

Why don't all animals move in the same way?

	Week: 1 Week beginning: 31 st October	Week: 2 Week beginning: 7 th November	Week: 3 Week beginning: 14 th November	Week: 4 Week beginning: 21 st November	Week: 5 Week beginning: 28 th November	Week 6 Week beginning: 5 th December	Week 7 Week beginning: 12 th December
Key Text/Focus	Handas Suprise 	Handa's Suprise 	T4W- The fish who could wish 	T4W- The fish who could wish 	T4W- The fish who could wish 	One Snowy Night 	One Snowy Night
Explorers Virtue	Caring -treating people with gentleness and respect. Caring makes the world a safer place.						
Personal, Social and Emotional Development SCARF Valuing Difference	I'm special, you're special Learning to be sensitive towards others and celebrate what makes each person unique.	Same and different Recognising that we can have things in common with others.	Same and different families Use speaking and listening skills to learn about the lives of their peers.	Same and different homes Use speaking and listening skills to learn about the lives of their peers.	I am caring Understanding the importance of showing care and kindness towards others	I am a friend Demonstrating skills in building friendships and cooperation.	Exploring the different ways people celebrate Christmas.
<p>3-4: Select and use activities and resources, with help when needed; Develop their sense of responsibility and membership of a community; Become more outgoing with unfamiliar people; Show more confidence in new social situations; Play with one or more other children, extending and elaborating play ideas; Find solutions to conflicts and rivalries; Increasingly follow rules, understanding why they are important; Remember rules without needing an adult to remind them; Develop appropriate ways of being assertive; Talk with others to solve conflicts; Talk about their feelings; Understand gradually how others might be feeling; Be increasingly independent in meeting their own care needs; Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Reception: See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p> <p>Early Learning Goals:</p>							

	<p>Self-Regulation • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>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>Building Relationships • 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>Communication and Language</p>	<p>Sharing stories and poems. Learning subject specific vocabulary. Sharing adventures of class bear news with peers and adults in the classroom. Listening carefully and asking questions. Continuing to get to know each other through circle time discussions.</p>
	<p>3-4: Enjoy listening to longer stories and can remember much of what happens; Pay attention to more than one thing at a time; Use a wider range of vocabulary; Understand a question or instruction that has two parts; Understand 'why' questions; Sing a large repertoire of songs; Know many rhymes, be able to talk about familiar books, and be able to tell a long story; Develop their communication; Develop their pronunciation; Use longer sentences of four to six words; Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions; Start a conversation with an adult or a friend and continue it for many turns; Use talk to organise themselves and their play.</p> <p>Reception: Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Early Learning Goals:</p> <p>Listening, Attention and Understanding • 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>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>Physical Development</p>	<p>Using the correct Pencil Grip Developing correct letter formation Continuing to use tools correctly Frequent opportunities for outdoor play and exploration. Independently getting dressed/undressed for PE Independently changed for outdoor learning Complete PE- Ball Skills: Hands</p>
	<p>3-4: Continue to develop their movement, balancing, riding and ball skills; Go up steps and stairs, or climb up apparatus, using alternate feet; Skip, hop, stand on one leg and hold a pose for a game; Use large-muscle movements to wave flags and streamers, paint and make marks; Start taking part in some group activities which they make up for themselves, or in teams; Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm; Match their developing</p>

physical skills to tasks and activities in the setting; Choose the right resources to carry out their own plan; Collaborate with others to manage large items; Use one-handed tools and equipment; Use a comfortable grip with good control when holding pens and pencils; Show a preference for a dominant hand; Be increasingly independent as they get dressed and undressed.

Reception: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing - Progress towards a more fluent style of moving, with developing control and grace. • 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. • 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 spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes

Early Learning Goals:

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.

Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing

Literacy	Cultural Story- Handa's Surprise	Cultural Story- Handa's Surprise	RWI daily	RWI daily	RWI daily	RWI daily	RWI daily
	1 Guided Writing Session Per Week	1 Guided Writing Session Per Week	1 Guided Writing Session Per Week	1 Guided Writing Session Per Week	1 Guided Writing Session Per Week	1 Guided Writing Session Per Week	1 Guided Writing Session Per Week
	Finger fit- 1 session a week	Finger fit- 1 session a week	Finger fit 1 session	Finger fit- 1 session a week	Finger fit- 1 session a week	Finger fit- 1 session a week	Finger fit- 1 session a week
			Talk for Writing Text: The fish who could wish- Creating a whole class story map and learning to re tell the story.	Talk for Writing Text: The fish who could wish- Boxing up the story Talk about what happens in the beginning, middle and end. Sequence the story in the correct order. Draw pictures and begin to write CVC words and short sentences.	Talk for Writing Text: The fish who could wish- Creating own story maps. Children to begin writing short sentences.		

3-4: Understand the five key concepts about print – print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing; Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, and recognise words with the same initial sound; Engage in extended conversations about stories, learning new vocabulary; Use some of their print and letter knowledge in their early writing; Write some or all of their name; Write some letters accurately.

Reception: 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 some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these

	<p>books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.</p> <p>Early Learning Goals: 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>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 read by others</p>					
<p>Mathematics White Rose Maths</p>	<p>It's me 1 2 3</p> <p>Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3</p>	<p>It's me 1 2 3</p> <p>Circles and triangles Positional language</p>	<p>Light and Dark</p> <p>Representing numbers to 5</p>	<p>Light and Dark</p> <p>One more or less</p>	<p>Light and Dark</p> <p>Shapes with 4 sides Time</p>	<p>Consolidation Week</p>
	<p>3-4: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'); Recite numbers past 5; Say one number for each item in order; Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'); Show 'finger numbers' up to 5; Link numerals and amounts; Experiment with their own symbols and marks as well as numerals; Solve real world mathematical problems with numbers up to 5; Compare quantities using language; Talk about and explore 2D and 3D shapes using informal and mathematical language; Understand position with words alone; Describe a familiar route; Discuss routes and locations using words; Make comparisons between objects relating to size, length, weight and capacity; Select shapes appropriately; Combine shapes to make new ones; Talk about and identify the patterns around them; Extend and create ABAB patterns; Notice and correct an error in a repeating pattern; Begin to describe a sequence of events, real or fictional, using words.</p> <p>Reception: Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.</p> <p>Early Learning Goals: 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>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>Expressive arts and design</p> <p>Music and Performance-</p>	<p>Weeks 1 and 2</p> <p>African abstract art</p> <p>Continue to learn how to use the Art/ DT areas of the classroom and outdoor environment safely. Teaching basic safety cutting skills using scissors</p>	<p>Weeks 3, 4 and 5</p> <p>Creating a Remembrance Day poppy</p> <p>Continue to learn how to use the Art/ DT areas of the classroom and outdoor environment safely. Teaching basic safety cutting skills using scissors</p>			<p>Weeks 6 and 7</p> <p>Christmas card designing</p> <p>Continue to learn how to use the Art/ DT areas of the classroom and outdoor environment safely. Teaching basic safety cutting skills using scissors</p>	

	Rehearsing the Christmas Nativity	Rehearsing the Christmas Nativity	Rehearsing the Christmas Nativity
	<p>3-4: Take part in simple pretend play, using an object to represent something else even though they are not similar; Begin to develop complex stories using small world equipment; Make imaginative and complex 'small worlds' with blocks and construction kits; Explore different materials freely, to develop their ideas about how to use them and what to make; Develop their own ideas and then decide which materials to use to express them; Join different materials and explore different textures; Create closed shapes with continuous lines and begin to use these shapes to represent objects; Draw with increasing complexity and detail; Use drawing to represent ideas like movement or loud noises; Show different emotions in their drawings and paintings; Explore colour and colour mixing; Listen with increased attention to sounds; Respond to what they have heard, expressing their thoughts and feelings; Remember and sing entire songs; Sing the pitch of a tone sung by another person ('pitch match'); Sing the melodic shape of familiar songs; Create their own songs or improvise a song around one they know; Play instruments with increasing control to express their feelings and ideas.</p> <p>Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups</p> <p>Early Learning Goals: 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.</p> <p>Being Imaginative and Expressive • 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>Understanding the world</p> <p>Geography- Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Weeks 1 to 2 ~</p> <p>Compare life in Africa to life in England.</p> <p>Maps.</p> <p>Exploring animals from hot countries and understanding their environments and habitats</p>	<p>Weeks 3, 4 and 5 ~</p> <p>Seasons</p> <p>Exploring underwater habitats and the animals that live there.</p> <p>Maps.</p> <p>RE-Why is Christmas Special for Christians?</p>	<p>Weeks 6 and 7 ~</p> <p>The Christmas Story</p> <p>Cooking mince pies</p> <p>Exploring animal behaviours, migration, and hibernation.</p>
	<p>3-4: Use all their senses in hands-on exploration of natural materials; Explore collections of materials with similar and/or different properties; Talk about what they see, using a wide vocabulary; Begin to make sense of their own life-story and family's history; Show interest in different occupations; Explore how things work; Plant seeds and care for growing plants; Understand the key features of the life-cycle of a plant and an animal; Begin to understand the need to respect and care for the natural environment and all living things; Explore and talk about different forces they can feel; Talk about the differences between materials and changes they notice; Continue developing positive attitudes about the differences between people; Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Reception:</p> <p>Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences</p>		

	<p>between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.</p> <p>Early Learning Goals 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.</p> <p>People, Culture and Communities • 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 • 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</p>
<p>Trips and Visits</p>	<p>RWInc Parent Information Session Wow day ~ RSPCA Visit Wellie walk Theatre Trip in December</p>
<p>Special Days</p>	<p>5th November ~ Bonfire Night 13th November ~ Remembrance Sunday 24th October ~ Diwali 13th and 14th of December ~ Christmas performance to parent/carers</p>