

Gruffalo Class
 Reception/Year 1
 Autumn
 B MTP
 2025
 CH/JH

Prime Areas

Specific Areas

WHOLE SCHOOL TOPIC: Celebrating Difference



Week / Big Book

PSED

Physical Development

Communication & Language

1. Ask questions to find out more and to check they understand what has been said to them.
2. Articulate their ideas and thoughts in well-formed sentences.
3. Use new vocabulary in different contexts

Literacy

Letters & Sounds

Mathematics

Understanding the world

TOPIC QUESTION:
WHAT DO YOU WANT TO BE?

At the start of every topic lesson show different jobs.

Expressive Arts & Design

Week 1
3.11.25-
7.11.25

PSED:

Play I went to the farm and I saw... Game. Each child in group says something they might see on a farm and the next person has to add another item to the list and say what the previous people saw too!

Play 'Farmers in the den' / 'Old McDonald had a farm' circle game

PSHE

Jigsaw
Puzzle 2:
Celebrating difference

Piece 1:
What am I good at?

WOW Starter:
Muddy animal pictures, texture exploration

WOW Starter:
Clay animal footprints

Role-playing farming jobs, including gardening

PE CH
Multi-skills-
Coordination and control
Controlling a ball, steering a ball, use a small range of equipment

Handwriting
focus EMW:
Letter formation:

Ongoing practise of writing letter shapes for children's names. Practise curly caterpillar letters:
c a o d
s g q e f

Speaking and Listening:

Ask questions to find out more.

Literacy/ UTW: Ask questions about a gardener / farmer's job.

Literacy: Ask partners questions so that they can recall an event.

History: Ask question to find out more about others experiences of carnival/bonfire night

UTW: Ask questions about a gardener / farmer's job.

Online safety - asking question to find out about experience using devices

RE: asking questions about what others consider to be special/special times in their family

Learn and use recount connectives 'first, next, after that and finally'.

Session 1

Session 1 on Literacy Tree - WOW

Take the children on a walk in your school grounds/local area/to a nearby park. Let them crunch through leaves, stroke tree-bark, lie on the grass under a tree with the shafts of light streaming through... anything that helps the children connect with and experience nature. Focus on the sensory and senses and support discussion around how things feel/smell/sound, teaching particular vocabulary/phrases such as blade of grass; sunbeams; dry twig. Take photographs for the children to caption.

Session 2

Children to look at the front cover of the book. What do you see? What might you smell? What might you hear? Think-pair-share discussion using the pictures on the front cover Children to write words or captions to describe what they see, hear and smell.

Session 3

Children to draw a flower from the front cover. What colours can you see? What animals might you find in this plant/flower? How would

Reception

Little Wandle - Phase 2
ff ll ss j

Tricky words:
put* pull*
full* as

Year 1:
/ur/ ir bird
/igh/ ie pie
/oo/ /yoo/
ue blue
rescue
/yoo/ u
unicorn

Tricky words:
their people
oh your

Reception: Comparison

Represent a given number on their fingers without looking
Compare 2 sets of objects and say which is 'more than'.
To be able to compare 2 sets of objects and say which is 'more than' or 'fewer than'.

Year 1:
Addition and subtraction

Addition- add together
Addition- Add more
Addition problems

Bonfire and carnival theme - past and present - history of carnival.

Topic question WOW Starter - Farm experience e.g. collecting eggs, shearing foam sheep, milking cows.

Joe delivered a book to read- whilst he was imagining what it would be like on a farm. Read



farmer duck story. Discuss jobs he does, using first, next, after that language.. Discuss: What does a farmer do? Watch videos of a farmer's job. Draw a farmer and write all the jobs he does.

E-Safety - I am safe and secure. WALT be careful with and look

Bonfire and carnival theme day - firework pictures Jackson Pollock inspired firework pictures (calendar)

Share and recite 'Farm' themed rhymes. 'Old McDonald had a farm', 'The Farmer's in his den', 'Five little ducks'.

Draw and paint farm animals. Talk about the features of the different animals. Explore colour mixing to create colours for the farm animals

Muddy animals, texture exploration. Use a variety of substances to create different textures- flour, salt etc. How would you describe mud? How can we make the animals muddy?

Music: Nativity song

Learning Intention: I can identify something I am good at and understand that everyone is good at different things.

Learn and use addition language when combining groups.

Listen to the story of 'Farmer Duck'. Join in with small/whole class retelling of the story using signs and actions. Learn repeated refrains.
(Adult modelling)

Explore new gardening vocabulary linked to the story.

you take care of it? The children should write labels/captions to describe the flower

after technology devices.
WALT use devices with other people, talking about what we do.
Habits poster.
Recapping personal information.
Trusted adults.
Exploration of tablets/laptops/BeeBots/
Technological toys

RE: WALT: think about why sometimes are special
Explain that we are thinking about why some times are special.
What special times can we think of? When do they happen? What do people do to celebrate and why? Record comments on a post-it note/ speech bubble. Which special objects might be used to celebrate?
Pupils will design a birthday card or a birthday badge.

<p>Week 2</p> <p>10.11.25-14.11.25</p> <p>Remembrance day .</p> <p>15.11.25 Children in need</p>	<p>PSHE Jigsaw Puzzle 2: Celebrating difference</p> <p>Piece 2: 'I'm special, I'm me'</p> <p>Learning Intention: I understand that being different makes us all special.</p>	 <p>How long is the string using various small objects.</p>  <p>PE CH SENDING & AIMING Rolling a ball, controlling their bodies, copy and observe, estimate</p> <p>Handwriting focus EMW: Letter formation: Ongoing practise of writing letter shapes for children's names. Practise curly caterpillar letters: c a o d s g q e f</p>	<p>Speaking and Listening: Practising: Ask questions to find out more.</p> <p>UTW: Asking questions to find out about farmers. Ask questions in relation to farms</p> <p>Computing: Asking questions to find out how to move Beebot.</p> <p>UTW/Science: asking questions to find out about frogs/lifecycle</p> <p>Literacy: Ask partners questions when talking about an experience.</p> <p>Ask questions for own enquiry into new topic focus on 'farms'</p> <p>Working as a team. Helping each other to get jobs done. Play team games. Work as a team to construct a model</p>		<p>Session 1 Look at the front cover once more. Who is the character? What is he doing? What does the picture tell us about him? What do you think he might do in the story? Children to draw the main character and then label the picture with words or captions.</p> <p>Session 2 Look at the front cover. Show the children the image of the bird. What does the bird look like? What colours is he? Does he look happy or sad? What do you think that he is doing? Children to draw a picture of the bird and label it.</p> <p>Session 3 Children to draw their dream garden. What would be in your garden? What might you see? Who might use your garden? What creatures might you find in your garden? Children to draw their dream garden and label it.</p>	<p>Little Wandle - Phase 2 v w x y</p> <p>Tricky words: and has his her</p> <p>Year 1: /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he</p> <p>Tricky words: Mr Mrs Ms ask*</p>	<p>Counting, Ordinality and Cardinality To be able to counting in a sequence to 5 To be able to count one to one and identify collections of 5 To be able to count one to one and count 5 and 5 to make 10 altogether</p> <p>Year 1: Find a part Subtraction- find a part Fact families- the eight families.</p>	<p>Use Bertie Bear to introduce the setting of a farm - recent trip he has been on. Show videos of farm. Name young and old animals. Discuss farm animals and their homes on the farm.</p> <p>Year 1 science Name a variety of common animals including fish, amphibians, reptiles, birds and mammals Name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the external features of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Small world farm yard to explore alongside: Farm mat: (bee-bot duck) programming around the farm. Work in small groups to program Beebots to travel in different directions to reach different positions on a farm mat. Using programming language.</p> <p>Lifecycle of a duck: Talking about changes</p>	<p>Music : Nativity Song.</p> <p>Role-playing farming jobs, including gardening</p> <p>Recite Farm themed rhymes - Storytelling Time / Lunchtime / Transition Time</p> <p>Child-initiated play- EAD: small world farmer and farms.</p>  <p>Design and make Junk modelling and construction farm machines.</p> <p>Talk about the history of vehicles.</p>

			<p>/ to get farm jobs done - Empathy towards others. Use new vocabulary in different contexts. Describe the role of a farmer.</p> <p>Describe the position of the animals on the farm using positional vocabulary e.g. behind the house, next to the tree, in front of the door.</p> <p>Describe features of different farms. Use new vocabulary with adult modelling.</p> <p>Learn and use recount connectives 'first, next, after that and finally'.</p>				<p>Use own create methods to represent lifecycle of a duck e.g collage, playdough, cutting and stick lifecycle and own drawings.</p> <p><u>Year 1 science</u> Name a variety of common animals including fish, amphibians, reptiles, birds and mammals Name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the external features of common animals including fish, amphibians, reptiles, birds and mammals Use observations to compare and contrast and use them to identify and group animals by what they eat.</p> <p>Forest school: Autumn Leaves. Can we make a farm collage using natural materials? Explain to children that they will be working in groups to make a collage with natural materials. Each group will have 4 sticks. Demonstrate lashing sticks together to make a corner. Groups lash and tie frames with adult support. Children go to wild area/ sensory garden to collect autumn leaves and</p>	
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							natural materials. . (Use natural collage materials to create different textures e.g. straw twigs).	
<p>Week 3 17.11.25-21.11.25</p> <p>20.11.25 World Children's Day</p>	<p>PSHE Jigsaw Puzzle 2: Celebrating difference</p> <p>Piece 3: 'Families'</p> <p>Learning Intention: I know we are all different but the same in some ways.</p>	 <p>PE TRACKING & RECEIVING Rolling a ball, tracking, working with a partner</p> <p>Handwriting focus EMW: Letter formation: Ongoing practise of writing letter shapes for children's names. Practise long legged giraffe letters l i t u j y</p>	<p>Speaking and Listening: Articulate their ideas and thoughts in well-formed sentences.</p> <p>Learn and use recount connectives 'first, next, after that and finally' across all activities. Including pond collage, farmyard machine constructions.</p>	<p>Session 1 Gather some objects from nature. Sycamore pods, twigs, leaves, bark that has fallen off a trunk and a clump of moss would all work well. Place each item in a feely bag and support the children to take turns in describing how each item feels. Can the children guess what each item is without peeking? Take each item out of its bag and model creating labels, placing a focus on the initial phoneme and any other phonemes that the children may know (focus on PGC's) for each of the items. Let the children have a go at writing their own labels.</p> <p>Session 2 Read the title and tell the children that 'extraordinary' means quite unlike anything else; unusual. Tell the children that you think that the child on the cover is the gardener mentioned in the title. Ask the children what they think will be extraordinary about him?</p>	<p>Little Wandle - Phase 2 z zz qu words with s /s/ added at the end (hats sits) ch</p> <p>Tricky words: go no to into</p> <p>Year 1: /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute</p> <p>Tricky words: could would should our</p>	<p>Comparison</p> <p>Subitise amounts to 4 Use 'more than' or 'fewer than'</p> <p>Compare groups of up to 3 objects Say when they have an equal number Say when there is an equal number, too many or not enough</p> <p>Year 1: Subtraction- take away/cross out (how many are left?) Subtraction on a number line. Add or subtract 1 or 2.</p>	<p>Joe visits a Pond setting on a farm. Show different pond settings on a farm. Describe features of a pond including: lily pads, frogs, grass, water, fountain. Have a pond small world to explore.</p> <p>Name and describe features of the creatures that live in a pond. -Find out about the life cycle of a frog. Sequence pictures to show the growth - children to role play and take photos on Ipad</p> <p>Year 1 science Name a variety of common animals including fish, amphibians, reptiles, birds and mammals Name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the external features of common animals including fish, amphibians, reptiles, birds and mammals. Use observations to compare and contrast and use them to identify and group animals by what they eat.</p>	<p>Make collage of pond.</p> <p>Recite Farm themed rhymes - Storytelling Time / Lunchtime / Transition Time</p> <p>UTW: Investigating farm animal footprints and animal growth.</p> <p>Walk to the local pond. Compare environments/ Habitat. Find out what the children observed e.g. ducks, geese, swans. Name and describe creatures that live in a pond. Find out about the life cycle of duck/frog. Sequence pictures to show the growth.</p> <p>Music : Nativity Song.</p>

				<p>They might say that children can't do gardening but they may also identify that the bird on the cover (and even the flowers) look unusual. Share the text from the beginning up to Every day, Joe longed for his world to come to life, stopping at the word 'ordinary' to ensure that the children know the meaning of the word. Children to create an imaginary plant, flower or creature. They should then write a sentence to describe what they have drawn.</p> <p><u>Session 3</u> Look at session 4 from the Literacy Tree unit. Have a letter appear/be delivered to class. How exciting! Open the letter and share with the class. Talk to the children about how they might be able to help. Model writing a letter back to Joe as a class. Children to then write a caption or sentence to suggest how they might be able to help.</p>			<p>Make own pond small world</p> <p>RE: Special Times - Christmas. The origins of Christmas - the Incarnation (Nativity) story. What happens at Christmas? Who celebrates Christmas? Why do Christians celebrate Christmas?</p>	
<p>Week 4 24.11.25 - 28.11.25</p>	<p>PSHE Jigsaw Puzzle 2:</p>	<p>. PE TRACKING & RECEIVING</p>	<p>Speaking and Listening: Name and describe</p>	<p><u>Session 1</u> Children to receive a letter back from Joe explaining that the</p>	<p>Little Wandle - Phase 2 sh th ng nk</p>	<p>Composition Identify the 'whole' when shown 1 part of a familiar</p>	<p>Under the sea 'environment'.</p>	<p>Children to make a recycled under the sea collage.</p>

Celebrating difference

Piece 4: 'Houses and homes'

Learning Intention: I can tell you why I think my home is special to me.

Rolling a ball, tracking, working with a partner

Handwriting focus EMW:
Letter formation: Ongoing practise of writing letter shapes for children's names. Practise long legged giraffe letters
l i t u j y



different features of the ocean setting.

Learn and use recount connectives 'first, next, after that and finally' across all activities. Including pirate ship craft and ocean picture.

Ask questions in relation to ocean / island environments.

Articulate their ideas on environments in well-formed sentences.

Use comparative language to compare ocean and pond environments.

Use story vocabulary and language of ordering and sequencing.

Share ideas and respect the ideas of others when choosing a new occupation.

children gave Joe a good idea. Show the children an apple that is cut in half and show them the seeds. Talk about the apple and what ideas this may have given him. Revisit the text and reading from the beginning for a second time, continue on from Then one night, while he was reading his favourite book, an idea began to grow ... and read up to and quietly waited... Talk to the children about the steps that Joe took to plant his apple seeds. Show children images from the books and discuss the steps further. Children to stick a photo from the story in their books and then write words or a sentence to describe the picture.

Session 2
Read the whole story to the children. Print out images from the story. Sequence the main events in the story. Children to orally rehearse the story events using the pictures. Model writing captions and sentences about the key pictures. Cut up the sentences for the children to put back

Tricky words: she push* he of

Year 1:
/ee/ e-e
these /oo/
/yoo/ ew
chew new
/ee/ ie
shield /or/
aw claw

house
mouse
water want

Identify that parts are still visible when they are assembled to make the whole

Identify parts
Recognise that some whole objects have parts that cannot be removed

Investigate ways to compose and de-compose sets of 2 and 3
Know that 1 and 2 are parts of 3

Year 1
Number: Place Value within 20.

Small steps
Count within 20
Understand 10
Understand 11, 12, 13,
14,15, 16, 17, 18, 19,
Understand 20
1 more, 1 less.

Share pirate duck story. Discuss how it compares to farmer duck.
Show children setting of pirate island - Think about the sea surrounding, waves, palm trees, sea turtles and sharks.

Comparing environment / habitats: 'Ponds'. And oceans Find out what the children observe e.g. ducks, geese, swans. Sharks, seagulls etc.

Year 1 science
Name a variety of common animals including fish, amphibians, reptiles, birds and mammals
Name a variety of common animals that are carnivores, herbivores and omnivores
Describe and compare the external features of common animals including fish, amphibians, reptiles, birds and mammals.
Use observations to compare and contrast and use them to identify and group animals by what they eat.

Under the sea creatures and their adaptations

Under the sea small world.

Pirate role play- children to choose own creative materials to make props for pirate themed role play.
Work together to make giant pirate ship for role play.



Music : Nativity Song.

in order and stick in their books.

Session 3

Display the title of the book: The Extraordinary Gardener. Discuss other roles that the children could be extraordinary at e.g. nurse, vet, farmer etc.

Children to role-play using props that 'go' with the job. Provide the children with scenarios to support their role-play such as a hamster who has a sore paw or a human who is poorly. What might an extraordinary (vet/nurse etc) do? Take photos of the children playing as these will be useful for planning their own stories in the next session.

Use natural objects to represent their creatures or EAD



materials.

**Forest school:
Hibernation**

What kind of habitats are in school? Discuss farm habitat. What would we see? Who would live there? Ask children which habitats they think we have in school including forest school, sensory garden and field. Discuss what we might find and where. Explain children are going on a minibeast hunt. Show children laminated insect sheets and explain they will work in pairs to mark off only the ones they find. Discuss which insect they may not see. Why will we not see them? Discuss seasonal, hibernating and all year round minibeasts.

**Week 5
Assessment**

1.12.25-
5.12.25

01.12.25 -
02.12.25:
Nativity
rehearsals
03.12.25:
dress
rehearsals
05.12.25
Christmas
Decoration
Day

PSHE
Jigsaw
Puzzle 2:
Celebrating
difference

Piece 5:
'Making
Friends'

Learning
Intention:
I can tell
you how to
be a kind
friend.

Independen
ce and
resilienc
e around
working
independ
ently when
writing.

PE CH
BOUNCING Bouncing a ball,
bouncing on
the move, working with a
partner, spatial awareness

Artist focus: Jackson
Pollack paintings

Handwriting focus EMW:
Letter formation: Ongoing
practise of writing letter
shapes for children's names.
Practise one armed robots
letters
b m n r p h



Speaking and
Listening:
Name and
describe
different
features of the
pirate island and
ocean
environments.

Form questions to
discover more
about pirates.

Learn and use
recount
connectives 'first,
next, after that
and finally' when
creating pirate
map.

Articulate ideas
about jobs in our
community.

Use position
language when
creating pirate
ship construction
and treasure map.

Articulate ideas
to their peers
during pirate ship
construction.

Ask partner
questions in order
to work together
to build pirate
ship construction.

Session 1
Revisit session where you
pared the story down to
just key events using
illustrations and use this
method, and the ideas
generated through play,
to plan a new story about
someone extraordinary,
inspired by The
Extraordinary Gardener
and with themes of
kindness and spreading
joy. Look at session 9
from the teaching unit.
Assessment writing -
Children to write 1-2
sentences about their
extraordinary person.
For example - A man
called Bob was a vet. He
looked after dogs and
cats.

Session 2
Look at session 9 from
the teaching unit.
Assessment writing -
Children to write the
next 1-2 sentences about
their extraordinary
person. For example - He
wanted to look after a
pet from a zoo. The next
day he met a lion.

Session 3
Look at session 9 from
the teaching unit.
Assessment writing -
Children to write the
final two 1-2 sentences
about their
extraordinary person.
For example - He made

Little
Wandle -
Phase 2
words with s
/s/ added at
the end
(hats sits) •
words
ending s /z/
(his) and
with s /z/
added at
the end
(bags)

Tricky
words:
we me be

Year 1:
Grow the
code: /igh/
ie i i-e /ai/
ay a a-e
/oa/ oa o
o-e /ee/ e
ie e-e ea
/oo/ /yoo/
ew u-e u ue

Tricky:
Revise all
tricky
words

Composition

Investigate ways to
compose and de-
compose sets of 3
Explore how 1 and 2
are parts of 3
To be able to
investigate ways to
compose and de-
compose 4

Use spatial language
to describe the
shapes
Explain that different
parts can make the
same whole

Year 1
Number: Place Value
within 20
Small steps:
The number line to 20
Use a number line to
20
Estimate on a number
line to 20
Compare numbers to
20
Order numbers to 20

**Pirate- sailing around
the world different
cultures-** diversity of
environments.
Chn to have a large
picture of the world
and illustrate
differences in
cultures.
Find out about
different types of
weather and what
clothes we need to
wear for weather
conditions
Year 1 science
**Name different
weather types**
**Talk about changes in
weather**
**Observe changes
weather across the
four seasons**
**Record changes in
weather**
**Record changes in
seasons**
**Discuss day length as
season change**

Pirates (Find out about
the role of pirates in
the past)
- Explore the
Caribbean culture
related to pirates.
Share stories with a
Caribbean theme.
Reflect on 'job' topic
question: **WHAT DO
YOU WANT TO BE?**
Talk about different
job roles, reflecting on

Make individual treasure
maps.



Making a pirate ship
using different
construction equipment
and junk modelling boxes.
Working as a team.
Helping each other to get
jobs done.

Play team games. Work
as a team to construct a
model e.g. pirate ship. -
Empathy towards others.

Music : Nativity Song.

				him better with a plaster. He was happy and kind.			Jigsaw lesson last term. Police officer / other professional visit. Naming and exploring jobs in our community RE Special Times - Christmas What happened on the first Christmas? How do I celebrate Christmas? What is special to me about Christmas?	
<p>Week 6 8.12.25-12.12.25</p> <p>08.12.25 Nativity x 2 09.12.25 West end pantomime 10.12.25 Nativity x 2 11.12.25 Christmas jumper day 12.12.25 Nativity CHURCH</p>	<p>PSHE Jigsaw Puzzle 2: Celebrating difference</p> <p>Piece 6: 'Standing up for yourself'</p> <p>Learning Intention: I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>PE CH BOUNCING Bouncing a ball, bouncing on the move, working with a partner, spatial awareness</p> <p>. Handwriting focus EMW: Letter formation: Number formation and Practise zig zagged letters. V w x z</p>	<p>Speaking and Listening: Children to use language related to team work.</p> <p>Use of material language and strength.</p> <p>Use recount language to recall design and constructions.</p> <p>Articulate ideas in well-formed sentences.</p>	<p>Writing the Christmas / Incarnation story.</p> <p>Working together to sequence the story.</p>	<p>Little Wandle assessment week</p>	<p>Counting, Ordinality and Cardinality</p> <p>Count in sequence to 10</p> <p>Use fingers to represent quantities to five (and begin to ten)</p> <p>Match different representations of quantities to 5 with amounts shown on their fingers</p> <p>Remember that the 'stopping number' tells us how many we need altogether</p> <p>Begin to recognise numerals to 5</p> <p>Develop their understanding of equal amounts</p> <p>Represent quantities in more abstract ways,</p>	<p>Fantastic Finishers</p> <p>Nativity x 2 Monday Nativity x 2 Wednesday Nativity x 1 Friday Church</p> <p>Forest school: Christmas Art Can I use mud to paint a picture? Make mud paint using different types of soil. E.g., red clay, compost, soil from digging area, soil mixed with sand. Discuss the different consistencies, textures and colours. Discuss how paint could be used and explain children are going to use the mud paint, to paint a christmas picture</p>	<p>Christmas cards</p> <p>Christmas calendars</p> <p>Music : Nativity Song.</p> <p>Kapow unit: Celebrations: Traditional Christmas songs.</p>

						<p>such as by clapping or jumping Begin to understand that when a set of objects is rearranged, its quantity remains the same</p> <p>Year 1 Number: Place Value within 20 The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20</p>	<p>RE - Special Times - Christmas <i>Can I retell the Incarnation (nativity) story?</i> <i>How can I make Christmas special for me and my family?</i></p>	
<p>Week 7 15.12.25 - 19.12.25</p> <p>Christmas Theme week</p> <p>19.12.25 Christmas party</p>	<p>Christmas Week</p>	<p>PE sports coach</p> <p>PE CH Christmas themed PE activities - delivering presents - the quickest elf? Present wrapping - motor skills</p>	<p><i>Talk about own experiences of Christmas.</i></p> <p><i>Talk about why Christmas is important.</i></p>	<p>Christmas party food list.</p> <p>Cut and stick pictures from children's catalogues.</p> <p>Reading CVC Christmas words.</p> <p>Segmenting CVC Christmas words.</p> <p>Christmas stamp printing.</p> <p>Reading CVC Christmas words.</p> <p>Segmenting CVC Christmas words.</p>	<p>Christmas CVC word blending/initial sounds.</p>	<p>Reception and Year 1: Pattern and Shape</p> <p>To know what a pattern is</p> <p>To predict what will come next in a two part pattern.</p> <p>To learn what a three pattern is</p> <p>To predict what will come next in a three part pattern</p> <p>To use familiar shapes and common objects to create and recreate patterns and build models.</p> <p>Begin to use</p>	<p>Christmas tree ornament/ keep sake.</p> <p>Talk about own experiences at Christmas and share the Christmas cheer with friends (Speaking and listening activity)</p> <p>Sharing of Christmas stories and experiences.</p> <p>Explore Christmas in different countries across the world.</p> <p>Lifecycle of Christmas trees.</p>	<p>Christmas crafts including: printing, painting, collages, 3D models, pattern designs , hanging salt dough Christmas decorations, Christmas door designs, Christmas mindfulness creations, reindeer food and Christmas colour mixing.</p> <p>Music : Kapow unit: Christmas songs and actions.</p>

					<p>Identifying initial sounds.</p>		<p>mathematical names for flat 2D shapes</p> <p>Begin to use mathematical terms to describe shapes</p>	<p>ICT- Photograph Christmas products</p> <p>Use paint programme on Laptop to represent Christmas ideas e.g Reindeer, Christmas tree, Santa.</p>	
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