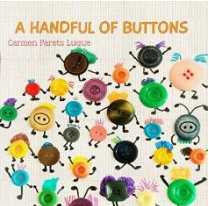
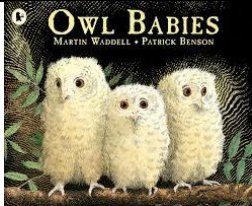
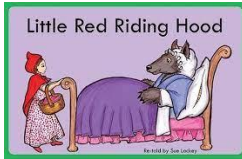


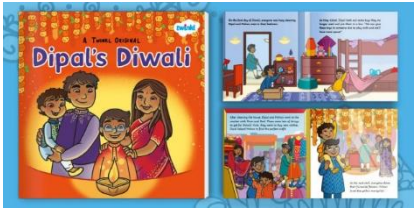


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Cycle 2



Twinkle Twinkle Little Star

Parental Engagement	Key Text	Traditional Tales and Rhymes	Trips and Experiences	Festivals and Special Times
<p>Nativity Show</p> <p>Bed Time Stories and Phonics Workshop</p> <p>Christmas community Lunch</p> <p>Parent/Carer termly phone call</p> 	 <p>Owl Babies</p> <p>We will also be reading lots of other stories, songs and rhymes daily.</p>	<p>Little Red Riding Hood</p>  <p>Bible Story: Jesus is Born- The Christmas Story</p> 	<p>Walk to the Post Office</p> <p>Walk to Church for the Christmas Story</p> 	<p>Diwali</p> <p>Christmas/Nativity</p> <p>Hanukkah</p> <p>Bonfire Night</p> <p>Remembrance Day</p> <p>Friendship Week and Odd Socks Day</p> 

Characteristics of effective Learning:









Playing and Exploring - During this topic the children will be encouraged to play and explore using knowledge they already have and supported to develop a 'have a go' attitude at school.

Active learning - The children will be provided with daily activities that allow them to be active and involved in their learning. The activities will help develop concentration and attention.

Creating and thinking Critically - Our continuous provision will strongly encourage the children to explore their own ideas and to tackle a task how they feel best suit.

We have an animal for each learning behaviour. These are:



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Creative Chameleon		Persevering parrot		Go for it Gorillas		Proud Peacock	
Slinky Linky Snake		Reflecting Rhino		Exploring Elephants		Choosing Chimps	




Analysing Alligator



Prime Areas of learning



<p>Personal, Social and Emotional Development</p>  <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Personally, Socially and Emotionally we will be...</p> <ul style="list-style-type: none"> • Learning about me and my relationships with Harold the Giraffe • Sharing our likes and dislikes with our friends and adults in the classroom • Naming the different features of our face and parts of our body • Using our senses to explore the world around us • Speaking positively about ourselves • Naming different feelings and possible causes • Naming some key adults who can help us when feeling sad/worried/scared • Talking about their families and special people • Naming those who care for us and keep us safe • Describing different types of homes  <p>E-Safety Focus: I can talk about some ways that the internet can be used to communicate</p> <p>Learning at home-family finger puppets to sing at home</p>	<p>We will achieve this by...</p> <p>SCARF Theme: <u>Me and my Relationships</u></p> <p>Sharing the story 'things I like' and discuss what we like during circle time</p> <p>Self-portraits and making faces</p> <p>Using our senses to explore different materials</p> <p>Lots of stories, songs and poems about our bodies and faces</p> <p>Naming body parts</p> <p>Celebrating difference</p> <p>Learning the song 'I'm special' why?</p> <p>Learning feeling words and exploring different feelings</p> <p>Prayer tree</p> <p>'Wearing our scarf' day</p> <p>Talking about our families and sharing special books</p> <p>Using building materials to make different homes and streets</p> <p>Small world play using puppets</p> <p>Golden behaviour of the day</p> <p>Making our own family trees and learning about different families and where we live</p>
<p>Communication and Language</p>	<p>As Communicators we will...</p> <ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures. 	<p>We will achieve this by...</p> <p>Sharing lots of stories in the library, book corner and daily reading</p>


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 <p>Listening, attention and understanding</p> <p>Speaking</p>	<ul style="list-style-type: none"> • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). • Use a wider range of vocabulary. • Sing a large repertoire of songs. • Use a wider range of vocabulary. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use longer sentences of four to six words. <p>Learning at home-singing and carrying out actions to our nativity songs</p>	<p>WellComm activities</p> <p>Introducing and using interesting words to describe our snack and other materials such as the ice and snow</p> <p>'I wonder' questions about everyday experiences such as the weather, science investigations and</p> <p>Responding to stories</p> <p>Asking questions about owls etc?</p> <p>Daily welcome to nursery, talking about the weather, season and children's experiences</p> <p>Introduce new vocabulary - add words to our story board and use the words to make a sentence such as 'nest', 'feather', 'hibernate' etc</p> <p>Daily singing nursery rhymes and topic songs</p> <p>Learning our nativity songs and story</p>
<p>Physical Development</p>  <p>Gross motor skills</p> <p>Fine motor skills</p>	<p>Physically, we will...</p> <ul style="list-style-type: none"> • Use and remember sequences and patterns of movements • Uses movement to express feelings • Creates forms of expression in response to music • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm • Make healthy choices about food, drink and tooth brushing • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. <p>Learning at home- practising and performing our nativity songs</p> 	<p>Daily activities and routines such as:</p> <p>Putting our coats on and zipping them up</p> <p>Getting ready for our Seasonal walks and dressing for the different seasons and weather</p> <p>Daily healthy snack including fruit, water and milk</p> <p>Daily washing hands and learning to be independent such as going to the toilet and taking care of ourselves</p> <p>Lots of fine motor activities to build the strength in our hands and fingers:</p> <p>Making snips with paper- Practise tearing paper</p> <p>Digging , scooping, pouring</p> <p>Sand/ water (buckets, spades and jugs)</p> <p>Able to use a spoon to feed self/ cups to drink</p> <p>Paint brushes - large movements - circular, up and down- large paintbrushes/ large sheets of paper/ ground</p> <p>Use tweezers to pick up/ move large objects i.e. pompoms</p> <p>Thread large objects onto pipe cleaners Using a variety of tools to manipulate play dough</p> <p>Using glue spreaders</p>




		<p>Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects Practise activities to promote crossing the mid-line of the body i.e. passing a ball from left to right Focussing on using a fist grip to grip pencils</p> <p>Lots of large (gross) movement activities: Use crates and planks of wood to build obstacle courses Use of climbing frame Practise throwing and catching large ball back and forth with bounces between the catch Practise riding the bikes and scooters Running races</p>
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Specific Areas of learning

<p>Literacy</p>  <p>Reading</p> <p>Writing</p> <p>Comprehension</p>	<p>As Readers, Writers and Mark makers we will be...</p> <ul style="list-style-type: none"> • Noticing print such as the first letter in our name or a familiar logo • Enjoy drawing freely • Make marks to stand for our name • Add marks to drawings which we give meaning to • Talk about stories and learn new words • Name the different parts of a book • Engage in extended conversations about stories, learning new vocabulary. • Count or clap syllables in a word <p>In phase 1 phonics, we will be learning to:</p> <ul style="list-style-type: none"> • Develop listening skills and awareness of sounds in the environment • Identify and remember the differences between sounds • Talk about sounds in greater detail • Develop awareness of sounds made with instruments • Listen to and appreciate the difference between sounds made with instruments • Use a wide vocabulary to talk about instrument sounds <p>Learning at home- Writing and posting Christmas cards</p> 	<p>We will achieve this by...</p> <p>Exploring the logo wall- talking about words and logs all around us Word walks-looking for signs and words around our environment Lots of opportunities to make marks such as lists, Christmas cards, write dance, patterns in nature, labels- model writing for lots of different purposes Writing the first letter in our names Weekly pattern drawing from letter join Name card wall- talking about our names and the phonemes they begin with Clapping our names and other words Lots of stories such as Owl babies, The Christmas story and many, many more Weekly library visit to share a book for enjoyment Story boards and maps to retell our class story Small world play to act out stories Making maps to get to the post office and woods Role play area to act out and tell stories</p>
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		<p>Daily phonics such as listening walks, listening to everyday sounds and describe them, exploring instruments</p> <p>Book voting station to vote and share our favourite books</p> <p>Exploring and making the different settings from the story such as the woods</p> <p>Pencil control: Mark making using tools such as chunky chinks, mark makers in sand etc, predominantly using fist grip</p> <p>Mark making using mark makers such as chunky chinks, paintbrushes, pens Following large pattern templates</p> <p>Draw some marks on paper, not always distinguishable</p> <p>We will be following the Twinkl phase 1 phonic lessons:</p> <p>Superheroes Castle Pirates and Mermaids Space Aliens Magical Creatures Witches and Wizards Little Red Riding Hood</p>
<p>Maths</p>  <p>Number</p> <p>Numerical patterns</p>	<p>As Mathematicians we will be...</p> <ul style="list-style-type: none"> • Arranging things in patterns • Recognising small groups of objects up to 3 without counting • Reciting numbers past 5 • Saying one number for each item in order- 1,2,3,4,5 • Showing 'finger numbers' up to 5 • Talking about and exploring shapes • Understanding and using positional words • Talking about and identifying patterns around us • Talks about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. 	<p>We will achieve this by...</p> <p>Learning about the numbers 1-5 through number blocks- counting, comparing amounts and recording in our ways</p> <p>Making groups of 3 from the story of the Three pigs</p> <p>Exploring patterns in nature such as leaves</p> <p>Making patterned wrapping paper</p> <p>Making groups of objects and quickly recalling how many such as 3 conkers or 3 sticks</p> <p>Sharing stories such as 3 owl babies, 3 bears and 3 pigs and quickly recalling how many we can see</p> <p>Making collections from our woodland adventures</p>

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	<ul style="list-style-type: none"> • Understands position through words alone - for example, "The bag is under the table," - with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. <p style="text-align: center;">Learning at home- Seasonal Autumn collection bags</p>	<p>Daily counting for different purposes such as how much milk we need? Or sharing the fruit</p> <p>Counting natural objects, counting presents, counting the post at the post office, counting the owl babies</p> <p>Making pictures and patterns using shapes</p> <p>Exploring shape parcels and sorting them</p> <p>Shape hunt</p> <p>Making patterns and shapes using natural materials</p>
<p>Understanding the World</p>  <p>Past and present</p> <p>People, culture and communities</p> <p>The natural world</p>	<p>Learning about People & the World, we will be...</p>  <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things • Use the language in/on/under/in front • Enjoy playing with small word models such as farm, garage, train track. • Understand position through words alone. For example, "The bag is under the table," - with no pointing • Makes connections between the features of their family and other families • Recount stories of significant individuals in their own lives - taking part in commemorative celebrations (e.g. Bonfire Night and Black History Month) - experiment with other people's views and actions of others during their play <p>Kapow Computing- We will be learning to:</p> <ul style="list-style-type: none"> • Clicking • Click and dragging <p>In RE we will be learning about Incarnation and why Christmas is a special time.</p> <p style="text-align: center;">Learning at home- Christmas cards and a special bonfire night activity</p> 	<p>We will achieve this by...</p> <p>Using our senses to explore what's inside the curiosity cube</p> <p>Woodland walks</p> <p>Using our senses to explore the seasons Autumn and then Winter</p> <p>Exploring ice and snow</p> <p>Small world areas to tell stories and let our imagination run wild</p> <p>Collecting natural materials and using our senses to talk about them</p> <p>Exploring ice and snow- what happens to it?</p> <p>Daily discussions about the seasons and weather</p> <p>Sharing the book 'The Jolly postman' and finding out about postal workers</p> <p>Welly walks and talking about the changes in weather and the seasons</p> <p>Learning about owls and making our own nests and habitats</p> <p>Lots of books, poems and rhymes about different families - PSED links</p> <p>Learning about animals that are awake at night time through the story 'The owl babies'</p> <p>Role play areas- The woodland and Owl babies tree</p> <p>Celebrations- Diwali, Bonfire night and Christmas</p> <p>Walk to the post office to deliver our Christmas cards</p> <p>Walk to church to listen to the Christmas story</p> <p>Nativity performance</p>

		<p>Bible stories Weekly assemblies with Mrs Berry Godly play the nativity story Christmas songs and rhymes Making Christmas cards Daily prayers/reflection and thank you thoughts led by the children Nativity small world Nativity dressing up as different characters Celebrating Christmas and sharing our own experiences for our different families</p>
<p>Expressive Arts and Design</p>  <p>Creating with materials</p> <p>Being imaginative and expressive</p>	<p>Imaginatively and as Artists, Musicians and Designers we will be ...</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make • Join different materials and explore different textures • Use one-handed tools and equipment, for example, making snips in paper with scissors • Explore different materials and, using all their senses to investigate them • Manipulate and play with different materials • Remember and sing entire songs • Play instruments with increasing control to express their feelings and ideas • Begin to make sense of their own life story and family's history <p>Kapow Music-Celebration Music:</p> <ul style="list-style-type: none"> • To learn about music from another culture, particularly when related to the Christmas festival. • To respond to music with movement. <p>Learning at home- Creating cards and calendars.</p> 	<p>We will achieve this by...</p> <p>Daily sound games- listening to different sounds and making sounds using our voices and instruments Naming and using different colours to create our paintings, collages and other art work Using different materials to build models and make things Small world area to retell familiar stories and make up new story lines Weekly Kapow music learning songs and playing instruments to celebrate Christmas. Nativity performance</p> <p>Our focus artist is Vincent Van Gogh and we will be learning all about 'night time' and stars. We will create our own starry night picture.</p> 



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