



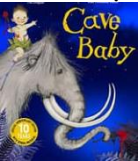





Prime Areas


Specific Areas

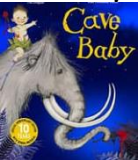

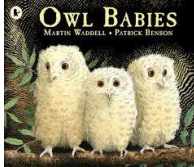
WHOLE SCHOOL TOPIC: 'Reading for Pleasure'.

Literacy Tree Fiction Text: 'Cave Baby'. 'What animals come out at night?'



Week / Text	PSED	Physical Development	Communication & Language	Literacy	Letters & Sounds	Mathematics	Understanding the world	Expressive Arts & Design
<p><u>Week 9</u> 04/11/24-08/11/24</p> <p>*04/11/24: Carnival/Fireworks themed day.</p> <p><u>Literacy Tree Story:</u> 'Cave Baby'</p>  <p>What animals come out at night?</p>	<p>Welcome the children back into our class following the half-term holiday. Reinforce the class rules and routines. Use of Class 'Caterpillar' Celebration board.</p> <p><u>Jigsaw PSHE theme:</u> Celebrating difference: accept that everyone is different, and we are all unique. I can identify something I am good at</p>	<p>Fine motor control skills; finger gym activities. Pencil control skills. Letter formation. Explore firework patterns; mark making experiences.</p>  <p>At lunchtimes develop confidence and skill using cutlery including knives, forks and spoons.</p> <p><u>P.E Session:</u></p>	<p><u>Speaking and Listening:</u> Join in with story retelling of 'Cave Baby' using new signs and actions. Retell the story using small world toys. Use new story vocabulary during small group retelling of the story.</p> <p>WOW Story Starter Session - listening carefully to the instructions to create a cave painting.</p> <p>The children are going to talk about their experiences following the half-term holiday. Did they go to watch the</p>	<p>Read stories by famous authors. This half-term will be Martin Waddell stories. Read the stories of 'Little Bear' from collection.</p>  <p><u>Wow story starter session</u> to introduce the Literacy Tree Story: 'Cave Baby'. The children are going to explore cave painting patterns/mark making from the story e.g. make</p>	<p>Daily Phonics sessions: blending/segmenting letters and sounds in words. <u>Phase 2:</u> Reception: Work at Little Wandle Phonics Autumn Term B Week 1: ff, ll, ss, j <u>Tricky words:</u> put, pull, full, as</p> <p>2 X Individual Reading/ 3 X Reading Practice sessions.</p> <p>Share singing of action rhymes /songs and create rhythms using the musical instruments. (Diwali rhyme/song)</p>	<p><u>Mastering Number:</u> <u>Comparison:</u> To be able to represent a given number on their fingers without looking. Compare 2 sets of objects say which is 'more than'. To be able to compare 2 sets of objects and say which is 'more than' or 'fewer than'.</p> <p>Child Initiated maths play provision activities.</p> 	<p>Theme Day: Bridgwater Carnival/ Fireworks 04/11/24</p> <p>To learn about local area activities at this time of the year. These activities include Bridgwater Carnival, Diwali, Guy Fawkes/Firework night</p>  <p><u>Technology:</u> Remind children of E-Safety</p>	<p>Design and make carnival masks. (Bridgwater Carnival)</p> <p>Explore 'Diwali' the Hindu festival of light Rangoli patterns, make clay diva lamps.</p>  <p>Explore different art materials, techniques to portray 'Firework patterns' in the night sky. Use paints, coloured chalks to create patterns.</p>

	<p>and understand everyone is good at different things.</p> <p>Well-being/ Mindfulness activities.</p> <p>Carnival night safety, Guy Fawkes/ Firework safety.</p> <p><u>R.E:</u> 'Hindu' festival of 'Diwali'. Explore how the festival of light is celebrated. Learn about the key beliefs of the Hindu faith.</p> <p>E-Safety Assembly/ Class Activities</p>	<p>Tues am: Explore travelling in different ways. Play movement games.</p>	<p>'Bridgwater' Carnival? What did they do at Halloween? Respond to questions in a sentence using a sentence starter e.g. I went to</p> <p>Learn rhymes and songs.</p> <p><u>Technology:</u> Talk through the E-Safety rules whilst using technology. Talk about how to stay safe online by not clicking on things you are unsure about and understanding what a trusted adult is to help you.</p>	<p>stripes, stars, zig-zags, spots and squiggles. The children will use a variety of art materials including paint, wax crayons, chalks. The children are going to make a role-play cave to display their cave art.</p> <p>Read enjoy the story of 'Cave Baby'. Retell the story using actions for the animals, use of small world toys/ caption for retelling the story.</p> <p>Introduce new story vocabulary; animals, name of characters and language related to the story setting. Talk to the children about 'What is a cave?'. Has anyone have experience of visiting a cave? What creatures may live inside a cave? e.g. bats. Draw/paint animals from the story. Children to use phonemes to write labels for the</p>			<p>rules whilst using technology. (Active Bytes) Talk about E-Safety and how to stay safe online by not clicking on things you are unsure about and understanding what a trusted adult is</p> <p>Use the light box to create firework patterns using the shapes. Use the laptop/IWB to research 'Bridgwater Carnival' video clips/ photographs of carnival carts.</p> <p><u>Forest School Session:</u> Collect autumn seasonal leaves to make a leaf crown.</p> <p>Name different sources of light e.g. torches, fireworks, sunlight, moonlight, fire, light bulbs on carnival carts..</p>	 <p><u>Music session:</u> Work on singing and performing skills. Kapow Music Reception unit: 'Celebration Music' includes music from a range of cultural and religious celebrations, including Diwali,</p>
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<p><u>Week 10</u> 11/11/24- 15/11/24</p> <p><u>Literacy Tree</u> <u>Story:</u> 'Cave Baby'</p>  <p>What animals come out at night?</p> <p><u>Children in Need Day:</u> 15/11/24</p>	<p>Reinforce the class rules and routines. Use of Class 'Caterpillar' Celebration board.</p> <p><u>Jigsaw PSHE theme:</u> What am I good at? Understand that everyone is good at different things.</p> <p>Well-being/ Mindfulness activities.</p> <p>E-Safety Assembly/ Class Activities</p>	<p>Fine motor control skills; finger gym activities. Pencil control skills. Letter formation.</p> <p>At lunchtimes develop confidence and skill using cutlery including knives, forks and spoons.</p> <p><u>P.E Session:</u> Tuesday am: Explore travelling in different ways. Play movement games.</p> <p>Use the clay and small tools/natural materials to manipulate the clay to create owl models.</p> 	<p><u>Speaking and Listening:</u> Talk about our ideas about nocturnal animals including owls. What features do owls have? Name features. Name and describe features of owls; feathers, talons, beak, eyes, wings</p> <p>Listen to stories by our class author: Martin Waddell. Discuss and compare these story books using longer sentences.</p> <p>Describe the characters from the story of 'Cave Baby'. Speak in a longer sentence e.g. The tiger is loud and fierce.</p> <p>Talk about features of night-time. Describe what the children can see at night e.g. stars, moon, street lights, darkness, house lights, car lights.. nocturnal animals.</p>	<p>animals. (Use phoneme mats)</p> <p><u>Literacy Tree</u> <u>Story:</u> 'Cave Baby' activities: Retell the story from the previous week. Reinforce the new story vocabulary. Ask the children to join in with the animal actions. Role-play the story using small world toys. Look at the animal character pictures; describe using adjectives (describing words) e.g. The hare is furry. The tiger is fierce.. Children to match simple adjectives to animals names e.g. colour/size e.g. big, small, stripy. Provide these words on cards to match with images of animals.</p> <p>Children are to write labels for the animals using phonemes that they have learnt. Respond to questions: What is the bear like? e.g.</p>	<p>Daily Phonics sessions: blending/segmenting letters and sounds in words. <u>Phase 2:</u> Reception: Work at Little Wandle Phonics Autumn Term B Week 2: v, w, x, y <u>Tricky words:</u> and, has, his, her.</p> <p>2 X Individual Reading/ 3 X Reading Practice sessions.</p> <p>Share singing of action rhymes /songs and create rhythms using the musical instruments.</p>	<p><u>Mastering Number:</u> <u>Counting, Ordinality and Cardinality:</u> To be able to count 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>Child Initiated maths play provision activities.</p>	<p>Share and enjoy the story 'Owl Babies'. Learn new story language and vocabulary.</p>  <p>The children will take part in an outdoor den building activity/camp out. Imagine what animals we may see at night-time. Name and describe night-time animals. Learn that the term 'nocturnal' is used to describe animals that are awake at night. Describe features including owls, bats, badgers, hedgehogs, and foxes. Explain that an 'owl' is a night time creature. Find out about owls</p>	<p>Poppy art</p> <p>Owl modelling using the clay. Explore clay texture and clay tools.</p> <p>Create a night-time setting scene picture. Make an owl shadow silhouette puppet to use on the light box.</p> <p><u>Music session:</u> Work on singing and performing skills. Kapow Music Reception unit: 'Celebration Music' includes music from religious celebrations, including Christmas. Practising songs for the nativity performance at the end of this term.</p>
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Cut out poppy shapes for own poppy. Use the scissors safely.

Speak in longer sentences; 'I can see the stars and moon',

Listen carefully to follow instructions during P.E /Music sessions.

It is big and brown.
Read and enjoy stories by the author: Martin Waddell

(non-fiction/information text.)

Draw pictures of owls.

Make a collage of an owl using different materials e.g. feathers

Paint pictures of owls.



British Values: 'Remembrance Day' Why do we wear a poppy?



The children are going to make their own poppies. Use to create a class poppy wreath.

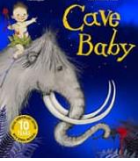


Find out about night-time. What can we see outside at night?
e.g. stars, moon, street lights, darkness, car lights, house lights...

*Share the story picture book: 'The Owl who was afraid of the dark'.

Technology:
Remind children of E-Safety rules whilst using technology.
(Active Bytes)
Talk about E-Safety and how to stay safe online by not clicking on things you are unsure about and understanding what a trusted adult is. Use the laptop computers to research 'owls' and other nocturnal animals. Look at photographs, listen to animal sounds and videos of nocturnal animals.

Forest School Session: Which

							is the best medium to make a bark rubbing? Find out about the different parts of a tree. Name parts of a tree. What lives in a tree?	
<p>Week 11 18/11/24-22/11/24</p> <p>Literacy Tree Story: 'Cave Baby'</p>  <p>What animals come out at night?</p>	<p>Reinforce the class rules and routines. Use of Class 'Caterpillar' Celebration board.</p> <p>Jigsaw PSHE theme: Boys and girls are similar. Both can enjoy any activity. It doesn't matter if we are male or female. · I can tell you how to be a kind friend</p> <p>Well-being/ Mindfulness activities.</p>	<p>Fine motor control skills; finger gym activities. Pencil control skills. Letter formation.</p> <p>At lunchtimes develop confidence and skill using cutlery including knives, forks and spoons.</p> <p>P.E Session: Tuesday am: Explore travelling in different ways. Play movement games.</p>	<p>Speaking and Listening Listen to stories by our class author: Martin Waddell. Discuss and compare these story books using longer sentences.</p> <p>The children are going to look at pictures of nocturnal animals; Talk about other nocturnal animals. Describe features of these animals, badger, bats, hedgehogs, foxes. For example, what colour the animals are, do they have fur, ears, how many legs, what patterns on their bodies? Describe using their own words and related STC vocabulary. Say sentences aloud.</p>	<p>Literacy Tree Story: 'Cave Baby' activities: Sequence pictures from the story in the correct order of events. Retell the story, becoming a story teller. Use signs/actions to support as needed.</p> <p>To say aloud a simple phrase/sentence to retell the beginning part of the story e.g. Cave Baby lives in a cave. Encourage the children to have a try to write the phrase/sentence using phonemes they have learnt in their own writing.</p> <p>Work as a group to do some shared</p>	<p>Daily Phonics sessions: blending/segmenting letters and sounds in words. Phase 2: Reception: Work at Little Wandle Phonics Autumn Term B Week 3: z, zz, qu, ch Tricky words: go, no, to, into,</p> <p>2 X Individual Reading/ 3 X Reading Practice sessions.</p>	<p>Mastering Number: Comparison To be able to 'Subitise' amounts to 4. Use 'more than' or 'fewer than'. To be able to compare groups of up to 3 objects. Say when they have an equal number/too many or not enough.</p> <p>Child initiated play provision activities.</p>	<p>Find out about woodland animal families and their young e.g. foxes and fox cubs, badgers and badger cubs, deer and fawns.. Match pictures of animals and their young.</p> <p>Find out about sources of 'Light' including the sun, torches, stars and lights. Engage in small world space activities.</p> <p>Technology: Take photographs of leaf art using digital cameras.</p>	<p>Make observational drawings of trees outside using a clip board. Use charcoal/wax crayons to explore drawing.</p> <p>Use the wax crayons to make bark and leaf rubbings.</p> <p>Explore leaf art to create a nocturnal animals using the leaves and natural items collected outside.</p> <p>Make a silhouette of our own faces/nocturnal animals to use on the lightbox.</p> <p>Music session: Work on singing and performing skills.</p>

writing of a letter from Cave Baby to his Mum and Dad to apologise for making a mess in the cave.

Nocturnal animals theme: Write a list of nocturnal animals. Use phonemes (letters and sounds) that the children know in their own writing.

Draw and label features of night-time?

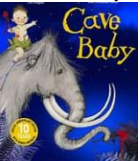
Read stories by famous authors. This half-term will be Martin Waddell stories.

Forest School

Session:

Can I frame my collage? Explore using autumnal natural items.

Kapow Music Reception unit: 'Celebration Music' includes music from religious celebrations, including Christmas. Practising songs for the nativity performance at the end of this term.

<p><u>Week 12</u> 25/11/24- 29/11/24</p> <p><u>Literacy Tree</u> <u>Story:</u> 'Cave Baby'</p>  <p>What animals come out at night?</p>	<p>Reinforce the class rules and routines. Use of Class 'Caterpillar' Celebration board.</p> <p><u>Jigsaw PSHE theme:</u> Houses and Homes Talk about how our homes are special to us. · I can tell you why I think my home is special to me'.</p> <p>Well-being/ Mindfulness activities.</p> <p><u>R.E:</u> Special Times: 'The Nativity/ Incarnation' story</p>	<p>Fine motor control skills; finger gym activities. Pencil control skills. Letter formation.</p> <p>At lunchtimes develop confidence and skill using cutlery including knives, forks and spoons.</p> <p><u>P.E Session:</u> Tuesday am: Explore travelling in different ways. Play movement games.</p>	<p><u>Speaking and Listening</u> Talk about how human people grow and change from baby to adult. What can you do now that you could not do as a baby? The children will sequence a set of pictures to show how humans grow using vocabulary modelled by the adult. Talk in sentences to describe what we can do at each stage of growth.</p> <p>Listen to stories by our class author: Martin Waddell. Discuss and compare these story books using longer sentences.</p>	<p><u>Literacy Tree</u> <u>Story:</u> 'Cave Baby' activities: Today the children are going to write a letter in the character of 'Cave Baby' to say sorry. Discuss with the children times when they have done something that they should not have done with their families at home and need to say sorry.</p> <p>Read stories by famous authors. This half-term will be Martin Waddell stories.</p>	<p>Daily Phonics sessions: blending/segmenting letters and sounds in words. <u>Phase 2/3:</u> Reception: Work at Little Wandle Phonics Autumn Term B Week 4: sh, th, ng, nk <u>Tricky words:</u> she, push, he, of</p> <p>2 X Individual Reading/ 3 X Reading Practice sessions.</p>	<p><u>Mastering Number:</u> <u>Composition:</u> To be able to identify the 'whole' when shown 1 part of a familiar Identify the parts are still visible when they are assembled to make the whole. To be able to 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.</p> <p>Child initiated play provision activities.</p>	<p>Look at photographs of ourselves as a baby. (Invite the children to bring a baby photograph into school to share.) Compare how humans grow and change. Share the story 'Once there were giants' by our class focus author Martin Waddell. Talk about how humans change.</p> <p>Sequence a set of pictures to show the growth of a baby to adult.</p> <p>*Make special head dresses for our Christmas Nativity/ Incarnation story.</p> <p><u>Forest School Session:</u> Can I draw a tree?</p>	<p>Name different musical instruments. Use recycling materials to create our own musical instruments. What can we use to make sounds for the instruments? Can you make woodland sounds?</p> <p><u>Music session:</u> Work on singing and performing skills. Kapow Music Reception unit: 'Celebration Music' includes music from religious celebrations, including Christmas. Practising songs for the nativity performance at the end of this term.</p>
<p><u>Week 13</u> 02/12/24- 06/12/24 Share the Literacy Tree story:</p>	<p>Reinforce the class rules and routines. Use of Class 'Caterpillar' Celebration board.</p>	<p>Fine motor control skills; finger gym activities. Pencil control skills. Letter formation.</p>	<p><u>Speaking and Listening</u> Talk about what the children know about celebrating Christmas. What special activities do they take part in</p>	<p><u>Literacy Tree</u> <u>Story:</u> 'Bringing the Rain to Kapiti Plain'. Share the story. Talk about the story setting being in Africa.</p>	<p>Daily Phonics sessions: blending/segmenting letters and sounds in words. <u>Phase 2/3:</u> Reception: Work at Little Wandle Phonics Autumn Term B Week</p>	<p><u>Mastering Number:</u> <u>Composition:</u> To be able to investigate ways to compose and de-compose sets of 3. Explore how 1 and 2 are parts of 3.</p>	<p>Introduce the class advent calendar.</p> <p>Decorate the classroom in preparation for</p>	<p><u>Music session:</u> Work on singing and performing skills. Kapow Music Reception unit: 'Celebration</p>

<p>'Bringing the Rain to Kapiti Plain'.</p> <p>Rehearsals for the Christmas Play.</p> <p><u>Christmas Decoration Day:</u> 06/12/24</p>	<p><u>Jigsaw PSHE assembly</u> Unkindness/Kindness What do I do about unkindness? Everyone has the right to be safe.. · I know which words to use to stand up for myself when someone says or does something unkind <u>R.E:</u> Special Times: Christmas *Advent; Talk about how your family celebrate Advent? e.g. advent calendars How do Christians celebrate advent? candles, wreaths.</p>	<p>At lunchtimes develop confidence and skill using cutlery including knives, forks and spoons.</p> <p><u>P.E Session:</u> Tuesday am: Explore travelling in different ways. Play movement games.</p>	<p>with their families? e.g. sending cards, buying presents, decorating the house, Christmas tree. Christmas role-play area. Use vocabulary related to celebrating 'Christmas'.</p> <p>The Nativity Story: Talk about what we are celebrating at 'Christmas' time? Use the stable, small world figures to retell the story. Use key vocabulary as modelled by the adult during the sharing of the story. Share our experiences of 'Christmas'. Take part in the school Christmas decoration day; decorate the class Christmas tree, make decorations to hang up, paper chains, tree decorations..</p>	<p>What animals live in Africa? Read and enjoy the story. Listen for rhyming words from the story text. Introduce the new story vocabulary.</p> <p>The children will take part in a Literacy Tree Story Writing Assessment based on the story of 'Cave Baby'</p> <p>Read stories by famous authors. This half-term will be Martin Waddell stories.</p>	<p>5: words with s (sits, hats) words ending with s (z) e.g. his <u>Tricky words:</u> he, me, be</p> <p>2 X Individual Reading/ 3 X Reading Practice sessions.</p>	<p>To be able to investigate ways to compose and de-compose 4. 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.</p> <p>Child initiated play provision activities.</p>	<p>celebrating 'Christmas'.</p>	<p>Music' includes music from religious celebrations, including Christmas. Practising songs for the nativity performance at the end of this term.</p>
<p><u>Week 14</u> 09/12/24-13/12/24</p> <p><u>Assessment Week</u></p> <p><u>Christmas Play Performances:</u></p>	<p>Reinforce the class rules and routines. Use of Class 'Caterpillar' Celebration board.</p>	<p>Fine motor control skills; finger gym activities. Pencil control skills. Letter formation.</p>	<p><u>Speaking and Listening</u> Special times. Nativity story small world/puppet play. Talk about features of 'Christmas'</p>	<p>Share 'Christmas/ Winter themed stories.</p>	<p>Daily Phonics sessions: blending/segmenting letters and sounds in words. <u>Phase 2/3:</u> <u>Reception:</u> Work at Autumn Term B Week</p>	<p><u>Mastering Number:</u> <u>Counting, Ordinality and Cardinality:</u> To be able to count in sequence to 10. Use fingers to represent quantities to five (and begin to ten)</p>	<p>Christmas activities <u>Forest School Session:</u> Can we make Christmas hanging stars?</p>	<p>'Christmas' themed art activities. Make Christmas cards.</p>

<p>09/12/24 10/12/24 11/12/24</p> <p><u>West End</u> <u>Pantomime/</u> <u>Christmas</u> <u>Lunch/</u> <u>Christmas</u> <u>Jumper Day:</u> 12/12/24</p>	<p>R.E: Special Times: Christmas</p> <p>Focus on telling the Christmas story in different ways or in stages. How do the children celebrate Christmas? Christians may celebrate Christmas by singing special songs called carols in church. They may give presents to friends or family or to charity. For them it is a way of remembering that God sent Jesus as a special gift to the world. It is a way of showing God's love to others.</p> <p>Well-being/ Mindfulness activities.</p>	<p>Christmas themed scissor control activities.</p> <p>At lunchtimes develop confidence and skill using cutlery including knives, forks and spoons.</p> <p>P.E Session: Tuesday am: Explore travelling in different ways. Play movement games.</p>	<p>themed stories. Use new vocabulary.</p>		<p>6 (Review Week) Phonics assessments</p> <p>2 X Individual Reading/ 3 X Reading Practice sessions.</p>	<p>Match different representations of quantities to 5 with amounts shown on their fingers. Remember that the 'stopping number' tells us how many we need altogether. Begin to recognise numerals to 5. Develop their understanding of equal amounts. Begin to recognise numerals to 5. Represent quantities in more abstract ways, such as by clapping or jumping. Begin to understand that when a set of objects is rearranged, its quantity remains the same.</p> <p>Child initiated play provision activities.</p> <p>Christmas themed activities</p>		<p>Make Christmas decorations.</p> <p>Make a calendar for the year.</p> <p>Music session: Work on singing and performing skills. Kapow Music Reception unit: 'Celebration Music' includes music from religious celebrations, including Christmas. Practising songs for the nativity performance.</p>
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<p><u>Week 15</u> 16/12/24- 20/12/24 Christmas themed week.</p> <p>20/12/24: <u>Christmas</u> <u>Fun/Party</u> <u>Day.</u></p>	<p><u>R.E: Special Times:</u> Christmas</p> <p>Enjoy and celebrate 'Christmas' as a class and school.</p> <p>Take part in a variety of 'Christmas' themed activities during the week. These will include Christmas party/fun day.</p> <p>Well-being/ Mindfulness activities.</p>	<p>Fine motor control skills; finger gym activities.</p> <p>Pencil control skills. Letter formation.</p> <p>Christmas themed scissor control activities.</p> <p>At lunchtimes develop confidence and skill using cutlery including knives, forks and spoons.</p> <p><u>P.E Session:</u> Tuesday am: Christmas themed dance/fun games. Party dancing.</p>	<p>Christmas role-play area.</p> <p>Use vocabulary related to celebrating 'Christmas'. Nativity story small world/puppet play.</p>	<p>Share 'Christmas/ Winter themed stories.</p>	<p>Individual Reading</p>	<p><u>White Rose Maths</u> <u>Pattern and Shape:</u> To know what a pattern is. To predict what will come next in a two-part pattern. To learn what a three pattern is. To predict what will come next in a three-part pattern. To use familiar shapes and common objects to create and recreate patterns and build models. Begin to use mathematical names for flat 2D shapes. Begin to use mathematical terms to describe shapes.</p> <p>Christmas themed activities.</p> <p>Child initiated play provision activities.</p>	<p>Christmas activities</p> <p><u>Forest School Session:</u> Can we cook & eat toast? How many points does my star have?</p>	<p><u>Music session:</u> ' Singing Christmas songs/Dancing.</p>
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