

Week one, two and three in school: settling- in period and baseline observations (not on topic planner)

Phase one letters and sounds – revision over two/ three weeks

Aspect One	Aspect Two	Aspect Three	Aspect Four	Aspect Five	Aspect Six	Aspect Seven
Environmental walk	Instrumental sounds	Body percussion	Rhythm and rhyme	Alliteration	Voice sounds	Oral blending and segmenting
Listening walk	Musical show and tell, animal sounds (story book)	Action songs: 1,2, buckle my shoe, if I were a butterfly...	Learning new songs and rhymes, odd one out	I spy...	Mouth movements wheee, boing, ssss, sh, mmmooo	Clapping out words. C, oa, t F, ee, t

Me and My Location

Week One

Letters and sounds Phase 2

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
Me I am a mapmaker Me & My Buddy	Starting Off!	Pictures of children, learn about our new friends	Children are confident to try new activities. Talk about their ideas. Communicate freely about home/community Can describe self in positive terms and talk about abilities. Demonstrates friendly behaviour, initiating conversations, forming good relationships Takes turns Listens to what others say and takes account of their ideas
	Role Play Centre	Home, clinic	Represent their own ideas and thoughts and feelings through role play and stories. Develop own narratives and explanations by connecting ideas or events
	Maths	Count up to 5 objects- Fingers, eyes, Counting in 1s to 5 Count to 10 orally <ul style="list-style-type: none"> Number recognition to 5 Counting songs and rhymes Positional vocab to describe places and things we see on our walk Investigate simple repeating patterns found on walk (bricks, fences etc)	Recognises some numerals of personal significance Recognises numerals 1-5 Counts up to 3 / 4 objects by saying one number name for each item. Counts up to 6 objects from a larger group. Can describe their relative position, such as behind or next to Uses familiar objects and common shapes to create and recreate patterns.

	CL/ Literacy	<ul style="list-style-type: none"> Labels for maps Writing name Stories about starting school eg Buster goes to school Starting school by Ahlberg's Listening walk 	<p>To recognise own name and s,a,t,i, Begin to blend and segment ,s,a,t,i.</p> <p>Hears and says initial sounds in words especially with s,a,t,i</p> <p>Gives meaning to mark they make as they draw, write and paint</p> <p>Uses some clearly identifiable letters to communicate meaning representing some sounds correctly</p> <p>Writes own name.</p>
	PD	<ul style="list-style-type: none"> Use scissors , pencils, brushes etc with increasing control Begin to develop an awareness of space Move bodies in different ways 	<p>Understand safety and rules knowing our space outside inc. meadow</p> <p>Use simple tools</p> <p>Handles tools, objects, construction and malleable materials with increasing control</p> <p>Shows a preference for a dominant hand</p>
	EAD	<ul style="list-style-type: none"> Collage using materials collected Making maps using various media Printing with objects collected (leaves etc) Rubbings of leaves walls etc using crayons 	<p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Uses simple tools and techniques competently</p>
	PSED	That God loves and creates each person individually	<p>Understand their uniqueness as made in the image of God and <i>develop self-awareness, positive self-esteem and confidence</i></p> <p>Communicate freely about home/community</p> <p>Can describe self in positive terms and talk about abilities</p> <p>Take changes of routine in their stride</p>
	UtW	<ul style="list-style-type: none"> Use senses to begin to explore new environment Observe and record the weather Learn to use digital camera for photos and film 	<p>Operates simple equipment</p> <p>Shows a natural curiosity and desire to find out more, asking questions about their own or others' activity.</p> <p>The child notes details and will make comments related to these observations, noticing similarities and differences and demonstrating awareness of patterns and change.</p>

Week One Stand Alone Literacy

Phase 2 letters and sounds

Blend and segment new sounds

s,a,t,i	Read simple words by sounding out and blending the phonemes all through the word from left to right
s,a,t,i,	Link sounds to letters, naming and sounding the letters of the alphabet
	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly

Week Two

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
Me & My Family This is my photo album	Starting Off!	Bring in picture of family to show	Children are confident to try new activities, and say why they like some activities. Talk about their ideas.
	Role Play Centre	Home , Clinic	Represent their own ideas and thoughts and feelings through role play and stories. Develop own narratives and explanations by connecting ideas or events
	Maths	<ul style="list-style-type: none"> Counting people in families Whose family has the most / least number members? Ordering family members acc to height Counting songs with families in eg 5 little ducks 	Can recite the number names in sequence, counting to, or backwards from, at least 10. This does not require counting showing 1:1 correspondence. Consistently recognises numerals from 1 to 9 in a range of contexts. Can talk about 'more' or 'less'. Understands and uses the appropriate language to compare quantities such as 'biggest', 'smaller', 'heavier', 'lighter', 'tallest'. He or she may demonstrate understanding without using the comparative term
	CL / Literacy	<ul style="list-style-type: none"> Sounds –p, n, m,d Bring in and talk about a photo of their family Writing name labels for family Simple family tree Interview people in friend – favourite food/book etc Stories with families in eg Trouble with Mum, by Babette Cole Goldilocks and 3 bears 	Communicate freely about home/community Can describe self in positive terms and talk about abilities To recognise own name. Begin to blend and segment Hears and says initial sounds in words Gives meaning to mark they make as they draw, write and paint Uses some clearly identifiable letters to communicate meaning representing some sounds correctly Writes own name.
	PD	Investigate different activities families do together	Use simple tools Handles tools, objects, construction and malleable materials with increasing control
	EAD	<ul style="list-style-type: none"> Family pictures using collage or paints Make a simple hanging mobile of their family Special people – Music sing a long and make own song. 	The child moves expressively to music. When creating music he or she explores rhythm, tempo, pitch, and or duration and shows awareness of repetition and phrases in music. Constructs with a purpose in mind. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
	PSED	<ul style="list-style-type: none"> Recognise that everyone's family is different How do our families look after us 	Knows what makes them unique and talks about similarities and differences in relation to friends and family. Knows that different people have different experiences and different beliefs and traditions.
	Utw	<ul style="list-style-type: none"> Matching animals to their young Sequence pictures baby to adult	Know about similarities and differences in relation to living things, make observations of animals, and talk about changes that occur.

Week 2 Stand Alone Literacy

Phase 2 letters and sounds Blend and segment new sounds	Read simple words by sounding out and blending the phonemes all through the word from left to right
p,n,m,d	Link sounds to letters, naming and sounding the letters of the alphabet

p,n,m,d	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
Blend and read: is, it, in, at	Practise blending and reading the high-frequency words

Week 3

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
Me & My Class God made me unique	Starting Off!	Class photo make observations, who can you name? Discuss class rules	Children are confident to try new activities, and say why they like some activities. Talk about their ideas. Aware of boundaries and rules Knows right and wrong
	Role Play Centre	Home , Clinic	Represent their own ideas and thoughts and feelings through role play and stories. Develop own narratives and explanations by connecting ideas or events
	Maths	<ul style="list-style-type: none"> Counting children in class and small groups Drawing around children who is tallest? Use counters to compare the size of our feet. Whose is the largest/smallest? Grab a handful of cubes/Compare bears. Who can pick up the most? Eye colour graph Compile birthday chart. Which month has the most birthdays? How many have a birthday in May? 	Understands and uses the appropriate language to compare quantities such as 'biggest', 'smaller', 'heavier', 'lighter', 'tallest'. He or she may demonstrate understanding without using the comparative term. Recites the number names in sequence, counting to, or backwards from, at least 10.
	CL/ Literacy	<ul style="list-style-type: none"> sounds –g, o ,c ,k Singing name games eg hello x, how are you? Hello x, who's sitting next to you? Joe's name begins with j etc Circle games using ball and names (I'm going to throw the ball to someone beg with X Make a class book/ photo album with sentence what they like to do at school Riddles / lift the flap book- I am a girl, I have blue eyes I like running Rhyming names game 	<p>Understands humour, e.g nonsense, jokes, rhymes Continues a rhyming string Can listen and do for short span.</p> <p>Uses vocabulary and speech that are influenced by books and experiences Uses some clearly identifiable letters to communicate meaning Demonstrates friendly behaviour, initiating conversations, forming good relationships Takes turns</p> <p>Listens to what others say and takes account of their ideas Shows sensitivity to others needs and feelings Begins to use anti-clockwise movements and retrace vertical lines Begins to form recognisable letters Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>
	PD	<ul style="list-style-type: none"> Look at all the different activities we can do, jump, hop, skip catch etc Naming parts of the body Understanding what happens to our bodies when we exercise. 	<p>Travels with confidence and skill over, under, around and through balancing and climbing equipment Show increasing control over an object in pushing, patting, throwing, kicking and catching it Usually dry and clean during the day Shows some understanding of good health</p>
	EAD	<ul style="list-style-type: none"> Taking photos of friends Self portraits Hand and feet prints Paint/draw some of the activities we can do Special People – My turn, your turn <p>Music Express – myself</p>	<p>Explores what happens when they mix colours. Experiments to create different textures. Constructs with a purpose in mind.</p> <p>Uses simple tools and techniques competently Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Choose particular colours to use for a purpose. Plays cooperatively as parts as group to develop and act out a theme or a narrative.</p>
	PSED	<ul style="list-style-type: none"> Class rules – how to keep safe and look after each other in class Taking turns 	<p>Aware of boundaries and rules Knows right and wrong Work as part of a group Understands own actions affect other people</p>

	U1W <ul style="list-style-type: none"> • Observe sim and diff between selves • Find out about past events at St Joseph's with help of buddies • Taking photos of friends 	The child has a simple understanding of important personal and family events and differences between 'now' and 'then'
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Week 3 Stand Alone Literacy

Phase 2 letters and sounds Blend and segment new sounds	Read simple words by sounding out and blending the phonemes all through the word from left to right
g,o,c,k	Link sounds to letters, naming and sounding the letters of the alphabet
g,o,c,k	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
Blending and reading: 'and'.	Practise blending and reading the high-frequency words Demonstrate how to read letters learnt so far & the word

Week 4

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
Me & My School Little History of St Joseph's Competition/ Challenge I am a map maker	Starting Off!	Photos of different parts of our school who knows where this is?	Children are confident to try new activities, and say why they like some activities. Talk about their ideas. Listens to what others say and takes account of their ideas Listens and responds to ideas expressed by others in conversation or discussion Answers how & why questions in response to stories or events
	Role Play Centre	Home, Clinic	Represent their own ideas and thoughts and feelings through role play and stories. Develop own narratives and explanations by connecting ideas or events
	Maths	<ul style="list-style-type: none"> Recognise and identify shapes around school 2D (3D) Compare size (length height etc of objects around school) Ordering objects according to size Use positional language when talking about our school Investigate simple patterns around our school 	Understands and uses the appropriate language when talking about and comparing solid objects and flat shapes. In context, the child understands and uses words such as 'shape', 'flat', 'curved', 'round', 'straight', 'corner', 'side', 'roll'. Selects a particular named shape. can name common 2D shapes Explore characteristics of everyday object and shapes and use mathematical language to describe them.
	CL / Literacy	<ul style="list-style-type: none"> Sounds – ck, e, u, r list of school/class rules listening and responding to stories about school shared reading with our buddies 	Listens to stories with increasing attention and recall Join in repeated refrains in rhymes and stories Maintains attention and sits quietly when appropriate Can listen and do for short span. Begin to blend and segment Hears and says initial sounds in words Gives meaning to mark they make as they draw, write and paint Uses some clearly identifiable letters to communicate meaning representing some sounds correctly
	PD / PSED	<ul style="list-style-type: none"> Handle tools and construction with increasing dexterity. set each other challenges on the outside play equipment 	Travels with confidence and skill over, under, around and through balancing and climbing equipment. Practices some appropriate safety measures without direct supervision They say when they do/do not need help Confident to speak to others about own needs, wants, interests and opinions. Listens to what others say and takes account of their ideas Shows sensitivity to others needs and feelings
	EAD	<ul style="list-style-type: none"> Paint draw collage and model different places around our school Collect wood, stone, rock etc from around school to investigate texture Collect different greens to compare and investigate simple colour mixing Make models of school using construction toys or junk 	Explores what happens when they mix colours. Experiments to create different textures. Constructs with a purpose in mind. Choose particular colours to use for a purpose. Constructs with a purpose in mind.
	PSED	<ul style="list-style-type: none"> Understand their uniqueness as made in the image of God and <i>develop self-awareness, positive self-esteem and confidence</i> 	Knows what makes them unique and talks about similarities and differences in relation to friends and family.

	UttW <ul style="list-style-type: none"> Observe and record the weather and changing season Take photos of favourite activities at school Identify features around school	Talk about the features of their own environment. Operates simple equipment
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Week 4 Stand Alone Literacy

Phase 2 letters and sounds Teach ck at ends of words	Read simple words by sounding out and blending the phonemes all through the word from left to right
ck, e, u, r,	Link sounds to letters, naming and sounding the letters of the alphabet
ck, e, u, r	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
Teach reading: the, to	Practise blending and reading the high-frequency words

Week 5

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
Me in my world I am a globetrotter	Starting Off!		Children are confident to try new activities, and say why they like some activities. Talk about their ideas.
	Role Play Centre	Home , Clinic	Represent their own ideas and thoughts and feelings through role play and stories. Develop own narratives and explanations by connecting ideas or events
	Maths	<ul style="list-style-type: none"> Looking at countries on the map and comparing size Looking at countries (places) in relation to England(Epsom) which is nearest /furthest 	Explore characteristics of everyday object and shapes and use mathematical language to describe them.
	CL / Literacy	<ul style="list-style-type: none"> Phonics h, b, f,ff, l,ll, ss stories from around the world listen to each other talk about holidays bring in souvenir from holiday to show and talk about 	<p>Maintains attention and sits quietly when appropriate</p> <p>Answers how & why questions in response to stories or events</p> <p>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</p>
	PD	<ul style="list-style-type: none"> Use scissors to cut travel magazines etc 	<p>Use simple tools</p> <p>Handles tools, objects, construction and malleable materials with increasing control</p> <p>Shows a preference for a dominant hand</p>
	EAD	<ul style="list-style-type: none"> Sticking pictures of places around the world Look at different art from around the world and have a go at creating Listen to music from around the world Special People – Spider tricks 	<p>Uses simple tools and techniques competently</p> <p>Adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Plays cooperatively as parts as group to develop and act out a theme or a narrative.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>
	PSED	<ul style="list-style-type: none"> Recognise different cultures 	Knows that different people have different experiences and different beliefs and traditions.
	UtW	<ul style="list-style-type: none"> Investigate the globe and atlases, can you find where you were on holiday? Identify features of places visited Similarities and differences of places we went on holiday Compare holiday places to Epsom 	Shows a natural curiosity and desire to find out more, asking questions about their own or others' activity. The child notes details and will make comments related to these observations, noticing similarities and differences and demonstrating awareness of patterns and change.

Week 5 Stand Alone Literacy

Phase 2 letters and sounds Teach double letters at end of words	Read simple words by sounding out and blending the phonemes all through the word from left to right
h, b, f/ff, l/ll, ss	Link sounds to letters, naming and sounding the letters of the alphabet
h, b, f/ff, l/ll, ss	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
Teach reading tricky words: no, go, I	Practise blending and reading the high-frequency words

Toys

Week One



Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
Finger Puppets	Starting Off!	Show and Tell Toys Day Bring in their favourite toy to talk about	What are our toys like? Describe the characteristics of selection of modern toys Suggest who might be able to tell them about toys in the past

	Role Play Centre	Links to RE topic – Friends Church / Toy shop	Represent their own ideas and thoughts and feelings through role play and stories. Develop own narratives and explanations by connecting ideas or events
	Maths	Look at this set of coloured cubes. Count all the red cubes for me. Now draw the red cubes that you have counted. Sort the cubes for me. Put all the cubes that are the same colour together. How many green cubes are there? Pick up that number from this set of number cards. Put it with the green cubes. How many blue cubes are there? Pick up that number from the set of number cards. Put it with the blue cubes. Put seven cups and six saucers on a table. Here are some cups and some saucers. Find out whether there are more cups, or more saucers, or the same number. How did you find out that there are more cups? How did you find out which of these four pencils is the longest?	Consistently recognises numerals from 1 to 9 in a range of contexts. Counts up to ten objects and counts out or takes a specified number of things from a larger collection of objects showing reliable 1:1 correspondence. Can talk about 'more' or 'less'. Can solve problems.
	CLL	Finger Puppet Make up own narrative for puppet show. Write the scripts for the show	Text: Some traditional tales Retell narratives in the correct sequence, drawing on the language patterns of stories Use language to imagine and recreate roles and experiences Extend their vocabulary, exploring the meanings and sounds of new words Attempt writing for various purposes, using features of different forms such as lists, stories and instructions
	PD / EAD	The Nutcracker Music Use the Nutcracker to inspire dance and movement lessons	Negotiates space successfully, adjusting speed and changing directions Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
	EAD	Finger Puppet Sewing, a finger puppet etc Children to make from felt finger puppets, decorate in preparation for a finger puppet show Work collaboratively on a project to build a set, with curtains etc.	Constructs with a purpose in mind. Uses simple tools and techniques competently Selects tools and techniques needed to shape, assemble and join materials they are using.
	UtW	Puppet Show Filming! To use cameras to film their puppet shows	Use the cameras independently to record segments of film e.g. one scene per clip Use techniques to ensure quality filming e.g. steady hand/body, appropriate explanation voice-over, and other tips learnt from previous filming project Be exposed to the downloading process of the films.

Week One Stand alone Literacy

Phase 2 letters and sounds	Read simple words by sounding out and blending the phonemes all through the word from left to right
Review all phase 2 sounds	Link sounds to letters, naming and sounding the letters of the alphabet
Blending for reading, intro sound buttons for vc and cvc.	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly

Week Two: Toys in the Past

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
• Toys From the Past	Starting Off!	<ul style="list-style-type: none"> • Our parents & grand-parents toys • Several invited adults sit in areas of room and children ask questions Invite grandparents in for show and tell sessions 	<p>Our parents & grandparents toys</p> <ul style="list-style-type: none"> • Describe the characteristics of old toys • Speak about toys that belonged to their parents/grandparents • State a difference & similarity between the toy from the past & one from the present
	Role Play Centre	Toy Shop	<p>Use language to imagine and recreate roles and experiences</p> <p>Enjoy listening to and using spoken and written language and readily turn to it in play and learning</p>
	Maths	<p>How did you find out which of these four pencils is the longest?</p> <p>Tell me how you have sorted the objects.</p> <p>Tell me why you sorted the objects like that.</p> <p>I am giving each of you six paper strips. Find two strips in your set which are the same length. Show them to me.</p> <p>Now find a strip in your set which is longer than this one.</p> <p>How many cubes will balance the parcel on the scales?</p> <p>Which tree in the picture is the tallest? Which is the shortest?</p> <p>Here are some pebbles and shells. Put all the shells in this box.</p> <p>Tell me one way in which these two buttons are the same.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Now tell me one way in which they are different.</p>	<p>The child understands and uses the appropriate language to compare quantities such as 'biggest', 'smaller', 'heavier', 'lighter', 'tallest'. He or she may demonstrate understanding without using the comparative term.</p>
	CL / Literacy	Jane Hissey Stories – Old Bear, Jolly Snow	<p>Listen with enjoyment to stories, songs, rhymes and poems, sustain attentive listening and respond with relevant comments, questions and actions</p> <p>Use language to imagine and recreate roles and experiences</p> <p>Know that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Attempt writing for various purposes, using features of different forms such as lists, stories and instructions</p> <p>Begins to use anti-clockwise movements and retrace vertical lines</p> <p>Begins to form recognisable letters</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>
	PD	<p>The Nutcracker Music</p> <p>Use the Nutcracker to inspire dance and movement lessons</p>	<p>Negotiates space successfully, adjusting speed and changing directions</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>

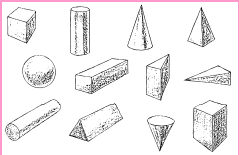
	EAD	Music Skills Pitch – high and low	<p>Explores the different sounds of instruments. Moves expressively to music. When creating music he or she explores rhythm, tempo, pitch, and or duration and shows awareness of repetition and phrases in music. Recognise and explore how sounds can be changed.</p> <p>Recognise repeated sounds and sound patterns and match movements to music.</p>
	UtW	Past and Present <ul style="list-style-type: none"> Compare an old toys with new How do we know some toys are old? <ul style="list-style-type: none"> sort objects into 'old' and 'new' sets explain why they have grouped objects in a particular way match adjectives to the appropriate set of artefacts Similarities & differences <ul style="list-style-type: none"> show understanding that design, materials, and technology can indicate whether a toy is old or new recognise similarities and differences between old and new toys draw a picture of a toy & label it 	<ul style="list-style-type: none"> Children know about similarities and differences in relation to places, <ul style="list-style-type: none"> objects, The child will be naturally inquisitive and willing to explore and investigate independently. He or she will provide reasons for his or her preferences as the investigation progresses. Investigates using all the senses. Show a natural curiosity and desire to find out more, asking questions about their own or others' activity. The children will note details and will make comments related to these observations, noticing similarities and differences and demonstrating awareness of patterns and change.

Week Two Stand Alone Literacy

Letters and Sound Phase Three Grapheme-phoneme correspondence (GPC) Set 6	Read simple words by sounding out and blending the phonemes all through the word from left to right
j,v,w,x	Link sounds to letters, naming and sounding the letters of the alphabet
j,v,w,x	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
Teach alphabet song	Letter names
Blend and read: no go l to the	Practise blending and reading the high-frequency words

Week Three

Key Experience	Key Skills and Activities: What the children will be doing.	Learning Objectives: The children will be able to
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Toy Museum	Starting Off!	<p>Trip to Bourne Hall Museum or Bourne Hall expert to visit us.</p> <ul style="list-style-type: none"> What were other people's toys like? 	<ul style="list-style-type: none"> Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Ask questions about toys in the past Infer information about toys in the past by studying old toys
	Role Play Centre	<ul style="list-style-type: none"> Make a museum! Arrange toys in a classroom museum Produce labels for the toys on display Construct a time line 	<p>Introduces a storyline or narrative into their play</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Use language to imagine and recreate roles and experiences</p>
	Maths	<p>Look at this set of flat shapes. Put all the circles inside this hoop.</p> <p>Look at this set of solid shapes.</p>  <p>Pick up: a shape with two faces that are triangles; a shape with six faces that are all squares; a shape with two faces that are circles; shape with three faces that are rectangles.</p>	<p>The child understands and uses the appropriate language when talking about and comparing solid objects and flat shapes. In context, the child understands and uses words such as 'shape', 'flat', 'curved', 'round', 'straight', 'corner', 'side', 'roll'. Selects a particular named shape.</p> <p>Name common 2D shapes and 3D objects such as circle, triangle, square, rectangle, star, cube, cuboid, pyramid and sphere.</p> <p>Identify 2D shapes and 3D objects from descriptions of their properties and describes shapes and objects in terms of the number of faces, sides and corners, without adult prompting.</p>
	CL / Literacy	<p>Luggage Labels</p> <p>Write the luggage label for their toy for the museum – name, age, owner etc.</p>	<p>Text: Start Up History – Toys and Toys from the past from Non-fiction library (Indoor Games)</p> <p>Write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation</p> <p>Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how</p> <p>Use language to imagine and recreate roles and experiences</p> <p>Interact with others, negotiating plans and activities and taking turns in conversation</p>
	PD	<p>The Nutcracker Music</p> <p>Use the Nutcracker to inspire dance and movement lessons over the three weeks</p>	<p>Negotiates space successfully, adjusting speed and changing directions</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>
	EAD	<p>Create a theatre in a box / packaging</p>	<p>Constructs with a purpose in mind.</p> <p>Uses simple tools and techniques competently</p> <p>Adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>
	UtW	<p>Toy Adverts</p> <ul style="list-style-type: none"> Design and film own films telling us about their toy in the museum 	<p>Select and use technology for particular purposes.</p> <p>Shows an interest in technological toys such as cameras, mobile phones, pulleys.</p>

Week three Stand Alone Literacy

Phase three letters and sounds Set 7	Read simple words by sounding out and blending the phonemes all through the word from left to right Read texts compatible with their phonic knowledge and skills Read and write one grapheme for each of the 44 phonemes
y, z/zz, qu	Link sounds to letters, naming and sounding the letters of the alphabet
y, z/zz, qu	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
Teach reading: he, she Teach spelling the, to	Practise reading captions and sentences with sets 1–7 letters and he, she, no, go, I, the, to

Follow the Star

Week One

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
Light of the world week	Starting Off!	Play Twinkle Twinkle Little Star to the children. Then ask them to sing and play along to this.	Children are confident to try new activities, and say why they like some activities. Talk about their ideas.
	Role Play Centre	Stable	Represent their own ideas and thoughts and feelings through role play and stories.
	CL / Literacy	<p>Creation story – Genesis And then there was light</p> <p>Children can orally compose and retell a sequence of events using time connectives to link the sequence.</p> <p>Children can sequence a set of events based on their own experience and observations.</p>	<p>Begins to read words and simple sentences</p> <p>Uses vocabulary and speech that are influenced by books and experiences</p> <p>Enjoys an increasing range of books</p> <p>Gives meaning to marks they make when drawing and painting</p> <p>Writes own name</p> <p>Writes other words and captions</p> <p>Uses some clearly identifiable letters to communicate meaning</p> <p>Begins to use anti-clockwise movements and retrace vertical lines</p> <p>Begins to form recognisable letters</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>
	PD	Star dances to Mozart	<p>Experiments with different ways of moving</p> <p>Jumps off an object and lands appropriately</p> <p>Negotiates space successfully, adjusting speed and changing directions</p> <p>To be able to link together 3 movements</p> <p>To think what was good and what could be improved about a performance.</p>
	EAD	Music Appreciation: Mozart	<p>Explores the different sounds of instruments.</p> <p>The child moves expressively to music. When creating music he or she explores rhythm, tempo, pitch, and or duration and shows awareness of repetition and phrases in music.</p> <p>to recognise different sound sources</p>
		Pitched Play: Start to learn 'Twinkle, twinkle little star'	to explore instruments
		Glass painting	<p>Choose particular colours to use for a purpose.</p> <p>To try out tools and techniques and apply these to materials</p>
	PSED	That God calls individuals and communities to share life and show care for each other.	<p>Enjoys joining in with family customs and routines.</p> <p>To know what a baptism is</p>
	UtW	<p>Practice using cameras to photograph the nativity story or role play area</p> <p>•</p>	<p>Operates simple equipment</p> <p>Shows an interest in technological toys such as cameras.</p> <p>Machines and devices can be controlled by a sequence of physical actions</p>

Week One

Stand Alone Literacy

Phase 3 letters and sounds	Read simple words by sounding out and blending the phonemes all through the word from left to right
ch, sh, th, ng	Link sounds to letters, naming and sounding the letters of the alphabet
ch, sh, th, ng	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
Teach reading: we, me, be	Practise blending and reading the high-frequency words Demonstrate how to read letters learnt so far & the word

Week Two

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
Shiny week	Starting Off!	Watch and then hold a shiny show! Children to bring in a shiny object to keep in school for the week. Each child to say a litter bit about their object to the class.	Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
	Role Play Centre	Inside: Stable Outside: TV studio	Represent their own ideas and thoughts and feelings through role play and stories.
	CL/ Literacy	Laura's Star The snow angel or Other Christmas type stories Tell stories and describe incidents from their own experience in an audible voice Group discussion and interaction Explain their views to others in a small group, decide how to report the group's views to the class Recount stories, audible and in written form	Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion Answers how & why questions in response to stories or events
	PD	Star dances to Mozart	Experiments with different ways of moving To be able to link together 3 movements
	EAD	Learn nativity songs	To think what was good and what could be improved about a performance. The child recalls and sings songs independently often as he or she engages with other activities. To use different voices and find their singing voice to sing with others
		Pitched Play: Start to learn 'Twinkle, twinkle little star'	Explores the different sounds of instruments.
	UtW	Film our shiny show using film function on camera	Operates simple equipment Shows an interest in technological toys such as cameras
		<ul style="list-style-type: none"> • Shiny time • Ask children about how they can be seen more clearly at night on their way home and ask them why they think reflective strips on bags and clothes show up at night • Explain that a shiny object doesn't shine in a dark room • say whether they expected the reflective strips to shine near a light source • Recognise that a shiny object needs a light source if it is to shine 	<ul style="list-style-type: none"> • Be naturally inquisitive and willing to explore and investigate independently. He or she will provide reasons for his or her preferences as the investigation progresses. Investigates using all the senses. • Shows a natural curiosity and desire to find out more, asking questions about their own or others' activity. The child notes details and will make comments related to these observations.

Literacy Overview and Objectives for the Week

Week Two Stand Alone Literacy

Phase 3 letters and sounds	Read simple words by sounding out and blending the phonemes all through the word from left to right
ai, ee, oa, oo	Link sounds to letters, naming and sounding the letters of the alphabet
ai, ee, oa, oo	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
Teach reading: was Spelling : no, go	Practise blending and reading the high-frequency words Demonstrate how to read letters learnt so far & the word

Week Three:

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
Nativity week	Starting Off!	Read the children the nativity story. Show the IWB game which has characters which move about. Set the scene.	Completes a simple computer programme
	Role Play Centre	Inside: Stable scene	Represent their own ideas and thoughts and feelings through role play and stories.
	CL / Literacy	The first Christmas story – round the back... Puppets	Gives meaning to marks they make when drawing and painting Writes own name Writes other words and captions Uses some clearly identifiable letters to communicate meaning Attempts to write short sentences
	PD	Continue star dances	Negotiates space successfully, adjusting speed and changing directions Travels with confidence and skill over, under, around and through balancing and climbing equipment To be able to link together 3 movements To think what was good and what could be improved about a performance
	EAD / PD	Experiment with levers and sliders in preparation for making moving card for nativity (continue into 2 following Create own nativity-inspired moving picture Discuss with the children a collection of books, cards and other products that have moving parts. <i>What does the moving part do? How does it work? What effect does it have? ... Surprise? Does it show how something works? Does it work well?</i> Demonstrate how to make simple sliding mechanisms and lever mechanisms using card strips and paper fasteners. Ask the children to explore the theme of 'appearing and disappearing' using sliders. Explore simple lever mechanisms using construction kits. Ask the children to draw a picture of themselves on card and make one part of their body move. Remind children not to draw too small. (A prepared drawing of a child/teddy could be given for this activity.) Ask the children to practise punching holes <i>eg make a paper chain decoration or a chain with their names on.</i>	Use simple tools Handles tools, objects, construction and malleable materials with increasing control Shows a preference for a dominant hand Experiments to create different textures. Constructs with a purpose in mind. Uses simple tools and techniques competently Adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Choose particular colours to use for a purpose.
		Learn nativity songs	Recalls and sings songs independently often as he or she engages with other activities. to use different voices and find their singing voice to sing with others

	PSED	Of loving relationships and sharing. That belonging and love may be expressed in many different ways in a community. That celebrations express joy.	Enjoys joining in with family customs and routines. Know, appreciate and understand the importance of social justice and <i>develop independence interdependence and responsibility</i>
	UtW	Continue to film / photograph our shiny show using cameras	Operates simple equipment Shows an interest in technological toys such as cameras

Week Three Stand Alone Literacy

Phase 3 letters and sounds	Read simple words by sounding out and blending the phonemes all through the word from left to right
igh, ar, or, ur	Link sounds to letters, naming and sounding the letters of the alphabet
igh, ar, or, ur	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
Teach reading: my	Practise blending and reading the high-frequency words Demonstrate how to read letters learnt so far & the word

Followed by 2 weeks of non-topic based planning throughout Christmas play / activities and 1 week assessment