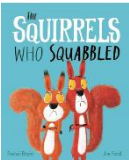
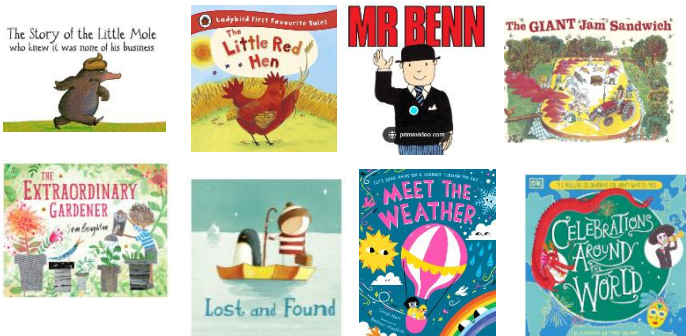


All About Me (Others)	
People who help us	Seasonal Changes & Weather
Celebrations Around The World	
Confident Communicators • Independent Individuals • Talented Tool Users • Brilliant Bookworms • Exceptional Explorers • Wow Writers • Masters of Maths • Amazing Athletes • Caring Collaborators • Proud Performers • Dynamic Designers	
 <p>The Squirrels That Squabbled <i>Rachel Bright</i></p>	<p>Other Core Texts & Inspirations</p> 
<p><u>Drawing Club Vocabulary</u></p> <p>Squirrel Woodland Argument Emotions Autumn Seasons Community Squabble Mole Cross Nocturnal Blind Moist Satisfied Investigate Unique Dough Wheat Starving Ingredients Aggravated Refuse Rude Costume Magic Occupation Ordinary Transform Enchanted Extraordinary Village Pesky Construct Swarm Escape Capture Enormous Trapped Weather Cloudy Mist Thunder Lightening Tornado Foggy Icy</p>	<p><u>Talk Through Stories Vocabulary</u></p> <p>Ignored Floated Disappointment Discovered Delighted Lonely Searched Wonderful Imagination Wild Ordinary Roamed Soared Longed Discovered</p>
<p>What is important to me? People who are important to me People who help us Our Community : Class, School, Local Celebrations around the world Seasonal changes & weather</p>	
<p><u>Celebrations</u></p>	<p><u>Enrichment</u></p>

Bonfire Night Remembrance Day Diwali
Christmas
Nativity

Visitors from different occupations
Clive Piggott – International Storyteller
DT – Food Technology – Pumpkin Soup (Kitchen Safety)
DT – Food Technology - Gingerbread men
Local Church Visit
Christmas Fair – Wreath Making
Nativity – Christmas Story

Clive PiG



Religious Education

Key Question:

Why do some Christians perform Nativity plays at Christmas?



Personal, Social, Health & Economic Education

Key Theme: Valuing Difference

I'm special, you're special
Same and different
Same and different (families)
Same and different (homes)
I am caring
I am a friend



Personal, Social & Emotional Development

Build constructive and respectful relationships

*Children develop skills to listen to each other as well as staff.
Children will learn to negotiate during their play if play opinions differ during provision and Play Projects*

See themselves as a valuable individual

Continue to talk about family members and start to discuss similarities and differences between families with their peers and adults in the classroom.

Communication and Language

Listening

Listen to stories with increasing attention and recall.

Attention

*Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
Give their attention to what others say and respond appropriately*

Continue to build on interests inside and outside of school life. Sharing some of these with peers and adults in the classroom.

Express their feelings and consider the feelings of others

Starting to use descriptive vocabulary when expressing that they are hurt or sad.

Children will take part in activities where they can build upon expressing feelings and opinions.

Show resilience and perseverance in the face of challenge

Start to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty.

Begin to set own goals and work on achieving them with peers or an adult in the classroom.

Identify and moderate their own feelings socially and emotionally

To begin to know why we take turns, wait politely, tidy up after ourselves etc.

To start to understand why it is important to respect class rules and behave correctly towards others.

Think about the perspectives of others

When listening to stories start to make comments about how the character is feeling and how they are overcoming any challenges.

Talk about problems and emotions to an adult or peer and how they can/have overcome them.

Manage their own needs

Children will begin to look after their own belongings and start to put things away such as book bags, hanging up coats and bags etc without any prompting from an adult.

Children can identify when they may need support from an adult to change wet/dirty clothes.

Physical Development

Fine Motor

To manipulate a range of tools and equipment in one hand (playdoh cutters, plastic knives

Respond

Respond to what they hear with relevant comments or actions

Use talk to organise themselves in their play 'Let's make a bus. You sit here. I'll be the driver'.

Understanding

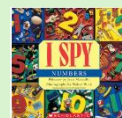
Begin to understand 'why' questions linked to a story, such as 'why do you think that character was sad?'

Speaking

Begin to use a wider range of vocabulary or nouns, people, places and objects from stories and topics so far and begin to use these in longer sentences.

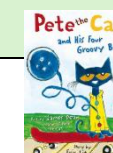
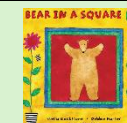
Take turns speaking in play about thoughts that relate to what I am doing or can see.

Use longer sentences of up to 6 words or more to communicate their ideas.



Maths

Number:
Ordinality to 10
Composition of 5



Begin to use scissors with one hand.

Form a range of recognisable letters independently.

Gross Motor

Begin to develop coordination and spatial awareness.

Maintain balance on stairs and whilst carrying small- and large-scale objects across a flat surface.

Begin to maintain balance whilst carrying objects across an un-balanced surface.

*Take part in **Squiggle Time** activities to strengthen movement in the arm and wrist. Begin to create large marks on paper.*

*Start **P.E** sessions – Arena Dance and Movement (Toys)*

Subitise

5 frames

Part-Whole

(Review: Counting, Ordinality and Cardinality to 10)

(Review: Comparison – More than/fewer than)

Pattern, Shape, Space & Measure:

Patterns

Circles and Triangles

Squares and Rectangles



Vocabulary

Pattern, continue repeating, next, same, part, shape, circle, curved, side, triangle, straight, corner, square, equal, rectangle, short, long, subitise

Literacy

Reading

Identifying known single letter sounds in word. Leading up to blending CVC sounds

Children will begin to identify rhymes and alliteration in stories

Know that print is read from left to right

Spotting 'special friends' in words.

Retelling stories related to events through role play

Exposure to non-fiction texts

Writing

Form recently taught letters so they are recognisable

Understanding the World

Geography

Name and locate areas in community (religious, important buildings, road signs)

Surrounding area: observation, discussion, maps

Name and talk about another country

Vocabulary

Local shops, church, playpark, river, car park, bridge, kit hill, landmark

History

To learn about a range of occupations

Write my own name to label things which are important to me

Creating codes in my own pictures to give meaning to my work

Writing invitations and cards for celebrations

Begin to write lists for things I need (such as shopping lists in the role play)

Know about a significant inventor

Talk about past/present events in their own/family life

Similarities and differences – others, communities, families, cultures

Comment on images of familiar situations in the past


Vocabulary

Job, work, inventor, cause, relation, cousin, auntie, uncle, great-grandparent

Read, Write Inc Phonics

Children continue to practise oral blending with Fred Games.

Children will revisit Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, w, x, y, z, sh, th, ch, qu, ng, nk



Children will continue to use magnetic boards to support segmenting (Fred Talk) a word.

Children are taught to blend single-letter sounds (word time 1.1-1.4)

Children will continue on Purple Blending Books. Some children may progress to paper Dittys.

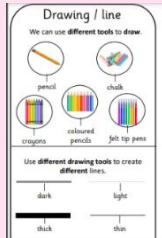
Expressive Art and Design

Focus Artists

Picasso's Line Drawings

Gustav Klimt

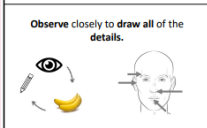
Van Gogh – Starry Night/Sunflowers



Drawing

Line: Children will begin to explore how to use line in different ways to create shape, space and form.

Observation: Children will begin to draw from own observations and begin to experiment with adding detail to their drawings



Pattern

Recognise and create different patterns using loose parts and shapes.

Vocabulary

Observe, AB/ABC pattern, line, shape, space, form

