



Our Favourite Stories



Understanding The World

The World

Plants and Animals
Senses - sensory activities, feely bags, sound walk, listening games.
Observe plants and animals
Identify similarities and difference between plants and animals
Talk about changes to plants overtime
Look at settings for stories is it the same as where we live?
Talk about events in their life and compare them to story characters lives.
Use small world to create own stories and different environments.
Looking at different materials.
Guy Fawkes
Festival of Light—Diwali
Christmas time

People & Communities

Location and place knowledge

Past & Present

Understand the past through settings, characters and events

Forest School

Signs/colours of Autumn
Hibernation
Story telling/acting

RE

Why is Jesus special to Christians?
Know something about the life of Jesus as revealed through the Bible.
Understand that Jesus can be seen in many different but complementary ways
Appreciate that, for Christians, the life and teaching of

KUW— Skills based objectives to focus on:

Geography Skills

Know about familiar aspects of the world and that we live in Widdrington that our school and home are here.
Know about similarities and differences between themselves and others, among families, communities and traditions.
discussing what they can see.

Audio and visual: with an adult take photographs of their environment.

History Skills -

Be able to identify their own families and their roles in society.
Show an understanding of the past and present.

Science Skills

Ask simple questions to find out more
Observe the world around them.

Physical Development

My space on the carpet.
Body shapes- making shapes with our bodies.
Explore body movements.
Moving to music.
Moving over obstacles.
Pencil control.
Yoga.
Little Movers.
Wiggle Squiggle—gross and fine motor
Dough Disco
Pen Disco

Week 1

UTW— Bonfire Night—Past & Present
ICT— Playing games on the IWB
PSED— Who are our friends?
RE—Recap why do we think Jesus is special to Christians?
EAD / DT— Bonfire pictures

Week 2

UTW— Making a diva lamp for Diwali
ICT— Using chatterpix to animate a character
PSED— Why is it important to have friends?
RE— Why is Jesus special to Christians?
EAD / DT— Painting a Gruffalo

Week 3

UTW— Look at settings for stories—is it the same as where we live?
ICT— Taking photos on the ipads
PSED— How can we be good friends?
RE— Why is Jesus special to Christians?
EAD / DT— Making porridge.

Week 4

UTW— Changes to plants over time
ICT— Animating characters using chatterpix
PSED— Good friends scenarios
RE— Why is Jesus special to Christians?
EAD / DT— Painting

Week 5

UTW— Identify similarities and differences between plants and animals
ICT— Digital Literacy traditional tales scenarios
PSED— Digital Literacy traditional tales scenarios
RE—Why do we celebrate Christmas?
EAD / DT— Christmas Cards

Personal, Social & Emotional Development.

Daily routines, rules and caring for our resources.
Adults model how to use the classroom.
Looking after the classroom.
Tidying up and sticking to limitations in areas.
Listening and following instructions.
Talking about likes and dislikes/what we are good at, why we are special.
Encourage turn taking, sharing & listening to others
Circle Time:
Being a good friend,
All about me,
Likes and dislikes,
What we are good at
Why we are special
Staying safe

Expressive Arts & Design

Art

Painting.
Painting our favourite characters from stories,
Baking bread from the story Little Red Hen.
Making our own pizzas.
Baking cakes for Christmas.
Explore tools for painting: brushes, rollers, sponges, rags and fingers, use these tools to make space pictures.
Christmas Cards.
Christmas Crafts.
Making Diva lamps for Diwali.
Fireworks pictures.

Art and Design skills

Handling and feeling objects and enjoying manipulating materials (play dough, boxes and cardboard)
Constructing, building and destroying (Duplo models and cardboard structures)
Shape and model making using play dough, sand and other similar materials.

Music

Looking at music to express emotions - happy, sad music.
Using percussion instruments.
Music & Movement - use streamers and ribbons to dance
Dancing and moving to music.
Charaga— My Stories

Mathematical Development

Acorns

Develop fast recognition of up to 3 objects, without having to count them individually.
Recite numbers past 5.
Say one number for each item in order to 5.
Counting children at register time.
Know that the last number reached when counting a small set of objects tells you how many there are in total.
Show 'finger numbers' up to 5.
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Oak

Comparing 1,2,3.
Circles and triangles.
Composition of 1,2,3.
Representing numbers to 5.
One more and one less.

Literacy

Sharing stories
Name Recognition.
Name writing.
Retelling stories.
Recognising print.
Role Play.
Ipads- Hairy letters, teach your monster to read, phonics games
Hearing and using new vocabulary from stories, poems, and non-fiction texts.
Sequencing stories.
Identifying our favourite characters and settings in stories.
Make predictions of what will happen next in a story.

Phonics

Acorns will start with Phase 1 Phonics, listening to instrumental sounds.
Oak children continue to learn set 1 sounds and special friends from Read Write Inc.

We will be learning through a core books approach:

The Gruffalo
Goldilocks
The Jolly Postman
We're Going on a Bear Hunt
Dear Zoo
Handa's Surprise

Computing

To use ipad apps to combine pictures and own voices to record: eg sock puppets, story creator and morfo.
Talk about good and bad choices when using websites - being kind, telling a grown up if something upsets us & keeping ourselves safe by keeping information private. (Digital Literacy)
Collect information as photos or sound files.
Use a simple pictogram or set of photos to count and organise information.

Communication and Language

Talk about behaviour and feelings in stories/characters.
To respond to a variety of role play situations act out stories increasing vocabulary and learning to express themselves clearly
Think about feelings, events, rules and routines
Ask and answer questions about stories.
Join in with stories and rhymes.
Communication and language through story telling e.g. Retell favourite story and say why. Talk about story openings and endings—once upon a time, happy ever after do they always begin and end like this?