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| Week | 1 wc 6.11.23 Remembrance Day Photos Parents eve PP meetings | 2 wc 13.11.23 Music workshop Open evening Odd socks/anti-bullying week INSET day | 3 wc 20.11.23 | 4 wc 27.11.23 Snow White Pantomime St Andrews Day Bagpipes. | 5 wc 4.12.23 Music Workshop Christmas Door Talkboost Assessments | 6 wc 11.12.23 Nativities | 7 wc 18.12.23 Christmas Parties |
| Wow | Firework celebration with dances and lights. | Use puppets to introduce Anti-bullying. | Box of props to be left for the children to discover. | Pantomime in school | Christmas celebrations, class performances etc. | | |
| Books | Sparks in the sky | I'm (almost) always kind. | Whatever Next | Snow White | The Nativity | Dear Santa | |
| Maths | Change within 5 | Change within 5 | Number bonds within 5 | Space | Comparing Numbers within 10 | | Review week |
| English | Write some cvc and firework words on shaped paper. Pop, hot, fast, bang, big. I will form some lower-case and capital letters correctly. I will write some or all of my name. I will use some of my print and letter knowledge in my early writing. | Design an anti-bullying poster. Use a word bank for support. I will form some lower-case and capital letters correctly. I will write some or all of my name. I will use some of my print and letter knowledge in my early writing. | Where has baby bear been? In the box. In the bed. On the mat. I will form some lower-case and capital letters correctly. I will write some or all of my name. I will use some of my print and letter knowledge in my early writing. | Children to word build using the new digraphs learned. I will form some lower-case and capital letters correctly. I will write some or all of my name. I will use some of my print and letter knowledge in my early writing. | Write letters to Santa. I will form some lower-case and capital letters correctly. I will write some or all of my name. I will spell words by identifying the sounds and then writing the sound with letter/s. | Make a class 'Dear Santa' lift the flap book using the children's ideas. I will form some lower-case and capital letters correctly. I will write some or all of my name. I will spell words by identifying the sounds and then writing the sound with letter/s. | Writing Christmas Cards to be sent home. I will form some lower-case and capital letters correctly. I will write some or all of my name. I will spell words by identifying the sounds and then writing the sound with letter/s. |
| Wordwise | Little Wandle Week 1 | Little Wandle Week 2 | Little Wandle Week 3 | Little Wandle Week 4 | Little Wandle Week 5 | Little Wandle Assessment week | Little Wandle Review week |
| Handwriting | ff, ll, ss, j I will use a comfortable grip with good control when holding pens and pencils. | V, w, x, y I will use a comfortable grip with good control when holding pens and pencils. | Z, qu, name, ch I will use a comfortable grip with good control when holding pens and pencils. | Sh, th, ng, nk I will use a comfortable grip with good control when holding pens and pencils. | Name writing with surname I will use a comfortable grip with good control when holding pens and pencils. | Quick write graphemes phase 2 I will use a comfortable grip with good control when holding pens and pencils. I will form some lower-case and capital letters correctly. | |

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| | I will form some lower-case and capital letters correctly. | I will form some lower-case and capital letters correctly. | I will form some lower-case and capital letters correctly. | I will form some lower-case and capital letters correctly. | I will form some lower-case and capital letters correctly. | |
| RHE | Remind children of our learning values, behaviour values and star expectations. I will build constructive and respectful relationships. I will see myself as a valuable individual. | Anti-bullying week I will build constructive and respectful relationships. I will think about the perspectives of others. | The great big book of feelings I will identify and moderate my own feelings socially and emotionally. I will express my feelings and consider the feelings of others. | Introduce R-Time N07 Farmyard animals. I will build constructive and respectful relationships. I will think about the perspectives of others. | R-Time R02 Going on a bear hunt. I will build constructive and respectful relationships. I will think about the perspectives of others. | R-Time R08 Partner hands. I will build constructive and respectful relationships. I will think about the perspectives of others. |
| Science Weekly reach out reporter and explorify | Firework safety and Diwali lights I will describe what I see, hear and feel whilst outside. I will explore the natural world around me. | Where does light come from? Explore and sort sources of light. I will describe what I see, hear and feel I can talk about the differences between materials. | Torches and den building. Which materials reflect? I can talk about the differences between materials. | Talk about the properties and materials of old and new toys. How are these different? Which materials are better for toys to play with? I can talk about the differences between materials. | Go on a season walk 'Winter'. Set up an investigation station for Winter including collected materials, magnifying glasses, small world animals etc. I understand the effect of changing seasons on the natural world around me. I understand some important process and changes in the natural world around me, including the seasons. | |
| Computing | | Recap behaviour and learning values, and classroom rules and expectations. Vocabulary: Instruction, rules, first, next. I know the reasons for rules, I know right from wrong and try to behave accordingly. | Introduce Beebots, explore how they move. I know how to input a simple sequence of demands to control a digital device with support. | Focus on the direction of BeeBots. Vocabulary: Forwards, backwards, left, right, go. I know how to input a simple sequence of demands to control a digital device with support. | Explore online relationships using project evolve. I know and can talk about the different factors that support my overall health and wellbeing. | Read Computing Core book: Webster's Email. Link discussion back to prior learning of online relationships and being kind online. |
| Art | Explore colour mixing and splatter technique to make firework art. I will explore, use and refine a variety of | Designing odd socks and exploring patterns. I will explore, use and refine a variety of artistic effects to | Shadow drawings outdoors using objects and each other. I will hold a pencil effectively in | Creative arts week- Snow White TBC | Design and make a Christmas card for the community. Christmas family cards I will create collaboratively, sharing | Making salt dough for Christmas decorations. I can develop my fine motor skills and use a range of tools competently and safely. |

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| | artistic effects to express my ideas and feelings. | express my ideas and feelings. | preparation for fluent writing. | | ideas, resources and skills. | |
| D&T | Adults to model using the new resources in the creative workshop. I will explore, use and refine a variety of artistic effects to express my ideas and feelings. | Cutting skills assessment – Level 10 Cutting a line drawn shape I will use a range of small tools, including scissors, paint brushes and cutlery. | Fine motor skills activities- daily opportunities. I will use a range of small tools, including scissors, paint brushes and cutlery. | Creative arts week- Beauty and the Beast TBC | Develop cutting, joining and finishing skills to create Christmas cards. I will use a range of small tools, including scissors, paint brushes and cutlery. | Make a felt Christmas decoration. I can develop my fine motor skills and use a range of tools competently and safely. |
| Understanding the world- Geography/History/RE | Remembrance Day. Looking at real artifacts. Special days. I know some similarities and differences between things in the past and now, Drawing on my experiences and what has been read in the past. | | How are toys today different from those in the past? I know some similarities and differences between things in the past and now, Drawing on my experiences and what has been read in the past. Core books- The Toymaker. Dogger. | St Andrews day. I know the 4 countries that make up the UK. I know some similarities and differences. I will recognise some environments that are different from the one in which I live. | Moses and the Red Sea story. What stories are special and why? | The Christmas story. Learning about the church. Comparing Christmas traditions from the past. Finding out about Mary, Joseph and Baby Jesus. Where and when was the first Christmas tree? I know some similarities and differences between things in the past and now, Drawing on my experiences and what has been read in the past. |
| Music | Learn the hymn of the month – He's got the whole world in his hands. I can sing in a group or on my own. Increasingly matching the pitch and following the melody. | Continue developing 'Beat Baby' sessions focusing on steady beat (pulse) I know how to perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Learn the song 'In a Rocket'. Adults to sing first with children copying (as a class and on their own) correctly matching the pitch. | | St Andrew's Day – Bagpipes workshop. Recreate some Scottish dancing steps – link to bagpipes workshop on St Andrews Day. I know how to listen attentively, move to and talk about music, expressing my feeling and responses. I know how to perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | | Learn the hymn of the month – Thank you Lord for this new day. Enjoy listening to and singing Christmas songs. Increasingly matching the pitch and following the melody Sharing Christmas songs and rhymes. Increasingly matching the pitch and following the melody |

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| | <p>Core music text- 'The listening walk' by Paul Showers. Introduce active listening and local environment sounds. I can listen attentively, move to and talk about music, expressing my feelings and responses.</p> | <p>I can sing in a group or on my own. Increasingly matching the pitch and following the melody.</p> | | |
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