

## Our School and Community

### Unit 1 Let's Celebrate Diwali

Areas of Learning	Nursery		Reception	
	Learning Objectives (linked to development Bands)	Suggested Activities	Learning Objectives (linked to development Bands)	Suggested Activities
<b>Communication and Language</b>	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Asks questions and understands simple question words.</p> <p>Understand 'why' questions</p>	<p>Explore a range of Hindu/Diwali related artefacts. Children to ask and understand questions to find out information about Diwali.</p> <p>Learn some new Diwali Songs and Rhymes to build up the children's repertoire. Discuss the meaning of any unfamiliar vocabulary in the songs.</p>	<p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Can link ideas in sentences together.</p> <p>ELG S: 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>Children to explore some of the different ways in which Hindu Diwali can be celebrated. They will learn new vocabulary and link together two ideas in a sentence.</p> <p>Throughout the unit children to use new vocabulary in their play.</p>
<b>Personal, Social and Emotional Development</b>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>Children to recognise and name simple emotions through the story of Rama and Sita.</p> <p>Encourage children to share their experiences of when they have felt a similar emotion.</p>	<p>Show resilience and perseverance in the face of challenge.</p>	<p>Children will work together in a team and show perseverance in this bridge building challenge.</p> <p>The children will need to think about the best way to solve a problem and think about solutions.</p>
<b>Physical Development</b> (Reception: Jasmine PE Unit 2)	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good</p>	<p>Children explore a range of large-muscle movements as they portray Diwali fireworks using ribbons and streamers.</p> <p>Show the children a selection of photos of mehndi patterns and talk about the patterns they can see using language linked to</p>	<p>Unit 2 Social Skills (See Jasmine PE Online Planning)</p> <p>Handle tools and malleable materials safely and with control and purpose.</p> <p>ELG: Use a range of small tools.</p>	<p>Using fine motor skills and tools, children to create a clay diva pot.</p> <p>Children to explore how they can use small motor movements to manipulate the clay and use tools to add textures and patterns.</p> <p>Children to watch videos of Indian Stick dancing and then</p>

	control when holding pens and pencils.	forming different movements, e.g. up, down, curved, around. Then, give children the opportunity to draw their own mehndi patterns on paper hand templates.	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. ELG: Move energetically, such as dancing.	create their own. <a href="https://youtu.be/x2pGkg26akw">https://youtu.be/x2pGkg26akw</a>
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<p style="text-align: center;"><b>Literacy</b> (Reception: daily RWInc lessons Begin RWInc Nursery Program)</p>	<p>Develop their phonological awareness, so that they can: spot and suggest rhymes. Introduce Rwinc:</p> <table border="1" data-bbox="432 676 824 948"> <thead> <tr> <th>What to do:</th> <th>Where to find it in the Handbook:</th> </tr> </thead> <tbody> <tr> <td colspan="2">Before you teach the sounds:</td> </tr> <tr> <td>1. Learn the sounds as 'pure sounds' yourself</td> <td>page 31</td> </tr> <tr> <td>2. Teach children to name the pictures</td> <td>page 32</td> </tr> <tr> <td colspan="2">Teaching the sounds:</td> </tr> <tr> <td>1. Read and write the single-letter sounds</td> <td>Speed Sounds lesson plans pages 34-49</td> </tr> <tr> <td>2. Read the digraphs: sh th ch qu ng nk</td> <td>Speed Sounds lesson plans pages 50-54</td> </tr> <tr> <td colspan="2">Teaching blending:</td> </tr> <tr> <td>1. Word Time Group 1 CVC words</td> <td>Word Time lessons page 55</td> </tr> <tr> <td>2. Word Time Group 2 CVC digraph (Special friends) words</td> <td>Word Time lessons pages 56-57</td> </tr> <tr> <td>3. Word Time Group 3 CCVC, CCVC, CCCVC words</td> <td>Word Time lessons pages 56-57</td> </tr> </tbody> </table>	What to do:	Where to find it in the Handbook:	Before you teach the sounds:		1. Learn the sounds as 'pure sounds' yourself	page 31	2. Teach children to name the pictures	page 32	Teaching the sounds:		1. Read and write the single-letter sounds	Speed Sounds lesson plans pages 34-49	2. Read the digraphs: sh th ch qu ng nk	Speed Sounds lesson plans pages 50-54	Teaching blending:		1. Word Time Group 1 CVC words	Word Time lessons page 55	2. Word Time Group 2 CVC digraph (Special friends) words	Word Time lessons pages 56-57	3. Word Time Group 3 CCVC, CCVC, CCCVC words	Word Time lessons pages 56-57	<p>Listen to story of Rama and Sita. Children spot and suggest rhyming words in order to form rhyming pairs and help Rama and Sita get home.</p> <table border="1" data-bbox="857 715 1261 948"> <thead> <tr> <th>Sound</th> <th>Say the sound</th> <th>Read the sound</th> <th>Review the sounds</th> <th>Air-write the letter</th> <th>Prod Task (exit)</th> </tr> </thead> <tbody> <tr> <td>m (stretching)</td> <td>See Shagprint lesson on pp. 34-35.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>sh (stretching)</td> <td>See Shagprint lesson on pp. 36-37.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>s (stretching)</td> <td>See Shagprint lesson on pp. 38-39.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ch (stretching)</td> <td>See Shagprint lesson on pp. 40-41.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ng (stretching)</td> <td>See Shagprint lesson on pp. 42-43.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>nk (stretching)</td> <td>See Shagprint lesson on pp. 44-45.</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Sound	Say the sound	Read the sound	Review the sounds	Air-write the letter	Prod Task (exit)	m (stretching)	See Shagprint lesson on pp. 34-35.					sh (stretching)	See Shagprint lesson on pp. 36-37.					s (stretching)	See Shagprint lesson on pp. 38-39.					ch (stretching)	See Shagprint lesson on pp. 40-41.					ng (stretching)	See Shagprint lesson on pp. 42-43.					nk (stretching)	See Shagprint lesson on pp. 44-45.					<p>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>Using their phonic knowledge, children will begin to spell words and write simple captions in order to label artefacts and Diwali celebration items. Rama and Sita thought/speech bubbles. Writing labels and captions for Hindu Temple.</p>
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<b>Mathematics</b>	<b>Maths No Problem (See Medium Term Planning)</b>
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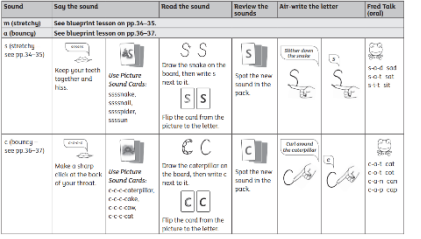
<p style="text-align: center;"><b>Understanding the World</b></p>	Continue developing positive attitudes about the differences between people.	Celebrate and value cultural, religious and community events and experiences – Diwali Invite a parent or local trusted person to talk to the children about how they celebrate Diwali. If possible, they could also bring in some items, such as clothes and decorations, to show the children.	Think about their own special place and understand that people have different special places. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. ELG: Know some similarities and differences between different religious and cultural communities in this country,	Children to explore how a temple is a special place for many people and how a temple may be visited during Diwali. Children to reflect on their own special places and what makes them special. Children to watch videos of Indian Stick dancing and then create their own. <a href="https://youtu.be/x2pGkg26akw">https://youtu.be/x2pGkg26akw</a>
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			drawing on their experiences and what has been read in class.	
<b>Expressive Arts and Design</b>	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Rangoli Patterns Children work together to fill the parts of a large Rangoli pattern with a variety of different materials. Mehndi Patterns – children to explore different mehndi designs and then use different media to create their own patterns.	Explores and uses a range of artistic effects. Explore, use and refine a variety of artistic effects to express their ideas and feelings. ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children to decorate their own sticks to be used in their Indian Stick dance. Explore the artistic effects that can be created when creating a wax resist diya lamp painting. Children to explore the effects created and the patterns and marks they can make.

### Unit 2: Bang! Whizz and Pop! Fireworks!


Areas of Learning	Nursery		Reception	
	Learning Objectives (linked to development Bands)	Suggested Activities	Learning Objectives (linked to development Bands)	Suggested Activities
<b>Communication and Language</b>	Focuses attention and listens carefully during activities. Understand how to listen carefully and why listening is important.	Children can develop their listening skills as they enjoy the Bonfire Night Sound Story, identifying the different environmental sounds.	Use sentences to articulate ideas and thoughts. Connect one idea or action to another using a range of connectives. Can link ideas in sentences together. ELG S: 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.	Develop vocabulary around the theme of Bonfire Night: give clues, using whole sentences, to describe what they can see on the Bonfire Night themed picture cards. Their friends and peers can then try and work out which card they were thinking of!
<b>Personal, Social and Emotional Development</b>	Develop a sense of responsibility when completing a task.	Children to create firework-themed designs using playdough and tools.	Talk about ways to keep themselves safe. ELG: Explain the reasons for rules, know right from wrong.	Explore firework safety, discussing ways to keep themselves and others safe during Bonfire Night events, solving different scenarios.
<b>Physical Development</b>	Use developing fine motor skills to complete a task.	Children to develop fine motor skills by using a selection of	Unit 2 Social Skills (See Jasmine PE Online Planning)	Explore and join a variety of different actions to create

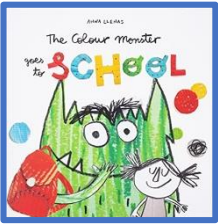
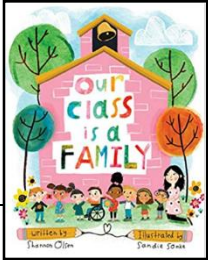
(Reception: Jasmine PE Unit 2)	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	resources to create a firework model.	Joins different movements together with co-ordination and fluency.	movements that represent different fireworks.
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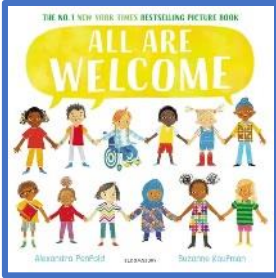


<p style="text-align: center;"><b>Literacy</b> (Reception: daily RWInc lessons)</p>	<p>Practise writing the letters of their name. Introduce Rwinc:</p> <table border="1" data-bbox="421 395 840 683"> <thead> <tr> <th>What to do:</th> <th>Where to find it in the Handbook:</th> </tr> </thead> <tbody> <tr> <td colspan="2">Before you teach the sounds:</td> </tr> <tr> <td>1. Learn the sounds as 'pure sounds' yourself</td> <td>page 31</td> </tr> <tr> <td>2. Teach children to name the pictures</td> <td>page 32</td> </tr> <tr> <td colspan="2">Teaching the sounds:</td> </tr> <tr> <td>1. Read and write the single-letter sounds</td> <td>Speed Sounds lesson plans pages 34–49</td> </tr> <tr> <td>2. Read the digraphs: <i>sh th qu ng nk</i></td> <td>Speed Sounds lesson plans pages 50–54</td> </tr> <tr> <td colspan="2">Teaching blending:</td> </tr> <tr> <td>1. Word Time Group 1 CVC words</td> <td>Word Time lessons page 55</td> </tr> <tr> <td>2. Word Time Group 2 CVC digraph (Special friends) words</td> <td>Word Time lessons pages 56–57</td> </tr> <tr> <td>3. Word Time Group 3 CCVC, CCVC, CCCVC words</td> <td>Word Time lessons pages 56–57</td> </tr> </tbody> </table>	What to do:	Where to find it in the Handbook:	Before you teach the sounds:		1. Learn the sounds as 'pure sounds' yourself	page 31	2. Teach children to name the pictures	page 32	Teaching the sounds:		1. Read and write the single-letter sounds	Speed Sounds lesson plans pages 34–49	2. Read the digraphs: <i>sh th qu ng nk</i>	Speed Sounds lesson plans pages 50–54	Teaching blending:		1. Word Time Group 1 CVC words	Word Time lessons page 55	2. Word Time Group 2 CVC digraph (Special friends) words	Word Time lessons pages 56–57	3. Word Time Group 3 CCVC, CCVC, CCCVC words	Word Time lessons pages 56–57	<p>Children create a firework picture while practising writing their name.</p> 	<p>Blend sounds to read CVC words. 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</p>	<p>Using their phonic knowledge, children will begin to spell words and write simple captions. Practise reading CVC words with a Bonfire Night themed word hunt. Place CVC posters around a large space and provide children with a checklist, encouraging them to find the posters, read the word and circle the picture that matches the word they read on their checklist. Write onomatopoeia sentences to describe sounds they hear during Bonfire Night. Reading Text Focus: Text: Ruby's Worry by Tom Percival</p>
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<b>Mathematics</b>	<b>Maths No Problem (See Medium Term Planning)</b>			
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<p><b>Understanding the World</b></p>	<p>Explore collections of materials and talk about similarities and differences. 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.</p>	<p>Children will develop an understanding of the concept of hot and cold by sorting items and images of hot and cold objects e.g. kettle, candle, cup of tea, ice cubes, ice cream, jelly etc.</p>	<p>Understand that important events happened in the past. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. ELG: 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</p>	<p>Encourage children to think about important events that happened in the past and the history of Bonfire Night by teaching them about The Gunpowder Plot. Children can then explore their understanding of the event by working in a group to answer questions about it. Sequencing the story of Guy Fawkes. Role play masks to support understanding of new vocabulary.</p>
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			encountered in books read in class and storytelling.	Learn poem: Remember, Remember.
<b>Expressive Arts and Design</b>	Explore what happens when two colours are mixed together. Explore colour and colour-mixing.	Use salad spinners to spin firework pictures. Can children recognise what happens when colours mix?	Explores different artistic effects to express their ideas. Make use of props and materials when role playing characters in narratives and stories. 	Children investigate creating different artistic effects by using tinfoil and a selection of strokes and techniques to create a firework picture. Children to use a range of materials to create 3D models of fireworks. Use role play masks to re-enact the story of Guy Fawkes.

<b>Unit 3: My Nursery/My School</b>				
<b>Areas of Learning</b>	<b>Nursery</b>		<b>Reception</b>	
	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>
<b>Communication and Language</b>	Use longer sentences of four to six words. Enjoy listening to longer stories and can remember much of what happens. 	Look at images of the school and nursery. Can children identify them. Show image of different parts of the school and discuss these with the children. Take children to different parts of the school and identify their purpose e.g., hall, office, first aid room, library etc. Listen to the story of 'The Colour Monster Goes to School' by Anna Llenas	Ask questions to find out more and to check they understand what has been said to them. Engage in story times. Listen to and talk about stories to build familiarity and understanding.	Invite different people who work in the school to talk about their roles and encourage children to ask questions. Invite the Head Teacher and Lenny the school dog and discuss their roles in the school. Listen to the story: 'Our Class is a Family' by Shannon Olsen. Identify what makes our class special and how we can make it into safe, warm and welcoming place.
<b>Personal, Social and Emotional Development</b>	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.	Invite trusted people into the setting to talk about and show the work they do. Take children out on short walks around the school. Look at school logo and explore theme of belonging. Linking to text: Our Class is a Family.	 Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	Explore the story 'Our Class is a Family' by Shannon Olsen and discuss what makes their own class special. Identify how as a class they can be a team. Listen to the story 'All are Welcome' by Alexandra Penfold - which follows a group of children

				<p>through a day in their school, where everyone is welcome. A school where children in patkas, hijabs, baseball caps and yarmulkes play side by side. A school where students grow and learn from each other's traditions. A school where diversity is a strength.</p>																						
<p><b>Physical Development</b> (Reception: Jasmine PE Unit 2)</p>	<p>Use large-muscle movements to wave flags and streamers. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>To begin, children will think about some songs with actions that they know. They will then learn some actions for the song 'I'm a Little Teapot'. They will practise this song and dance as a whole class and then learn how to change the style and the speed of the dance.</p>	<p>Unit 2 Social Skills (See Jasmine PE Online Planning)</p> <p>ELG: Begin to show accuracy and care when drawing.</p>	<p>Unit 2 Social Skills (See Jasmine PE Online Planning) (Linked to EAD) Explore the work of Lowry focusing on buildings. Look at the photographs of the different parts of the school. Show children how to draw step by step different parts of the school. Children to create a collage of the school by drawing different parts and then building it together as a whole.</p>																						
<p><b>Literacy</b> (Reception: daily RWInc lessons)</p>	<p>Understand the five key concepts about print: - print has meaning. Write some or all of their name. 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</p> <p>RWInc:</p> <table border="1" data-bbox="347 1252 577 1412"> <thead> <tr> <th>What to do</th> <th>Where to find it in the Handbook</th> </tr> </thead> <tbody> <tr> <td>Identify join words in the sounds</td> <td></td> </tr> <tr> <td>1. Listen to the sounds in 'your sounds upstart'</td> <td>page 31</td> </tr> <tr> <td>2. Teach children to name the pictures</td> <td>page 32</td> </tr> <tr> <td>Teaching the sounds</td> <td></td> </tr> <tr> <td>1. Read and write the string/letter sounds</td> <td>Speed Sounds lesson plans pages 34-43</td> </tr> <tr> <td>2. Read the strings: ah ch au ay nk</td> <td>Speed Sounds lesson plans pages 50-54</td> </tr> <tr> <td>Teaching blending</td> <td></td> </tr> <tr> <td>1. Word Time Group 1 CVC words</td> <td>Word Time lessons page 68</td> </tr> <tr> <td>2. Word Time Group 2 CVC digraph (special friends) words</td> <td>Word Time lessons pages 68-57</td> </tr> <tr> <td>3. Word Time Group 3 CVC, CVCC, CCVC words</td> <td>Word Time lessons pages 68-57</td> </tr> </tbody> </table>	What to do	Where to find it in the Handbook	Identify join words in the sounds		1. Listen to the sounds in 'your sounds upstart'	page 31	2. Teach children to name the pictures	page 32	Teaching the sounds		1. Read and write the string/letter sounds	Speed Sounds lesson plans pages 34-43	2. Read the strings: ah ch au ay nk	Speed Sounds lesson plans pages 50-54	Teaching blending		1. Word Time Group 1 CVC words	Word Time lessons page 68	2. Word Time Group 2 CVC digraph (special friends) words	Word Time lessons pages 68-57	3. Word Time Group 3 CVC, CVCC, CCVC words	Word Time lessons pages 68-57	<p>Identify their names and begin to learn self-registration routines. Practise writing some of the letters in their names.</p> <p>Shared texts: The Colour Monster Goes to School The Lion Inside by Rachel Bright</p> <div data-bbox="862 1109 1276 1348">  </div>	<p>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>Write a thank you letter to one of the school visitors. Look at a photograph/map of the school and label the different parts. Shared texts: All Are Welcome and Our Class is a Family. The Lion Inside by Rachel Bright</p> <div data-bbox="1724 1141 2105 1380">  </div>
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<b>Understanding the World</b>	Show interest in different occupations.	Invite the head teacher and Lenny the school dog into the nursery setting. Talk about the role of the Head Teacher and the role of Lenny.	Draw information from a simple map. ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Show children photographs of the school from different perspectives. What do these photographs show? Where have these photographs been taken? Are these places near/far from school/your home? Using a large-scale OS map of the school area; children pinpoint different parts of the school and label.
<b>Expressive Arts and Design</b>	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) 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.	Learn the 'Stepping into Nursery! EYFS song. Encourage children to add additional verses to the song following the same pattern. Once children have learnt the song and actions, they use musical instruments to accompany the song.	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.	Explore the work of Lowry focusing on buildings. Look at the photographs of the different parts of the school. Show children how to draw step by step different parts of the school. Children to create a collage of the school by drawing different parts and then building it together as a whole.

<b>Unit 4: My Community</b>				
<b>Areas of Learning</b>	<b>Nursery</b>		<b>Reception</b>	
	<b>People Who Help Us in the Community</b>		<b>My Local Area</b>	
	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>
<b>Communication and Language</b>	Be able to express a point of view using words as well as actions. Express a point of view and use talk to give reasons why.	Children to explore different occupations and talk about what they want to do when they grow up, giving reasons why.	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	What is our Local Area like? What is our local area called? What do you know about our local area? What do you like/dislike? Children to discuss and feedback. Develop discussion about different types of land use, physical and human features of

				the local area using key vocabulary. Allow children to offer opinions on their likes/dislikes about the local area.
<b>Personal, Social and Emotional Development</b>	Be increasingly independent in meeting their own care needs, e.g., brushing teeth,  Show an understanding of the importance of good oral health.	Dentist: Children to explore the people and objects that they would see on a visit to a dentist surgery and become familiar with new vocabulary. Postal Worker: explore the people and objects that a postal worker uses.	Explain the reasons for rules, know right from wrong and try to behave accordingly. Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian	Out and About - Staying Safe: Share the Risk Assessment guidelines and safety rules. Discuss the importance of following the rules and expectations while out and about in the local community.
<b>Physical Development</b> (Reception: Jasmine PE Unit 2)	Use large-muscle movements to wave flags and streamers. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	During this lesson, the children will learn and practise the simple song 'The Wheels on the Bus' and some accompanying dance moves. They will then try changing the speed and style of this song before dancing as a whole class.	Unit 2 Social Skills (See Jasmine PE Online Planning)	Unit 2 Social Skills (See Jasmine PE Online Planning) Draw maps based on fieldwork.
<b>Literacy</b> (Reception: daily RWInc lessons)	Develop their phonological awareness, so that they can: - spot and suggest rhymes.  Listens and counts the syllables in words.	Children to learn all about syllables and beat by sorting equipment used by different People Who Help Us.  Write a group letter to Nursery/school and post it in local post box.	Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. 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.  UtW: Draw information from a simple map.	Reading a Map: What type of map is this? How do you know? What are the key features (special things) about maps? (Key, title, symbols, compass directions, colour code). Use a large scale street map highlight the landmarks and important places (school, places of worship, shops, industry, housing, leisure facilities, open space) identified through the whole class discussion. Model how to locate simple places, landmarks, and features on the map using different colours. In pairs, children use a laminated map of



			ELG: Describe their immediate environment using knowledge from observation, discussion, and maps.	the local area and whiteboard pens to locate 5 (or more) places of their choice. Look for children locating places accurately and using key vocabulary in their explanations. Write a recount of the fieldtrip.
<b>Mathematics</b>	<b>Maths No Problem (See Medium Term Planning)</b>			
<b>Understanding the World</b>	Be interested in a range of occupations and start to talk about them.	Explore different occupations by playing a group game in which children take on different roles and talk about jobs.  Walk to the local post box and post letter from Nursery.	Draw information from a simple map. ELG: Describe their immediate environment using knowledge from observation, discussion, and maps.	Identify our school on a map. Look at the surrounding areas using photographs. What features do they recognise? Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment.
<b>Understanding the World</b>			Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. ELG: Describe their immediate environment using knowledge from observation, discussion, and maps.	Give a guided walk of the local area. Point out significant places, landmarks, human and physical features and types of land use. Include on your route, where possible, the chance to see open space, businesses, facilities, places of worship and housing areas. Children use a draft street map or simple aerial plan to label

			<p>CLL: ELG: 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>points of interest along the way. E.g., Point 1 = School Point 2= Library Point 3= Local playground. Children could take photographs/video of key places.</p> <p>Recount of field work trip.</p>
<b>Expressive Arts and Design</b>	Listen and respond to different sounds.	Sounds - listen carefully to different sounds and try to identify who is working. Then try to replicate the sounds of a different person working, using a selection of instruments.	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	Drawing maps as part of UtW.

<b>Unit 5 Winter</b>				
<b>Areas of Learning</b>	<b>Nursery</b>		<b>Reception</b>	
	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>
<b>Communication and Language</b>	To practise following instructions that have two parts.	Children to practise following two-part instructions by dressing in winter clothes and completing winter activities and actions.	Shares well thought-out ideas and explanations using different sources (books, experiences, discussions, new vocabulary).	Look for signs of winter on a fresh morning wander outside. Encourage children to use talk to explain some of the seasonal changes they have noticed.
<b>Personal, Social and Emotional Development</b>	To choose the appropriate resources to carry out a collaborative task.	Children to kitchen equipment and use it to make a warming winter soup by following a simple recipe.	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• being a safe pedestrian</li> </ul>	Children to think about different ways that they can stay seen by drivers and stay safe during darker evenings. Children to explore reflectors and other safety advice.
<b>Physical Development</b> (Reception: Jasmine PE Unit 2)	Use large-muscle movements to wave flags and streamers. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and	During this lesson, the children will learn and practise the simple song and dance 'Head, Shoulders, Knees and Toes'. They will work as a small group to think about how they could change the speed and style of the song and dance.	Unit 2 Social Skills (See Jasmine PE Online Planning)	Unit 2 Social Skills (See Jasmine PE Online Planning)

	patterns of movements which are related to music and rhythm.	Practise fine motor skills by using scissors to create and experiment with making snips and shapes in paper to create beautiful and unique snowflakes.		
<b>Literacy</b> (Reception: daily RWInc lessons)	Develop their phonological awareness, so that they can: - spot and suggest rhymes  To explore print and develop an awareness of rhyme.	Learn Winter rhyme to provide an opportunity for children to explore print and develop their awareness of words that rhyme.  Focused Text: The Squirrels Who Squabbled by Rachel Bright	To use phonic knowledge to write some simple words.	Plan for an exciting winter holiday and use phonic knowledge to write a packing list.  Suggested Texts: Stickman/Lost and Found Focused Text: The Squirrels Who Squabbled by Rachel Bright
<b>Mathematics</b>	<b>Maths No Problem (See Medium Term Planning)</b>			
<b>Understanding the World</b>	Talk about the differences between materials and changes they notice. Can explore and describe how materials change.	Investigate ice by observing ice cubes melting and changing state. Children to experiment with changing the conditions to see if ice melts more quickly or slowly. Invite children to explore change by making their own ice lollies!	Understand the effect of changing seasons on the natural world around them. To observe changes across the 4 seasons by exploring how some animals adapt to survive in winter.  ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Support children to think about the changes humans make in winter to adapt to changes in the weather and conditions. Discuss how we do things differently in the winter to adapt to the weather, such as wearing warmer clothes, turning the heating on, having more lights on and possibly eating different types of food. Also discuss what happens in the evenings (that it get darker earlier than it does in the summer). Ask children to think about how animals might adapt in the winter and share ideas. Can children explain how some animals adapt in winter? Explain the strategies different animals use to survive winter. Ask children if they know any animals which do any of these things. Discuss why animals do this and what would happen if they didn't. Discuss which animals do which things to survive. Children choose an animal and describe what it does to survive in winter and why.

				Investigate ice cubes: Melting and freezing.
<b>Expressive Arts and Design</b>	Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Create with a purpose, selecting appropriate materials to use.	Explore different materials and use the materials to create suitable winter clothes for a soft toy using their own ideas	Explore, use and refine a variety of artistic effects to express their ideas and feelings. To create an artistic representation using a range of planned techniques and effects.	Paint their own winter scene by mixing different shades of colour and adding textures and artistic effects to their picture.

<b>Unit 6 and 7: Christmas!</b>				
<b>Areas of Learning</b>	<b>Nursery</b>		<b>Reception</b>	
	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>
<b>Communication and Language</b>	Learn and sing a variety of songs and rhymes.	Children work together to learn and perform some Christmas songs and rhymes,	Use new vocabulary related to a known story.	Invite children to discuss the Nativity story, learn and use new vocabulary and create their own Nativity scene.
<b>Personal, Social and Emotional Development</b>	Develop their understanding of rules and their importance in keeping everyone happy and safe.	Christmas games e.g. musical statues, musical chairs, pass the parcel etc.	Develops relationships with peers by showing empathy, interest and consideration to others.	Reflect on kindness and the gift of giving and receiving presents. Imagine their friend's favourite present before they role play giving their gift to their friend, acknowledging their reasons for the present.
<b>Physical Development</b> (Reception: Jasmine PE Unit 2)	Use large-muscle movements to wave flags and streamers. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	During this lesson, the children will learn the song and dance 'The Hokey-Cokey'. They will work as a group to change the speed and style of the dance and will also think about how they can adapt some of the words and movements in it to create a new dance.	Unit 2 Social Skills (See Jasmine PE Online Planning)  Practise small motor skills to use simple sewing equipment.	Unit 2 Social Skills (See Jasmine PE Online Planning)  Children to practise their small motor skills to sew pieces of felt together and decorate them to create mini-Christmas stockings.
<b>Literacy</b> (Reception: daily RWInc lessons)	Recognise and sort objects with the same initial sound.	Children to become Santa's helpers to find all the lost presents and sort them into	Say sounds represented by individual letters and blend them into words.	Help Santa to read Christmas gift lists using their segmenting and blending skills. Then sort the presents into the correct bags to

		groups of the same initial sounds to save Christmas!		ensure that all the children will be happy on Christmas day.
<b>Mathematics</b>	<b>Maths No Problem (See Medium Term Planning)</b>			
<b>Understanding the World</b>	Remembers and talks about special times and traditions in their family.	Explore what Christmas is, who celebrates Christmas and how they celebrate it. Children explore Christmas traditions that they, or others, may do in their family. Through painting or drawing, children record and talk about their own special family traditions.	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. Talk about familiar events in the past.	Children will explore Christmas presents that children would have received in the past and compare these to toys today. Children to explore how Christmas is celebrated today and how it was celebrated in Victorian times.
<b>Expressive Arts and Design</b>	Experiments with different materials, developing their ideas about how to use them.	Experiment with different materials and develop ideas about how to use them, by rolling baubles through paint in a tray to create different patterns. Print patterns to create Christmas wrapping paper. Decorate stockings.	Create collaboratively sharing ideas, resources and skills.  Work together, sharing resources to create collaborative art.	Children work collaboratively and share resources to create a large Christmas tree using loose parts.

<b>Unit 7 The Jolly Christmas Postman by Allan and Janet Ahlberg</b>				
<b>Areas of Learning</b>	<b>Nursery</b>		<b>Reception</b>	
	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>
<b>Communication and Language</b>	Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Listen to and respond to the story The Jolly Christmas Postman by the Ahlbergs. Children sing a rhyme whilst helping the Jolly Postman to post some Christmas cards!	Describe events in some detail. 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.	Read some of the letters the Jolly Christmas Postman delivered. Can the children use their knowledge of stories and rhymes and guess who the letter is for?

<p><b>Personal, Social and Emotional Development</b></p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Reread the Nativity story again and identify emotions of the main characters throughout. Explore themes of kindness in the Nativity story.</p>	<p>To understand that Christmas is a time to think of others.</p> <p>UtW: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Show children a selection of presents which have been wrapped up. Explore how receiving presents might make them feel. How might they feel if they receive a present? How might they feel if they are unwrapping presents? Discuss other occasions when they might be given a present such as other religious occasions, birthdays etc. Read through the information about the first Christmas presents given to Jesus by the Three Wise Men. Explain that these gifts were very expensive and this shows how important and special Jesus was. Are children able to name the first three gifts given to Jesus?</p>
<p><b>Physical Development</b> (Reception: Jasmine PE Unit 2)</p>	<p>Use large-muscle movements to wave flags and streamers. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>During this lesson, the children will learn the song and dance 'Here We Go Round the Mulberry Bush'. They will work as a group to change the speed and style of the dance. They will also think about how they can adapt some of the words and movements in it to create a new dance.</p>	<p>Unit 2 Social Skills (See Jasmine PE Online Planning)</p> <p>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.</p>	<p>Unit 2 Social Skills (See Jasmine PE Online Planning)</p> <p>Fine motor – Christmas cutting skills tasks e.g., paper chains, decorate tree, snowflakes etc.</p>
<p><b>Literacy</b> (Reception: daily RWInc lessons)</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Be able to talk about familiar books and be able to tell a long story. Write some or all of their name. Write some letters accurately.</p>	<p>Create a 3D pictorial story map of the Jolly Christmas Postman and use it to retell the story. Write Christmas cards to friends and families and sign their names.</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Connect one idea or action to another using a range of connectives. Form lower-case and capital letters correctly.</p>	<p>Create a pictorial map of the Jolly Christmas Postman story – use for retelling the story. Children use time words to retell the story using the map as an aid. Children write letters to Santa with their Christmas wishes!</p>

			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.	
<b>Mathematics</b>	<b>Maths No Problem (See Medium Term Planning)</b>			
<b>Understanding the World</b>		Continue to explore ice – melting and freezing.	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. Talk about familiar events in the past.	Continue to learn about how Christmas was celebrated in the past. Sort Christmas images into categories – present and past. Sort Christmas toys then and now. Explore how Christmas is celebrated around the world. Match Christmas images from different countries to the correct country name.
<b>Expressive Arts and Design</b>	Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Children to create their own Christmas cards. Create 3D models of Christmas trees, angels etc.	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.	Children to create their own Christmas cards. Create Christmas trees using various techniques.

<b>Unit</b>				
<b>Areas of Learning</b>	<b>Nursery</b>		<b>Reception</b>	
	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>
<b>Communication and Language</b>				
<b>Personal, Social and Emotional Development</b>				
<b>Physical Development</b>	Use large-muscle movements to wave flags and streamers.	During this lesson, the children will work in small groups to		

(Reception: Jasmine PE Unit 2)	Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	choose their favourite song and dance. They will think about how they can adapt it to make it their own, and perform this to the rest of the class.		
<b>Literacy</b> (Reception: daily RWInc lessons)				
<b>Mathematics</b>	<b>Maths No Problem (See Medium Term Planning)</b>			
<b>Understanding the World</b>				
<b>Expressive Arts and Design</b>				

**Texts for this half term:**

