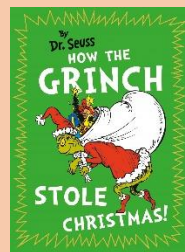


## Children in Need



## Suggested Texts



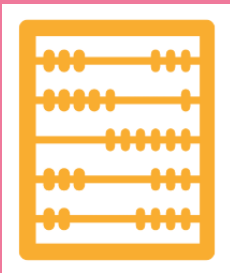

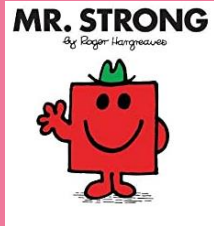
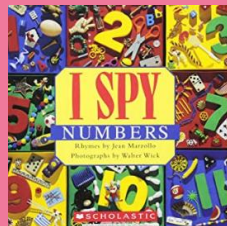
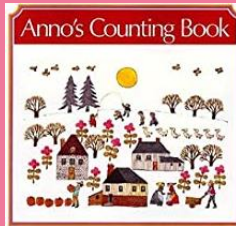
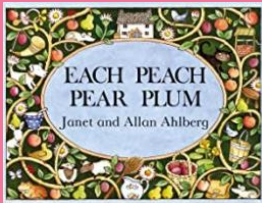
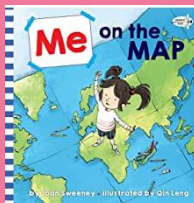
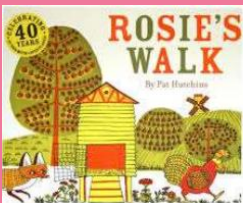
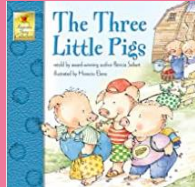

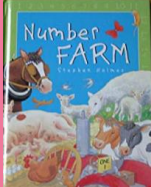


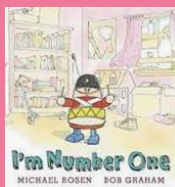
**PERFORM** a story, song, poem or rhyme to an audience

- + Daily songs, nursery rhymes and school/class songs.

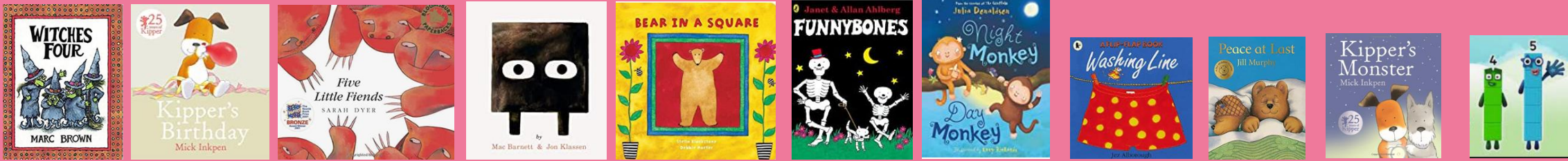

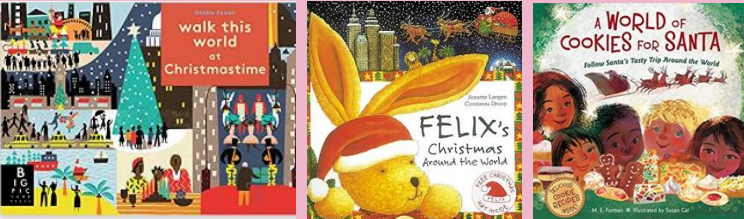





Area of learning	Knowledge and Skills (Know how, know that, know the)	Revisit/ongoing throughout the year
<div>Communication and Language</div> <div></div>	<p><b>Listening:</b> Know how to listen in familiar and new situations. Know how to engage in stories that are familiar and new with interest and enjoyment.</p> <p><b>Attention:</b> Know how to maintain attention in new situations e.g., whole school assembly or PE sessions in the hall. Know that you can shift attention when required e.g., when given a clear prompt - ‘name’.</p> <p><b>Respond:</b> Know how to make relevant comments when listening to a story and can answer ‘why’ questions. Know how to link events in a story to their own experiences. <i>Know that you can ask questions to find out more and to check they understand what has been said to them.</i> Know how to respond to others appropriately in play. <i>Know how to engage in story times.</i> <i>Know how to engage in non-fiction book.</i></p> <p><b>Understanding:</b> <i>Know how to follow instructions or a question with 2 parts in familiar situations.</i></p> <p><b>Speaking:</b> Know how to use intonation to make meaning clear to others. <i>Start a conversation with peers and familiar adults and continue it for many turns.</i> Know how to use simple conjunctions in talk to link thoughts ‘and’ ‘because’. Know how to retell a simple event e.g., how scratched knee’ Recognise words that rhyme or sound similar E.g., “Cat and hat”. <i>Know how to develop social phrases – “Good morning, how are you?”</i></p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>
<div>Personal, Social and Emotional Development</div> <div></div>	<p><b>Express feelings:</b> Know how to show concern for others and show awareness of how their actions may impact on others. Express their feelings and consider the feelings of others.</p> <p><b>Manage behaviour:</b> Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.</p> <p><b>Self-awareness:</b> Can talk about what they are doing and why.</p> <p><b>Independence:</b> Know areas they would like to play in or resources they would like to use and independently access. Know they can say when they help. With some support, know how to get dressed and undressed for PE sessions. Can follow instructions with 2 parts.</p> <p><b>Collaboration:</b> Begin to share and take turns.</p> <p><b>Social skills:</b> Continue to build constructive and respectful relationships. Know familiar adults and peers to engage in conversations and ask for help.</p> <p><b>Life Learning focus:</b> Health and Well-being My Feelings, My family and friend: Zones of regulation Dealing with my feelings What to do when I’m sad What to do when I’m angry Why do we have rules? Staying safe and people who help us</p> <p>Books used –</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>

	 <p>Make independent choices in the learning environment. Continue an activity until completion. Work with friends to tidy the learning environment by following a model.</p>	
<p><b>Physical Development</b></p> 	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Know how to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p>	<p>Continue to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>
	<p><b>REAL PE</b> Social Cog Focus – taking turns and sharing Dynamic balance to Agility skill: Jumping and Landing Static Balance skill: Seated balance</p>	<p>Continue to develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p>
<p><b>Literacy</b></p> 	<p><b>COMPREHENSION</b> Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Know how to respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. Know how to talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.</p> <p><b>WORD READING</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our phonic programme – Little Wandle Letters &amp; Sounds.</p> <p><b>WRITING</b> <b>Emergent writing:</b> Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Knows some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. <b>Composition:</b> Knows how to orally compose a sentence and hold it in memory before attempting to write it. <b>Spelling:</b> Knows how to orally spell VC and CVC words by identifying the sounds. Knows how to write own name. <b>Handwriting:</b> Knows how to form letters from their name correctly.</p>	<p>Enjoy joining in with rhyme, songs, and poems (Christmas Poetry Basket)</p> <p>Re-read books to build up confidence in word reading, fluency, understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p>Develop listening and speaking skills in a range of contexts.</p>

	<p>Knows that after a word there is a space.</p> <p><b>The Write Stuff:</b> <b>Traditional Tales</b> Goldilocks and the three bears Poppies - Animation Jack and the jelly beanstalk <b>Non-fiction</b> Penguins by National Geographic</p>	
Phonics	<p><b>Phase 2</b> Know grapheme phoneme correspondence -. ff ll ss j v w x y z zz qu ch sh th ng nk Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling read words with –s /s/ added at the end (hats sits) Read words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) Know tricky words - as and has his her go no to into she he of we me be</p>	<p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p>
Mathematics	<div><div></div><div><p><b>White Rose Maths – Circle and Triangles, 1,2,3, 4,5</b></p><div></div></div></div>	
<b>Coverage</b>		<b>Ongoing Guidance</b>
<p><b>Representing 1,2,3</b> Know how to identify representations of 1, 2 and 3. Know how to subitise or count to find out how many. Know how to make their own collections. Know how to match the number names we say to numerals and quantities.</p>		<p>Cardinality – know that the final number they say names the quantity of the set. Correspondence – counting different arrangements by touching each object as they count. Graphical representations – encourage own marking to represent 1, 2, 3.</p>
<p><b>Comparing 1,2,3</b> Begin to know that as we count each number is one more than the one before. Begin to know as we count back each number is one less than the previous number.</p>		<p>Use a range of representations to support understanding. Support children to make comparisons in different contexts as they play.</p>
<p><b>Composition of 1,2,3</b> Begin to know that all numbers are made up of smaller numbers.</p>		<p>Explore composition of larger numbers in play.</p>
<p><b>Formation of 1,2,3</b></p>		<p>Numerals introduced but not expected to write them at this stage.</p>
<p><b>Circles and triangles</b> Know that circles have one curved side. Know that triangles have three straight sides. Know how to recognise these shapes on everyday items</p>		<p>Show a variety of different sized circles and triangles in different orientations and with sides of different lengths.</p>
<p><b>Positional language</b> Begin to know how to use positional language. Begin to know how to represent real places they have visited with models, drawings, or maps.</p>		<p>Positional language describes how items are positioned in relation to other items.</p>
<p><b>White Rose: 1,2,3,4,5, Shapes with 4 sides, Alive in 5, Mass and Capacity</b></p>		



	
Coverage	Ongoing Guidance
<b>Four</b> Know how to count on and back to 4. Know how to count or subitise sets of objects up to 4. Know how to match the number names we say to numerals and quantities. Know which sets have more or fewer.	Cardinality – know that the final number they say names the quantity of the set. Correspondence – counting different arrangements by touching each object as they count. Graphical representations – encourage own marking to represent 1, 2, 3, 4
<b>Five</b> Know how to represent up to 5 objects on a five frame. Know that if a five frame is full then there are 5.	Link to birthdays as children will soon be 5. Link to number songs and rhymes. Encourage putting objects into a line when counting so there is a clear start and end point.
<b>One more one less</b> Begin to the know the link to between counting forwards and the one more pattern and counting backwards and the one less pattern.	Use books and rhymes to support one more one less e.g., gingerbread man, enormous turnip, hungry caterpillar, 5 little ducks, 5 speckled frogs.
<b>Shapes with 4 sides</b> Know that squares and rectangles have 4 straight sides and 4 corners Know how to recognise these shapes on everyday items	Show a variety of different sized squares and rectangles in a variety of different sizes and orientations. NOTE: Squares are classed as special rectangles with 4 equal sides.
<b>Time - Night and Day</b> Know how to order key events in daily routines. Know language to describe when key events happen e.g., day, night, morning, afternoon, tomorrow, before, after. Begin to know how to measure time in simple ways e.g., counting the number of sleeps to an important event, using timers to measure duration of events.	Link to the countdown to Christmas.
<div>Understanding the World</div> <div></div> <div></div> <div><b>Causation:</b> Begin to know that they can compare characters from stories to themselves and their own experiences. <b>Impact:</b> Know how to use the language of time when talking about past/present. <b>Chronology:</b> Begin to know how to use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. <b>Enquiry:</b> Know about some key historical events – know why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. <b>Respect:</b> Know that that people have different beliefs and celebrate special times in different ways. Begin to know some similarities and differences between life in this country and life in other countries. <b>Mapping:</b> Know how to use technology in exploring mapping - a Bee Bot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. Map of Hugglescote village - walk <b>Communication:</b> Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside. Explore the natural world around them by taking part in weekly forest school inspired ‘Welly Wednesday’ sessions.</div> <div>RE Which people are special and why?</div>	

	<p>Coverage – talking about people who are special to them, what makes their family and friends special to them, identifying some of the qualities of a good friend, talking about stories of Jesus as a friend to others, learning about a special person in Sikhism and talk about what can be learnt from it.</p> <p><b>Scientific Knowledge:</b></p> <p>Materials – Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper.</p> <p>Know some simple properties of materials.</p> <p>Know how we can sort objects into groups based on their material. Know what materials can be recycled.</p> <p><b>Scientific Vocab:</b> material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny</p>				
<div>Expressive Arts and Design</div> <div></div>	<p>Mark Making/Drawing: Skill: observational drawing - Pumpkins Know how to create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Colour: Recognise and name colours.</p> <p>Painting: Explore that there are different paint types - watercolour, powder paint, acrylic, ready mix paint.</p> <p>Printing: Know how to print with sponges and rollers, shapes. Artist Study: Wassily Kandinsky</p> <div></div> <p>Materials: Know how to use different materials for Junk modelling. Junk modelling will continue to be offered in continuous provision.</p> <p>3D Work: Know how to use simple joins when using different materials to create 3D work, e.g., Sellotape, masking tape, stick glue. Know how to create a chair for Baby Bear/ use different textures and materials to make houses for the three little pigs.</p> <p>Cutting Skills: Know how to use scissors to cut in a straight line.</p> <p><b><u>Songs and Rhyme Knowledge</u></b></p> <table><tr><td>World Nursery Rhyme Week: The Big Ship Sails 12345 (Once I Caught A Fish Alive) Five Little Speckled Frogs BINGO Twinkle, Twinkle</td><td>Christmas Poetry Basket Songs: Know the following songs – I’m a little elf In My Christmas Den Out of the Corner of My Eye Robin is my name Whether the weather</td><td><b>Music session focus songs:</b> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</td></tr></table>	World Nursery Rhyme Week: The Big Ship Sails 12345 (Once I Caught A Fish Alive) Five Little Speckled Frogs BINGO Twinkle, Twinkle	Christmas Poetry Basket Songs: Know the following songs – I’m a little elf In My Christmas Den Out of the Corner of My Eye Robin is my name Whether the weather	<b>Music session focus songs:</b> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	<p><u>Ongoing</u></p> <p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Take part in simple, pretend play often based on familiar experiences, e.g., making dinner.</p> <p>Uses available resources to create props or creates imaginary ones to support play.</p> <p>Develop storylines through small-world or role-play</p>
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