



Topic	Celebrations							
Week commencing	1 st Nov 3 rd EYFS Diocese workshop 4 th Nov P. evening	8 th Nov 8 th Ind Photos 9 th P.Evening	15 th Nov 16 th Phonics workshop	22 nd Nov	29 th Nov	6 th Dec 7 th Dec Dress Rehearsal 9 th 9.30 & 2pm Nativity 10 th KS2 Carol service	13 th Dec 17 th 1.30pm End of term	
PSED <i>Taken from Development Matters</i>	Ongoing provision: Confident to try new activities. Say why they like some activities more than others. Confident to speak in a familiar group. Will talk about their ideas, and will chosen activities. Say when they do or don't need help. Talk about how they and others show feelings. Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Work as part of a class or group. Understand and follow rules. Adjust behaviour to different situations. Take changes of routine in their stride.							
PSHE	Jigsaw PSHE-Celebrating Differences							
Communication and Language <i>Taken from Development Matters</i>	Ongoing Provision: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.							
Literacy <i>Links to Development Matters (Reading and Writing)</i>	Daily Phonic sessions Twice daily. Assess phase 2							
	'Leaves are falling'	'Breezy Weather'						
	Recounts/Non fiction texts	'Hodge the Hedge hog/leaf man'	'One Bear at Bedtime' '123 at the Zoo'	'Peace at Last'	Christmas story Christmas cards	Letters to Father Christmas(The Jolly Christmas Postman)& Christmas calendars	Christmas lists/ Christmas Activities	



	<p>Speaking and Listening; ELG: Speaking Children at the expected level of development will: 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. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</p> <p>Literacy ELG: Comprehension Children at the expected level of development will: - 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>ELG: Word Reading Children at the expected level of development will: - 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>ELG: Writing Children at the expected level of development will: - 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>Maths (White Rose/NCETM))</p> <p><i>Links to Development Matters (Number and Shape, Space and Measure)</i></p>	<p>‘Its Me 123! Subitising within 5, composition of numbers within 5 Matching amounts</p>	<p>‘Light and Dark’ Begin to recognise numerals Explore concepts of ‘whole’ and ‘part’.</p>	<p>Consolidation</p>	
<p>Mathematics ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - 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. ELG: Numerical Patterns Children at the expected level of development will: - 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>EAD</p> <p><i>Links to Development Matters (Exploring and Using and Being Imaginative)</i></p>	<p>LO: <i>To experiment with colour, texture design and form.</i> Activity: Leaf printing</p>	<p>LO: To be able to safely use and explore a variety of materials, tools and techniques,. Activity: Making fireworks.</p>	<p>LO: <i>To be able to</i> Invent, adapt and recount narratives and stories with peers and their teacher; Activity: Introduce 'drive through' coffee shop o/s</p>	<p>LO: To be able to safely use and explore a variety of materials, tools and techniques,. Activity: Making Christmas decorations.</p>	<p>LO: To be able to safely use and explore a variety of materials, tools and techniques, <i>To experiment with colour, texture design and form.</i> Activity: Making salt dough decorations</p>	<p>LO: <i>To experiment with colour, texture design and form.</i> Activity: Making Christmas Cards</p>	<p>LO: Activity: Painting the Christmas story/Nativity(RE assessment)</p>	<p>Activity: Christmas craft activities .</p>
<p>Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - 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. ELG: Being Imaginative and Expressive Children at the expected level of development will: - 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>RE</p> <p><i>Links to Development Matters (Communication and Language, PSED, UtW)</i></p>				<p>Who Travelled to Bethlehem? LO <i>To be able to talk about how Christmas is celebrated in their own home and school community.</i> Activity: Read the story of the first Christmas. Drawing a picture in their worship books about how they celebrate Christmas.</p>	<p>LO: <i>To recall that Jesus is the focus of the celebration of Christmas. To know that Christmas is a special time for Christians.</i> Activity: Retelling the story of the first Christmas.</p>	<p>LO: <i>To be able to recall the story of the very first Christmas.</i> Activity: Retelling the story of the first Christmas The Christmas Nativity.</p>	<p>LO: <i>To be able to recall the story of the very first Christmas.</i> Activity: Christmas craft activities.</p>	
<p>Children have a developing respect for their own cultures and beliefs, and those of other people. Children show sensitivity to others' needs and feelings. Children answer 'how' and 'why' questions about their experiences in response to stories. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Children begin to know about their own cultures and beliefs and those of other people. Children respond in a variety of ways to what they see, hear, smell, touch and taste</p>								



<p>UtW</p> <p><i>Links to Development Matters (People and Communities and The World)</i></p>	<p>L.O: To be able to talk about the lives of people around them Activity: Sharing something we did in half term</p> <p>L.O: To be able to explore the natural world and understand some natural processes i.e Seasons Activity: Share and discuss objects collected in our 'Autumn' bags</p>	<p>LO: To know some differences between religious and cultural communities. LO: <i>To know some similarities between the past and now</i> Activity: Reflect on Diwali, and Remembrance Sunday</p> <p>Bonfire Night</p>	<p>LO: <i>To be able to describe their immediate environment.</i> Activity: Who is my favourite cuddly at Bedtime?</p>	<p>LO: To know some differences between religious and cultural communities Activity: At Christmas we....</p>	<p>LO: <i>To know about similarities and differences between life in this country and life in other countries,</i> Activity: How is Christmas celebrated in other countries?</p>	<p>LO; <i>To know about traditions</i> Activity: Making Christingles/icing gingerbread men The Nativity</p>	<p>LO: <i>To know about traditions.</i> Activity:</p>
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	<p>Understanding the World ELG: Past and Present Children at the expected level of development will: - 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. ELG: People, Culture and Communities Children at the expected level of development will: - 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. ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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>PD</p>	<p style="text-align: center;">Real PE</p>
<p><i>Links to Development Matters (Moving and Handling and Health and Self-care)</i></p>	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will: - 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.</p>