**Mtp –autumn 2- FS2**

**The Implementation activity ideas written below are in different colours to link with KS1 subject areas:**

**SCIENCE ART PHYSICAL EDUCATION DESIGN AND TECHNOLOGY HISTORY GEOGRAPHY MUSIC COMPUTING RE/RSHE**

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| **Wk** | **Topic** | **COEL** | **COMMUNICATION AND LANGUAGE**  **(Listening, attention & understanding, speaking)** | **PSED**  **(Self-regulation, Managing self**  **& Building relationships)** | **PHYSICAL**  **(Gross motor & Fine motor)** | **LITERACY**  **(Comprehension, Word reading phonics & Writing)** | **MATHEMATICS (Number, Numerical patterns & SSM)** | **UNDERSTANDING THE WORLD**  **(Past & present, People, culture & communities & The natural world)** | **EXPRESSIVE ARTS & DESIGN**  **(Creating with materials, Being imaginative and expressive)** | **Key vocab** |
| **Wk 1** | **Festivals – Diwali and Bonfire Night and Remembrance Learning** | **I am willing to try new activities.**  **I can take part in role play games.**  **I can sort resources into the right place.** | **I can listen to and talk about what has been read to build my understanding.**  **I can begin use new vocabulary in different contexts.**  **I can ask a familiar person for help.**  **I can use social phrases such as ‘good morning’, ‘please’ and ‘thank you’ in conversations.** | **I can enter the classroom each morning independently and confidently.**  **I can play interactively with my peers and share and take turns.**  **I can be sensitive to the opinions and viewpoints of others.**  **I can talk about Divali and how it is celebrated.**  **I can talk about the BRILLIANT Expectations and know why we have them.** | **I can manipulate materials such as clay and playdough to turn them into new shapes.**  **I can begin to coordinate both of my hands for activities such as turning paper in one hand and cutting using scissors in the other.**  **I can move my body to music – slow and fast movements with increasing coordination.**  **I can hold my pencil in my dominant hand with a tripod grip and mostly apply good pressure.**  **I can confidently cut simple shapes.** | **I can recognise at least 10 graphemes and say their phonemes.**  **I can write some these graphemes with the correct formation with a good pencil grip and pressure.**  **I can blend sounds together in simple vc and cvc words which contain the graphemes I have previously learnt.**  **I can recognise some of the helpful words from Level 1+.** | **I can recognise and order numbers 0-12.**  **I can recognise the 3D shapes sphere, cube and cylinder.**  **I can talk about the properties of 3D shapes using the appropriate vocabulary.**  **I can use the ten frame to represent a given number.**  **I can use a ten frame to demonstrate/work out one more and one less than a number.** | **I can show an awareness of different cultures.**  **I have an awareness of different festivals.**  **I can understand that not everyone celebrates the same festivals.**  **I can show an awareness of some seasonal changes.**  **I can talk about my local community, including places and people.**  **I can begin to understand the importance of people who help us.** | **I know some of the safety rules for equipment such as, a braddell, scissors etc.**    **I can manipulate a material to make it into a new shape.**  **I can add detail to my basic design using a range of resources such as paint, glue, glitter, collage, crayons.**  **I can choose a colour for a purpose.** | **Dough – rolling, pinching, flattening**  **3D shapes and properties – sphere, cube, cylinder, faces, corners**  **Ten frame – one more/one less**  **Social phrases**  **Festivals**  **Culture**  **Celebration – Diwali**  **Seasons**  **Braddle** |
|  | Non-fiction texts story of Rama & Sita and Guy Fawkes.  Watch bonfire night displays – talk about what they can see, describe their own experiences.  \*Invite parents to come and talk about festival\*  While moving like fireworks or drawing fireworks, children can use the firework sounds and vocabulary they have learnt, such as ‘zoom’, ‘bang’, ‘whizz’, ‘pop’. | Praise children for entering the classroom confidently and independently.  Play interactively with others and share and take turns – turn taking games, praise children who are sharing resources and taking turns, adults model interactive play.  Developing an awareness that their friends may have different cultures and be sensitive to others having different thoughts and opinions – stories and circles times.  Learning about Diwali and how it is celebrated.  Discussing the BRILLIANT Expectations – praising and rewarding children who are remembering these. | PE – Twinkl plan 5 – Dance  Clay Diva Lamps – develop understanding of how to pinch and shape clay to manipulate into a new shape.  Drawing Rangoli patterns.  Move to firework sounds.  Cutting star shapes for bonfire night.  .  Independently open straw wrapper for milk.  Handwriting in books – graphemes from phonics this week. | Writing newly learnt graphemes and 2 letter words and some 3 letter words – assessment.  Non-fiction texts based on festivals – asking why, who, where and when?  Develop comprehension.  Writing sound words for firework sounds.  Phonics assessment to see if ready for pink level books.  Floppys phonics Level 1+ - /C/ /K/ | Recognising and ordering numbers 0-12.  Counting by rote and counting objects.  Watching episodes of Numberblocks.  IWB Games.  Introducing the ten frame and the rules for using, representing numbers, 1 more and 1 less, simple addition using different coloured counters.  Introducing 3D shapes, their properties and vocabulary – sphere, cube, cuboid, cylinder, cone. Playing feely bag games, IWB powerpoints, looking for everyday objects that are 3D shapes, matching shapes, printing with 3D shapes. Using cylinders to make fireworks. | Learn about Bonfire night - safety and purpose behind it. Think about other celebrations that use fireworks (Diwali, NYE, Chinese NY)  Introduce Diwali and activities surrounding Diwali.  Role play to retell the story of Guy Fawkes.  Discuss how it gets darker earlier in the evening at this time of year. Think about seasonal changes.  Explore different torches/lights alongside a collection of transparent and non-transparent (opaque) materials. Investigate how light can shine through some materials. | Skill focus:  Manipulating dough and clay into new shapes.  Rolling into a ball, flattening with palm of hand, pinching with fingers, creating a sausage shape, and then progress onto using tools to poke holes and designs. Diva Lamps.  Using painting skills from previous learning to make a firework picture – combined resources for painting – children to choose which colours they think will look best for representing fireworks.  Charanga- Term 2 – music lesson 1 |  |
| **WK 2** | **Superheroes** | **I am willing to try new activities.**  **I can have another go if my first try doesn’t go to plan.**  **I can sort resources into the right place.**  **I can take part in role play games.** | **I can follow a two- step instruction.**  **I can begin to ask questions relating to our topic.**  **I can learn new vocabulary.**  **I can listen carefully to others and respond appropriately.**  **I can talk about my needs and wants.** | **I can play interactively with others and share and take turns.**  **I can select activities and resources and complete some tasks independently.**  **I can work on tasks with resilience and perseverance.** | **I have a good awareness of space and where my body is – I can find a space of my own.**  **I can put my coat on and zip it up independently.**  **I can begin to coordinate both of my hands for activities such as turning paper in one hand and cutting using scissors in the other.**  **I can hold my pencil in my dominant hand with a tripod grip and mostly apply good pressure.**  **I can make good attempts at dressing myself in my puddle suit/jumper/cardigan.** | **I can write my own name using mostly correctly formed letters.**  **I can write some these graphemes with the correct formation with a good pencil grip and pressure.**  **I can blend sounds together in simple vc and cvc words which contain the graphemes I have previously learnt.**  **I understand what I am writing about and can think of some of my own ideas.** | **I can recognise and order numbers 0-12.**  **I can say which number is bigger and which is smaller out of two numbers.**  **I can show an understanding of positional language.**  **I can use positional language to describe where an object is.**  **I can say what is 1 more and 1 less than a given number.**  **I can use a numberline to count on and back one.**  **I can use a number fan to show a particular number.**  **I can use the Ten Frame for simple addition.**  **I can say two numbers that are a number bond of 5.**  **I can use the Ten Frame to represent a number bond of 5.** | **I can talk about our local community.**  **I can talk about people that help me such as dentists/doctors**  **/firefighters/police officers.** | **I know some of the safety rules for equipment such as, a braddle, scissors etc.**  **I can manipulate a material to make it into a new shape.**  **I can add detail to my basic design using a range of resources such as paint, glue, glitter, collage, crayons.**  **I can create something using my own ideas.** | **Independently**  **Resilience**  **Perseverance**  **Use and learn new vocabulary linked to topic eg police, paramedic, ambulance, postal van, firefighters, lunchtime supervisor, mechanic.**  **Positional language**  **Box modelling** |
|  | Ask parents whose job involves helping others into the classroom and talk about what they do. Encourage children to listen carefully to talk about what they do and ask questions.  Look at a range of photos of people who help us. Think of a time when they have been helped – can the children talk about how that person helped them and how it made them feel.  People who help us role play area – encourage speaking and listening skills and to use new vocabulary learnt.  . | Play interactively with others and share and take turns – turn taking games, praise children who are sharing resources and taking turns.  Adults model interactive play.  Encourage children to select activities and resources needed for a task independently and say why they are choosing what they are.  Encourage and praise children for persevering /showing resilience with tasks through to completion – link to the BRILLIANT Expectation “We never give up”, share stories about children who persevere and don’t give up. | PE – Twinkl plan 6 – Dance – Independently finding a space in the hall – listen and respond to new sounds such as instruments.  Jumper and cardigans off for PE and then put back on after – assess who can do this.  Model putting a puddle suit on.  Pinchy parrot – tearing tape using both hands.  Handwriting in books – graphemes from phonics this week. | Label a picture using initial, dominant and end sounds e.g. of a police officer – hat, belt. Ensure children know where to write when labelling – left to right principle.  Continue checking for children to progress to pink level books.  Group phonics activity.  Floppys phonics Level 1+ - /CK/ /E/  **Books this week**:  Supertato (the series) – develop an understanding of the similarities between each book and how the author has kept the same characters and themes within each story. | Introducing numbers 11 and 12.  Watching episodes of Numberblocks.  IWB Games.  Saying which numbers are bigger/smaller,  1 more and 1 less than a given number – Maths Dollop, using Numberlines and Number fans.  Using the Ten Frame for simple addition.  Understanding and using positional language.  Learning the Number Bonds of 5 - Singing “Five Little Speckled Frogs” to reinforce the number bonds of 5 and 1 less, using the Ten Frame model to represent the number bonds of 5. | Circle time – how does the role of a superhero compare to the role of people who help us in our community? | Skill focus:  Box modelling – combining resources and textures to make something new.  Start the week with making binoculars – masking tape on 2 tubes – superheroes need these to see where the people they need to rescue.  Show children how to cut the end of a tube to ‘fan’ it out to make it easier to stick onto a box.  By end of the week children to use skills to make a superhero vehicle like the Batmobile.  Charanga- Term 2 – music lesson 2 |  |
| **Wk 3** | **Superheroes** | **I can have another go if my first try doesn’t go to plan.**  **I can try a different way to get to my end result.**  **I can take part in role play games.** | **I can ask questions to find out more.**  **I can listen attentively and talk turns in conversations.**  **I can develop and use new vocabulary.** | **I can select activities and resources and complete some tasks independently.**  **I can play turn taking games.**  **I can show patience and I can wait my turn.**  **I can recognise different feelings and can talk about what these feel like.**  **I can show an understanding of what is right or wrong and talk about why.** | **I can confidently cut simple shapes.**  **I can draw a picture of myself with consideration of size and shapes.**  **I can hold my pencil in my dominant hand with a tripod grip and mostly apply good pressure.**  **I can begin to coordinate both of my hands for activities such as turning paper in one hand and cutting using scissors in the other.**  **I can make good attempts at dressing myself in my puddle suit/jumper/cardigan.** | **I know some of the key features of a sentence and when supported I can use them sometimes in my writing e.g. a finger space.**  **I can write some these graphemes with the correct formation with a good pencil grip and pressure.**  **I can blend sounds together in simple vc and cvc words which contain the graphemes I have previously learnt.**  **I can write my own name using mostly correctly formed letters.**  **I understand what I am writing about and can think of some of my own ideas.** | **I can recognise and order numbers 0-14.**  **I can count by rote to 20.**  **I can recognise some numbers 10-20.**  **I can count in 2s to 10.**  **I can use the Part Part Whole Model for simple addition.**  **I can use the Part Part Whole Model to represent the number bonds of 5.**  **I can use the weighing scales and can talk about which object is heavier or lighter.**  **I can predict which object is heavier or lighter by using my hands.** | **I can talk about my local community.**  **I can talk about people who help me.** | **I know some of the safety rules for equipment such as, a braddle, scissors etc.**  **I can manipulate a material to make it into a new shape.**  **I can add detail to my basic design using a range of resources such as paint, glue, glitter, collage, crayons.**  **I can create something using my own ideas.**  **I can perform to an audience with my class mates.**  **I can sing along to familiar songs.** | **Finger spaces**  **Part part whole model**  **Braddle/ hole punch**  **Scales – weight – heavy and light**  **Number bond**  **Addition** |
|  | Listen carefully to visitors discussing their jobs.  Listen to the questions their friends ask.  Continue to use and learn new vocabulary linked to topic eg police, paramedic, ambulance, postal van, firefighters, lunchtime supervisor, mechanic. | Play turn taking games, adults model turn taking, praise and reward good turn taking, discuss why it is important to be good at taking turns.  Talk about patience and what it means. Talk about when it is important to be patient.  Introduce Snappy and Squeaky puppets and talk about what they have observed in the classroom.  Talk about what behaviour is right and wrong and why they think that. | PE – Twinkl plan 1 – Dinosaur Dance.  Introduce a braddle – holding safely in one hand and the position the blue-tak with the other hand.  Split pin superhero – cutting practice of the shapes and braddle practice for making holes for split pins.  Draw a picture on themselves ‘If I was a superhero, this is what I would look like’  Model again putting puddle suit on.  Handwriting in books – graphemes from phonics this week. | Introduce finger spaces and practice writing small phrases together e.g. big van, red hat.  Children to practice finger spaces in writing ‘When I grow up I want to be a…’  Floppys phonics Level 1+ - /U/ /R/ | Introducing numbers 13 and 14.  Watching episodes of Numberblocks.  IWB Games.  Verbally counting to 20.  Subitise to 5.  Introduce counting in 2s. Looking at the 100 square.  Introduce the Part Part Whole model for simple addition.  Introduce the Part Part Whole model to learn about the number bonds of 5. | Dressing up as superheroes and people who help us.  Exploring maps of local area. – making a town for superheroes to help out in.  Circle time – if you could have a superpower what would it be?  Taking photos with the ipad – guided task. | Skill focus:  Using a braddle safely to make holes – a session on how to make holes in paper.  Build up to making holes to produce a split pin character (e.g. police officer).  A single hole, hole punch – technique and understanding placement of paper in the tool.  Charanga- Term 2 – music lesson 3 |  |
| **WK 4** | **Superheroes – dress up day this week** | **I am willing to try new activities.**  **I can have another go if my first try doesn’t go to plan.**  **I can try a different way to get to my end result.**  **I can sort resources into the right place.** | **I can listen to stories with similar themes and notice some of the similarities and differences between them.** | **I am confident to try new activities in the classroom.**  **I can show resilience.**  **I can show awareness of personal hygiene and an understanding of why it is important.**  **I can show an understanding of what is right or wrong and talk about why.** | **I have a good awareness of space and where my body is – I can find a space of my own.**  **I can move my body to music – slow and fast movements with increasing coordination.**  **I can manipulate materials such as clay and playdough to turn them into new shapes.**  **I can put my coat on and zip it up independently.**  **I can hold my pencil in my dominant hand with a tripod grip and mostly apply good pressure.**  **I can make good attempts at dressing myself in my puddle suit/jumper/cardigan.** | **I can talk about the key events from a story in a correct sequence most of the time.**  **I can write some these graphemes with the correct formation with a good pencil grip and pressure.**  **I can blend sounds together in simple vc and cvc words which contain the graphemes I have previously learnt.**  **I know some of the key features of a sentence and when supported I can use them sometimes in my writing e.g. a finger space.**  **I can recognise some of the helpful words from Level 1+.** | **I can recognise and order numbers 0-16.**  **I can recognise and name a two**  **colour pattern.**  **I can continue a two colour pattern.**  **I can make a two colour pattern.**  **I can use the Ten Frame to for simple addition.**  **I can use the Ten Frame to represent a number bond to 5.**  **I can recognise the coins 1p, 2p, 5p, 10p, 20p and 50p.** | **I can notice changes in weather.**  **I can talk about hibernation and what some animals do when seasons change.**  **I can follow a simple map of my local environment (with support).** | **I can choose a colour for a purpose.**  **I know some of the safety rules for equipment such as, a braddle, scissors etc.**  **I can manipulate a material to make it into a new shape.**  **I can add detail to my basic design using a range of resources such as paint, glue, glitter, collage, crayons.**  **I can create something using my own ideas.**  **I can think of and use storylines within my play and can begin to incorporate others into my play.** | **Hibernating**  **Environment**  **Capital letters**  **Coins**  **Patterns**  **Fast and slow** |
|  | Read a range of the Supertato books throughout the week, how are they the same, different?  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Continue to develop confidence talking in front of adults and peers.  Make comments about what they have heard and ask questions to clarify their understanding.  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary | Encourage children to try new activities on offer in the classroom and activities that they normally may not approach.  Talk about how important it is to build resilience and not give up to get better at something.  Show awareness of personal hygiene – talk about why it is important to wash our hands after using the toilet, painting etc and before eating.  Show an understanding of what is right or wrong and why – discuss situations that occur in the classroom.  What do the children think should have been done instead? How could the situation have been handled differently? | PE – Twinkl plan 2 – Dinosaur Dance.  Encourage more independence with removing and putting on coats and zipping up.    Playdough and mr potato head accessories to make own supertato.  Assess children putting puddle suits on.  Handwriting in books – graphemes from phonics this week. | Introduce capital letters – use in context of superhero names to begin with and revisit finger spaces e.g. The Incredible Hulk.  Make a name for their own superhero – practice of capital letters.  Share the different supertato stories, talking time about the stories, how they differ, how they are the same.  Floppys phonics Level 1+ - /H/ /B/ | Introducing numbers 15 and 16.  Watching episodes of Numberblocks.  Recognising and making patterns – “The Pattern Fish.”- AB, ABB, AAB patterns. Making 2 colour repeating patterns using pegs, compare bears, colouring, etc.  Using the Ten Frame for simple addition and number bonds to 5.  Revisit 1p and 2p and introduce the coins 5p, 10p, 20p, 50p, sorting coins, coin rubbings, playing shops. | Forest school – houses for hibernating animals. Why do animals hibernate?  What changes are we noticing in our weather? What do we notice in the environment – trees – colour of leaves, flowers, animals  Provide the children with a simple map of the outdoor area. Hide the ‘vegetables’ and explain the ‘evil pea’ has captured them. The children become supertato and follow the map to find the vegetables. (In groups) | Skill focus:  Combining previously learnt skills to make a supertato.   * Design and colour a mask and cape and gloves. * Cut them out. * Use split pins to stick into the potato.   Use Supertato’s for role play/small world play – reinact the stories and adventures.  Charanga- Term 2 – music lesson 4 |  |
| **WK 5** | **Christmas/ RE theme – how people celebrate around the world.** | **I am willing to try new activities.**  **I can have another go if my first try doesn’t go to plan.**  **I can try a different way to get to my end result.**  **I can sort resources into the right place.**  **I can attempt to solve a problem with friends using the strategies taught.**  **I can take part in role play games.** | **I can learn key words and new vocabulary. I can begin to use key language in the correct context.**  **I can talk using simple sentences sometimes using connective ‘and’ and ‘because’.**  **I can talk in full sentences and include the use of past and present tenses.** | **I am confident to initiate conversations with my peers.**  **I can be a good friend to others and I know the qualities that make a good friend.**  **I can show kindness towards others.**  **I can listen to the ideas of others and sometimes include them within our play.** | **I can move my body to music – slow and fast movements with increasing coordination.**  **I can hold my pencil in my dominant hand with a tripod grip and mostly apply good pressure.**  **I can draw a picture of myself with consideration of size and shapes.**  **I can confidently cut simple shapes.** | **I can write some these graphemes with the correct formation with a good pencil grip and pressure.**  **I can blend sounds together in simple vc and cvc words which contain the graphemes I have previously learnt.**  **I know some of the key features of a sentence and when supported I can use them sometimes in my writing e.g. a finger space.**  **I understand what I am writing about and can think of some of my own ideas.**  **I can write my own name using mostly correctly formed letters.** | **I can recognise and order numbers 0-18.**  **I can recognise and name an ABC pattern.**  **I can continue an ABC pattern.**  **I can make my own ABC pattern.**  **I can make my own 3 colour pattern.**  **I can use the ten frame to work out an addition calculation.** | **I can begin to understand the importance of people who help us.**  **I can explore the world around me and make simple observations.** | **I can choose a colour for a purpose.**  **I know some of the safety rules for equipment such as, a braddle, scissors etc.**  **I can manipulate a material to make it into a new shape.**  **I can add detail to my basic design using a range of resources such as paint, glue, glitter, collage, crayons.**  **I can create something using my own ideas.**  **I can think of and use storylines within my play and can begin to incorporate others into my play.**  **I can perform to an audience with my class mates.** | **Hero, powers, defender, rescuer**  **Kindness**  **Coordination**  **Equipment** |
|  | Range of superhero toys to explore – brainstorm different types of powers together – what sound do they make? What are they for – generate ideas as a class. Children create their own superhero and talk about their super powers.  Talk about your superhero – extending sentences with ‘and’ and ‘because’  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences and thinking about past and present tenses. | Playing alongside children and encouraging children to initiate and have conversations with each other.  Encourage children to help others – talk about why it is important to be a good and kind friend and what qualities a good friend has. – Read relevant stories, circle time.  Talk about why it is important to be kind, what does kindness look like? – Read relevant stories, recognise and praise acts of kindness in the classroom.  Talking about listening to and appreciating the ideas of others – adults to model and then praise children who listen to other ideas and suggestions. | PE – Twinkl plan 3 – Dinosaur Dance.  Wake and shake – Superheroes unite. Coordinating singing and movement – jumping.  Superhero city scene – cutting rectangles, squares, triangles.  Draw themselves as a superhero.  Handwriting in books – graphemes from phonics this week. | Introduce full stops for small captions and remind children of capital letters and finger spaces.  Writing about a superhero e.g. Spiderman is fast. Spiderman is strong.  Initial, dominant and end sounds in words.  Name writing assessment.  Floppys phonics Level 1+ - /F/ /FF/ | Introducing numbers 17 and 18.  Recognising and ordering numbers 0-18.  Watching episodes of Numberblocks.  “The Pattern Fish” – making 3 colour repeating patterns using compare bears, pegs, printing, etc.  Problem solving – simple addition using the Ten Frame – Maths Dollop.  Money – reinforcing 1p, 2p, 5p, 10p, 20p, 50p and introducing £1 and £2 - sorting coins, coin rubbings, playing shops. | Superhero dress up day.  Who are the heroes in our community?  How do they help me?  Attach metal paperclips to the back of superhero cut outs. Can the children make their superheroes fly across the table using magnets? | Skill focus:  Superhero activities which will revisit previous skills,  -Mask – cutting, colouring  -Superhero phone/walkie talkie – box modelling and collage to decorate -Stick puppets – cutting shapes and sticking to lollypop sticks.  Charanga- Term 2 – music lesson 5 |  |
| **WK 6** | **Christmas – Show rehearsals** | **I am willing to try new activities.**  **I can have another go if my first try doesn’t go to plan.**  **I can try a different way to get to my end result.**  **I can sort resources into the right place.**  **I can attempt to solve a problem with friends using the strategies taught.**  **I can take part in role play games.** | **I can begin to explain a choice I have made and why.**  **I can begin to extend my sentences with ‘and’ and ‘because’.**  **I can talk about key elements of the Christmas story.** | **I can demonstrate confidence, resilience and perseverance to perform in our Christmas Show.**  **I can listen to the ideas of others and sometimes include them within our play.**  **I can talk about the ways that Christmas is celebrated.**  **I am sensitive to the opinions and viewpoints of others.** | **I have a good awareness of space and where my body is – I can find a space of my own.**  **I can move my body to music – slow and fast movements with increasing coordination.**  **I can put my coat on and zip it up independently.**  **I can confidently cut simple shapes.**  **I can begin to coordinate both of my hands for activities such as turning paper in one hand and cutting using scissors in the other.** | **I can talk about the key events from a story in a correct sequence most of the time.**  **I can write some these graphemes with the correct formation with a good pencil grip and pressure.**  **I can blend sounds together in simple vc and cvc words which contain the graphemes I have previously learnt.**  **I know some of the key features of a sentence and when supported I can use them sometimes in my writing e.g. a finger space.**  **I understand what I am writing about and can think of some of my own ideas.** | **I can recognise numbers to 20.**  **I can order numbers to 20.**  **I can add together two numbers to 10.**  **I can weigh two objects and talk about which is the heaviest and which is the lightest.**  **I can use the appropriate vocabulary to compare and talk about the weight of different objects.**  **I can use non standard units to measure the length of an object.**  **I can use the appropriate vocabulary to talk about the length of different objects.** | **I can begin to learn about the Christmas story and meaning behind Christmas time.**  **I can find ways to identify old toys and new toys.** | **I know some of the safety rules for equipment such as, a braddle, scissors etc.**  **I can add detail to my basic design using a range of resources such as paint, glue, glitter, collage, crayons.**  **I can perform to an audience with my class mates.**  **I can sing along to familiar songs.** | **Rehearsal**  **Celebration – Christmas**  **Confident**  **Length – long, short, measuring**  **Nativity**  **Split pin**  **Old and new** |
|  | What do you think Santa does on Christmas Eve? Share ideas – say what you think Santa does and why.  Learning Christmas songs eg When Santa got Stuck up the Chimney. How could you get Santa out of the chimney and solve the problem? | Playing with others – increasing interactions and narratives in play – taking into account the ideas of others.  Considers that their friends may have different cultures and be sensitive to others having different thoughts and opinions. | PE – Twinkl plan 4 – Dinosaur Dance.  Follow actions from songs during rehearsals – coordinating beat, rhythm and music.  Hole punch practice – Christmas decoration – making a hole at the top for threading ribbon to hang.  Handwriting in books – graphemes from phonics this week. | Letters to Santa – revisit finger spaces, capital letters and full stops.  \*For confident children, introduce the word ‘and’ to connect ideas. \*  Share the nativity story in preparation for the Christmas show – talk and sequence the order of events.  Floppys phonics  Level 1+ - /L/ /LL/ | Introducing numbers 19 and 20.  Watching episodes of Numberblocks.  IWB Games – Helicopter rescue (Topmarks) - Ordering teen numbers.  Addition to 10 – Problem solving – Maths Dollop.  Weighing objects / Presents - Making predictions about which object is heavier / lighter.  Weighing and measuring letters and parcels, using weighing scales and unifix cubes and using the vocabulary weigh, heavy, light, long, short. | Learn about the Christmas Story – can we name the people in the story and what happens? Where did they go?  Share story – discuss moral of story and helping others in time of need.  Circle time to explore different toys – talking time. Vote to see who gets it right. Toys out in environment to explore. | Christmas decorations – split pin reindeer or santa to revisit previously learnt skills from this half term.  Begin learning the Christmas show songs – focus on lyrics and actions – children to help with actions.  Charanga- Term 2 – music lesson 6 |  |
| **WK-7** | **Christmas** | **I can sort resources into the right place.**  **I can attempt to solve a problem with friends using the strategies taught.**  **I can take part in role play games.** | **I can listen to others when they talk about their traditions.**  **I can continue to develop confidence when speaking in front of others.** | **I can demonstrate confidence, resilience and perseverance to perform in our Christmas Show.**  **I can show pride in my achievements.**  **I can be sensitive to the opinions and viewpoints of others.** | **I have a good awareness of space and where my body is – I can find a space of my own.**  **I can move my body to music – slow and fast movements with increasing coordination.**  **I can confidently cut simple shapes.**  **I can hold my pencil in my dominant hand with a tripod grip and mostly apply good pressure.** | **I can blend sounds together in simple vc and cvc words which contain the graphemes I have previously learnt.**  **I can write my own name using mostly correctly formed letters.**  **I can recognise at least 10 graphemes and say their phonemes.** | **I can recognise some bigger numbers (20-100)**  **I can count in 2s.**  **I can count in 5s.**  **I can identiy an odd/even number.**  **I can identify patterns in the 100 square.**  **I can identify a missing number between 1 and 20.**  **I can name some 3D shapes.**  **I can talk about the properties of some 3D shapes.**  **I can match some everyday objects to their 3D shape.** | **I can compare and discuss Christmas traditions.**  **I can develop an awareness of differences within the same celebration.** | **I know some of the safety rules for equipment such as, a braddle, scissors etc.**  **I can manipulate a material to make it into a new shape.**  **I can add detail to my basic design using a range of resources such as paint, glue, glitter, collage, crayons.**  **I can create something using my own ideas.**  **I can perform to an audience with my class mates.** | **Sprinkle**  **Odd/Even**  **Proud**  **Tradition**  **100 square**  **Map** |
|  | What do we do at Christmas? Listen to each other and find similarities and differences in what we do.  Pull Christmas crackers and tell each other jokes. Can the children remember the jokes and retell them to their families? | Showing the confidence, perseverance and resilience to participate in the Christmas show - showing patience when waiting to take their turn.  Demonstrating pride in their achievements, celebrating the achievements of their friends. | PE – Twinkl plan 5 – Dinosaur Dance.  Cutting wrapping paper – elves workshop and pound shop.  Handwriting in books – graphemes from phonics this week. | All children to ideally be on pink level books now – orally segmenting vc and cvc words and identifying some helpful words.  Writing the inside of a Christmas card and the tags for presents– applying learnt phonics up to this point and particular emphasis on the capital letters for names.  Floppys phonics Level 1+ - /LE/ /SS/  Revisit finger spaces, capital letters and full stops in continuous provision, letters to the elf. | Looking at the 100 square – Looking at patterns, Counting in 2s/10s, Highlighting odd/even numbers, Missing numbers.  Recognising 2D/3D shapes and using appropriate vocabulary to talk about their properties, looking at and discussing the 3D shapes of presents and matching to everyday objects. | Learn about the Christmas Story and other winter festivals around the world. Discuss how it is similar/different to how they celebrate it.  Draw a map to help Santa find your house. What information will Santa need? Will he get stuck in your chimney? Does he need a magic key?  Circle time to talk about what everybody does at Christmas time – highlight the differences and talk about individual family traditions. | Skill focus:   * Develop awareness of how much of a resource is needed for a job e.g. how much glue for a small area, how much glitter to sprinkle. * Cutting skills – wrapping paper for presents – being able to manoeuvre large rolls of paper for cutting. – coordination.   Perform in front of an audience as part of a group – during our show. |  |
|  |  | **COEL** | **Communication & language**  **(Listening, attention & understanding, speaking)** | **PSED**  **(Self-regulation, Managing self**  **& Building relationships)**  New beginnings | **PHYSICAL**  **(Gross motor & Fine motor)** | **Literacy (Comprehension, Word reading phonics & Writing)** | **MATHEMATICS (Number, Numerical patterns & SSM)** | **UNDERSTANDING THE WORLD**  **(Past & present, People, culture & communities & The natural world)** | **EXPRESSIVE ARTS & DESIGN**  **(Creating with materials, Being imaginative and expressive)** | **Key vocab** |
| **End of Aut 2** | **Bench markers- Dec** | **I am willing to try new activities.**  **I can have another go if my first try doesn’t go to plan.**  **I can try a different way to get to my end result.**  **I can sort resources into the right place.**  **I can attempt to solve a problem with friends using the strategies taught.**  **I can take part in role play games.** | **I can listen to and talk about what has been read to build my understanding.**  **I can begin to use new vocabulary in different contexts.**  **I can ask a familiar person for help.**  **I can use social phrases such as ‘good morning’, ‘please’ and ‘thank you’ in conversations.**  **I can follow a two- step instruction.**  **I can learn key words and use new vocabulary.**  **I can listen carefully to others and respond appropriately.**  **I can talk about my needs and wants.**  **I can ask questions to find out more.**  **I can listen attentively and talk turns in conversations.**  **I can listen to stories with similar themes and notice some of the similarities and differences between them.**  **I can begin to use key language in the correct context.**  **I can talk using simple sentences sometimes using connective ‘and’ and ‘because’.**  **I can talk in full sentences and include the use of past and present tenses.**  **I can begin to explain a choice I have made and why.**  **I can talk about key elements of the Christmas story.**  **I can listen to others when they talk about their traditions.**  **I can continue to develop confidence when speaking in front of others.** | **I can select and use activities with growing independence and confidence.**  **I can initiate conversations and interact with my peers.**  **I can complete some tasks independently.**  **I can work with resilience and perseverance on an activity or task.**  **I can use the toilet and wash my hands when prompted and I independently recognise some occasions when I need to wash my hands e.g. after I have been to the toilet.**  **I can separate from my main carer to my key worker and enter the classroom confidently.**  **I can interact with children, and I am beginning to take on board other children’s ideas in games.**  **I can take turns and have begun to develop my patience with waiting.**  **I have an awareness of right and wrong choices.**  **I have an awareness of different cultures and how they are celebrated.**  **I can show sensitivity towards the opinions of others.** | **I can confidently cut simple shapes.**  **I can draw a picture of myself with consideration of size and shapes.**  **I can hold my pencil in my dominant hand with a tripod grip and mostly apply good pressure.**  **I can begin to coordinate both of my hands for activities such as turning paper in one hand and cutting using scissors in the other.**  **I have a good awareness of space and where my body is – I can find a space of my own.**  **I can move my body to music – slow and fast movements with increasing coordination.**  **I can manipulate materials such as clay and playdough to turn them into new shapes.**  **I can put my coat on and zip it up.**  **I can make good attempts at dressing myself in my puddle suit/jumper/cardigan.** | **I can talk about the key events from a story in a correct sequence most of the time.**  **I can write my own name using mostly correctly formed letters.**  **I can recognise at least 10 graphemes and say their phonemes.**  **I can write some these graphemes with the correct formation with a good pencil grip and pressure.**  **I can blend sounds together in simple vc and cvc words which contain the graphemes I have previously learnt.**  **I can recognise some of the helpful words from Level 1+.**  **I understand what I am writing about and can think of some of my own ideas.**  **I know some of the key features of a sentence and when supported I can use them sometimes in my writing e.g. a finger space.** | **I can join in with some familiar number rhymes.**  **I can say number names in order to 20.**  **I can say what is an odd or an even number.**  **I can count accurately using 1:1 correspondence up to 10.**  **I can recognise numerals up to 10 (and beyond) and order these.**  **I can subitise – Recognise how many objects there are in a group without counting, e.g, fingers being held up.**  **I can name some 2D and 3D shapes and describe some of their properties -**  **I can recognise that some numbers are bigger and some are smaller.**  **I have an awareness of the different types of coins and their shape, colour and markings -**  **I can say what is one more or less than a given number (1-10)**  **I can recognise, continue and make repeating patterns.**  **I can understand and use the vocabulary heavy, light and balance and show an awareness of how we use the scales.**  **I can understand and use the key vocabulary big / small / tall / short to describe objects and can order three objects by their length.**  **I can understand and use positional language.**  **I can use a ten frame to represent numbers and for simple addition.**  **I have an awareness of number bonds to 5.**  **I can identify patterns in a hundred square.** | **I can show an awareness of different cultures.**  **I have an awareness of different festivals.**  **I can understand that not everyone celebrates the same festivals.**  **I can show an awareness of some seasonal changes.**  **I can talk about my local community, including places and people.**  **I can begin to understand the importance of people who help us.**  **I can notice changes in weather.**  **I can talk about hibernation and what some animals do when seasons change.**  **I can follow a simple map of my local environment (with support).**  **I can explore the world around me and make simple observations.**  **I can begin to learn about the Christmas story and meaning behind Christmas time.**  **I can find ways to identify old toys and new toys.**  **I can compare and discuss Christmas traditions.**  **I can develop an awareness of differences within the same celebration.** | **I can choose a colour for a purpose.**  **I know some of the safety rules for equipment such as, a braddle, scissors etc.**  **I can manipulate a material to make it into a new shape.**  **I can add detail to my basic design using a range of resources such as paint, glue, glitter, collage, crayons.**  **I can create something using my own ideas.**  **I can think of and use storylines within my play and can begin to incorporate others into my play.**  **I can perform to an audience with my class mates.**  **I can sing along to familiar songs.** | **Tier 2:**  **Festivals**  **Seasons – spring, summer, autumn, winter**  **Weather**  **Feelings**  **Coins/Money**  **Addition**  **Measurement**  **Tier 3:**  **Diwali, diva lamp,**  **Bonfire night.**  **Christmas traditions**  **Decorations**  **Hibernation**  **Community** |