



EYFS Hyde Park Infants' School Medium Term Plan – Autumn 2

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
EXPERIENCE & EVENTS	English Literacy	<p>Text – Little Acorns.</p> <p>LI: To make a prediction based on a title page.</p> <p>LI: To listen to and understand the story Little Acorn.</p> <p>LI: To talk about words that rhyme.</p> <p>LI: To match rhyming words.</p> <p>LI: To understand a story has a beginning, middle and end.</p> <p>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</p>	<p>Continue text – Little Acorns.</p> <p>LI: To use pictures to sequence the story.</p> <p>LI: To write a sentence for each part of the story. (Using yesterday's sequencing).</p> <p>LI: To identify the story setting.</p> <p>LI: To describe a story setting.</p> <p>LI: To identify and talk about the character in the story.</p> <p>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</p>	<p>Text – Don't Hog the Hedge.</p> <p>LI: To make predictions based on the title.</p> <p>LI: To listen to and understand the story Don't Hog the Hedge.</p> <p>LI: To identify the story setting.</p> <p>LI: To write a label for a story setting.</p> <p>LI: To talk about the characters in the story.</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Moral – understand right and wrong, understand consequences. 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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</p>

		<p>understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>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; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing – Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be ready by others.</p> <p>Being imaginative and expressive – Invent, adapt and recount narratives and stories with peers and their teacher; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>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; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing – Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be ready by others.</p>	<p>appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>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; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing – Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be ready by others.</p>	<p>during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>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; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing – Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be ready by others.</p>	<p>stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>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; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing – Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be ready by others.</p> <p>Being imaginative and expressive – Invent, adapt and recount narratives and stories with peers and their teacher; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>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; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing – Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be ready by others.</p> <p>Being imaginative and expressive – Invent, adapt and recount narratives and stories with peers and their teacher; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	
	Phonics	<p>WTS ARE RWI Read 25 Set 1 sounds. Blend orally.</p> <p>Children have access to speed sound charts to correctly apply taught speed sounds. Red words (for Ditties-purple) displayed on English wall to apply in writing.</p> <p>ARE RWI Set 1 special friends. Read words with</p>	<p>WTS ARE RWI Read 25 Set 1 sounds. Blend orally.</p> <p>Children have access to speed sound charts to correctly apply taught speed sounds. Red words (for Ditties-purple) displayed on English wall to apply in writing.</p> <p>ARE RWI Set 1 special friends. Read words with</p>	<p>WTS ARE RWI Read 25 Set 1 sounds. Blend orally.</p> <p>Children have access to speed sound charts to correctly apply taught speed sounds. Red words (for Ditties-purple) displayed on English wall to apply in writing.</p> <p>ARE RWI Set 1 special friends. Read words with Special</p>	<p>WTS ARE RWI Read 25 Set 1 sounds. Blend orally.</p> <p>Children have access to speed sound charts to correctly apply taught speed sounds. Red words (for Ditties-purple) displayed on English wall to apply in writing.</p> <p>ARE RWI Set 1 special friends. Read words with</p>	<p>WTS ARE RWI Read 25 Set 1 sounds. Blend orally.</p> <p>Children have access to speed sound charts to correctly apply taught speed sounds. Red words (for Ditties-purple) displayed on English wall to apply in writing.</p> <p>ARE RWI Set 1 special friends. Read words with</p>	<p>WTS ARE RWI Read 25 Set 1 sounds. Blend orally.</p> <p>Children have access to speed sound charts to correctly apply taught speed sounds. Red words (for Ditties-purple) displayed on English wall to apply in writing.</p> <p>ARE RWI Set 1 special friends. Read words with</p>	<p>WTS ARE RWI Read 25 Set 1 sounds. Blend orally.</p> <p>Children have access to speed sound charts to correctly apply taught speed sounds. Red words (for Ditties-purple) displayed on English wall to apply in writing.</p> <p>ARE RWI Set 1 special friends. Read words with</p>

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	Mathematics	<p>Ll: To understand we can make 3 using smaller parts.</p> <p>Ll: To record using part whole.</p> <p>Ll: To identify representations (1, 2,3 and 4).</p> <p>Ll: To match number names with the numeral (1, 2, 3 and 4).</p> <p>Ll: To make marks to represent (1, 2, 3 and 4).</p> <p>SMSC LINK Social- Talk partners Moral- Solving problems. SPIRITUAL - Generating and exploring ideas, making connections to previous knowledge. Cultural- Respect others' views and understandings of how to solve the math problems. ELG Link Number - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to</p>	<p>Ll: To understand we can make 4 using smaller parts.</p> <p>Ll: To record using part whole.</p> <p>Ll: To compare quantities using the language of more than.</p> <p>Ll: To compare quantities using the language of fewer.</p> <p>Ll: To compare quantities using the language of same.</p> <p>SMSC LINK Social- Talk partners Moral- Solving problems. SPIRITUAL - Generating and exploring ideas, making connections to previous knowledge. Cultural- Respect others' views and understandings of how to solve the math problems. ELG Link Number - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to</p>	<p>Ll: To identify representations of number (1 -5).</p> <p>Ll: To match number names with the numeral (1 – 5).</p> <p>Ll: To make marks to represent numbers (1 – 5).</p> <p>Ll: To understand we can make 5 using smaller parts.</p> <p>Ll: To record using part whole.</p> <p>SMSC LINK Social- Talk partners Moral- Solving problems. SPIRITUAL - Generating and exploring ideas, making connections to previous knowledge. Cultural- Respect others' views and understandings of how to solve the math problems. ELG Link Number - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</p>	<p>Ll: To find one more than numbers (1 – 5).</p> <p>Ll: To show one more than a number (1 – 5).</p> <p>Ll: To find one less than numbers (1 – 5).</p> <p>Ll: To show one less than a number (1 – 5).</p> <p>Ll: To compare quantities of (1 – 5).</p> <p>SMSC LINK Social- Talk partners Moral- Solving problems. SPIRITUAL - Generating and exploring ideas, making connections to previous knowledge. Cultural- Respect others' views and understandings of how to solve the math problems. ELG Link Number - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - 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>Ll: To begin to describe a sequence of events using the words first and then.</p> <p>Ll: To begin to describe a sequence of events using the words first and then.</p> <p>Ll: To sort objects into day and night.</p> <p>Ll: To name the days of the week.</p> <p>Ll: To order the days of the week.</p> <p>SMSC LINK Social- Talk partners Moral- Solving problems. SPIRITUAL - Generating and exploring ideas, making connections to previous knowledge. Cultural- Respect others' views and understandings of how to solve the math problems. ELG Link Number - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to</p>	<p>Ll: To recognise and understand the properties of a rectangle.</p> <p>Ll: To recognise and understand the properties of a square.</p> <p>Ll: To recognise 4 sided shapes.</p> <p>Ll: To sort shapes according to their properties.</p> <p>Ll: To sort shapes according to their properties.</p> <p>SMSC LINK Social- Talk partners Moral- Solving problems. SPIRITUAL - Generating and exploring ideas, making connections to previous knowledge. Cultural- Respect others' views and understandings of how to solve the math problems. ELG Link Number - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other</p>	<p>Ll: To count to 5 objects in different arrangements.</p> <p>Ll: To count to 5 objects in different arrangements.</p> <p>Ll: To begin to subitise up to 4 objects.</p> <p>Ll: To begin to subitise up to 4 objects.</p> <p>SMSC LINK Social- Talk partners Moral- Solving problems. SPIRITUAL - Generating and exploring ideas, making connections to previous knowledge. Cultural- Respect others' views and understandings of how to solve the math problems. ELG Link Number - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other</p>

		<p>5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical patterns- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical patterns- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>and some number bonds to 10, including double facts.</p> <p>Numerical patterns- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Numerical patterns- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical patterns- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical patterns- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Numerical patterns- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	<p>Reading Comprehension</p>	<p>Vocabulary</p> <p>LI: To understand the new vocabulary: acorn, covered, walker, patiently, awaiting, dragged, heavy, welcoming, arrived, sprout.</p> <p>SMSC LINK Social- Talk partners Moral- Solving problems. SPIRITUAL - Generating and exploring ideas, making connections to previous knowledge. Cultural- Respect others' views and understandings of how to solve the math problems.</p> <p>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.</p>	<p>Sequencing</p> <p>LI: To talk about events that happened first, then, after and finally.</p> <p>SMSC LINK Social- Talk partners Moral- Solving problems. SPIRITUAL - Generating and exploring ideas, making connections to previous knowledge. Cultural- Respect others' views and understandings of how to solve the math problems.</p> <p>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.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently</p>	<p>Vocabulary</p> <p>LI: To understand the new vocabulary: hibernation, September, prepare, crispier, comfortable, damp, admiring, strange, marvellous, cosier, disturb.</p> <p>SMSC LINK Social- Talk partners Moral- Solving problems. SPIRITUAL - Generating and exploring ideas, making connections to previous knowledge. Cultural- Respect others' views and understandings of how to solve the math problems.</p> <p>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.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently</p>	<p>Retrieval</p> <p>LI: To identify the characters in the story.</p> <p>SMSC LINK Social- Talk partners Moral- Solving problems. SPIRITUAL - Generating and exploring ideas, making connections to previous knowledge. 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Cultural- Respect others' views and understandings of how to solve the math problems.</p> <p>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.</p> <p>Speaking Participate in small group, class and one-to-one</p>	<p>Retrieval</p> <p>LI: To talk about the problems Father Christmas had when travelling to the Roly Poly mountain.</p> <p>SMSC LINK Social- Talk partners Moral- Solving problems. SPIRITUAL - Generating and exploring ideas, making connections to previous knowledge. Cultural- Respect others' views and understandings of how to solve the math problems.</p> <p>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.</p> <p>Speaking</p>

		<p>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.</p> <p>Listening and attention 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 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- 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>Listening and attention 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>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.</p> <p>Listening and attention 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>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.</p> <p>Listening and attention 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
<p>Geography (Understanding of the World People, Culture and communities)</p> <p>Enquiry question: How are things around the world similar to and different from where I live?</p>	<p>No geography direct teaching this week.</p>	<p>LI: To talk about different foods enjoyed by children around the world.</p> <p>Refer to the text Let's Eat, What Children eat around the world. Talk about what the children enjoy eating and if this is the same or different. Also discuss how many things will be the same, such as McDonalds can be found all over the world.</p>	<p>No geography direct teaching this week.</p>	<p>LI: To understand how people celebrate special times.</p> <p>Visit from Mutley Baptist Church to discuss Christmas importance for Christians.</p> <p>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;</p>	<p>LI: To explore ways the Christmas festival is celebrated around the world.</p> <p>Use the PowerPoint to make comparisons with how Christmas can be celebrated around us/where we live and in different countries.</p> <p>SMSC Spiritual - Generating and exploring ideas, making connections to previous knowledge. Cultural- Respect others' views Social - Use a range of social skills; participate in</p>	<p>LI: To explore the winter festival Hannukah.</p> <p>Look at Hannukah powerpoint. Guest speaker Mrs L to share artefacts.</p> <p>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.</p>	<p>No geography direct teaching this week.</p>	

			<p>SMSC Spiritual - Generating and exploring ideas, making connections to previous knowledge.</p> <p>Cultural- Respect others' views</p> <p>Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints.</p> <p>ELG Link</p> <p>Understanding the world</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - 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.</p> <p>The Natural world -</p> <p>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.</p>		<p>appreciate diverse viewpoints.</p> <p>ELG Link</p> <p>Understanding the world</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - 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.</p> <p>The Natural world -</p> <p>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.</p>	<p>the local community; appreciate diverse viewpoints.</p> <p>ELG Link</p> <p>Understanding the world</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - 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.</p> <p>The Natural world -</p> <p>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</p> <p>Physical development</p> <p>Fine Motor skills</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 Link</p> <p>The Natural world -</p> <p>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</p> <p>Physical development</p> <p>Fine Motor skills</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>	
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**Science
(Understanding of
the World The
Natural World)**

Enquiry question:
How does our
world change in
winter?

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 and people growing foods need to help the foods to grow.

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 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

LI: To plant foods and plants.

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

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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 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

LI: To understand what hibernation is.

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

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 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 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 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.

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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 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 ;
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

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 social skills; participate in the local community; appreciate diverse viewpoints.

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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
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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 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.

Participate in small group, class and one-to-one

LI: To use our senses to identify things around us in an outdoor space.

Review what are our five senses, sight, smell, touch, taste, hearing.

Children visit the cabin area and explore what can be seen, touched, heard. Teacher to take photographs as a prompt for discussion.

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Understanding the world
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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
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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

		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.		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.	No history direct teaching this week.	L1: 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.	L1: 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 style="text-align: center;">P.E (Physical Development Fine Motor Skills Gross Motor Skills)</p>	<p>LI: To explore different ways of using hands to move a ball.</p> <p>LI: To explore jumping in a variety of ways.</p> <p>See Complete PE planning and exemplification.</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual-Generating and exploring ideas.</p> <p>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.</p>	<p>LI: To learn what controlling a ball means.</p> <p>LI: to begin to jump efficiently.</p> <p>Pupils will explore how and why we jump, using our head, arms and feet, applying the basic jumping technique.</p> <p>See Complete PE planning and exemplification.</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual-Generating and exploring ideas.</p> <p>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.</p>	<p>LI: To explore different ways of pushing and rolling a ball.</p> <p>LI: To develop a jumping technique within a game.</p> <p>See Complete PE planning and exemplification.</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual-Generating and exploring ideas.</p> <p>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.</p>	<p>LI: To explore different ways of bouncing a ball.</p> <p>LI: To explore jumping for distance.</p> <p>See Complete PE planning and exemplification.</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual-Generating and exploring ideas.</p> <p>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.</p>	<p>LI: To begin to play in a team.</p> <p>LI: To explore jumping for height.</p> <p>See Complete PE planning and exemplification.</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual-Generating and exploring ideas.</p> <p>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.</p>	<p>LI: To work with a partner to bounce a ball.</p> <p>LI: To begin to play in a team.</p> <p>See Complete PE planning and exemplification.</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual-Generating and exploring ideas.</p> <p>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.</p>	<p>LI: To explore hopping in a variety of ways; in different directions, at different speeds and different levels.</p> <p>LI: To learn what a defender does when playing a game.</p> <p>See Complete PE planning and exemplification.</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual-Generating and exploring ideas.</p> <p>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.</p>
	<p style="text-align: center;">PSHRE (Personal, Social and Emotional development Self-regulation, managing self, building relationships)</p> <p>Enquiry question: How are we different but still all special?</p>	<p>LI: To identify something I am good at.</p> <p>Teacher to have a special bag/box full of things they are good at 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</p>	<p>LI: To understand everyone is good at different things.</p> <p>Refer to last week- Look at the collection of items in the circle (from last week).</p> <p>Questions: Are they all the same? Are we all good at/like the same thing? This can be done</p>	<p>LI: To understand that being different makes us all special.</p> <p>Is it OK to be and do different things to the people around us? Ask the children to discuss amongst friends/talk partners.</p> <p>Read Naked Trevor.</p>	<p>LI: To know we are all different but the same in some ways.</p> <p>Show a large selection of photos. Ask the children to talk to each 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</p>	<p>LI: To talk about why I think my home is special to me.</p> <p>Select two teddies that are very similar in size. Tell the children that 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.</p>	<p>LI: To understand how to be a kind friend.</p> <p>Ask the children to talk to each other about how we make friends. What can we say or do?</p> <p>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</p>	<p>LI: To know which words to use to stand up for myself when someone says or does something unkind.</p> <p>Using the teddies, set it 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</p>

		<p>why these things are special.</p> <p>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)</p> <p>Questions: What are you good at doing and why?</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual- Generating and exploring ideas Moral – understand right and wrong, understand consequences.</p> <p>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.</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>through talk partners/friends.</p> <p>Explain to children how we are all good at different things and that we should be proud of our achievements.</p> <p>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.</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual- Generating and exploring ideas Moral – understand right and wrong, understand consequences.</p> <p>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.</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>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 you 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 Jigsaw Friend.</p> <p>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?</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual- Generating and exploring ideas Moral – understand right and wrong, understand consequences.</p> <p>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.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding</p>	<p>we could sort the photos and allow them to do so.</p> <p>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 and very different from each other. Look around the room. Are we all the same/different? How? Are all our families the same?</p> <p>Questions: Can we group people easily? Are we all the same/different? How?</p> <p>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 Huey's in the New Jumper', by Oliver Jeffers</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual- Generating and exploring ideas Moral – understand right and wrong, understand consequences.</p> <p>ELG Link – Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain</p>	<p>Questions: What would a house look like? Are all houses the same?</p> <p>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 of their house is like. Do they have photos up? What colour is their bedroom, etc.? Highlight how our houses are special to us and unique.</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual- Generating and exploring ideas Moral – understand right and wrong, understand consequences.</p> <p>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</p>	<p>there anything in the story that the children hadn't talked about?</p> <p>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?</p> <p>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?</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual- Generating and exploring ideas Moral – understand right and wrong, understand consequences.</p> <p>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.</p>	<p>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.</p> <p>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 you think the puppet/teddy/grown-up 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.</p> <p>Questions: Do you like what you see? How does it make you feel? Is it OK to say unkind things and why?</p> <p>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</p>
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				the importance of healthy food choices.	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.	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.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.	other that are nice. Practise with Jigsaw Jenie. 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 – 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.
	<p style="text-align: center;">RE (Understanding of the World People, cultures and communities)</p> <p>Enquiry question: Why is Christmas special for Christians?</p>	<p>LI: To identify people who are special to us.</p> <p>Show baby photos of known adults in the school (teachers and TAs). Can they match them with the adult photo?</p> <p>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</p>	<p>LI: To say why friends and family/people are special to us.</p> <p>Talk about people who are special in our homes and in school. Why? What do they do that we like? How do they make us feel?</p> <p>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 –</p>	<p>LI: To talk about ways Christians celebrate the Christmas festival.</p> <p>Show the Christmas box again with things such as Christmas cards, Christmas decorations, nativity scene, Christmas cake and a Bible.</p> <p>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</p>	<p>LI: To know the Christmas Nativity story is special for Christians.</p> <p>Use figures of Mary and Joseph and baby Jesus, the shepherds and wise men. Discuss if children know these figures.</p> <p>Read the nativity story.</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual- Generating and exploring ideas</p>	<p>LI: To retell the Christian nativity story.</p> <p>Refer to last week’s learning. Talk about Christmas gifts that the wise men gave to Jesus. What gifts would the children give to a baby? What gifts would the children like to receive?</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual- Generating and exploring ideas Moral – understand right and wrong, understand consequences.</p>	<p>LI: To talk about personal experiences connected to the Christian nativity.</p> <p>A parcel arrives in the classroom. Discover the contents: birthday props such as a cake, candles and banner. Talk about the children’s own experiences of birthdays and link this to Jesus’ birthday and celebrations.</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual-</p>	<p>LI: To begin to understand the word ‘incarnation’.</p> <p>Show the Christmas box again with things such as Christmas cards, Christmas decorations, nativity scene, Christmas cake and a bible. Talk about how the Bible is a special book for Christians, it shows they are the same/have the same ideas. Explain that Christians think that God demonstrated his love for all people by sending Jesus to</p>

		<p>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</p> <p>People, Culture and Communities</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; - 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>Building relationships</p> <p>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</p> <p>People, Culture and Communities</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; - 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>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</p> <p>People, Culture and Communities</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; - 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>Moral – understand right and wrong, understand consequences.</p> <p>ELG Link –</p> <p>Building relationships</p> <p>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</p> <p>People, Culture and Communities</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; - 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 Link –</p> <p>Building relationships</p> <p>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</p> <p>People, Culture and Communities</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; - 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>Generating and exploring ideas</p> <p>Moral – understand right and wrong, understand consequences.</p> <p>ELG Link –</p> <p>Building relationships</p> <p>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</p> <p>People, Culture and Communities</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; - 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>earth, Christians think this shows that God says everyone was precious and special to him.</p> <p>SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. Spiritual- Generating and exploring ideas</p> <p>Moral – understand right and wrong, understand consequences.</p> <p>ELG Link –</p> <p>Building relationships</p> <p>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</p> <p>People, Culture and Communities</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; - 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>ART (Expressive Arts and Design Creating with materials)</p>	<p>LI: To listen to sounds of fireworks and make marks to represent fireworks.</p> <p>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.</p>	<p>LI: To listen to sounds of fireworks and make marks to represent fireworks.</p> <p>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.</p> <p>SMSC LINK Social- Talk partners</p>	<p>LI: To explore a sensory experience of playdough.</p> <p>Children explore texture through playdough exploration.</p> <p>SMSC LINK Social- Talk partners ELG Link – Creating with materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their</p>	<p>LI: To mould clay to create an animal.</p> <p>Children explore texture through clay manipulation. Have twigs, googly eyes for children to create a hedgehog (link to literacy).</p> <p>SMSC LINK Social- Talk partners ELG Link – Creating with materials</p>	<p>LI: To print with natural objects.</p> <p>Children investigate printing with natural objects from our outdoor area for a calendar scene as a Christmas gift for home.</p> <p>SMSC LINK Social- Talk partners ELG Link – Creating with materials</p> <p>Safely use and explore a variety of materials, tools</p>	<p>LI: To print with a variety of 3D shapes.</p> <p>Children investigate printing with 2D and 3D shapes to create Christmas cards (circles for snowmen, triangles and rectangles for trees).</p> <p>SMSC LINK Social- Talk partners ELG Link – Creating with materials</p>	<p>LT: To use colour wheels to identify colours in the environment in Winter.</p> <p>Children visit the cabin area with colour wheels to investigate the colours they can see.</p> <p>SMSC LINK Social- Talk partners ELG Link – Creating with materials</p>

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

ICT
(no longer in EYFS curriculum woven through in different areas of learning)

No taught ICT this week

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 cutlery; - 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.