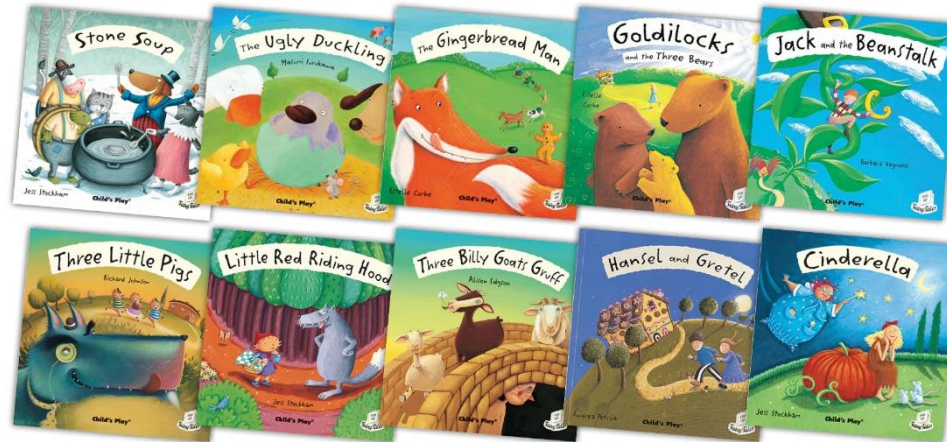


Autumn Term 2 2024 Medium Term Planning - EYFS

Terrific Tales




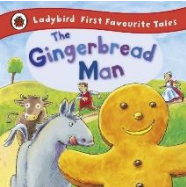

The learning for this term is all about Terrific Tales, particularly focusing on the past. Building on from last term, the children will continue to talk about their family and understand there are many different families and we will involve children's families so that the children learn more about their past. Through a range of stories from the past, the children were learn that life has changed over time. There will be opportunities for the children to learn basic chronology, recognising some events happened before they were born. Through hands on experiments and observation, the children will also learn about materials and changing state. They will also spend time learning songs and speaking parts for the Nativity, which they will perform in front of the school and also to their parents. This will also further develop skills in singing, speaking and listening as well as attention and confidence.




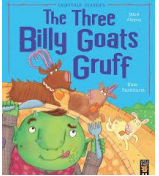

Church School Value: Trust



RE: Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas?


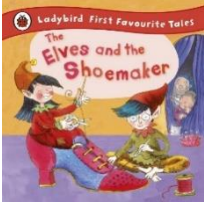

Memorable experiences: Bonfire Night, Remembrance, Diwali, Road safety, Anti-bullying week, Children in Need, Christmas time, Christingle, Nativity, World Ballet Day, World Jellyfish Day, World Cheetah Day, World Saxophone Day, National Tree week.






We will continue to provide daily talk opportunities, particularly through using Tapestry to show photos and videos of the children learning from home as a vehicle for developing their speaking and listening skills.



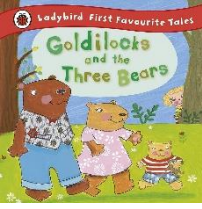
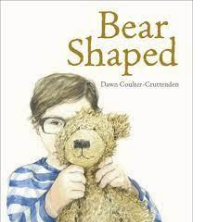
	Key knowledge	Development matters objectives	Enhanced provision	Key Vocabulary	Key text
1 (4 da ys)	<p>Phonics: YR: see RWI assessments YN (3&4): I know some rhyming words (that I have heard in a story) YN (2&3): I know some words from our rhyme of the week</p> <p>Maths: YR: Unit 3 week 7 – 2D shapes I know the names of common 2d shapes and I can talk about some of their characteristics. I know there are 2d shapes on some 3d faces. YN (3&4 & 2&3): I know how to count in everyday contexts, sometimes skipping, numbers – ‘1-2-3-5’.</p> <p>The World: Science: YR: I know it is Autumn, soon it’ll be winter and the weather is cold; I can notice dew, ice, Notice differences between people. icicles and frost outside. YN: I know the season is Autumn, then winter.</p> <p>History: YR: I know that the past is something that happened before now (in this moment). I know that “now” is the present. I know that Guy Fawkes was alive before I was born and we remember what he did on bonfire night YN: I know the bangs and lights in the sky are called fireworks</p> <p>EAD: Art YR & N: I know I can create patterns on (and with) pumpkins D&T: Kapow: Textiles: I know what weaving is and how to do this on a fence Music: nativity songs – World Ballet Day</p> <p>PE: Throwing and Catching: PE planning I know how to show increasing control over the ball. RE: To know about Diwali and Hindus celebrate Diwali.</p>	<p>Reception: Phonics: RWI Maths: YR: Select, rotate and manipulate shapes to develop spatial reasoning skills. W: (geography/history and science) Science: Understand the effect of changing seasons on the natural world around them. History: Compare and contrast characters from stories, including figures from the past. EAD: Art and D&T: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Music: nativity songs and link to World Ballet Day Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>3-4 years old: Phonics: Develop their phonological awareness, so that they can: spot and suggest rhymes Maths: YN: Count in everyday contexts, sometimes skipping, numbers – ‘1-2-3-5’. W: (geography/history and science) Science: Use all their senses in hands-on exploration of natural materials. History: Talk about what they see, using a wide vocabulary. EAD: Art and D&T: Explore different materials freely, to develop their ideas about how to use them and what to make. Music: Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>2-3 years old: Phonics: Enjoy songs and rhymes, tuning in and paying attention. Maths: same as 3-4yrs W: (geography/history and science) Science: Explore and respond to different natural phenomena in their setting and on trips. History: Notice differences between people. EAD: Art and D&T: Start to make marks intentionally. Music: Join in with songs and rhymes, making some sounds.</p>	<p>Maths tuff spot: </p> <p>Tuff spot: Playdoh, cutters, rolling pins, old man figure, lady figure, horse, cow, fox</p> <p>3rd November: (Fri) World Jellyfish Day</p>	<p>Maths: triangle, square, rectangle, circle, shape, 2D, 3D, pentagon, curved, straight, round, corners, face, edge, sides, sphere, cube, cuboid, cylinder, cone, like a box, like a can, pointy, odd, same, different, properties</p> <p>Book: once, upon a time, run, catch, good enough to eat, sly, normal, embarrassed, unusual, shy, self-conscious</p> <p>Nursery Rhyme of the week: 5 currant buns</p> <p>See knowledge organisers for science and history</p>	<p>Whole class book: </p> <p>Literacy JC book: </p>

<p>2 Phonics: YR: see RWI assessments YN (3&4): I know some rhyming words (that I have heard in a story) YN (2&3): I know some words from our rhyme of the week</p> <p>Maths: YR: Unit 3 week 7 – 2D shapes I know the names of common 2d shapes and I can talk about some of their characteristics. I know there are 2d shapes on some 3d faces. YN (3&4 & 2&3): I know how to count in everyday contexts, sometimes skipping, numbers – ‘1-2-3-5’.</p> <p>The World: Science: YR: I know it is Autumn, soon it’ll be winter and the weather is cold; I can notice dew, ice, Notice differences between people. icicles and frost outside. YN: I know the season is Autumn, then winter.</p> <p>History: YR: I know that the past is something that happened before now (in this moment). I know that “now” is the present. I know that Guy Fawkes was alive before I was born and we remember what he did on bonfire night I know that Remembrance Day is remembering people/animals from the past. YN: I know the bangs and lights in the sky are called fireworks</p> <p>EAD: Art YR & N: I know I can create firework patterns (swirls and lines) using chalk D&T: Kapow: Textiles: I know what weaving is and how to do this on a fence Music: nativity songs – World Ballet Day</p> <p>PE: Throwing and Catching: PE planning I know how to show increasing control over the ball. RE: I know that the bible has stories in it. I know that Jesus was once a baby. I know that the Nativity is the name of the special story when Jesus was born, when God came to earth as Jesus.</p>	<p>Reception: Phonics: RWI Maths: YR: Select, rotate and manipulate shapes to develop spatial reasoning skills. W: (geography/history and science) Science: Understand the effect of changing seasons on the natural world around them. History: Compare and contrast characters from stories, including figures from the past. EAD: Art and D&T: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Music: nativity songs and link to World Ballet Day Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>3-4 years old: Phonics: Develop their phonological awareness, so that they can: spot and suggest rhymes Maths: YN: Count in everyday contexts, sometimes skipping, numbers – ‘1-2-3-5’. W: (geography/history and science) Science: Use all their senses in hands-on exploration of natural materials. History: Talk about what they see, using a wide vocabulary. EAD: Art and D&T: Explore different materials freely, to develop their ideas about how to use them and what to make. Music: Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>2-3 years old: Phonics: Enjoy songs and rhymes, tuning in and paying attention. Maths: same as 3-4yrs W: (geography/history and science) Science: Explore and respond to different natural phenomena in their setting and on trips. History: Notice differences between people. EAD: Art and D&T: Start to make marks intentionally. Music: Join in with songs and rhymes, making some sounds.</p>	<p>Maths tuff spot:  Matching shapes to the spaces. Three billy goats gruff tuff spot:  Bonfire night- </p>	<p>Maths: triangle, square, rectangle, circle, shape, 2D, 3D, pentagon, curved, straight, round, corners, face, edge, sides, sphere, cube, cuboid, cylinder, cone, like a box, like a can, pointy, odd, same, different, properties</p> <p>Book: trip trap, under the bridge, troll, goats, bridge Nursery Rhyme of the week: 5 little fish See knowledge organisers for science and history</p>	<p>Whole class book:  Literacy JC book: </p>
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<p>3</p> <p>Phonics: YR: see RWI assessments YN (3&4): I know some rhyming words (that I have heard in a story) YN (2&3): I know some words from our rhyme of the week</p> <p>Maths: YR: Unit 4: Change within 5: one more – I know about one more within five. I know how to use a first, then and now story to add one more. I know that the next number I count is one more than the last number that I counted. YN (3&4): I know that 2 is more than 1. That 3 is more than 2 etc (up to 5) YN (2&3): I know where there is 'more' in different contexts.</p> <p>The World: Science: YR I know that natural materials come from the environment and are not man-made YN: I know that some materials come from nature.</p> <p>History: YR & YN: I know that Remembrance Day is remembering people/animals from the past.</p> <p>EAD: Art YR & N: I know I can create patterns and create a poppy D&T: Kapow: Textiles: I know how to apply my weaving skills using wool and paper (poppy) Music: nativity songs – World Saxophone Day PE: Throwing and Catching: PE planning lesson 2. I know that aiming can help the ball go in the right direction. I know to make the ball go further I need to use more power.</p> <p>RE: I know some of the key names of the people who appear in the Nativity.</p>	<p>Reception: Phonics: RWI Maths: YR: To understand the 'one more than' relationship between consecutive numbers. W: (geography/history and science) Science: Explore the natural world around them. History: To understand that people celebrate special times in different ways. To comment on images from the past. EAD: Art and D&T: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Music: nativity songs and link to Remembrance Day Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>3-4 years old: Phonics: Develop their phonological awareness, so that they can: spot and suggest rhymes Maths: YN: Compare quantities using language: 'more than' W: (geography/history and science) Science: Use all their senses in hands-on exploration of natural materials. History: To continue to develop positive attitudes about different people. EAD: Art and D&T: Explore different materials freely, to develop their ideas about how to use them and what to make. Music: Sing the pitch of a tone sung by another person ('pitch match'). Listen with increased attention to sounds.</p> <p>2-3 years old: Phonics: Enjoy songs and rhymes, tuning in and paying attention. Maths: Compare amounts, saying 'lots', 'more' or 'same'. W: (geography/history and science) Science: Explore natural materials inside and outside History: Notice differences between people. EAD: Art and D&T: Start to make marks intentionally. Music: Join in with songs and rhymes, making some sounds.</p>	<p>Maths tuff spot:</p>  <p>Counting bears Tuff spot</p>  <p>11th Remembrance Day 12th Diwali Children in need</p>	<p>Maths: zero, one, two, three, four, five, count, forwards, backwards, how many, first, then, now, one less, one more, order, fewer, take away, odd, altogether, number story, represent, five frame</p> <p>Book: huff, puff, little pig, sticks, straw, bricks, build, make, demolished, construct, chin</p> <p>Nursery rhyme of the week: This little piggy went to market.</p> <p>See knowledge organisers for science and history</p>	<p>Whole class book:</p>  <p>Literacy JC book</p> 
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<p>4</p> <p>Phonics: YR: see RWI assessments YN (3&4): I know some rhyming words (that I have heard in a story) YN (2&3): I know some words from our rhyme of the week</p> <p>Maths: YR: Unit 4: Change within 5: one less – I know how to find one less than a number within 5 using first, then and now. I know how to use a five frame to show what is happening. YN (3&4): I know how to point to a group of objects that has ‘fewer’ than the other group. YN (2&3): I know how to say when there is ‘lots’, ‘more’ or ‘the same’</p> <p>The World: Science: YR: I know that ice is formed when water is frozen. YN: I know ice is cold and made from water.</p> <p>History: YR&YN: I know that in the past vehicles looked different. I know that in the past people didn’t always get around in vehicles with wheels.</p> <p>EAD: Art YR & N: I know how to use my fingers and hands to weave paper in and out. D&T: Kapow: Textiles: Lesson 3 Sewing with hessian: I know how to thread through hessian using a needle and wool Music: nativity songs PE: Throwing and Catching: PE planning lesson 3. I know what makes a good catching technique; hands ready out in front of me, closing my hands around the ball.</p> <p>RE: I know some of the main events that happened in the Nativity story. (sequencing)</p>	<p>Reception: Phonics: RWI Maths: YR: To understand the ‘one less than’ relationship between consecutive numbers. W: (geography/history and science) Science: Understand the effect of changing seasons on the natural world around them. Explore the natural world around them History: Comment on images of familiar situations in the past. EAD: Art and D&T: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Music: nativity songs and 1,2,3 it’s good to be me/we’re all together again (Sticky Kids) linked to anti bullying week.</p> <p>3-4 years old: Phonics: Develop their phonological awareness, so that they can: spot and suggest rhymes Maths: YN: Compare quantities using language: ‘fewer than’. W: (geography/history and science) Science: Talk about the differences between materials and changes they notice. Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials. History: Talk about what they see, using a wide vocabulary.</p> <p>EAD: Art and D&T: Explore different materials freely, to develop their ideas about how to use them and what to make. Music: Sing the pitch of a tone sung by another person (‘pitch match’). Listen with increased attention to sounds.</p> <p>2-3 years old: Phonics: Enjoy songs and rhymes, sometimes joining in, tuning in and paying attention. Maths: Compare amounts, saying ‘lots’, ‘more’ or ‘same’ W: (geography/history and science) Science: Explore natural materials inside and outside History: To notice differences EAD: Art and D&T: Start to make marks intentionally. Music: Join in with songs and rhymes, making some sounds.</p>	<p>Maths tuff spot: 1 more 1 less</p>  <p>Tuff spot:</p> <p>Threading activities</p> <p>outlines of shoes for chn to decorate (feathers, sequins, etc) set up a shoe shop with chn (prices, sizes)</p>	<p>Maths vocab: zero, one, two, three, four, five, count, forwards, backwards, how many, first, then, now, one less, one more, order, fewer, take away, odd, altogether, number story, represent, five frame</p> <p>Book: leather, poor, early, surprise, wife, husband, finish, night, popular, hid, elves, idea</p> <p>Nursery rhyme of the week: 1, 2 buckle my shoe and Jack and Jill went up the hill</p> <p>See knowledge organisers for science and history</p>	<p>Whole class book:</p>  <p>Literacy JC book:</p> 
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<p>5</p> <p>Phonics: YR: see RWI assessments YN (3&4): I know what happened in a story that you read to me because I can talk about it YN (2&3): I know what is happening in the pictures because I can talk about it/point to it</p> <p>Maths: YR: unit 5: number bonds within 5 I know the names for the different parts of the part-whole model. YN (3&4): I know that the last number that I say is how many there are YN (2&3): I know and understand the words 'lots' and 'more'</p> <p>The World: Science: I know that ice is melted when it is heated.</p> <p>History: I know that I am growing up all the time. I know that in the past I was a baby and then a toddler and now a child. (The Growing Story). I know that I am going to grow up and be an adult.</p> <p>EAD: Art YR & N: I know how to create a repeated pattern (on a bauble) using materials.</p> <p>D&T: Kapow: Textiles: Lesson 4 I know what bookmarks looked like in Victorian times and what they look like now</p> <p>Music: nativity songs</p> <p>PE: Throwing and Catching: PE planning lesson 4. Catching a ball: I know I must have my hands ready, watch the ball, move in line to get to the ball, close my hands around it.</p> <p>RE: I know some of the main events that happened in the Nativity story. (role play)</p>	<p>Reception: Phonics: RWI Maths: YR: Explore the composition of numbers up to 5. W: (geography/history and science) Science: Explore the natural world around them History: Comment on images of familiar situations in the past. EAD: Art and D&T: Talk about the differences between materials and changes they notice. Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials. Music: Nativity songs and Road Safety song</p> <p>3-4 years old: Phonics: Engage in extended conversations about stories, learning new vocabulary. Maths: YN: Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). W: (geography/history and science) Science: Talk about the differences between materials and changes they notice. Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials. History: Continue developing positive attitudes about the differences between people. EAD: Art and D&T: Explore different materials freely, to develop their ideas about how to use them and what to make. Music: Remember and sing entire songs. Listen with increased attention to sounds.</p> <p>2-3 years old: Phonics: Respond to the pictures or words in stories. Maths: Compare amounts, saying 'lots', 'more' or 'same'. W: (geography/history and science) Science: Explore materials with different properties. History: Make connections between the features of their family and other families. EAD: Art and D&T: Start to make marks intentionally. Music: Join in with songs and rhymes, making some sounds</p>	<p>Maths tuff spot:</p>   <p>Tuff spot: farm tuff tray for Little Red Hen to represent corn, flour, animal masks for role play</p> 	<p>Maths: one, two, three, four, five, group, parts, whole, part-whole model, how many, counting, more than, same, different</p> <p>Book: help, lazy, grain, corn, mill, grind, bread, flour, idle,</p> <p>Nursery Rhyme of the week: Five little chicks</p> <p>See knowledge organisers for science and history</p>	<p>Whole class book:</p>  <p>Literacy JC book:</p> 
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<p>6</p> <p>Phonics: YR: see RWI assessments YN (3&4): I know what happened in a story that you read to me because I can talk about it YN (2&3): I know what is happening in the pictures because I can talk about it/point to it</p> <p>Maths: YR: unit 5: number bonds within 5 (more consolidation) I know how to use a part whole model to show a number bond to 5. YN (3&4): I know that the last number that I say is how many there are. YN (2&3): I know and understand the words 'lots' and 'more'</p> <p>The World: Science: YR & YN: I know that materials have different uses and feel/look different too.</p> <p>History: I know and can recall some familiar events from my past and that this is called a memory. I know that my special grown-ups in my family were once babies and have grown up. (My Great Grandpa – Martin Waddell)</p> <p>EAD: Art YR & N: I know how to create a repeated pattern (on a bauble) using materials. D&T: Kapow: Textiles: Lesson 5 I know how to mark out my design on fabric. I know that my design is what I want it to look like. Music: nativity songs (tree songs) PE: Throwing and Catching: PE planning lesson 5. I know I how to be safe when throwing and catching a ball.</p> <p>RE: I know some special things that Christians do at Christmas to share Gods love: nativity scene, decorations, parties, Santa, special food.</p>	<p>Reception: Phonics: RWI Maths: YR: Explore the composition of numbers up to 5. Automatically recall number bonds for numbers 0–5 W: (geography/history and science) Science: Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. History: Comment on images of familiar situations in the past. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>EAD: Art and D&T: Explore, use and refine a variety of artistic effects to express their ideas and feelings Music: Nativity songs and links to trees</p> <p>3-4 years old: Phonics: Engage in extended conversations about stories, learning new vocabulary. Maths: YN: Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). W: (geography/history and science) Science: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p> <p>History: EAD: Art and D&T: Create closed shapes with continuous lines and begin to use these shapes to represent objects. Music: Remember and sing entire songs. Listen with increased attention to sounds.</p> <p>2-3 years old: Phonics: Respond to the pictures or words in stories. Maths: Compare amounts, saying 'lots', 'more' or 'same'. W: (geography/history and science) Science: Explore materials with different properties. Explore materials indoors and outdoors. History: Make connections between the features of their family and other families. EAD: Art and D&T: Start to make marks intentionally. Music: Join in with songs and rhymes, making some sounds</p>	<p>Maths tuff spot:</p>  <p>Tuff spot: Three bears, porridge oats, spoons, 3 bowls, (small world or dolls house chairs/bed) and doll of goldilocks. Wooden small world set.</p>  <p>National Tree Week</p>	<p>Maths: one, two, three, four, five, group, parts, whole, part-whole model, how many, counting, more than, same, different</p> <p>Book: locks, house, home, lost, knock, delicious, smell, large, medium, small, bowl, hungry, porridge, hot, cold, chair, rest, hard, soft, comfortable, upstairs, nap, bed, perfect, surprised, suddenly, angry, woods, forest</p> <p>Nursery Rhyme of the week: When Goldilocks went to the house of the bears. Teddy bear, teddy bear</p> <p>See knowledge organisers for science and history</p>	<p>Whole class book:</p>  <p>Literacy JC book:</p> 
<p>7</p> <p>Phonics: YR: see RWI assessments plus I know how to form my lower case letters correctly.</p>	<p>Reception: Phonics: RWI plus forming lower case letters correctly. Maths: YR: Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Maths tuff spot: Roads & cars for directional language</p>	<p>Maths: in, on, below, under, above, in front of, behind, next to, up, down,</p>	<p>Class book:</p>

YN (3&4): I know how to use what I know about writing to create my own lists.
YN (2&3): I know how to use mark making tools to draw a picture of what I would like for Christmas.

Maths:

YR: Unit 6: Space (positional language) I know lots of words to describe and explain how and where.
YN (3&4): I know words to describe where something is.
YN (2&3): I know when there is space for me to fit inside a space. I know which present will fit inside a box/bag.

The World: Science:

YR & YN: I know that we can test materials to see if they are waterproof or not.

History: I know that I played with different toys in my past (when I was a baby).

EAD:Art

YR & N: I know to use my fingerprints to create patterns
D&T: Kapow: Creating a bookmark: I know how to create a simple running stitch.

PE: Throwing and Catching PE Planning lesson : I know how to bend my body at the hips to receive the ball.

Music: Nativity play/songs

RE: I know that Christians sing carols and performing nativity plays to tell the good news of God coming to earth. – learn some

W: (geography/history and science)

Science: Explore the natural world around them.

History: Comment on images of familiar situations in the past. Recognise that people have different beliefs and celebrate special times in different ways.

EAD: Art and D&T: Explore, use and refine a variety of artistic effects to express their ideas and feelings

Music: Nativity songs and Christmas songs.

3-4 years old:

Phonics: Use some of their print and letter knowledge in their early writing.

Maths: YN: Discuss routes and locations, using words like 'in front of' and 'behind'. Understand position through words alone – for example, "The bag is under the table," – with no pointing

W: (geography/history and science)

Science: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.

History:

EAD: Art and D&T: Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Music: Remember and sing entire songs. Listen with increased attention to sounds.

Art: Explore different materials freely, to develop their ideas about how to use them and what to make.

2-3 years old: Phonics: Enjoy drawing freely

Maths: Climb and squeeze themselves into different types of spaces

W: (geography/history and science) Science: Explore materials with different properties. Explore materials indoors and outdoors. **History:** Notice differences between people.

EAD: Art and D&T: Start to make marks intentionally.

Music: Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.



Tuff spot:

Santa, parcels of different sizes, wrap, string, scissors, tape

Set up wooden Nativity set

Monday: World Cheethah day

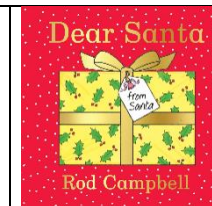
Christmas Jumper day – Save the children

across, forwards, backwards

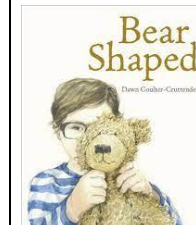
Book: Santa, wrote, wrap, small, kite, big, something else, bouncy, mask, scary, messy, paint, trumpet, noisy, Christmas eve, fluffy




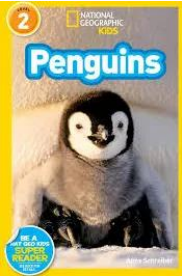
Nursery Rhyme of the week: 5 sparkly presents

See knowledge organisers for science and history



Literacy JC book:



<p>8 (4 da ys)</p> <p>Phonics: YR: end of term RWI assessments plus I know how to form my lower case letter correctly. YN (3&4): I know how to use what I know about writing to create my own xmas cards YN (2&3): I know how to use mark making tools to draw a picture of me in a xmas card or draw freely in the tuff spot</p> <p>Maths: YR/review any gaps in learning YN: consolidation on positional language from last week. Extend knowledge of YR to learn 'left' and 'right'</p> <p>The World: Science: YR & YN: I know that materials can change over time.</p> <p>History: I know that at Christmas we remember the story from the past – The Nativity</p> <p>EAD:Art YR & N: I know to use my fingerprints to create patterns</p> <p>D&T: Kapow: Evaluating my bookmark: I know how I would improve my bookmark next time.</p> <p>PE: link to Christmas party games – throwing and catching games</p> <p>Music: nativity/carol concert – add in instruments RE: I know that Christians like to do things to help people at Christmas time performing carols for parents for donations to charity.</p>	<p>Reception: Phonics: RWI plus forming lower case letters correctly. Maths: YR: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. W: (geography/history and science) Science: Understand the effect of changing seasons on the natural world around them. History: Recognise that people have different beliefs and celebrate special times in different ways. Compare and contrast characters from stories, including figures from the past. EAD: Art and D&T: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Music: Nativity songs and Christmas songs. Learn to sing and perform songs for our Nativity Production. Develop storylines in their pretend play. 3-4 years old: Phonics: Use some of their print and letter knowledge in their early writing. Maths: YN: Discuss routes and locations, using words like 'in front of' and 'behind'. Understand position through words alone – for example, "The bag is under the table," – with no pointing W: (geography/history and science) Science: Talk about the differences and changes that they notice. History: Continue developing positive attitudes about the differences between people. EAD: Art and D&T: Create closed shapes with continuous lines and begin to use these shapes to represent objects. Music: Remember and sing entire songs. Listen with increased attention to sounds. Art: Explore different materials freely, to develop their ideas about how to use them and what to make</p> <p>2-3 years old: Phonics: Enjoy drawing freely Maths: Climb and squeeze themselves into different types of spaces W: (geography/history and science) Science: Explore and respond to different natural phenomena in their setting and on trips History: Notice differences between people. EAD: Art and D&T: Start to make marks intentionally. Music: Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways.</p>	<p>Maths tuff spot: </p> <p>Tuff spot: </p>	<p>Maths: see at previous weeks vocab</p> <p>Book: Mary, Joseph, married, visited, Angel Gabriel, dream, scared, trusted, Jesus, travel, Bethlehem, arrived, inn, innkeeper, stable, born, manger, shepherds, peace, God, wise men, star, king, guided, gift, gold, Frankincense, Myrrh, birth, Nativity, celebrate</p> <p>Nursery Rhyme of the week: Twinkl Twinkl Baa Baa black sheep</p> <p>See knowledge organisers for science and history</p>	<p>Class book: </p> <p>Literacy JC book: </p>
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