

COMMUNICATION AND LANGUAGE

- Listen to and talk about stories to build familiarity and understanding. (R)
- Learn new vocabulary. (R)
- Use new vocabulary through the day. (R)
- Use new vocabulary in different contexts. (R)
- Ask questions to find out more and to check they understand what has been said to them. (R)
- Articulate their ideas and thoughts in well-formed sentences. (R)
- Connect one idea or action to another using a range of connectives. (R)
- Describe events in some detail. (R)
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (R)

LITERACY

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. (3/4Y)
- Write some or all their name. (3/4Y)
- Write some letters accurately. (3/4Y)
- Read individual letters by saying the sounds for them. (R)
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. (R)
- Read some letter groups that each represent one sound and say sounds for them. (R)
- Read a few common exception words matched to the school's phonic programme. (R)
- Spell words by identifying the sounds and then writing the sound with letter/s. (R)

UNDERSTANDING THE WORLD

- Continue developing positive attitudes about the differences between people. (3/4Y)
- Talk about members of their immediate family and community. (R)
- Name and describe people who are familiar to them. (R)
- Recognise that people have different beliefs and celebrate special times in different ways. (R)
- Recognise some similarities and differences between life in this country and life in other countries. (R)
- Describe what they see, hear, and feel whilst outside. (R)
- Understand the effect of changing seasons on the natural world around them. (R)

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Develop their sense of responsibility and membership of a community. (3/4Y)
- Increasingly follow rules, understanding why they are important. (3/4Y)
- See themselves as a valuable individual. (R)
- Build constructive and respectful relationships. (R)
- Express their feelings and consider the feelings of others. (R)
- Show resilience and perseverance in the face of challenge. (R)
- Identify and moderate their own feelings socially and emotionally. (R)
- Think about the perspectives of others. (R)

LINKS IN LEARNING

In Preschool, as part of their Autumn 2 topic children learnt Christmas songs using Makaton, they also read the text The Nativity. In Year 1 children will go onto to perform a range of Christmas songs in their Nativity.



WOW MOMENTS

Pyjamas and story day with hot chocolate
Christmas Concert

Key Texts

- Three Little Pigs
- Owl Babies
- Whatever Next
- Night Monkey, Day Monkey
- Peace at Last
- Nocturnal animals
- Christmas

Other Opportunities and Experiences to Enrich learning

- Rangoli patterns
- Firework Art and Dance
- Making Diva lamps
- Pyjamas and story day
- Decorating a Christmas tree
- Learning Christmas songs for a concert

British Values Listening to children's voices, Opportunities to collaborate, celebrate multicultural traditions and festivals, respecting personal boundaries, being a good role-model.

RE

- Christmas
- Diwali

PHYSICAL DEVELOPEMNT

- Be increasingly independent as they get dressed and undressed. (3/4Y)
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions (R)
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (R)
- Develop the foundations of a handwriting style which is fast, accurate and efficient. (R)
- Further develop the skills they need to manage the school day successfully: - lining up and queuing, - mealtimes (R)

MATHEMATICS

- Say one number for each item in order: 1,2,3,4,5. (3/4Y)
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (3/4Y)
- Show 'finger numbers' up to 5. (3/4Y)
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (3/4Y)
- Count objects, actions, and sounds. (R)
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten. (R)
- Explore the composition of numbers to 10. (R)

EXPRESSIVE ART AND DESIGN

- Explore colour and colour-mixing.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details. (3/4Y)
- Remember and sing entire songs. (3/4Y)
- Play instruments with increasing control to express their feelings and ideas. (3/4Y)
- Create collaboratively, sharing ideas, resources, and skills. (R)
- Sing in a group or on their own, increasingly matching the pitch and following the melody. (R)
- Develop storylines in their pretend play. (R)
- Explore and engage in music making and dance, performing solo or in groups. (R)