



<p>Week 1</p> <p>04.10.24 - 08.10.24</p> <p><b>Literacy Tree Week 1</b></p> <p>I am Henry Finch: Narrative inspired by the original</p> <p>04.11.2024 Carnival/bonfire night theme day</p> <p>05.11.2024 Carnival parade 2.30</p>	<p><b>PSHE Jigsaw Puzzle 2 Celebrating Difference</b></p> <p><b>Piece 1 - What I am Good At?</b></p> <p><b>Learning Intention</b> - I can identify something I am good at and understand everyone is good at different things</p> <p><b>E-Safety</b></p>	<p><b>PE - Sports coach / WB:</b></p> <p><b>Fine motor skills:</b></p> <p>Fine motor activities during continuous provision, including pegboards, tap-a-shape, tweezers and pompoms</p> <p><b>Letter formation:</b> Practice writing children's names. Begin to practise curly caterpillar letters: c a o d s g q e f</p>	<p>Listening to stories. Sitting together. Talking about the stories. Offering opinions and ideas. Learn vocabulary related to the story of I am Henry Finch. Listening to simple instructions Washing hands and eating lunch appropriately</p> <p><b>EYFS speaking and listening targets:</b> Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts in well-formed sentences. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><b>Year 1 speaking and listening targets:</b> Know what "good listening" is.</p>	<p><b>Literacy Tree Week 1</b> WOW Starter - Literacy <b>Session 1:</b> <b>Yellow and Red</b> Children arrive to class to 'find' Henry Finch perched on a branch with a Thought Bubble containing the statement: I am Henry Finch. Bubbles of thought: Let the children each make a handprint bird add eyes, beaks and wings then cut and stick along a branch for display. Provide the children with their own thought bubble in which to write their finch-name. Practising name writing. <b>Green Group:</b> Children to take part in the main activity and then to record their thoughts on a thought bubble, e.g. 'I am thinking about...'</p> <p><b>Session 2:</b> for Henry Finch. Reading words containing taught sounds - use these in sentences for thing that Henry Finch could do. <b>Green Group:</b> Children to use words beginning with the phoneme /j/ to create words with adjacent consonants and those with long vowel phonemes. These could be nonsense words as well as some real words. Use these words to create a timetable.</p> <p>Author focus, Giles Andrea -</p>	<p><b>Little Wandle Phase 2 &amp; 3</b></p> <p>Year 1 - Reception Spring A</p> <p>Reception - Autumn B</p>	<p><b>Mastering Number: Counting, ordinality and cardinality</b> Counting objects &amp; sounds to 5 &amp; 10, knowing last number counted is how many altogether.</p> <p><b>Year 1 - Composition</b> Composing &amp; decomposing numbers to 5</p> <p><b>Year 1 white rose</b> Revisiting what was taught Aut A wk 8 Step 8 Addition - add together Step 9 Addition add more Step 10 Addition problems Step 11 Find a part</p>	<p><b>PE - Sports coach</b></p> <p><b>WB - Multi-Skills, Lesson 2</b> Traffic lights, different ways of moving - (walk, power walk, hop, jump, skip.) negotiating space. Counting &amp; sorting by colour into coloured hoops.</p> <p><b>WOW Starter - Topic Question.</b> <b>Where do we live?</b> Where do we live? Read the Gingerbread Man to introduce the idea of journey / maps/ Places <b>Gingerbread man :</b> Gingerbread man design drawing - talk about different drawing techniques and think about different Ideas. Felt or brown card</p> <p><b>Keep for Christmas cards</b></p>	<p><b>Music:</b> Performance &amp; singing skills Practising songs for Nativity Play</p> <p>Monday 4<sup>th</sup> November carnival/bonfire night theme day - making carnival mask Rainbow time</p> <p>Continuous provision: making gingerbread people dolly strings</p>
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			Speak in an audible voice. Maintain calmness and control over body movements and position	sharing stories				
<p><b>Week 2</b></p> <p>11.11.24 - 15.11.24</p> <p><b>Literacy Tree Week 2</b></p> <p>I am Henry Finch: Narrative inspired by the original</p>	<p><b>PSHE Jigsaw Puzzle 2: - Celebrating Difference</b></p> <p><b>Piece 2 - I'm Special, I'm Me!</b></p> <p><b>Learning Intention:</b> I understand that being different makes us all special</p> <p><b>15.11.24 Children in Need</b></p>	<p><b>PE - Sports coach</b> <i>Practising changing quickly.</i></p> <p><b>Fine motor skills:</b> Fine motor activities during continuous provision</p> <p>Using various sponges, paintbrushes, glue sticks and scissors</p> <p>Using tweezers to move/ count beads.</p> <p><b>Letter formation:</b> Practise writing children's names. Practise curly caterpillar letters:</p>	<p><b>EYFS speaking and listening targets:</b></p> <p><i>Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts in well-formed sentences. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p>	<p><b>Literacy Tree Week 2</b></p> <p><b>Session 3:</b> Hot seating (teacher in role) as Henry Finch inside the Beast's tummy. Modelled writing of thoughts. Creating thought bubbles - what can I do if I am scared?</p> <p><b>Green group:</b> modelled writing of thought to include the conjunction 'and' and start with I</p> <p><b>Session 3:</b> Create their own thought bubbles "If I am scared I will..." Draw and CVC word label,</p> <p><b>Green group:</b> Children to write a thought bubble for Henry Finch, aiming to include the conjunctions 'and' starting with 'I...'</p>	<p><b>Little Wandle Phase 2 &amp; 3</b></p> <p>Year 1 - Reception Spring A</p> <p>Reception - Autumn B</p>	<p><b>Mastering Number: Comparison</b></p> <p>Comparing numbers of objects in two sets, using language of 'fewer than', 'more than' &amp; 'an equal number'.</p> <p><b>Year 1- Composition</b> Composition of number 6.7.8.9 Using 5 and ...</p> <p><b>Year 1 White Rose Step 12</b> Subtractions - find a part</p>	<p><b>RE Week 1 Special Times - Birthdays</b></p> <p><b>WALT:</b> recognise Jesus' birthday is celebrated each year on Christmas Day. Discuss birthdays. Do children know when own birthdays are? Look at birthday display board &amp; identify children's birthday month/ date. Discuss Jesus' birthday being celebrated on Christmas Day Talk about ways of celebrating Jesus' birthday/ Christmas.</p>	<p><b>Music:</b> Performance &amp; singing skills Practising songs for Nativity Play</p> <p><b>DT</b> (combined with geography lesson about bridges see UTW column) Build a bridge collaboratively, paying attention to function. Explain it must be able to carry the Beebot over. What materials are strong? Children to make bridges using lego, cardboard, building blocks.</p>

		<p>c a o d s g q e f</p>	<p><b>Year 1 speaking and listening targets:</b>          Know what "good listening" is.          Speak in an audible voice.          Maintain calmness and control over body movements and position</p>	<p><b>Session 4:</b> Creating motivational signs for the inch's Tree e.g. sit and think here. Help is here! Adult modelling and support as required for each groups needs.  <b>Green group:</b> Children to look at the words containing the phoneme /x/, ask them to identify how the words change if there are more than one of them, e.g. fix becomes fixes. Ask children to build the words, e.g. by using magnetic letters. Children should then go on to create their own motivational signs, e.g.          Breathing relaxes you!          Think outside of the boxes!</p>		<p>Step 13 Fact families- the 8 facts          Step 14 Subtraction - take away/cross out          Step 15 Subtraction - take away</p>	<p>Children design simple birthday card for a friend.  <b>Key Questions:</b>          Why is Jesus' birthday important to Christians?          How do we celebrate Jesus' birthday?</p> <p><b>Forest School</b>  <u>Which substance will melt the ice the quickest?</u>  <b>WALT: Observe ice to find out what happens when in a warmer place.</b>          Children enter fire circle in a line and sit on next available log. Discuss fire safety, whistle &amp; role of flags. Discuss changing states of matter. What happens to ice when it gets warmer? Why does this happen? Show children small blocks of ice with natural materials frozen inside. How can we find out what is inside? Could we make the ice melt more quickly?          Children move to log tables.          Explain children will work in groups. Each group has three small blocks of ice &amp; three</p>	<p>Programme Beebots over a bridge. Which bridge was the strongest?</p> <p>Continuous Provision: colour mixing</p>
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							<p>small pots, one containing sugar, one salt &amp; one bicarbonate of soda. Children use teaspoons to put the substances on each block, making sure one substance/ one block. Discuss what is happening as ice melts. Which substance worked the best? Why do you think that? Why is the tray getting wet? Children drink hot chocolate sat at tables.</p> <p><b>Geography</b> <b>Barnaby Bear</b> * Talk and describe the rivers and bridges in Bridgwater. Use the Internet to look at pictures of bridges and rivers. Why do we have bridges? Are they all the same? What water places are in Bridgwater? Name the canal and river. Building Bridges collaboratively Activity</p> <p><b>History</b> Show pictures of the history of the town what is different?</p>	
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							Similar? Individual town map drawing. Have the map of a town- children to draw their own maps	
<p><b>Week 3</b> 18.11.24 - 22.11.24</p> <p><b>Literacy Tree Week 3</b></p> <p>I am Henry Finch: Narrative inspired by the original</p>	<p><b>PSHE Jigsaw Puzzle 2: - Celebrating Difference</b></p> <p><b>Piece 3 - Families</b></p> <p><b>Learning Intention:</b> I know we are all different but the same in some ways</p>	<p><b>PE - Sports coach / WB</b></p> <p><b>Letter formation:</b> Ongoing practise of writing letter shapes for children's names. Practise long legged giraffe letters l i t u j y</p> <p><b>Fine motor skills:</b> Fine motor activities during continuous provision <i>E.g. threading beads, leaves moving beads/pompoms with tweezers</i></p> <p>Threading pipe cleaners through colanders (planet space themed)</p>	<p><b>EYFS speaking and listening targets:</b> <i>Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts in well-formed sentences. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p> <p><b>Year 1 speaking and listening targets:</b> <i>Know what "good listening" is. Speak in an audible voice. Maintain calmness and control over body movements and position</i></p>	<p><b>Literacy Tree Week 3</b></p> <p><b>Session 5:</b> Model writing and shared reading of thoughts that Henry might have had in the story. Then... Thought Sort activity, glad, sad and bad thoughts. <b>Green group:</b> Children to carry out the activity . If children have sorted all the sentences, challenge them to create some of their own Sentences.</p> <p><b>Session 6:</b> Talking about glad,sad and bad thoughts. What can we do to help? Adult to support children to complete a shared write of ideas. <b>Green Group:</b> Same as above but in introduce imperative verbs</p> <p><b>Session 6:</b> Writing notes to Henry Finch to help him stay Calm. <b>Green Group:</b> Children to create a set of instructions to Henry to explain to him how to be calm. Children may benefit from having access to imperative (bossy) verbs to</p>	<p><b>Little Wandle Phase 2 &amp; 3</b></p> <p>Year 1 - Reception Spring A</p> <p>Reception - Autumn B</p>	<p><b>Mastering number - Composition</b></p> <p>Parts and wholes Composing &amp; decomposing parts of objects / the whole</p> <p><b>Year 1 Composition</b> Continue working on composition of numbers 6,7,8,9</p> <p><b>Year 1 white rose</b> Step 16 subtraction - on a number line Step 17 Add or subtract 1 or 2 End of block assessment (2 days)</p>	<p><b>PE - Sports coach</b></p> <p><b>PE - WB Multi-Skills Lesson 3</b> Negotiating space using cones learn &amp; play - Home cone/ Squeeze &amp; Been bag switch, Bean bag throw</p> <p><b>Geography Barnaby Bear *</b> Look at towns from different countries, drawing on stories maps to make comparisons. Sort pictures to compare and contrast.</p> <p><b>Geography</b> Look at markets in Bridgwater and different countries. Read market story: Use stories and pictures to explore similarities and differences.</p>	<p><b>Music:</b> Performance &amp; singing skills Practising songs for Nativity Play</p> <p>Rainbow time</p>

				help structure and organise their writing,				
<p><b>Week 4</b> 25.11.24 - 29.11.24</p> <p><b>Literacy Tree Week 4</b></p> <p>I am Henry Finch: Narrative inspired by the original</p>	<p><b>PSHE Jigsaw Puzzle 2: Celebrating Difference</b></p> <p><b>Piece 4 - Houses and Homes.</b></p> <p><b>Learning Intention:</b> I can tell you why I think my home is special to me</p>	<p><b>PE - Sports coach</b></p> <p><b>Letter formation:</b> Ongoing practise of writing letter shapes for children's names.</p> <p><b>Fine motor skills:</b> Fine motor activities during continuous provision Using playdough and tools to make bridges</p>	<p><b>EYFS speaking and listening targets:</b></p> <p>Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts in well-formed sentences. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p><b>Literacy Tree Week 4</b></p> <p><b>Session 7:</b> Mini-mindfulness session. Deep calming breaths - teacher led guided mindful time - to be done outside if the weather allows <b>Green group:</b> Children to create sentences on sentence strips that could help children with their mini-mindfulness workshops</p> <p><b>Session 8 -</b> Shared reading of a short poem (nonsense). Using phoneme frames to create our own nonsense poem as a group. Children to add their words to the poem as a shared write. <b>Green group:</b> Children to create sentences on sentence strips that could help children with their mini-mindfulness workshops</p> <p><b>Session 8:</b> representing our nonsense poems with our own illustrations. Recap on the illustrations in the book and use our nonsense poems to represent how we might feel if our thoughts are racing around our heads. Read the cvc / cvcc words from previous lesson</p>	<p><b>Little Wandle Phase 2 &amp; 3</b></p> <p>Year 1 - Reception Spring A</p> <p>Reception - Autumn B</p>	<p><b>Mastering Number: Composition</b> Compose &amp; decompose numbers of objects within 5.</p> <p><b>Year 1 - Comparison</b> Comparing numbers to 10 in different contexts, recognising when less than, greater than or is equal to.</p> <p><b>Year 1 white rose</b> Step 1 Recognise and name 3d shapes Step 2 Sort 3d shapes Step 3 Recognise and name 2-D shapes Step 4 sort 2-D shapes</p>	<p><b>RE: Week 2 Special times - Christmas</b> <b>WAL: The story of the Nativity</b> Watch story of Nativity on Smartboard. Discuss Christians calling this the Incarnation story. Discuss story &amp; sequence events verbally. Children work in groups to sequence/ order pictures of Nativity. They then record main points of story by drawing pictures in order on paper strips. Key Questions: Where was Jesus born? Why did God send Jesus to Earth?</p> <p><b>Science:</b></p> <p><b>Forest School</b> <b>Can we make a bridge?</b> <b>WALT: Use sticks and string to create a bridge that will carry bricks.</b></p>	<p><b>Music:</b> Performance &amp; singing skills Practising songs for Nativity Play</p>

Green group: same as above




Children enter fire circle in a line & sit on next available log. Discuss fire safety, whistle & role of flags. Explain they are going to work in their key groups to make a bridge. Children move to cable tables by shelter. Demonstrate lashing sticks together & tying double knots discussing & showing different forms of bridge children could make. Ask children to discuss & vote in groups, the shape/form their bridge is going to be. In groups they make their simple bridges by lashing & knotting sticks, working together as teams. Children & adults test bridges using up to three bricks. Discuss: Why this one was the strongest? Children return to fire circle to drink hot chocolate.

**Geography/Science**

Talk about how to look after the community such as working together,

							<p>being respectful and recycling. Sort materials based on recyclable / not. Create a recycling poster. Introduce terms: reduce, reuse, recycle.</p> <p><b>Cultural awareness</b> Talking about family, sharing what makes them special. Talk about care/love. Talk about our community, looking at the similarities and differences between cultures in our area. Drawing and labelling our special people using phonic knowledge. Practise writing decodable words e.g. mum, dad, nan etc</p>	
<p><b>Week 5</b></p> <p><b>Literacy Tree Week 5</b></p> <p>02.12.24 - 06.12.24</p> <p>I am henry Finch: Narrative inspired by the original</p> <p>2/3.12.24</p>	<p><b>PSHE Jigsaw</b></p> <p><b>Puzzle 2: Celebrating Difference</b></p> <p><b>Piece 5 - Making Friends</b></p> <p><b>Learning Intention -</b> I can tell you how to be a kind friend</p>	<p><b>PE - Sports coach / WB</b></p> <p><b>Letter formation:</b> Ongoing practise of writing letter shapes for children's names. Practise one armed robots letters b m n r p h</p> <p><b>Fine motor skills:</b> Fine motor activities during continuous provision.</p>	<p><b>EYFS speaking and listening targets:</b></p> <p>Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts in well-formed sentences. Use their core muscle strength</p>	<p><b>Literacy Tree Week 5</b></p> <p><b>Session 9:</b> Modelled writing of the introduction of the leaflet - Introducing the idea of question marks (this is to be supported for red and yellow groups) <b>Green group:</b> Give children a simple leaflet structure (e.g. a piece of landscape A4 or A3 paper folded into 3) and tell them we are going to make leaflets about how to think Well.</p>	<p><b>Little Wandle Phase 2 &amp; 3 Assessment week</b></p>	<p><b>Mastering Number: Counting, Ordinality and Cardinality</b></p> <p>Counting verbally to larger numbers Counting numbers of objects knowing how many altogether to 5 &amp; 10</p> <p><b>Year 1: Counting, Ordinality &amp; Cardinality</b></p>	<p><b>PE - Sports coach</b></p> <p><b>PE - WB Multi-Skills, Lesson 5</b></p> <p><b>Gears-</b> 1st Gear= Walking, 2nd Gear= Power Walking 3<sup>rd</sup> Gear gentle jogging, Reverse= walk backwards, brakes= stop. Body ball rolling, moving with ball moving over body as</p>	<p><b>Music:</b> Practising songs &amp; rehearsing for Nativity play</p> <p>Rainbow time</p> <p><b>DT</b> Making gingerbread men - foxes</p> <p><b>Art:</b> Christmas cards. Sticking gingerbread men onto card</p>

<p>Play Rehearsal's</p> <p>5.12.24 Dress rehearsal 6.12.24 Christmas Decoration Day</p>			<p>to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><b>Year 1 speaking and listening targets:</b> Know what "good listening" is. Speak in an audible voice. Maintain calmness and control over body movements and position</p>	<p><b>Session 9:</b> Children to shared write some questions using the nonsense words in session 8. Children add their own words / captions to the sentence strips.</p> <p><b>Green group:</b> Give children a simple leaflet structure (e.g. a piece of landscape A4 or A3 paper folded into 3) and tell them we are going to make leaflets about how to think Well. Model creating some sentences to expand on this including an exclamation mark,</p> <p><b>Session 10:</b> Shared writing of ideas to support 'thinking well'. Think back to the mini mindfulness session and the ideas we shared then. Shared writing of these ideas. Combine all 3 sessions shared writes to show the progression of the Guidebook.</p> <p><b>Green group:</b> Children to complete their leaflets by choosing further sentences from session 7. As part of the publishing process, children could add a labelled diagram, e.g. how to relax</p>		<p>Explore &amp; use number tracks to 10, sequencing numbers</p> <p><b>Year 1 white rose</b></p>	<p>directed. (E.g neck, knee) Ball pass in pairs.</p>	<p>and writing inside</p> <p><b>Art</b> Paper chains Cutting snowflakes for Decoration Day</p>
<p><b>Week 6</b> 09.12.2024 - 13.12.2024</p>	<p><b>PSHE Jigsaw</b></p> <p><b>Puzzle 2: Celebrating Difference</b> -</p>	<p><b>PE - Sports coach / WB</b></p> <p><b>Letter formation:</b> Ongoing practise of letters Practise</p>	<p><b>EYFS speaking and listening targets:</b> Understand how to listen carefully</p>	<p><b>Literacy Tree Week 6</b> <b>Assessment Week</b> <b>Writing assessment</b> - writing our own guidebook "How to Think". Supply the children with a</p>	<p><b>Little Wandle</b> <b>Phase 2 &amp; 3</b></p>	<p><b>White Rose Space, shape &amp; measure</b> Explore simple patterns, copy &amp; continue simple patterns,</p>	<p><b>RE: Week 3</b> <b>Special Times- Christmas</b></p>	<p><b>Music:</b> Practising songs &amp; taking part in Nativity play</p> <p><b>DT</b></p>

<p><b>Assessment week</b></p> <p><b>Literacy Tree Week 6 Assessment Week</b></p> <p>I am henry Finch: Narrative inspired by the original</p> <p>Nativity 9/10.12.24 In school 11.12.24 Nativity in Church</p> <p>12.12.24 West End Pantomime, Christmas Jumper Day, Christmas lunch</p>	<p><b>Piece 6 - Standing Up for Yourself</b></p> <p><b>Learning Intention</b></p> <p>I know which words to use to stand up for myself when someone says or does something unkind</p>	<p><b>Fine motor skills:</b></p> <p>Fine motor activities during continuous provision.</p> <p>Using tools to manipulate clay.</p> <p>Explore a range of art mediums - pastels, crayons pencils charcoal and wax.</p>	<p>and why listening is important.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><b>Year 1 speaking and listening targets:</b></p> <p>Know what "good listening" is.</p> <p>Speak in an audible voice.</p> <p>Maintain calmness and control over body movements and position</p>	<p>framework of the How to Think guidebook.</p> <p>Support children to use their phonic knowledge independently but support with sharing ideas and reminders of using the sound mats etc. Support - writing initial sound / cvc labels.</p>		<p><b>Assessment week</b></p> <p><b>Year 1 white rose</b></p> <p><b>Assessment week:</b></p> <p><b>End of term papers</b></p>	<p><b>WAL: How other countries celebrate Christmas.</b></p> <p>Watch clips of Christmas in other countries and Cultures. Talk about different celebrations e.g. Hannukah, Divali, &amp; Eid. Talk about different cultures &amp; religions covered. Children have choice of making a paper Diwali lantern, lolly pop stick Menorah &amp; tissue paper Eid lantern.</p> <p><b>Key Questions:</b></p> <p>How do other cultures/ religions celebrate their special times?</p> <p>How do other countries celebrate Christmas?</p>    <p><b>Forest School</b></p>	<p>Making gingerbread men - snakes</p>
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**Can I make a Christmas decoration?**

**WALT: Use natural materials and wool to create a decoration.**

Children enter fire circle in a line & sit on next available log. Discuss fire safety, whistle & role of flags. Explain going to make a Christmas tree decoration. Move to cable tables by shelter. Demonstrate blending sticks into circle & lashing with green string/ jute. Demonstrate double knot to tie ends keeping shape. Also make two triangles, lashing/ knotting together to make star shape. Show how to wrap circle/ star in yellow or green wool. Show how to add string hanger. Children create own circle /star with support as needed. Discuss: What did you find difficult? Why do you think this? Children walk around wild area to find natural materials to decorate/stick into

							their circle/star. Children drink hot chocolate. sat at tables	
<p><b>Week 7</b> 16.12.2024 - 20.12.2024</p> <p><b>20.12.24</b> <b>Christmas Fun Day &amp; Party Day</b></p>		PE - Sports coach / WB	<p><b>EYFS speaking and listening targets:</b></p> <p>Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts in well-formed sentences. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><b>Year 1 speaking and listening targets:</b></p> <p>Know what "good listening" is. Speak in an audible voice. Maintain calmness and control over body movements and position</p>	<p>Letters to Father Christmas</p> <p>Writing inside Christmas cards to friends</p> <p>New year's resolutions</p>	<p><b>Little Wandle Phase 2 &amp; 3</b></p>	<p><b>Continue White Rose Shape, Space &amp; Measure</b></p> <p>Creating own simple patterns</p> <p><b>Year 1 white rose Consolidation</b></p>	<p>PE - Sports Coach</p> <p>PE - WB</p> <p><b>Multi-Skills Lesson 6</b></p> <p>Ball handling &amp; bouncing using large balls &amp; cones., Play Gateways / Colours using large balls Introduce dribbling ball.</p>	<p><b>Music:</b></p> <p>Singing and performance skills</p> <p><b>DT</b></p> <p>Making gingerbread men - owls</p> <p><b>Art:</b></p> <p>Christmas/winter crafts</p> <p>Rainbow time</p>

