



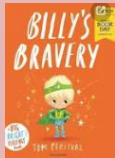


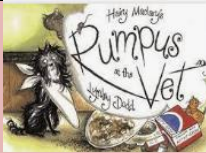




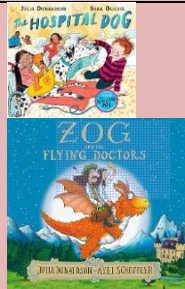



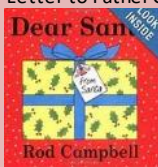
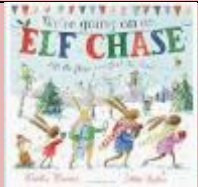
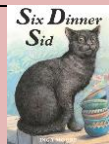




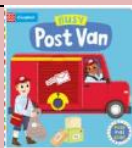
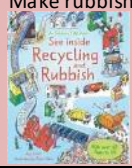

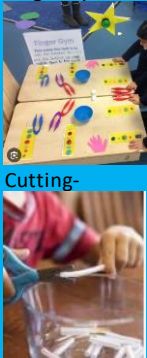

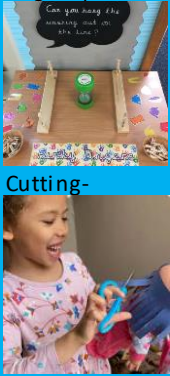


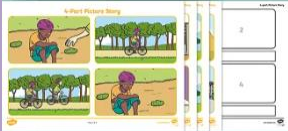


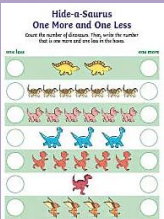
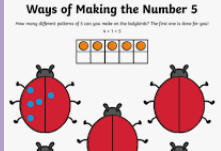


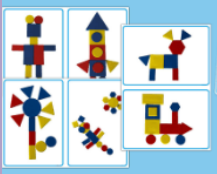






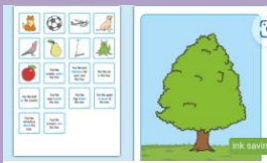








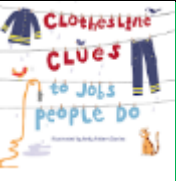
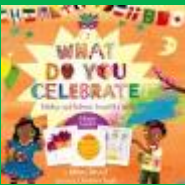















**Class TAs: Mary Harwood, Claire Major, Viv Morley**

	<b>Week 1</b> 30.10.23	<b>Week 2</b> 6.11.23 Fri - Remembrance service	<b>Week 3</b> 13.11.23	<b>Week 4</b> 20.11.23	<b>Week 5</b> 27.11.23  Fri – Reception multi-skills	<b>Week 6</b> 4.12.23  Th/Fri – willow sculpture	<b>Week 7</b> 11.12.23  Tue – Nativity Wed – Christmas lunch Thurs - Nativity	<b>Week 8</b> 18.12.23  Tue – Church service Wed – non uniform day Wed- staff meeting
<b>Communication and Language</b>	Talk about own experiences of going to the doctors or hospital  Song Miss Polly had a dolly ( <a href="#">(5) Miss Polly Had A Dolly   Curly Cath   Nursery Rhyme - YouTube</a> )  Share non-fiction books 	Learn the song John Brown’s Baby ( <a href="#">(5) John Brown's Baby - YouTube</a> ) ( <a href="#">(5) John Brown's Baby - YouTube</a> )  Learn the rhyme Doctor Foster  Memory game – which piece of the doctor’s equipment is missing?	Discuss what it would be like to be a bin lorry driver  What can we do to help? 	Own picture or photo to be brought in - ...is my superhero because...  Who are the superheroes in these stories and why? 	Ask children to bring in a photo of mum or dad (or someone they know) with a very different hairstyle and talk about this as a class – create a wacky hair board   Do we have hair that is similar / different to our family?	 Own experiences of taking a pet to the vet.  Ask questions to the vet and take part in role play.  Visit from Charlotte and her tortoise – ask questions	Talk about experiences of posting letters or receiving parcels – how do these packages and letters get to you? ( <a href="#">(5) Journey of a Letter - YouTube</a> ) 	Looking after everyone at Christmastime 
<b>Literacy</b>	Own experiences –I went to the doctor because...  Engage in talk about shared stories  	 Engage in talk about shared stories  Doctors bag – draw what you think might be in a doctors bag and label	Look at features of a non-fiction book 	Make predictions from the stories. Use stem sentences “I think...because.” “It could be...” Build on each other’s ideas.  Me as a superhero. Create a class book of own superheroes	Continue with creation of Class Superhero book	 Adjectives to describe different pets (extension alliteration) e.g furry dog, green frog, racing rabbit. Choose a pet (colour or draw) and write descriptive words / phrases.	Letter to Father Christmas  Brethren – alternative (Things I would like to do in the holidays)	 Write a clue for the great elf chase
<b>Orcy Project</b>	Come up with a set of Listening and Speaking Rules as a class.	 Which items should the new owner of the cat buy first and why, I think...because...	 Talk partners –taking turns and showing good listening, as you each think about how you need to stop the scribbles.	 How should Superbat reach the mice? Take some suggestions – speaking clearly and audibly and showing good listening skills. Vote with your feet.	 Talking circle – I have ... hair (My ...has....hair too)	 Talk about the different expressions on the potato as we read the story – what do you think the expressions tell us about how the potato is feeling? Which vegetable would you choose as a pet? Why? Pass around the talking stick. Speaking clearly and audibly and show good listening skills.	 Which letter do you think should get delivered first? Next? I think...because...	
<b>Communication and Language Literacy (including phonics) Continuous Provision</b>	Set up a doctors role play area with the children  Selection of non-fiction books about doctors and nurses  Writing in doctors role play (appointments, prescriptions)	Selection of non-fiction books about doctors and nurses  Writing in doctors role play (appointments, prescriptions)  Write and design Get Well Soon cards	Small world play with bin trucks, using new vocabulary  Selection of non-fiction books about recycling and waste  Make rubbish labels 	Superhero capes, masks and writing tools  Display a collection of logos and words connected with well-known superhero characters. Can the children recognise and name them?  Draw/create own superhero and write their superhero’s name.	Write labels for different hairstyles.  Descriptive vocabulary – curly, straight, auburn, punk, afro, shaved, bald	Set up a vets role play area with the children  Selection of non-fiction books about vets  Writing in vets role play (appointments, prescriptions)	Letter, card and post box station. Post office accessories. Wrapping paper, stamps	Design and write Christmas cards and present labels.
<b>PSED</b>	Va lu ing Differences	Va lu ing Differences	Va lu ing Differences	Va lu ing Differences	Va lu ing Differences	Va lu ing Differnces	Va lu ing Differences	Va lu ing Differences

SCARF	-Me and my friends	-Me and my friends	-Friends and Family	-Friends and Family	-Friends and Family	-Including Everyone	-Including Everyone	-Including Everyone
<b>PSED Continuous Provision</b>	Focus - Sharing	Focus - Taking turns	Focus - Helping others	Focus - Thinking of others	Focus - understanding the importance of friends and family	Focus - Valuing similarities and difference	Focus - Identifying emotions	Focus - Managing emotions
Nursery- Dance & Gymnastics  Reception- Dance – Seasons Locomotion 1	<b>Dance-</b> Circus Move safely in space taking care of ourselves and others Use a mind map to move like different circus characters we know <b>Gymnastics</b> – Parts high and parts low Climb stairs, steps and move across apparatus using alternate feet  <b>Locomotion 1</b> Run with special awareness and negotiate spaces successfully, adjusting speed or direct to avoid obstacles	<b>Dance-</b> Circus Listen carefully to a poem and be creative about our movements Move safely in space taking care of ourselves and others <b>Gymnastics</b> – Parts high and parts low Show increasing consideration of other children's needs and gradually more impulse control in favourable conditions  <b>Locomotion 1</b> Enjoy playing alone, alongside with others, inviting others to play and attempting to join others play	<b>Dance-</b> Circus Be creative in our use of travelling movements Show use of different levels in our travelling movements Move safely in space taking care of ourselves and others <b>Gymnastics</b> – Parts high and parts low Be sensitive to others messages or appreciation or criticism  <b>Locomotion 1</b> Practise skills of assertion, negotiation and compromise and looks to an adult to help resolve conflict	<b>Dance-</b> Circus Work well in pairs showing good listening Use pictures to come up with creative actions and movements Teacher-led stretches to encourage flexibility, extension, balance and posture <b>Gymnastics</b> – Parts high and parts low Climb stairs, steps and move across apparatus using alternate feet  <b>Locomotion 1</b> Run with special awareness and negotiate spaces successfully, adjusting speed or direct to avoid obstacles	<b>Dance-</b> Circus Work well in pairs showing good listening Use pictures to come up with creative actions and movements Teacher-led stretches to encourage flexibility, extension, balance and posture <b>Gymnastics</b> – Parts high and parts low Show increasing consideration of other children's needs and gradually more impulse control in favourable conditions  <b>Locomotion 1</b> Enjoy playing alone, alongside with others, inviting others to play and attempting to join others play	<b>Dance-</b> Circus Understand what a good performance is Give useful feedback to our partner Improve our own performance <b>Gymnastics</b> – Parts high and parts low Be sensitive to others messages or appreciation or criticism  <b>Locomotion 1</b> Practise skills of assertion, negotiation and compromise and looks to an adult to help resolve conflict	Children's choice of games	Parachute games
<b>Physical Development Continuous Provision</b>	<b>Finger Gym-</b>  Cutting-	<b>Finger Gym-</b>  Cutting-	<b>Finger Gym-</b>  Cutting-	<b>Finger Gym-</b>  Cutting-	<b>Finger Gym-</b>  Cutting-	<b>Finger Gym-</b>  Cutting-	<b>Finger Gym-</b>  Cutting-	<b>Finger Gym-</b>  Cutting-
<b>Phonics (to include writing of all new letter sounds)</b>	Nursery- The grand old duke of York Squiggle while you wiggle, alliteration, exploring mouth movements to make sounds and joining in with songs and actions.  Reception- New HF word 'my' Sounds write Unit 3 New sounds – c, g, h	Nursery- Squiggle while you wiggle; identify and copy body sounds, join in with actions and rhymes.  Reception- New HF word 'was' Sounds write Unit 3 - consolidation	Nursery- Squiggle while you wiggle up and down; making mouth movements; Alliteration and joining in with rhymes 'Llama Llama red pyjama')  Reception- New HF word 'we' Sounds write Unit 4 New sounds – d, e	Nursery- Squiggle while you wiggle Side to Side; identify which instrument is being played; listening and following instructions – parachute tag; digging for treasure initial sounds.  Reception- New HF word 'are' Sounds write Unit 4 New sounds – f, v	Nursery- Squiggle while you wiggle Arches and Arches  Reception- New HF word 'me' Sounds write Unit 5 New sounds k, l	Nursery-  Reception- New HF word 'he' Sounds write Unit 5 New sounds – r, u	Nursery-  Reception- New HF word 'for' Sounds write Unit 3 New sounds – j, w, z	Phonics games
<b>Mathematics</b>	Nursery- Introduce number 1  Shape Space and measure - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on	Nursery- Introduce number 2  Shape Space and measure - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and	Nursery- Introduce number 3  Shape Space and measure - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on	Nursery- introduce number 4  Shape Space and measure - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and	Nursery- introduce number 5  Shape Space and measure - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and	Nursery- introduce number 6  Shape Space and measure - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on	Nursery- introduce number 7  Shape Space and measure - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on	Nursery- introduce number 8  Shape Space and measure - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on



	<p>clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Reception- Area of Learning: Shape, Space and measure Learning Strand: Time Objectives: -To talk about time in terms of day and night days of the week and months of the year. -To use language related to time and be able to sequence events. -</p> <p>Vocabulary: first, next, later, then, before, after, every day, night, order, Monday-Sunday, January-December.</p>	<p>wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Reception- Area of Learning: Number and Pattern Learning Strand: Composition of Numbers up to 5. Objectives: -To know the 1 more than, 1 less than relationship between consecutive whole numbers.</p> <p>Vocabulary-1 more, 1 less, first, next, then, before, after, one, two, three, four, five, pair.</p>	<p>clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Reception- Area of Learning: Number and Pattern Learning Strand: Composition of Numbers up to 5 Objectives: To be able to represent the numbers 1-5 in different ways.</p> <p>Vocabulary- Part, whole.</p>	<p>wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Reception- Area of Learning: Shape, Space and Measure Learning Strand: 2D shapes Objectives: To recognise language associated with 2D shapes, specifically triangles and squares. .</p> <p>Vocabulary- circle, triangle, rectangle, square, sides, corners, same, different, length,</p>	<p>wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Reception- Area of Learning: Shape, Space and Measure Learning Strand: 2D Shapes Objectives: To recognise language associated with 2D shapes, specifically rectangles and circles.</p> <p>Vocabulary- Circle, triangle, rectangle, square, sides, corners, same, different, length</p>	<p>clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Reception- Area of Learning: Shape, Space and Measure Learning Strand: Positional Language Objectives: To understand and use positional language</p> <p>Vocabulary- in, on, under, next to, behind, in front of, up, down, across, near, far, forwards, backwards</p>	<p>clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Recap and Revisit</p>	<p>clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Recap and Revisit</p>
<p><b>Mathematics in the Continuous Provision</b></p>	<p>Time- sequencing events Day and night sorting</p>  <p>3 step picture sequencing cards</p>  <p>4 part story pictures</p> 	<p>1 more/1 less</p>   	<p>Making numbers to 5</p> <p>Ways of Making the Number 5</p>  <p>MAKE IT 3 WAYS</p>  <p>Number Shape Number Bonds of 5 Missing Number</p> 	<p>2D shapes Making pictures using 3d shapes</p>  <p>2D Shape printing</p>  	<p>2D shapes</p>   	<p>Positional Language</p>   	  	 
<p><b>Understanding the World</b></p>	 <p>Pictures of x-rays, create own</p> <p>Make your own stethoscope <a href="#">Make a super simple stethoscope - Playful Science for Kids (science-sparks.com)</a></p>	<p><a href="#">Tooth Decay Experiment with Egg shells (science-sparks.com)</a></p>	<p>Sorting rubbish by materials and by recyclable and non-recyclable</p> <p>Create something new with junk modelling</p>	<p><b>SUPERHERO SALAD</b></p>  <p>Where do foods come from? What does our body need to stay healthy?</p> <p>Superhero gadget exploration table – investigate gadget parts, inside of old telephones, circuit boards etc.</p> <p>STEM experiment – Flying superheroes</p>	<p>Blow dry hair pictures</p>	<p>Make a pet home (e.g hamster cage, dog's kennel) What do pets need to stay healthy – what do you need to do to look after them?</p> <p>Discuss own pets or a pet that we would love to have.</p>	 <p>Match the clothes to the occupations- how do you know? Why do they need that?</p>	<p>Making reindeer food <a href="#">Toddler Tales ~ Making Reindeer Food - FairyDust Teaching</a></p>  <p>Talk about how we celebrate and listen to how our celebrations are different.</p>

Other cultures and British Values	Making poppies and talking about what the poppies represent.	REME museum visit Remembrance service	  Make clay diya lamps Blue group – make candle holders	Police – what do they do and why? How do we recognise them? What rules and laws do they enforce? The rules are there to keep us safe.	What hairstyles do we have (and the people in our family)- use this as an opportunity to talk about own families and similarities and differences between us all.	  Sensory colour and light play	How Christmas was celebrated in the past. Share our own Christmas traditions.	How Christmas is celebrated around the world.
Understanding the world Continuous Provision	  Hand hygiene activity	Make a human brain using play dough 	Bin trucks and sorting materials  Discovery area to explore magnets – what is / is not magnetic. Can you make a prediction? Why do you think that?	Magnetic superhero scene <a href="#">Science Experiment.pdf</a>  <a href="#">Free Jigsaw Puzzle Games for Kids   Supertato Jigsaw - CBeebies - BBC</a>	<a href="#">Love Monster interactive episode - can you be a delivery monster quiz - CBeebies - BBC</a>  Play dough hairstyles 	Farm tuff tray – soap and water to clean the animals  Pictures of animals in their homes 	<a href="#">Build your own snowman - CBBC - BBC</a>  Small world play – ice castles 	
Understanding the World RE	UC Incarnation ‘Why do Christians perform a Nativity at Christmas?’ Look at pictures of babies and adults and match a picture of Jesus as a baby and talk about why this baby might be important to Christians.	Find out what Christians do at church at Christmas.	Listen and talk about what special things Christians do at Christmas to share God’s love.	Listen to story of Jesus welcoming the children (Mark 10:13-16) and discuss times when we might have turned people away in our play and what Jesus would encourage you to do instead. Complete the sentence ‘I am special because...’	Watch, and then act out, a ‘Thanksgiving service’ and talk about why people might say thank you to God for their baby.	Learn about the ‘Golden Rule’ and talk about how Christians try to show by their actions that everyone is precious.	Using the photo of themselves dressed up in the Nativity, label who they are and explain their part in the Nativity story.	Finish assessment activity
Expressive Arts and Design - Charanga	Music Charanga- Me!	Music Charanga- Me!	Music Charanga- Me!	Music Charanga- Me!	Music Charanga- Me!	Music Charanga- Me!	Music Charanga- Me!	Music Charanga- Me!
Expressive Arts and Design Continuous Provision	Role Play- Doctors surgery	Create hand trees for different seasons. 	Magnetic art- 	2D shape printing 	Can you design different hairstyle with wool? Children cut and stick wool onto head outlines. Can they twist it, make it curly, spikey etc?	Painting pictures of our pet using a range of tools and colour mixing.	Use calpol syringes and pipettes to make pictures by spraying paint onto big pieces of paper.	 Create snowman pictures
Forest School	No Forest School	No Forest School	Smelly trails – being a Police sniffer dog  Making our own music (half term project)	Create a superhero leaf mask  Mud painting (my superhero) and nature paintbrushes  Making our own music (half term project)	Rainstorm Music  Pitter patter flood  Rain painting  Making our own music (half term project)	Forest Pets  Pet rescue  Making our own music (half term project)	Sounds and symbols  Hedgehog hideout  Making our own music (half term project)	Popcorn on the fire  Making our own music (half term project) 
Trips		REME museum			Reception Multi-skills at Abbeyfields	Taking part in whole school willow structure	Firefighter visit	Church Christmas service