|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
|  | **Why is it good to be me? (senses)** **Prayer –****Thank you God for feet to run,****Thank you for my play and fun,****Thank you God for eyes to see,****Thank you for making me a special me.****Thank you God a nose to smell,****Thankyou for making me fit and well,****Thank you God for hands to touch,****Thankyou God so very much.** |
| **Topic** | **Let’s Explore!****What do I like to do best?** | **All that glitters.****I can explore, what can I see?****(Shiny and dull)** | **Pirates****What can I feel?****(touch)** | **Weather****What is it like to be warm and cold?** | **Traditional tales****What do my taste buds and nose tell me?****(taste)** | **Growing****How do things change when they grow?** |
| **Key knowledge****(skills taken from Development Matters)** | **The children will know the rules and expectaions of the areas of learning.** | **The children will know the words shiny and dull**. | **The children will know different types of transport.** | **The children will know the difference between hot and cold.** | **The children will know the sequence of a traditional story.** |  **The children will know the life cycle of an animal.** |
| **Reading Texts** | \\CURRIC2K12\Users\Staff\A.Gallagher\My Pictures\naughty step.pngImage result for starting school book\\CURRIC2K12\Users\Staff\A.Gallagher\My Pictures\hugless.png | See the source imagehttps://images-na.ssl-images-amazon.com/images/I/51vHbp3qcKL._SY344_BO1,204,203,200_.jpgSee the source image | See the source imageSee the source imageSee the source image | See the source imagehttps://i12.onbuy.com/product/4f4dc8ffd8ea4ddbae3fcb92ebbe2560-l7831149.jpg/th?id=OPE.b8w3empg49PSUg300C300&pid=21.1 | /th?id=OPE.K7K3cENxgZr0IQ300C300&pid=21.1 | See the source imageSee the source imagehttps://images-na.ssl-images-amazon.com/images/I/51L66jeZKHL._SY413_BO1,204,203,200_.jpghttps://images-na.ssl-images-amazon.com/images/I/51IU%2Bl9aiOL._SY393_BO1,204,203,200_.jpg |
| **Writing Genres** | Pencil gripMark makingWriting patternsName writing | Pencil gripMark making in all areasWriting patternsName writingLetters to Santa | Pencil gripMark makingWriting patternsName writingLabelsTreasure mapsClues | Pencil gripMark makingWriting patternsName writingLabels | Retelling stories, through drawing and writing.Word banks to support writing of familiar stories.Writing in role play areas. | Information postersHow to look after…Initial letter sounds and simple wordsPhase 1 and 2 phonics.Lists, labels and other writing for purpose.Word banks inside and outside. |
| **Developing Language** | Area names- vocabularyKnowing other children’s namesTalk framesDeveloping an environment secure for talk.Autumnal vocab | To use vocabulary relating to Nativity.Main character names.Bethlehem.StableMangerReflectorShiny, sparkly, glitter, glow,  | To use vocabulary relating to Pirates | Hot and cold vocabularyWeather words | Traditional story vocab, Once upon a time…Happily ever after…HeroVillainRecipe language | Life cyclesAnimal names and their babiesHabitat vocabObservations |
| **Maths** | * 1. correspondence

Matching objects to shapes on the shelvesCounting back resources, i.e 2 pens, 3 scissors… | Advent.Sizes, shapes and weights of presents.Number linesPattern | Number rhymes and songs with resources.Numicon intro | Matching pairsNumber recognition, 0-5, 0-10Counting animals | Counting and measuring ingredients.4 spoons of flour…Positional language | Sorting and making patterns with seeds.Counting onSymmetry |
| **Enrichment activities** | **Basic provision**Where do things go?What do we do in each area?Becoming independent in each area | Light box.Torches and reflectors.Dark areaBooks telling the Nativity storySmall world nativity | Pirate small worldPirate number problemsDifferent types of transport out, land, see and air.Pirate costumesEnhanced provision in the pirate ship outside. | Ice in the classroomCold small world areas.Clothes for different weatherKite making equipmentWeather stations | Small world traditional tales.Home corner as a traditional tale setting.Lots of traditional tale books in areas, especially reading and small world. | Life cycle resourcesSymmetry workAnimal number problemsNon fiction books about animals and their young. |
| **Festivals/ British Values** | Staff support decisions children make and provide activities that involve turn taking, sharing and collaboration.An atmosphere where questions are valued.'**the rule of law**'. Teaching that there are boundaries and consequences**respect** and **tolerance** for others is about learning to understand and appreciate each other's differences |
| Bonfire nightHarvestDiwaliTable etiquetteMannersCommunity | ChristmasAdvent[Armistice Day](https://en.wikipedia.org/wiki/Armistice_Day)Why do Christians perform a Nativity play at Christmas? | Shrove TuesdayAsh WednesdayChinese new yearMother’s day | EasterSeasons | Traditional tales and their messages to us.Traditional British foodQueen’s birthday picnic | Eid – developing respect for other peoples values and beliefs.Sports day |
| **R.E syllabus** | New babies, weddings, christenings, death of a pet, celebrations of children’s faiths…ongoing |
| Being special. Where do we belong?Why is God is an important person to Christians?The lunch time prayer | Nativity storySmall world nativityNativity playAdvent calendarBooks telling the Nativity storyPictures of the children dressed up. | Which places are special and why? | Which stories are special and why?Why do Christians put a cross in an Easter garden?Easter storyhttps://images-na.ssl-images-amazon.com/images/I/51-a6lBlyXL._SX456_BO1,204,203,200_.jpg | Which stories are special and why?https://images-na.ssl-images-amazon.com/images/I/51UoxspXoTL._SX445_BO1,204,203,200_.jpgEid | God created all of the creaturesWe need to look after everything for God.Eid |
| **Learning Experiences** | Walk in the woodsOutside areas. | Nativity playParents to come in and do Christmas crafts with their children.Invite parents in for a Christmas story.Road safety demonstration.Fire in Arks fire pitSparklersLight a candle(risk assessments to be completed) | Dress up as a pirate dayFace paintingVisit to the Church | Playing in the snow.IceMr Freeze visits | Visit to a bakery.Warburton’s in school.Baking for the queens b dayBaking for traditionalPorridge/ginger bread men,… | Visit to the farm/animals into schoolHatching chicksHatching butterflies.Tadpoles |
| EYFS |
| Area of learning and development  | Aspect | How we build a Cultural Capital |
| Personal, Social, and Emotional Development | Making Relationships | We provide children with the experiences to collaborate with others and to broaden children’s knowledge and reflect an inclusive ethos. Children have opportunities to share their thoughts and opinions and build positive relationships. Children are given time to reflect upon their own lives and those which are unfamiliar.  |
| Self-Confidence and Self-awareness | Children are regularly praised for their achievements and have opportunities to reflect on their own successes. Every adult values the child’s ideas and ways of doing things therefore becoming a partner in each child’s learning. |
| Managing feelings and behaviour | All children’s imaginative play is supported. Children are encouraged to recognise how and when their behaviour impacts others. Feeling are regularly discussed openly. |
| Understanding the World | People and Communities | We celebrate and value cultural, religious and community events and experiences. We encourage children to discuss their own life and compare it with others. |
|  |  |  |
|  |  |  |