going to the toilet, and
								understanding the
								importance of healthy food
								choices.
								Manage their own basic
								hygiene and personal
								needs, including dressing,
								going to the toilet, and understanding the
								importance of healthy food
								choices.
		LI: To identify people	LI: To say why friends	LI: To talk about ways	LI: To know the	LI: To retell the	LI: To talk about	LI: To begin to
		who are special to us.	and family/people are	Christians celebrate the	Christmas Nativity	Christian nativity story.	personal experiences	understand the word
		•	special to us.	Christmas festival.	story is special for	, ,	connected to the	'incarnation'.
		Show baby photos of			Christians.	Refer to last week's	Christian nativity.	
		known adults in the	Talk about people who	Show the Christmas box		learning. Talk about	,	Show the Christmas
	RE	school (teachers and	are special in our	again with things such as	Use figures of Mary and	Christmas gifts that the	A parcel arrives in the	box again with things
U	(Understanding of	TAs). Can they match	homes and in school.	Christmas cards,	Joseph and baby Jesus,	wise men gave to Jesus.	classroom. Discover the	such as Christmas
l III '	the World People,	them with the adult	Why? What do they do	Christmas decorations,	the shepherds and wise	What gifts would the	contents: birthday	cards, Christmas
	cultures and	photo?	that we like? How do	nativity scene, Christmas	men. Discuss if children	children give to a baby?	props such as a cake,	decorations, nativity
	communities)		they make us feel?	cake and a Bible.	know these figures.	What gifts would the	candles and banner.	scene, Christmas cake
	communicaj	SMSC LINK Social- Talk			ĭ	children like to receive?	Talk about the	and a bible.
	Facular conserv	partners Cultural - we		SMSC LINK Social- Talk	Read the nativity story.		children's own	Talk about how the
	Enquiry question:	show respect for different	SMSC LINK Social- Talk	partners Cultural - we show	,,	SMSC LINK Social- Talk	experiences of	Bible is a special book
	Why is Christmas	opinions. Spiritual-	partners Cultural - we	respect for different	SMSC LINK Social- Talk	partners Cultural - we	birthdays and link this	for Christians, it shows
	special for	Generating and exploring	show respect for different	opinions. Spiritual-	partners Cultural - we	show respect for different	to Jesus' birthday and	they are the same/have
	Christians?	ideas	opinions. Spiritual-	Generating and exploring	show respect for different	opinions. Spiritual-	celebrations.	the same ideas. Explain
		Moral – understand right	Generating and exploring	ideas	opinions. Spiritual-	Generating and exploring	cciculations.	that Christians think
		and wrong, understand consequences.	ideas Moral – understand right	Moral – understand right and wrong, understand	Generating and exploring	ideas	SMSC LINK Social- Talk	that God demonstrated
		ELG Link –	Moral – understand right and wrong, understand	consequences.	ideas	Moral – understand right	partners Cultural - we	
		Building relationships	consequences.	ELG Link –		and wrong, understand	show respect for different	his love for all people
			ELG Link –	Building relationships		consequences.	opinions. Spiritual-	by sending Jesus to

	work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs  People, Culture and Communities 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; - 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.	Building relationships work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs People, Culture and Communities 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; - 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.	work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs People, Culture and Communities 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; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.	ELG Link –  Building relationships work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on	ELG Link — Building relationships work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs People, Culture and Communities 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; - 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.	Generating and exploring ideas  Moral – understand right and wrong, understand consequences.  ELG Link –  Building relationships work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs  People, Culture and Communities  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; - 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.	earth, Christians think this shows that God says everyone was precious and special to him.  SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual- Generating and exploring ideas Moral – understand right and wrong, understand consequences. ELG Link – Building relationships work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs People, Culture and Communities 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; -
ART (Expressive Arts and Design Creating with materials)	LI: To listen to sounds of fireworks and make marks to represent fireworks.  Play music of firework sounds and video clip of fireworks, whilst listening, children to make marks on paper to represent the loud noises. Use crayons/pastel.	LI: To listen to sounds of fireworks and make marks to represent fireworks.  Play music of firework sounds and video clip of fireworks, whilst listening, children to make marks on paper to represent the loud noises. Use paint.  SMSC LINK Social- Talk partners	LI: To explore a sensory experience of playdough.  Children explore texture through playdough exploration.  SMSC LINK Social- Talk partners ELG Link – Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their		LI: To print with natural objects.  Children investigate printing with natural objects from our outdoor area for a calendar scene as a Christmas gift for home.  SMSC LINK Social- Talk partners ELG Link – Creating with materials Safely use and explore a variety of materials, tools	LI: To print with a variety of 3D shapes.  Children investigate printing with 2D and 3D shapes to create Christmas cards (circles for snowmen, triangles and rectangles for trees).  SMSC LINK Social-Talk partners ELG Link – Creating with materials	and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  LT: To use colour wheels to identify colours in the environment in Winter.  Children visit the cabin area with colour wheels to investigate the colours they can see.  SMSC LINK Social- Talk partners ELG Link – Creating with materials

	ELG Link – Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.  Ll: To learn to sing the nursery rhyme I'm a	creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.  LI: To learn to sing the nursery rhyme The	Make use of props and materials when role playing characters in narratives and stories.  Fine motor skills  Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.  LI: To learn to sing the nursery rhyme Ring O	and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.  LI: To learn to sing the nursery rhyme Hickory	design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.  Fine motor skills  Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.  LI: To learn to sing the alphabet song.	and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.  Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.  LI: To perform the nursery rhymes learnt	and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.  Ll: To review a recorded singing
Music (Expressive Arts and Design Being imaginative and expressive)	little teapot.  See My stories Charanga plan week 1.  SMSC LINK Social- Talk partners ELG Link Creating with materials Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and expressive 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.	grand old duke of York.  See My stories Charanga plan week 2.  SMSC LINK Social- Talk partners ELG Link Creating with materials Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and expressive 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.	Roses.  See My stories Charanga plan week 3.  SMSC LINK Social- Talk partners ELG Link Creating with materials Make use of props and materials when role playing characters in narratives and stories.  Being Imaginative and expressive 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.	Dickery Dock.  See My stories Charanga plan week 4.  SMSC LINK Social- Talk partners ELG Link Creating with materials Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and expressive 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.	See My stories Charanga plan week 5.  SMSC LINK Social- Talk partners ELG Link Creating with materials Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and expressive 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.	to an audience.  Record these for next week.  See My stories Charanga plan week 6.  SMSC LINK Social- Talk partners ELG Link Creating with materials Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and expressive 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.	Talk about what we think looks and sounds good and what we would change.  SMSC LINK Social-Talk partners ELG Link Creating with materials Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and expressive 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.

ICT (no longer in EYFS curriculum woven through in different areas of learning)	SMSC LINK Social- Talk partners. ELG Link Communication and language Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary ELG Link - Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	LI: To complete a simple programme.  Link to Art, use 2Splash program to explore paint splatter for firework explosions.  SMSC LINK Social- Talk partners. ELG Link – Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	Li: To use a drawing program to draw a picture.  Link to Art, use 2Simple to draw a self portrait print for use with Christmas calendar.  SMSC LINK Social- Talk partners. ELG Link Communication and language Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	LI: To use drawing program to draw a picture.  Link to Art, use 2Simple to draw a self portrait print for use with Christmas calendar. Children to evaluate and edit faces if required.  SMSC LINK Social- Talk partners. ELG Link – Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Fine motor skills Use a range of small tools, including scissors, paint brushes and cuttery; - Begin to show accuracy and care when drawing.	LI: To complete a simple program.  Children complete a 6-piece jigsaw in 2Games  SMSC LINK Social- Talk partners. ELG Link – Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	Li: To use a mouse touchpad to select tools on a laptop.  Link to PSHRE how we are all different but special, enter our hair colour information into 2Count Hair.  SMSC LINK Social- Talk partners. ELG Link Communication and language Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Li: To use a mouse touchpad to select tools on a laptop.  Link to Science Keep a weather diary for the week, On Friday, enter the information into 2Count weather.  SMSC LINK Social- Talk partners. ELG Link – Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
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