

Autumn 2 2023. Foundation 1 planning (All about me, Christmas)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus/book	My body Funny bones Sunita visit Friday	My feelings Colour monster Calendar background decorations	My house and family various books salt dough decorations	Christmas tree festival visit Reindeer Friday?	First Christmas story Nativity photos Wednesday Decorating class tree Christmas cards	Christmas books Christmas play Tuesday	Christmas celebrations Christmas party 3 day week
PSED (developed in continuous provision and as part of the daily routines and ethos of the classroom unless specifically noted as an adult initiated activity)	Self-regulation (behaviour): Follows the routine of the setting with some support Self-Regulation (others feelings) Greets another child during their play verbally or non-verbally e.g. says hello or hands them a resource to use. .Self-regulation (engagement) Joins in a range of activities that interest them for a longer period of time. Managing self (resilience) Has a growing ability to distract oneself when upset within the environment, e.g., by engaging in new play activity with adult support. Managing self (following rules) Begins to follow the rules of the classroom but with reminders from adults. Managing self (personal health) Models self-care routines within their play with an adult, for example caring for babies, feeding them, putting clothes on. Building relationships (cooperation) Begins to seek out others to share experiences	Self-regulation (behaviour): Follows the routine of the setting with some support. Self-Regulation (others feelings) Greets another child during their play verbally or non-verbally e.g. says hello or hands them a resource to use. .Self-regulation (engagement): Joins in a range of activities that interest them for a longer period of time. Managing self (resilience) Has a growing ability to distract oneself when upset within the environment, e.g., by engaging in new play activity with adult support. Managing self (following rules) Begins to follow the rules of the classroom but with reminders from adults. Managing self (personal health) Models self-care routines within their play with an adult, for example caring for babies, feeding them, putting clothes on. Building relationships (cooperation) Begins to seek out others to share experiences Building relationships (sensitivity to others needs) Begins to be aware of emotions displayed by an adult, e.g., change of voice tone and non-verbal cues. Link to colour monster	Self-regulation (behaviour): Follows the routine of the setting with some support. Self-Regulation (others feelings) Greets another child during their play verbally or non-verbally e.g. says hello or hands them a resource to use .Self-regulation (engagement): Joins in a range of activities that interest them for a longer period of time Managing self (resilience) Has a growing ability to distract oneself when upset within the environment, e.g., by engaging in new play activity with adult support. Managing self (following rules) Begins to follow the rules of the classroom but with reminders from adults. Managing self (personal health) Models self-care routines within their play with an adult, for example caring for babies, feeding them, putting clothes on. Building relationships (cooperation) Begins to seek out others to share experiences Building relationships (sensitivity to others needs) Begins to be aware of emotions displayed by an adult, e.g., change of voice tone and non-verbal cues.	Self-regulation (others feelings) Follows the routine of the setting with some support Christmas tree festival visit Managing self (confidence) Shows confidence in the setting even when the routine is different. Managing self (making choices) Shows confidence towards choosing new activities and experiences in the environment for themselves. Building relationships (play) Interested in others' play and starts to join in, play might be repetitive with basic language.	Self-regulation (others feelings) Follows the routine of the setting with some support. Managing self (confidence) Shows confidence in the setting even when the routine is different. Managing self (making choices) Shows confidence towards choosing new activities and experiences in the environment for themselves. Building relationships (play) Interested in others' play and starts to join in, play might be repetitive with basic language.	Self-regulation (others feelings) Follows the routine of the setting with some support. Managing self (confidence) Shows confidence in the setting even when the routine is different. Managing self (making choices) Shows confidence towards choosing new activities and experiences in the environment for themselves. Building relationships (play) Interested in others' play and starts to join in, play might be repetitive with basic language.	Self-regulation (others feelings) Follows the routine of the setting with little support. Managing self (confidence) Shows confidence in the setting even when the routine is different. Managing self (making choices) Shows confidence towards choosing new activities and experiences in the environment for themselves. Building relationships (play) Interested in others' play and starts to join in, play might be repetitive with basic language.
Jigsaw session: Celebrating Difference	What am I good at?	I'm special, I'm me!	Families	Homes	Making friends	Standing up for yourself	

Communication and Language	Listening, attention and understanding (social rules of listening) Follows a simple instruction. (sunita) Listening, attention and understanding (listening to what is read with understanding) Concentrates for a longer period of time, e.g., 3 minutes.	Listening, attention and understanding (social rules of listening) Follows a simple instruction. (making decorations/ calendar background) Listening, attention and understanding (listening to what is read with understanding) Concentrates for a longer period of time, e.g., 3 minutes.	Listening, attention and understanding (social rules of listening) Follows a simple instruction. (making decorations) Listening, attention and understanding (listening to what is read with understanding) Concentrates for a longer period of time, e.g., 3 minutes. Listening, attention and understanding. (listening, retelling, recounting and performing) Christmas play and songs Joins in with rhymes and songs by making sounds and by moving their body.	Listening, attention and understanding (social rules of listening) Follows a simple instruction. (reindeer visit) Listening, attention and understanding (listening to what is read with understanding) Concentrates for a longer period of time, e.g., 3 minutes. Listening, attention and understanding. (listening, retelling, recounting and performing) Christmas play and songs Joins in with rhymes and songs by making sounds and by moving their body. Listening, attention and understanding (listening to follow instructions) Christmas tree festival visit Listens and responds to a simple instruction.	Listening, attention and understanding (social rules of listening) Follows a simple instruction. (making cards) Listening, attention and understanding (listening to what is read with understanding) Concentrates for a longer period of time, e.g., 3 minutes. Listening, attention and understanding. (listening, retelling, recounting and performing) Christmas play and songs Joins in with rhymes and songs by making sounds and by moving their body. Listening, attention and understanding (listening to follow instructions) Christmas photos and cards Listens and responds to a simple instruction.	Listening, attention and understanding (listening to what is read with understanding) Concentrates for a longer period of time, e.g., 3 minutes. Listening, attention and understanding. (listening, retelling, recounting and performing) Christmas play and songs Joins in with rhymes and songs by making sounds and by moving their body. Listening, attention and understanding (listening to follow instructions) Christmas play Listens and responds to a simple instruction. Responds to adults making sounds or moving their bodies, e.g., clapping to stop activities. Understands and acts on longer sentences like ‘make teddy jump’ or ‘find your coat’. Semantics - Vocabulary and how concepts are expressed through words Christmas celebration discussions Holds a conversation, jumping from topic to topic.	Listening, attention and understanding (social rules of listening) Follows a simple instruction. (party games) Listening, attention and understanding (listening to what is read with understanding) Concentrates for a longer period of time, e.g., 3 minutes. Listening, attention and understanding. (listening, retelling, recounting and performing) Christmas party songs and dances Joins in with rhymes and songs by making sounds and by moving their body. Listening, attention and understanding (listening to follow instructions) Christmas party games Listens and responds to a simple instruction. Responds to adults making sounds or moving their bodies, e.g., clapping to stop activities. Understands and acts on longer sentences like ‘make teddy jump’ or ‘find your coat’. Semantics - Vocabulary and how concepts are expressed through words Christmas celebration discussions Holds a conversation, jumping from topic to topic. Speaking (pragmatics) Christmas party games Can the child follow instructions with three key words like: ‘Can you wash dolly’s face?’
Key vocab	Proud Head Arms Legs Hands Feet Fingers Toes	Happy Sad Angry Excited Red Orange Yellow Green Blue Purple Black White Fast Slow Loud Quiet (Hall sessions)	House Circle Square Triangle Rectangle Red Orange Yellow Green Blue Purple Black White Fast Slow Loud Quiet (Hall sessions)	Circle Square Triangle Rectangle Red Orange Yellow Green Blue Purple Black White reindeer	Circle Square Triangle Rectangle Red Orange Yellow Green Blue Purple Black White Cold Winter Snow frost	Circle Square Triangle Rectangle Red Orange Yellow Green Blue Purple Black White Cold Winter Snow frost	Circle Square Triangle Rectangle Red Orange Yellow Green Blue Purple Black White Cold Winter Snow frost
Links to jigsaw							
<i>To be included as appropriate depending on the weather</i>							

<p>Physical Development</p>	<p>Gross Motor Skills: Flexibility Stops confidently when moving around the environment.</p> <p>Gross Motor Skills: Hand eye coordination. Develops hand–eye coordination by, for example, kicking a large ball into an open space.</p> <p>Skeleton pictures</p> <p>Fine Motor: Control Applies marks to large pieces of paper. This might be lines or circular movements from left to right, up and down.</p> <p>Fine Motor: Dexterity Begins to understand how to manipulate objects by rolling or squeezing them. For example, using playdough.</p> <p>Fine Motor: Flexibility Manipulates a range of materials or textures.</p>	<p>Gross Motor Skills: Flexibility Stops confidently when moving around the environment.</p> <p>Gross Motor Skills: Hand eye coordination. Develops hand–eye coordination by, for example, kicking a large ball into an open space.</p> <p>Fine Motor: Control Applies marks to large pieces of paper. This might be lines or circular movements from left to right, up and down.</p> <p>Christmas decorations Calendar backgrounds</p> <p>Fine Motor: Dexterity Begins to understand how to manipulate objects by rolling or squeezing them. For example, using playdough.</p> <p>Fine Motor: Flexibility Manipulates a range of materials or textures.</p>	<p>Gross Motor Skills: Flexibility Stops confidently when moving around the environment.</p> <p>Gross Motor Skills: Hand eye coordination. Develops hand–eye coordination by, for example, kicking a large ball into an open space.</p> <p>House pictures</p> <p>Fine Motor: Control Applies marks to large pieces of paper. This might be lines or circular movements from left to right, up and down.</p> <p>Christmas decorations</p> <p>Fine Motor: Dexterity Begins to understand how to manipulate objects by rolling or squeezing them. For example, using playdough.</p> <p>Fine Motor: Flexibility Manipulates a range of materials or textures.</p>	<p>Gross Motor Skills: Flexibility Stops confidently when moving around the environment.</p> <p>Gross Motor Skills: Hand eye coordination. Develops hand–eye coordination by, for example, kicking a large ball into an open space.</p> <p>Christmas tree recount pictures</p> <p>Fine Motor: Control Applies marks to large pieces of paper. This might be lines or circular movements from left to right, up and down.</p> <p>Fine Motor: Dexterity Begins to understand how to manipulate objects by rolling or squeezing them. For example, using playdough.</p> <p>Fine Motor: Flexibility Manipulates a range of materials or textures.</p>	<p>Gross Motor Skills: Flexibility Stops confidently when moving around the environment.</p> <p>Gross Motor Skills: Balance Christmas Play Shows balance and control on two feet and when controlling the body, for example, understands how to walk upstairs or downstairs.</p> <p>Making Christmas cards</p> <p>Fine Motor: Control Applies marks to large pieces of paper. This might be lines or circular movements from left to right, up and down.</p> <p>Fine Motor: Dexterity Begins to understand how to manipulate objects by rolling or squeezing them. For example, using playdough.</p> <p>Fine Motor: Flexibility Manipulates a range of materials or textures.</p>	<p>Gross Motor Skills: Flexibility Stops confidently when moving around the environment.</p> <p>Gross Motor Skills: Balance Christmas Play Shows balance and control on two feet and when controlling the body, for example, understands how to walk upstairs or downstairs.</p> <p>Santa letters independent write</p> <p>Fine Motor: Control Applies marks to large pieces of paper. This might be lines or circular movements from left to right, up and down.</p> <p>Fine Motor: Dexterity Begins to understand how to manipulate objects by rolling or squeezing them. For example, using playdough.</p> <p>Fine Motor: Flexibility Manipulates a range of materials or textures.</p>	<p>Christmas party games</p> <p>Gross Motor Skills: Flexibility Stops confidently when moving around the environment.</p> <p>Fine Motor: Control Applies marks to large pieces of paper. This might be lines or circular movements from left to right, up and down.</p> <p>Fine Motor: Dexterity Begins to understand how to manipulate objects by rolling or squeezing them. For example, using playdough.</p> <p>Fine Motor: Flexibility Manipulates a range of materials or textures.</p>
<p>Literacy</p>	<p>Funny Bones daily read</p> <p>Literacy: comprehension. Pays attention and responds to the pictures or the words. Fills in missing words from well-known rhymes.”</p> <p>Literacy: Word reading (phonics) Shows curiosity about words. May ask questions such as ‘what does this say?’ as they look at print/books. Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Hall sessions</p> <p>Literacy: Word reading (phonological awareness) Identifies instrumental sounds and can copy/repeat some.</p> <p>skeleton pictures</p> <p>Literacy: writing (handwriting) Drawings resemble the child’s description of what they have drawn.</p>	<p>Colour monster daily read</p> <p>Literacy: comprehension. Pays attention and responds to the pictures or the words. Fills in missing words from well-known rhymes.</p> <p>Hall sessions</p> <p>Literacy: Word reading (phonological awareness) Identifies instrumental sounds and can copy/repeat some.</p> <p>Colour monster pictures</p> <p>Literacy: writing (handwriting) Drawings resemble the child’s description of what they have drawn.</p>	<p>Various home and family books</p> <p>Literacy: comprehension. Pays attention and responds to the pictures or the words. Fills in missing words from well-known rhymes.”</p> <p>Literacy: Word reading (phonics) Shows curiosity about words. May ask questions such as ‘what does this say?’ as they look at print/books. Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Hall sessions</p> <p>Literacy: Word reading (phonological awareness) Identifies instrumental sounds and can copy/repeat some.</p> <p>Pictures of my house</p> <p>Literacy: writing (handwriting) Drawings resemble the child’s description of what they have drawn.</p>	<p>Literacy: comprehension. Pays attention and responds to the pictures or the words. Fills in missing words from well-known rhymes.”</p> <p>Literacy: Word reading (phonics) Shows curiosity about words. May ask questions such as ‘what does this say?’ as they look at print/books. Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Literacy: Word reading (phonological awareness) Christmas play songs Says some of the words in songs and rhymes</p> <p>Christmas tree festival recount pictures</p> <p>Literacy: Writing (spelling/phonics) Adds some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p>	<p>Various first Christmas stories</p> <p>Literacy: comprehension. Pays attention and responds to the pictures or the words. Fills in missing words from well-known rhymes.”</p> <p>Literacy: Word reading (phonics) Shows curiosity about words. May ask questions such as ‘what does this say?’ as they look at print/books. Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Literacy: Word reading (phonological awareness) Christmas play songs Says some of the words in songs and rhymes</p> <p>Christmas card writing</p> <p>Literacy: Writing (spelling/phonics) Adds some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p>	<p>Various Christmas stories</p> <p>Literacy: comprehension. Pays attention and responds to the pictures or the words. Fills in missing words from well-known rhymes.”</p> <p>Literacy: Word reading (phonics) Shows curiosity about words. May ask questions such as ‘what does this say?’ as they look at print/books. Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Literacy: Word reading (phonological awareness) Christmas songs Says some of the words in songs and rhymes</p> <p>Independent write santa letter</p> <p>Literacy: Writing (spelling/phonics) Adds some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p>	<p>Various Christmas stories</p> <p>Literacy: comprehension. Pays attention and responds to the pictures or the words. Fills in missing words from well-known rhymes.”</p> <p>Literacy: Word reading (phonics) Shows curiosity about words. May ask questions such as ‘what does this say?’ as they look at print/books. Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Literacy: Word reading (phonological awareness) Christmas songs Says some of the words in songs and rhymes</p> <p>Literacy: Writing (spelling/phonics) Adds some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p>

Phonics (in addition to phase 1 phonics daily activities)	Hall time instrumental focus Literacy: Word reading (phonological awareness) Identifies instrumental sounds and can copy/repeat some. Funnybones sounds can make with different parts of your body Home learning: body percussion follow the leader	Hall time instrumental focus Literacy: Word reading (phonological awareness) Identifies instrumental sounds and can copy/repeat some. Colour monster using voice sounds to express emotions Home learning: voice sounds emotions	Hall time instrumental focus Literacy: Word reading (phonological awareness) Identifies instrumental sounds and can copy/repeat some. Sounds in my home Home learning: environmental sounds “I hear with my little ear”	Christmas play songs Literacy: Word reading (phonological awareness) Says some of the words in songs and rhymes Home learning: instruments and noise makers at home	Christmas play songs Literacy: Word reading (phonological awareness) Says some of the words in songs and rhymes Home learning: copying instruments	Christmas play songs Literacy: Word reading (phonological awareness) Says some of the words in songs and rhymes Home learning: musical show at home	Christmas play songs Literacy: Word reading (phonological awareness) Says some of the words in songs and rhymes
Mathematics	Daily Group time activities: Number: Recites some number names in sequence (not necessarily understanding at this stage). Numerical Patterns: Counting Takes part in finger rhymes with numbers. Counting bones Counting parts of the body Number Recites some number names in sequence (not necessarily understanding at this stage). Place value: cardinality Brings one or two objects when an adult requests. Calculation Explores placing objects in different groups and combining these groups. Numerical patterns: comparison Compares amounts and says same. Comparing sizes of skeletons Shape, space and measures: Measure Investigates different measures and notices differences.	Daily Group time activities: Number: Recites some number names in sequence (not necessarily understanding at this stage). Numerical Patterns: Counting Takes part in finger rhymes with numbers. Counting coloured monsters Number Recites some number names in sequence (not necessarily understanding at this stage). Place value: cardinality Brings one or two objects when an adult requests. Calculation Explores placing objects in different groups and combining these groups. Numerical patterns: comparison Compares amounts and says same. Sorting by colour Numerical patterns: Pattern Notices patterns and arranges things in patterns.	Daily Group time activities: Number: Recites some number names in sequence (not necessarily understanding at this stage). Numerical Patterns: Counting Takes part in finger rhymes with numbers. Counting windows, doors etc on house Number Recites some number names in sequence (not necessarily understanding at this stage). Place value: cardinality Brings one or two objects when an adult requests. Calculation Explores placing objects in different groups and combining these groups. Numerical patterns: comparison Compares amounts and says same. Making salt dough using recipe Shape, space and measures: Measure Investigates different measures and notices differences. Describing shapes on house and building houses Shape, space and measures: Shape Talks about what they build and what they have used. Shape, space and measures: Shape Shows an awareness of shape	Daily Group time activities: Number: Recites some number names in sequence (not necessarily understanding at this stage). Numerical Patterns: Counting Takes part in finger rhymes with numbers. Counting characters in the Christmas story Number Recites some number names in sequence (not necessarily understanding at this stage). Place value: cardinality Brings one or two objects when an adult requests. Calculation Explores placing objects in different groups and combining these groups. Numerical patterns: comparison Compares amounts and says same.	Daily Group time activities: Number: Recites some number names in sequence (not necessarily understanding at this stage). Numerical Patterns: Counting Takes part in finger rhymes with numbers. Counting decorations Number Recites some number names in sequence (not necessarily understanding at this stage). Place value: cardinality Brings one or two objects when an adult requests. Calculation Explores placing objects in different groups and combining these groups. Numerical patterns: comparison Compares amounts and says same. Describing shapes on decorations Shape, space and measures: Shape Shows an awareness of shape	Daily Group time activities: Number: Recites some number names in sequence (not necessarily understanding at this stage). Numerical Patterns: Counting Takes part in finger rhymes with numbers. Counting toys into santa’s sack Number Recites some number names in sequence (not necessarily understanding at this stage). Place value: cardinality Brings one or two objects when an adult requests. Calculation Explores placing objects in different groups and combining these groups. Numerical patterns: comparison Compares amounts and says same. Making patterns on decorations. Numerical patterns: Pattern Notices patterns and arranges things in patterns. Shape, space and measures: Shape Shows an awareness of shape	Daily Group time activities: Number: Recites some number names in sequence (not necessarily understanding at this stage). Numerical Patterns: Counting Takes part in finger rhymes with numbers. Making paper chains with patterns Numerical patterns: Pattern Notices patterns and arranges things in patterns.

<p>Understanding the World</p>	<p>skeletons</p> <p>Past and Present (historical enquiry) Shows an interest in the names of unknown objects.</p> <p>My body and growing up Past and present: History (chronology and sequencing) Begins to make sense of their own life-story and family's history.</p> <p>Past and present: History (similarities and differences) Talks about members of their immediate family and community.</p> <p>People, Cultures and Community: Religious education Sunita People, Cultures and Community: Religious education Shows interest in different occupations and ways of life indoors and outdoors. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>My home (linked to funnybones stories) Geography (locational) Talks about their home and places they go to in their immediate environment)</p> <p>Geography (geographical knowledge) Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Geography (similarities and differences) Notices differences and similarities between people.</p>	<p>My family (linked to emotions) Past and present: History (chronology and sequencing) Begins to make sense of their own life-story and family's history.</p> <p>Past and present: History (similarities and differences) Talks about members of their immediate family and community.</p> <p>People, Cultures and Community: Religious education Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>My home Past and present: History (chronology and sequencing) Begins to make sense of their own life-story and family's history.</p> <p>Past and present: History (similarities and differences) Talks about members of their immediate family and community.</p> <p>People, Cultures and Community: Religious education Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Geography (locational) Talks about their home and places they go to in their immediate environment</p> <p>Geography (geographical knowledge) Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Geography (similarities and differences) Notices differences and similarities between people. Christmas decorations (salt dough)</p> <p>The Natural world: similarities and difference/change Talks about the differences between materials and changes they notice.</p>	<p>Christmas tree festival visit</p> <p>Past and Present (historical enquiry) Shows an interest in the names of unknown objects.</p> <p>People, Cultures and Community: Religious education Shows interest in different occupations and ways of life indoors and outdoors.</p> <p>Geography (locational) Talks about their home and places they go to in their immediate environment)</p> <p>Geography (geographical knowledge) Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Reindeer and Christmas tree festival The Natural world: working scientifically Shows curiosity in the environment around them inside and outdoors.</p> <p>The Natural world: similarities and difference/change Explores collections of materials with similar and/or different properties. Talks about what they see, using a wide vocabulary.</p>	<p>Decorating class Christmas tree</p> <p>Past and Present (historical enquiry) Shows an interest in the names of unknown objects.</p> <p>The Natural world: working scientifically Shows curiosity in the environment around them inside and outdoors.</p> <p>The Natural world: similarities and difference/change Explores collections of materials with similar and/or different properties. Talks about what they see, using a wide vocabulary.</p> <p>Winter weather (as appropriate) The Natural world: similarities and difference/change Explores and talks about different forces they can feel. Talks about the differences between materials and changes they notice.</p> <p>Geography (geographical knowledge) Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Christmas celebrations at home and at school</p> <p>Past and present: History (chronology and sequencing) Begins to make sense of their own life-story and family's history.</p> <p>Past and present: History (similarities and differences) Talks about members of their immediate family and community.</p> <p>People, Cultures and Community: Religious education Shows interest in different occupations and ways of life indoors and outdoors. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Geography (locational) Talks about their home and places they go to in their immediate environment</p> <p>Winter weather (as appropriate) The Natural world: similarities and difference/change Explores and talks about different forces they can feel. Talks about the differences between materials and changes they notice.</p> <p>Geography (geographical knowledge) Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Christmas celebrations at home and at school</p> <p>Past and present: History (chronology and sequencing) Begins to make sense of their own life-story and family's history.</p> <p>Past and present: History (similarities and differences) Talks about members of their immediate family and community.</p> <p>People, Cultures and Community: Religious education Shows interest in different occupations and ways of life indoors and outdoors. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Geography (locational) Talks about their home and places they go to in their immediate environment</p> <p>Winter weather (as appropriate) The Natural world: similarities and difference/change Explores and talks about different forces they can feel. Talks about the differences between materials and changes they notice.</p> <p>Geography (geographical knowledge) Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p>
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Expressive Art and Design	<p>Bathing babies/doctors role play B,I and E Imagination and creativity Begins to make-believe by pretending.</p> <p>Imaginative play is based around toys that closely represent the real item. Takes part in simple pretend play, using an object to represent something else.</p> <p>Imaginative play is based and driven by objects.</p> <p>Imaginative play is based on familiar scenarios, for example, mixing the cake mix, talking on the telephone. Hall time focused activities/CP Musical development Hearing & listening Listens with increased attention to sounds. Musical development moving & dancing Moves in response to rhythms heard played on instruments, e.g., a drum. This could be small movements, e.g., moving fingers or large movements such as jumping. Knows some action songs. Musical development Exploring & playing Knows that we interact with an instrument to create sounds (cause and effect) by banging, shaking, tapping, or blowing. Explores sounds as part of play.</p> <p>Skeletons pictures Creating with Materials, Art (drawing) Begins to use representation to communicate, e.g., Drawing a line and saying, 'That's me' and the meaning remains consistent when asked.</p> <p>Skeleton pictures</p> <p>Creating with materials DT: design Will sometimes create a drawing/a design of personal interest often with support.</p>	<p>Bathing babies/doctors role play B,I and E Imagination and creativity Begins to make-believe by pretending.</p> <p>Imaginative play is based around toys that closely represent the real item. Takes part in simple pretend play, using an object to represent something else.</p> <p>Imaginative play is based and driven by objects.</p> <p>Imaginative play is based on familiar scenarios, for example, mixing the cake mix, talking on the telephone. Hall time focused activities/CP Musical development Hearing & listening Listens with increased attention to sounds. Musical development moving & dancing Moves in response to rhythms heard played on instruments, e.g., a drum. This could be small movements, e.g., moving fingers or large movements such as jumping. Knows some action songs. Musical development Exploring & playing Knows that we interact with an instrument to create sounds (cause and effect) by banging, shaking, tapping, or blowing. Explores sounds as part of play.</p> <p>Calendar backgrounds Creating with Materials Art (Painting) Experiments with blocks of colours and marks. Paints the entire page to cover the background. Calendar backgrounds and Christmas decorations Creating with Materials Art (colour) Has an interest in objects that are their favourite colour.</p>	<p>Bathing babies/doctors role play B,I and E Imagination and creativity Begins to make-believe by pretending.</p> <p>Imaginative play is based around toys that closely represent the real item. Takes part in simple pretend play, using an object to represent something else.</p> <p>Imaginative play is based and driven by objects.</p> <p>Imaginative play is based on familiar scenarios, for example, mixing the cake mix, talking on the telephone. Hall time focused activities/CP Musical development Hearing & listening Listens with increased attention to sounds. Musical development moving & dancing Moves in response to rhythms heard played on instruments, e.g., a drum. This could be small movements, e.g., moving fingers or large movements such as jumping. Knows some action songs. Musical development Exploring & playing Knows that we interact with an instrument to create sounds (cause and effect) by banging, shaking, tapping, or blowing. Explores sounds as part of play.</p> <p>My home pictures Creating with Materials, Art (drawing) Begins to use representation to communicate, e.g., Drawing a line and saying, 'That's me' and the meaning remains consistent when asked. Salt dough decorations Creating with Materials Art (multimedia) Explores how objects feel. Creating with Materials: DT (technical knowledge) Imitates how an adult uses tools. Making houses Creating with materials</p>	<p>Home corner role play to transition into Christmas role play next week B,I and E Imagination and creativity Begins to make-believe by pretending.</p> <p>Imaginative play is based around toys that closely represent the real item. Takes part in simple pretend play, using an object to represent something else.</p> <p>Imaginative play is based and driven by objects.</p> <p>Imaginative play is based on familiar scenarios, for example, mixing the cake mix, talking on the telephone. Christmas play songs Musical development: vocalising and singing Repeats phrases of songs.</p> <p>Christmas Tree Festival recount pictures Creating with Materials, Art (drawing) Begins to use representation to communicate, e.g., Drawing a line and saying, 'That's me' and the meaning remains consistent when asked.</p>	<p>Christmas role play B,I and E Imagination and creativity Begins to make-believe by pretending.</p> <p>Imaginative play is based around toys that closely represent the real item. Takes part in simple pretend play, using an object to represent something else.</p> <p>Imaginative play is based and driven by objects.</p> <p>Christmas play songs Musical development: vocalising and singing Repeats phrases of songs.</p> <p>Christmas cards Creating with materials DT: design Will sometimes create a drawing/a design of personal interest often with support.</p>	<p>Christmas role play B,I and E Imagination and creativity Begins to make-believe by pretending.</p> <p>Imaginative play is based around toys that closely represent the real item. 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	<p>Workshop: ongoing supervised scissor exploration</p> <p>Creating with materials: DT (make)</p> <p>Makes snips in paper while moving the scissors forward across the paper (about 6 inches long).</p>	<p>Workshop: ongoing supervised scissor exploration</p> <p>Creating with materials: DT (make)</p> <p>Makes snips in paper while moving the scissors forward across the paper (about 6 inches long).</p>	<p>DT: make</p> <p>Building blocks Stacking, Rows & Towers or Repetition. Lines up blocks. Stacks blocks one on top of the other for a vertical tower. Lays them on the floor in rows. Repetitions in their 'building' determines the next step in block play.</p> <p>Workshop: ongoing supervised scissor exploration</p> <p>Creating with materials: DT (make)</p> <p>Makes snips in paper while moving the scissors forward across the paper (about 6 inches long)</p>	<p>Creating with materials DT: design</p> <p>Will sometimes create a drawing/a design of personal interest often with support.</p> <p>Workshop: ongoing supervised scissor exploration</p> <p>Creating with materials: DT (make)</p> <p>Makes snips in paper while moving the scissors forward across the paper (about 6 inches long).</p>	<p>Workshop: ongoing supervised scissor exploration</p> <p>Creating with materials: DT (make)</p> <p>Makes snips in paper while moving the scissors forward across the paper (about 6 inches long).</p>	<p>Creating with materials DT: design</p> <p>Will sometimes create a drawing/a design of personal interest often with support.</p> <p>Workshop: ongoing supervised scissor exploration</p> <p>Creating with materials: DT (make)</p> <p>Makes snips in paper while moving the scissors forward across the paper (about 6 inches long).</p>	<p>Workshop: ongoing supervised scissor exploration</p> <p>Creating with materials: DT (make)</p> <p>Makes snips in paper while moving the scissors forward across the paper (about 6 inches long).</p>
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