

<p>Prime Areas</p>	<p><b>Communication and Language</b>  <b>22-36</b></p> <ul style="list-style-type: none"> <li>Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?).</li> <li>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>Learns new words very rapidly and is able to use them in communicating.</li> <li>Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'.</li> <li>Uses simple sentences (e.g. Mummy gonna work).</li> <li>Beginning to use word endings (e.g. going, cats).</li> </ul> <p><b>30-50</b></p> <ul style="list-style-type: none"> <li>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>Beginning to understand 'why' and 'how' questions.</li> <li>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>Responds to instructions involving a two-part sequence.</li> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>Links statements and sticks to a main theme or intention.</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li><b>Role play</b> - Christmas post office/Christmas toy shop/Christmas house to decorate.</li> <li>Story of Rama and Sita</li> <li>Masks or stick puppets</li> </ul>	<p><b>Physical Development</b>  <b>30-50</b></p> <ul style="list-style-type: none"> <li>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>Can copy some letters, e.g. letters from their name.</li> <li>Observes the effects of activity on their bodies.</li> <li>Understands that equipment and tools have to be used safely.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>Shows understanding of how to transport and store equipment safely.</li> <li>Practices some appropriate safety measures without direct supervision.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Safety with fireworks</li> <li>Clay</li> <li>Wrapping presents</li> </ul>	<p><b>Personal, Social and Emotional Development</b>  <b>22-36</b></p> <ul style="list-style-type: none"> <li>Expresses own preferences and interests.</li> <li>Responds to the feelings and wishes of others.</li> <li>Tries to help or give comfort when others are distressed.</li> <li>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul> <p><b>30-50</b></p> <ul style="list-style-type: none"> <li>Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>Confident to speak to others about own interests and opinions.</li> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Working together to perform the Nativity</li> <li>Why do we give gifts?</li> </ul>
<p>Specific Areas</p>	<p><b>Literacy</b>  <b>22-36</b></p> <ul style="list-style-type: none"> <li>Distinguishes between the different marks they make.</li> </ul> <p><b>30-50</b></p> <ul style="list-style-type: none"> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Knows information can be relayed in the form of print.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>Ascribes meanings to marks</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Begins to read words and simple sentences.</li> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul>	<p><b>Maths - Numbers</b>  <b>22-36</b></p> <ul style="list-style-type: none"> <li>Knows that a group of things changes in quantity when something is added or taken away.</li> </ul> <p><b>30-50</b></p> <ul style="list-style-type: none"> <li>Shows an interest in number problems.</li> <li>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>Shows an interest in representing numbers.</li> <li>Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>Beginning to count beyond 10.</li> <li>Selects the correct numeral to represent 1 to 10 objects.</li> <li>Counts an irregular arrangement of up to ten objects.</li> <li>Estimates how many objects they can see and checks by counting them.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Says the number that is one more than a given number.</li> <li>Records, using marks that they can interpret and explain.</li> </ul>	<p><b>Maths - Space, shape and measure</b>  <b>22-36</b></p> <ul style="list-style-type: none"> <li>Beginning to categorise objects according to properties such as shape or size.</li> <li>Begins to use the language of size.</li> <li>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</li> <li>Anticipates specific time-based events such as mealtimes or home time</li> </ul> <p><b>30-50</b></p> <ul style="list-style-type: none"> <li>Uses positional language.</li> <li>Uses shapes appropriately for tasks.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>Orders two items by weight or capacity.</li> <li>Uses everyday language related to time.</li> <li>Beginning to use everyday language related to money.</li> <li>Orders and sequences familiar events.</li> <li>Measures short periods of time in simple ways.</li> </ul>

	<ul style="list-style-type: none"> <li>Writes own name and other things such as labels, captions.</li> </ul> <p><b>Week 1:</b> Fireworks and Diwali - Rama and Sita  <b>Week 2:</b> The Smartest Giant in town - Kindness  <b>Week 3:</b> Puddles and the Christmas Play - songs  <b>Week 4:</b> Christmas - The Nativity  <b>Week 5:</b> Christmas - The Nativity  <b>Week 6:</b> Christmas - The Nativity  <b>Week 7:</b> Christmas</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Rocket with squares for each letter of name. The longest and shortest name.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Numicon to 10</li> <li>Tens frames to 10</li> <li>Numeral flashcards to 10</li> <li>Number line to 10</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Rocket with squares for each letter of name. The longest and shortest name.</li> <li>Rangoli patterns</li> <li>Order animals by weight or size.</li> <li>Buying presents/toys at the shop.</li> </ul>
	<p><b>Expressive Arts and Design</b>  <b>22-36</b></p> <ul style="list-style-type: none"> <li>Experiments with blocks, colours and marks.</li> <li>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> <li>Beginning to make-believe by pretending.</li> </ul> <p><b>30-50</b></p> <ul style="list-style-type: none"> <li>Explores and learns how sounds can be changed.</li> <li>Beginning to be interested in and describe the texture of things.</li> <li>Uses various construction materials.</li> <li>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>Uses available resources to create props to support role-play.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>Explores the different sounds of instruments.</li> <li>Experiments to create different textures.</li> <li>Manipulates materials to achieve a planned effect.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using</li> <li>Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Paints on different scales</li> <li>Can print with a range of hard and soft materials eg sponge, corks, blocks</li> <li>Can cut and tear paper and card for collages</li> <li>Can print over objects to make patterns eg plastic mesh, stencils</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Clay</li> <li>Paper for collaging</li> <li>Salt dough</li> <li>Play dough</li> </ul>	<p><b>Understanding the World</b>  <b>22-36</b></p> <ul style="list-style-type: none"> <li>Has a sense of own immediate family and relations.</li> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> <p><b>30-50</b></p> <ul style="list-style-type: none"> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> <li>Looks closely at similarities, differences, patterns and change.</li> <li>Interacts with age-appropriate computer software</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Science investigation day</li> <li>IPAD colouring in sheet</li> <li>Firework in a jar - food colouring and oil</li> <li>Sequence the events of the Nativity</li> </ul>	
Focus Areas	<p><b>RE</b>  Diwali Day  Puddles and the Christmas Play  The Nativity</p>	<p><b>Values</b></p> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Making good choices</li> <li>Being in control of your behaviour</li> <li>Trusted with important jobs</li> <li>Trying your best</li> </ul> <p><b>Trust</b></p> <ul style="list-style-type: none"> <li>God trusted Mary and Joseph to have Jesus</li> <li>Confidence in someone else</li> <li>Telling the truth</li> </ul> <p><b>Kindness</b></p> <ul style="list-style-type: none"> <li>Whole school Kindness day</li> </ul>	<p><b>Phonics</b>  <b>Phase Three</b></p> <ul style="list-style-type: none"> <li>Learning 25 graphemes (digraphs and trigraphs)</li> <li>Sounding out and blending to read simple VC and CVC words</li> <li>Segmenting for writing simple VC and CVC words</li> <li>Read high frequency words (</li> <li>Read tricky words the, I, to, go, no, he, she, we, be, me, was. (that cannot be sounded out)</li> <li>Spell tricky words <i>the</i> and <i>to</i></li> </ul>