
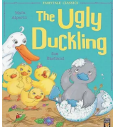
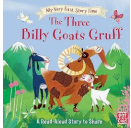




Nursery - Autumn 2
Once Upon A Time: Traditional Tales (and Christmas)
Author: Julia Donaldson






Week	1	2	3	4	5	6	7
Theme	The Little Red Hen	The Ugly Duckling	The Three Billy Goats Gruff	Little Red Riding Hood	Christmas		
Key Dates	5th Nov Bonfire Night (& Beaver Moon!)	11th Nov Remembrance Day 14th Nov Children in Need World Nursery Rhyme Week Anti Bullying Week		Scotland: St. Andrew's Day is on Sunday 30th November	4th Dec Full Cold Moon	Wear Christmas Jumpers All Week 11th Christmas Dinner Day	Hanukkah from 14th Dec 16th/17th Possible Performance Day 18th Christmas Party
Topic Book Hook						Practitioners will have a selection of Christmas stories for the children to choose from	
Phonics	p	i	n	m	d	g	
Children to take part in daily Little Wandle phonics lesson.							



Objectives/Key Vocabulary

Objectives are plotted into the first week they will be covered, however there will be opportunities when they are covered again to help embed/retrieve knowledge. This may be through a directed session or in continuous provision.

1. I can sing songs and say rhymes independently, for example, singing whilst playing.
 2. I join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
 3. I can ask questions about the book. Make comments and shares their own ideas.
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1. I notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
 2. I join in with repeated refrains and anticipate key events and phrases in rhymes and stories.

<p>Scribble Matters (+ 1 x 'draw a person')</p>	<p>Draw a Person and Cutting Assessment</p>	<p>Draw the Ugly Duckling</p>	<p>Draw your favourite Billy Goat, or the Troll!</p>	<p>Draw Little Red Riding Hood or The Big Bad Wolf</p>	<p>Draw Santa</p>	<p>Draw your Christmas List (or your favourite toy).</p>		<ol style="list-style-type: none"> I Include mark making and early writing in my play. Directional scribble pre-writing stage: I can make marks intended as writing that communicates a meaningful message/idea  <p>"I am playing."</p> <ol style="list-style-type: none"> I can form the pre-writing shapes: 
<p>Delve into a Book</p>								
<p>Poem</p>	<p>Remember Remember the 5th of November</p>	<p>Autumn is Here</p>	<p>Harvest Time is Here Again</p>	<p>Little Red Riding Hood</p>	<p>Dear Santa</p>	<p>Christmas Poem</p>	<p>The Nativity Poem</p>	
<p>Rhymes</p>		<p>World Nursery Rhyme Week</p>	<p>Humpty Dumpty</p>	<p>Twinkle Twinkle</p>				
<p>Maths (Number)</p>	<p>Counting, Cardinality and Ordinality</p> <p>Recites numbers past 5. Say one number for each item in order: 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Show 'finger numbers' up to 5. Concrete and pictorial, up to 3 then 5 (if appropriate).</p>		<p>Comparison</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Concrete: identifying more than, less than, the same.</p>	<p>Composition</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Sharing objects out between children/ objects with key questions ie. "How many are left?" "How many</p>	<p>Counting, Cardinality and Ordinality</p> <p>Recites numbers past 5. Say one number for each item in order: 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Show 'finger numbers' up to 5. Pictorial, up to 5.</p>		<ol style="list-style-type: none"> Recites numbers past 5. Say one number for each item in order: 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Show 'finger numbers' up to 5. Compare quantities using language: 'more than', 'fewer than'. Solve real world mathematical problems with numbers up to 5. Recites numbers past 5. Say one number for each item in order: 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Show 'finger numbers' up to 5. 	

			more do we need?" 5 frames available to use as a concrete resource (early addition and subtraction)				
<p>Maths (Shape, Space, Measure)</p>	<p>Pattern, Shape & Space</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>		<p>Measures: Recognising Attributes</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Shape, Space & Positional Vocabulary</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Measurement : Specific Time Durations</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<ol style="list-style-type: none"> 1. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 2. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. 3. Extend and create ABAB patterns – stick, leaf, stick, leaf. 4. Make comparisons between objects relating to size, length, weight and capacity. 5. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 6. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	
<p>PSED Other PSED experiences (e.g. Keeping Safe and Healthy, Citizenship, WISE childhood pledge, Contextual Safeguarding)</p>	<p>Fire & Firework Safety</p>	<p>Magic Manners: I understand the importance of manners</p> <p>Children in Need</p>	<p>We Can Share: I understand the importance of sharing</p>	<p>Help Little Red Riding Hood Make Safer Choices: I understand ways to stay safe when out and about</p>	<p>We Can Take Turns: I understand the importance of taking turns and sharing</p> <p>Childhood Pledge Skills Fly a Kite</p>	<p>Showing Kindness: I understand what kindness is and why it is important</p>	<ol style="list-style-type: none"> 1. Help Little Red Riding Hood Make Safer Choices: I understand ways to stay safe when out and about 2. Magic Manners: I understand the importance of manners 3. We Can Share: I understand the importance of sharing 4. We Can Take Turns: I understand the importance of taking turns and sharing 5. Showing Kindness: I understand what kindness is and why it is important <p>Key Vocabulary: roads, cross, strangers, food, water, drown, share, turns, kindness.</p>
<p>Continuous provision & enhancement resource safety</p> <p>Health and hygiene practices (Food prep. & hand washing)</p> <p>Weather Safety Awareness (Aut. Winds, Frosty surfaces)</p>							



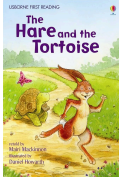


<h2 style="text-align: center;">PSED Stories</h2>	<p>We choose books to read in response to current trends in the classroom to help children explore and understand their own emotions, as well as those of others. You can find examples of the stories we may choose here. These stories are a great way to foster emotional literacy, offering several key benefits:</p>						<ol style="list-style-type: none"> 1. Managing Feelings and Behaviors: We help children identify, recognise, and name basic emotions like happiness, sadness, and anger. 2. Emotional Self-Regulation: Children learn to understand their own feelings and those of others, and begin to regulate their behavior as a result. 3. Building Relationships: We support children in understanding what it means to be a friend and how to form connections with others. 4. Self-Confidence and Self-Awareness: Children are encouraged to develop resilience and a positive outlook on themselves. 	
<h2 style="text-align: center;">KUW - Science</h2> <p>Routines:</p> <ul style="list-style-type: none"> • Weather <p><i>See Coverage and Progression for objectives.</i></p>	<p>I use 2 hula hoops as a concrete diagram to sort and group items by colour or size (link to Autumn)</p> <p>I participate in cooking tasks and I can talk / describe how ingredients are combined when mixed together.</p>			<p>I can observe and talk about what happens during a simple experiment (i.e. 'An ice lolly for Grandma' - experimenting what happens to the lolly).</p>		<p>I can explore and investigate how to melt ice.</p>	<p>I participate in cooking tasks and I can talk / describe how ingredients are combined when mixed together.</p>	<ul style="list-style-type: none"> • I can explore and investigate how to melt ice. • I can observe and talk about what happens during a simple experiment (i.e. 'An ice lolly for Grandma' - experimenting what happens to the lolly). • I participate in making playdough/ cooking tasks and I can talk / describe how ingredients are combined when mixed together. • I use 2 hula hoops as a concrete diagram to sort and group items by colour or size. <p><i>Key Vocabulary: Rising 3' year old key vocabulary plus ice, melt, cold, hot, experiment, combined, mixed, same, different, diagram</i></p>
<h2 style="text-align: center;">KUW - Geography</h2> <p>Routines:</p> <ul style="list-style-type: none"> • Weather • Class plants • Litter <p><i>See Coverage and Progression for objectives.</i></p>	<p>I can talk about and describe the geographical features in the traditional tales, e.g. farm, forest/woods, pond, stable, bridge.</p> <p>I can follow a simple story map to retell a traditional tale.</p> <p>I can use, understand and follow some positional language linked to the stories, e.g over, under, near, far, through, along, next to, behind.</p>						<ol style="list-style-type: none"> 1. I can talk about and describe the geographical features in the traditional tales, e.g. farm, forest/woods, pond, stable, bridge. 2. I can follow a simple story map to retell a traditional tale. 3. I can use, understand and follow some positional language linked to the stories, e.g over, under, near, far, through, along, next to, behind. <p><i>Key Vocabulary: Rising 3 year old vocabulary plus place, forest, words, pond, stable, bridge, map, start, beginning, end, under, near, far, through, along, next to, behind</i></p>	

<p>KUW - History</p>	<p>I can look at photographs from my past (e.g. Halloween) and I can use past vocabulary to talk about them.</p>	<p>I know that remembrance day is linked to an event in the past.</p>			<p>I know that the 'Christmas Story' is a bible story from the past.</p> <p>I know and can recall using past and present vocabulary, the beginning and end of the 'Christmas Story'.</p>	<p>I can look at photographs from my past (e.g. Christmas) and I can use past vocabulary to talk about them.</p>	<p>Changes within living memory:</p> <ol style="list-style-type: none"> 1. I know and can recall using past and present vocabulary, the beginning and end of familiar stories. 2. I understand the concept of 'first', 'next', 'last', 'before', and 'after' in relation to stories. 3. I show an interest in people and places beyond my immediate experience (through stories). 4. I can look at photographs from my past (e.g. Halloween, Christmas) and I can use past vocabulary to talk about them. <p>Events beyond living memory:</p> <ol style="list-style-type: none"> 5. I know that remembrance day is linked to an event in the past. 6. I know that the 'Christmas Story' is a bible story from the past. 7. I know and can recall using past and present vocabulary, the beginning and end of the 'Christmas Story'. <p>Vocabulary: past, present, story, beginning, end, first, next, last, before, after, long ago, remember, happened, photo, christmas, halloween, remembrance day, event, bible, people, place, old, new, then, now, talk, recall, special, history, world</p>
<p>KUW - RE</p>	<p>I am beginning to know that Christianity is a religion that some people believe in.</p>	<p>I am beginning to understand the Christmas story.</p>	<p>I can act out scenes of the Christmas story (nativity).</p>	<p>I can talk about how I celebrate Christmas.</p>	<p>I understand how my Christmas might be celebrated differently than others.</p>	<p>Christianity/Christmas /The Very Special Baby</p> <ol style="list-style-type: none"> 1. I am beginning to know that Christianity is a religion that some people believe in. 2. I am beginning to understand the Christmas story. 3. I can act out scenes of the Christmas story (nativity). 4. I can talk about how I celebrate Christmas. 5. I understand how my Christmas might be celebrated differently than others. <p>Key Vocabulary: celebration, Jesus, Christmas, birthday, different, Christian/Christianity, nativity, Mary, Joseph, angels, star, Bethlehem, love, joy</p>	
<p>KUW - Computing</p>	<p>I can interact with an e-book using touch to turn the pages.</p> <p>I know if I touch the interactive screen it has an effect (i.e. changes the page/press a button) .</p>	<p>I can use my finger to experiment on a simple paint programme on the interactive whiteboard and attempt to draw a simple character's face,</p>				<ol style="list-style-type: none"> 1. I can interact with an e-book using touch to turn the pages. 2. I know if I touch the interactive screen it has an effect (i.e. changes the page/press a button) . 3. I can use my finger to experiment on a simple paint programme on the interactive whiteboard and attempt to draw a simple character's face, <p>Vocabulary: iPad, tablet, touch, tap, swipe, page, turn, next, again, picture, see, look, happen, change, button, press, draw, paint, colour, finger, face, eyes, nose, mouth, hair, circle, line, make</p>	

EAD - Art Key Artist: Illustrators	Painting - I can use edible paint to create on bread.	Form/ Sculpture - I can use playdough to create forms linked to traditional tales, adding loose parts to support my creation.	Texture/ Collage - I can create a large scale collage linked to a traditional tale character.				<ol style="list-style-type: none"> Mark making/Drawing - I can draw characters from the stories adding some key features. Painting - I can use edible paint to create on bread. Texture/Collage - I can create a large scale collage linked to a traditional tale character. Form/Sculpture - I can use playdough to create forms linked to traditional tales, adding loose parts to support my creation. Colour - I can continue to explore colour and how colours can be changed. Printing -n/a
	Key Artist focus: I know what an illustrator is. I know and can talk about what I like about an illustration in a book.						Key Artist focus: I know what an illustrator is.
	Mark making/Drawing - I can draw characters from the stories adding some key features.						<ol style="list-style-type: none"> I know and can talk about what I like about an illustration in a book. <p><i>Key Vocabulary: draw, paint, squish, roll, press, stick, cut, glue, colour, mix, big, small, shape, line, dot, mark, texture, bumpy, smooth, soft, hard, collage, dough, model, build, character, story, book, artist, picture</i></p>
EAD - DT	Cooking and Nutrition - I can taste different types of bread and use describing words to express my thoughts.		Structures and Models - I know how to construct for a purpose using different available resources (i.e. a bridge for the 3 Billy Goats Gruff outdoors using planks and crates.)		Mechanisms - To begin to use a functional lever (scissors) to cut through paper or other craft materials.	Structures and Models - I can manipulate salt dough to make a hanging tree decoration.	Cooking and Nutrition -
	I can work collaboratively to follow a simple bread recipe.						<ol style="list-style-type: none"> I can taste different types of bread and use describing words to express my thoughts. I can work collaboratively to follow a simple bread recipe. I can work collaboratively to follow a simple bread recipe.
	Structures and Models - I know how to construct for a purpose using different available resources (i.e. a bridge for the 3 Billy Goats Gruff outdoors using planks and crates.)						<ol style="list-style-type: none"> I can work collaboratively to follow a simple bread recipe.
EAD - Music	<u>Topic songs:</u> The Little Red Hen found some wheat (to the tune of wheels on the bus)	<u>Topic songs:</u> 5 little ducks	<u>Topic songs:</u> Walking in the Forest		<u>Topic songs:</u> Christmas songs		Structures and Models -
							<ol style="list-style-type: none"> I know how to construct for a purpose using different available resources (i.e. a bridge for the 3 Billy Goats Gruff outdoors using planks and crates.) I can manipulate salt dough to make a hanging tree decoration.
							Mechanisms -
							<ol style="list-style-type: none"> To begin to use a functional lever (scissors) to cut through paper or other craft materials.
							Vocabulary: <i>taste, smell, sweet, sour, salty, soft, crunchy, warm, cold, mix, stir, add, measure, dough, bake, recipe, bread, collaborate, share, help, follow, instructions, build, make, construct, strong, stable, shaky, wobbly, tall, short, wide, narrow, purpose, plan, design, connect, join, fix, attach, bridge, house, tower, roof, wall, floor, materials, wood, blocks, crates,</i>
							<u>Topic songs:</u> The Little Red Hen found some wheat (to the tune of wheels on the bus) 5 little ducks Walking in the Forest Christmas songs
							<u>Listen and respond</u> I can listen with increased attention to sounds.

	<p><u>Listen and respond</u> I can listen with increased attention to sounds. I can respond to what I have heard expressing my thoughts and feelings.</p> <p><u>Explore and Create</u> I can make repetitive sounds with instruments. I can add sound effects to stories using instruments</p> <p><u>Singing</u> I am beginning to join in with a range of simple action songs.</p> <p><u>Share and perform</u> I can express myself through some actions in familiar nursery rhymes.</p>						<p>I can respond to what I have heard expressing my thoughts and feelings.</p> <p><u>Explore and Create</u> I can make repetitive sounds with instruments. I can add sound effects to stories using instruments</p> <p><u>Singing</u> I am beginning to join in with a range of simple action songs.</p> <p><u>Share and perform</u> I can express myself through some actions in familiar nursery rhymes.</p> <p>Vocabulary: <i>listen, hear, sound, quiet, loud, soft, happy, sad, fast, slow, stop, go, instrument, drum, shaker, tambourine, beat, rhythm, tap, shake, hit, play, sing, song, music, voice, story, action, rhyme, dance, move, high, low</i></p>
<p>PD - PE</p>	<p>We are learning to balance beanbags.</p>	<p>We are learning to move through hoops in different ways.</p>	<p>We are learning to reach and stretch to get equipment.</p>	<p>We are learning to make bridges within our bodies.</p>	<p>We are learning to travel over and under apparatus.</p>	<p>We are learning to make shapes with our bodies.</p>	<p>The PE Hub - Body Management Unit 1</p> <ol style="list-style-type: none"> 1. To balance beanbags. 2. To move through hoops in different ways. 3. To reach and stretch to get equipment. 4. To make bridges within our bodies. 5. To travel over and under apparatus. 6. To make shapes with our bodies. <p>Vocabulary Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll.</p>



Reception - Autumn 2
Once Upon A Time: Traditional Tales (and Christmas)
Author: Julia Donaldson

Week	1	2	3	4	5	6	7
Theme	The Enormous Turnip	Hansel and Gretel	The Hare and the Tortoise	The Gingerbread Man	Christmas		
Key Dates	November 5th Nov Bonfire Night (& Beaver Moon!)	Children in Need 14/11/25 11th Nov Remembrance Day 14th Nov Children in Need World Nursery Rhyme Week Anti Bullying Week	Road Safety Week	Scotland: St. Andrew's Day is on Sunday 30th November	4th Dec Full Cold Moon	Wear Christmas Jumpers All Week 11th Christmas Dinner Day	Christmas Shows Hanukkah from 14th Dec 16th/17th Possible Performance Day 18th Christmas Party
Topic Book Hook						Practitioners will have a selection of Christmas stories for the children to choose from	
Phonics	Children to take part in daily phonics lesson.						<ol style="list-style-type: none"> 1. I can read most individual letters by saying the sounds for them in line with the school's phonic programme. 2. I can blend sounds into words, so that I can read CVC words made up of known letter- sound correspondences. 3. I can read a few common exception words matched to the school's phonic programme.



Objectives/Key Vocabulary

Objectives are plotted into the first week they will be covered, however there will be opportunities when they are covered again to help embed/retrieve knowledge. This may be through a directed session or in continuous provision.

Scribble Matters (+ 1 x 'draw a person')	Draw a Person and Cutting Assessment			Draw your favourite traditional character			<ol style="list-style-type: none"> I can hear and record the initial sounds in words. I can orally segment a CVC word and build it with the correct letters I am beginning to form a range of recognisable letters independently inline with phonics/handwriting lessons. 		
Literacy Teaching Text							<ol style="list-style-type: none"> I enjoy an increasing range of print and digital books, both fiction and non-fiction. I can describe main story settings, events and principal characters in increasing detail. 		
Poems	Happy Diwali	Flanders Fields	Hey Let's Go	Once					
Rhymes	It's Diwali	World Nursery Rhyme Week 10th November	Dingle Dangle Scarecrow	Christmas songs					
Maths (Power Maths)	Geometry – properties of shape	Number – addition and subtraction		Number – addition and subtraction	Geometry – properties of shape	Consolidation	<ol style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 		
2D shapes	One more	One less	Introducing the part-whole model	Spatial awareness	Consolidation				
PSED Other PSED experiences (e.g. Keeping Safe and Healthy, Citizenship, WISE childhood pledge, Contextual Safeguarding)	Me and My clothes: I understand what different types of clothing are used for.	Staying safe when out and about: Understand ways to stay safe when out and about Children in Need	Friendship recipe: I understand what makes a good friend	Show and Share: I understand the importance of sharing Childhood Pledge: Skills - Fly a Kite	Families around the world: I can learn about people around the world (link to Christmas)		<ol style="list-style-type: none"> Families around the world: I can learn about people around the world (link to Christmas) Me and My clothes: I understand what different types of clothing are used for. Show and Share: I understand the importance of sharing Friendship recipe: I understand what makes a good friend Staying safe when out and about: Understand ways to stay safe when out and about <p>Key vocabulary: family, home, cold, warm, thick, thin, waterproof, share, care, friendship, friendly</p>		

	Fire & Firework Safety							
<p style="text-align: center;">Continuous provision & enhancement resource safety</p> <p style="text-align: center;">Health and hygiene practices (Food prep. & hand washing)</p> <p style="text-align: center;">Weather Safety Awareness (Aut. Winds, Frosty surfaces)</p>								
<p style="text-align: center;">PSED Story of the Week</p>	<p>We choose books to read in response to current trends in the classroom to help children explore and understand their own emotions, as well as those of others. You can find examples of the stories we may choose here. These stories are a great way to foster emotional literacy, offering several key benefits:</p>							<p>We read a book from this list with our class each week to help children explore and understand their own emotions, as well as those of others. These stories are a great way to foster emotional literacy, offering several key benefits:</p> <ol style="list-style-type: none"> Managing Feelings and Behaviors: We help children identify, recognise, and name basic emotions like happiness, sadness, and anger. Emotional Self-Regulation: Children learn to understand their own feelings and those of others, and begin to regulate their behavior as a result. Building Relationships: We support children in understanding what it means to be a friend and how to form connections with others. Self-Confidence and Self-Awareness: Children are encouraged to develop resilience and a positive outlook on themselves.
<p style="text-align: center;">KUW - Science</p> <p>Routines:</p> <ul style="list-style-type: none"> Weather <p><i>See Coverage and Progression for objectives.</i></p>	<p>I know and talk about different properties in materials, e.g noticing changing states of matter and using appropriate vocabulary to describe what they see during cooking / baking activities</p> <p>I can comment on differences when ingredients are altered.</p>	<p>I can talk about and participate in a simple experiment (i.e. testing swimming Gingerbread man [twinkl experiment] - float, sink, break up, crumble).</p>	<p>I know how water freezes and how ice melts.</p>			<ol style="list-style-type: none"> I know how water freezes and how ice melts. I can talk about and participate in a simple experiment (i.e. testing swimming Gingerbread man [twinkl experiment] - float, sink, break up, crumble). I know and talk about different properties in materials, e.g noticing changing states of matter and using appropriate vocabulary to describe what they see during cooking / baking activities I can comment on differences when ingredients are altered. <p><i>Key Vocabulary: Rising 3's and nursery key vocabulary plus freeze, freezing, water, warm, frozen, test, liquid, describe, change, affect, effect, float, sink, break up, crumble</i></p>		
<p style="text-align: center;">KUW - Geography</p> <p>Routines:</p> <ul style="list-style-type: none"> Weather Class plants Litter 		<p>I can read and follow a map to get to a destination.</p>					<ol style="list-style-type: none"> I can talk about, describe and compare the geographical features in the traditional tales, e.g. town, forest, farm, countryside. I can read and follow a map to get to a destination. I am beginning to draw my own story map. <p><i>Key Vocabulary: Rising 3's and Nursery vocabulary plus features, compare, same, different, town, countryside, goal, journey</i></p>	

<ul style="list-style-type: none"> • Address <p><i>See Coverage and Progression for objectives.</i></p>	<p>I can talk about, describe and compare the geographical features in the traditional tales, e.g. town, forest, farm, countryside.</p> <p>I am beginning to draw my own story map.</p>						
<h2 style="text-align: center;">KUW - History</h2>	<p>I can talk about past and present events in my own life and in the lives of family members.</p>	<p>I know the significance of Remembrance Day and what this means.</p>			<p>I can talk about past and present events in my own life and in the lives of family members.</p>	<p>I can comment on images/artifacts of familiar situations in the past (toys from the past/Christmas in the past).</p> <p>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</p>	<p>Changes within living memory:</p> <ol style="list-style-type: none"> 1. I can recall and sequence the beginning, middle and end of a familiar story using past vocabulary. 2. I can talk about past and present events in my own life and in the lives of family members. <p>Events beyond living memory:</p> <ol style="list-style-type: none"> 3. I can comment on images/artifacts of familiar situations in the past (toys from the past/Christmas in the past). 4. I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. 5. I know the significance of Remembrance Day and what this means. 6. I know that the 'Christmas Story' is a bible story from the past and can recall and sequence the beginning, middle and end using past vocabulary. <p>Vocabulary: beginning, middle, end, first, next, then, after that, before, finally, end, finished, began, started, happened, once upon a time, a long time ago, yesterday, last (day/week/year), old, new, different, same, now, then, used to be, today, nowadays, in the past, long ago, similar, changed, same, compare, Remembrance Day, remember, Poppy, soldier, war, peace, brave, hero, silence, quiet, respect, anniversary, birthday, holiday, Christmas, Halloween, baby, grew up, visited, lived, my, was, used, toys, wooden, metal, clockwork, doll, teddy bear, train, spinning top, marbles, old-fashioned, different, Christmas, decorations, candles, stockings, presents, Father Christmas (older name), carols, traditional, different, bible.</p>
	<p>I can recall and sequence the beginning, middle and end of a familiar story using past vocabulary.</p>					<p>I know that the 'Christmas Story' is a bible story from the past and can recall and sequence the beginning, middle and end using past vocabulary.</p>	<p>RE Unit F2 Why is Christmas special to Christians?</p> <ol style="list-style-type: none"> 1. I can talk about people who are special to me 2. I can say what makes my family and friends special to me 3. I can recall simply what happens at a traditional Christian festival (Christmas) 4. I am beginning to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus 5. I can retell religious stories, making connections with personal experiences.
<h2 style="text-align: center;">KUW - RE</h2>	<p>I can talk about people who are special to me</p>	<p>I can say what makes my family and friends special to me</p>	<p>I am beginning to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</p>	<p>I can recall simply what happens at a traditional Christian festival (Christmas)</p>	<p>I can retell religious stories, making connections with personal experiences.</p>		

<p style="text-align: center;">KUW - Computing</p>	<p>I can follow simple spoken instructions to navigate a basic interactive story.</p>	<p>I can sequence events from a traditional tale (e.g., The Three Little Pigs, Goldilocks and the Three Bears) using a digital tool (e.g., drag-and-drop pictures on an interactive whiteboard or tablet app).</p>	<p>I can use my finger to draw a simple picture on the interactive whiteboard, linked to traditional tales, and I can change the colour (Tate Draw or interactive Paint3D).</p>	<p>I can use my finger to draw a simple picture on the interactive whiteboard, linked to traditional tales, and I can change the colour (Tate Draw or interactive Paint3D).</p> <p>I know my work can be sent electronically to a printer to collect.</p>				<p>Key Vocabulary taken from NATRE scheme: <i>Jesus, Christmas, Mary, Joseph, Shepherds, Angel, Star, Wise Men, Manger</i></p> <ol style="list-style-type: none"> I can follow simple spoken instructions to navigate a basic interactive story. I can sequence events from a traditional tale (e.g., The Three Little Pigs, Goldilocks and the Three Bears) using a digital tool (e.g., drag-and-drop pictures on an interactive whiteboard or tablet app). I can use my finger to draw a simple picture on the interactive whiteboard, linked to traditional tales, and I can change the colour (Tate Draw or interactive Paint3D). I know my work can be sent electronically to a printer to collect. <p>Vocabulary: click, tap, touch, press, choose, select, next, again, listen, hear, see, watch, story, draw, paint, colour, line, shape, circle, square, triangle, big, small, brush, pencil, finger, print, send, machine, collect, paper</p>
	<p style="text-align: center;">EAD - Art</p> <p style="text-align: center;">Key Artist: Illustrators</p>	<p>Printing - I can create my own printing shapes (i.e. cutting vegetables to print with)</p>	<p>Painting - I can use paint to enhance my junk models (Hansel and Gretal's House)</p>	<p>Texture/Collage - I can create a large scale collage linked to a traditional tale scene.</p>	<p>Form/Sculpture - I can manipulate salt dough to make a gingerbread man character ornament.</p>			
<p>Key Artist focus: I know what an illustrator is and I know that I can illustrate my own work.</p> <p>Mark making/Drawing - I can draw detailed fine line drawings linked to my traditional tales, using colour for a purpose.</p> <p>Colour - I can use colour names correctly when accessing art activities.</p>								<p>Key Artist focus:</p> <ol style="list-style-type: none"> I know what an illustrator is and I know that I can illustrate my own work. <p>Key Vocabulary: <i>fine line, thin, delicate, detail, small, part, outline, illustrate, purpose, pattern, sketch, background, enhance, layer, blend, shade, tint, cover, texture, collage, overlap, arrange, manipulate, form, sculpture, ornament, mold, emboss, imprint, shade, tint, primary colours, secondary colours, print, shape, pattern, texture, repeat, symmetry, illustrator, visual story, character design, plan.</i></p>

<p>EAD - DT</p>	<p>To use a functional lever (tweezers) to pick items up.</p>	<p>I know how to construct using a wider range of construction kits using different techniques to fasten and connect things (e.g. den building with ropes, material and large pegs).</p>	<p>I can design my own gingerbread person (add shapes to a template)</p> <p>I can work collaboratively to follow a recipe, help to weigh and mix the ingredients.</p> <p>I can use my design to independently roll, cut and decorate my own gingerbread man biscuit .</p> <p>I can evaluate my biscuit (appearance and taste).</p>	<p>I can manipulate clay to make a Christmas lamp.</p>		<p>Cooking and Nutrition -</p> <ol style="list-style-type: none"> 1. I can design my own gingerbread person (add shapes to a template) 2. I can work collaboratively to follow a recipe, help to weigh and mix the ingredients. 3. I can use my design to independently roll, cut and decorate my own gingerbread man biscuit . 4. I can evaluate my biscuit (appearance and taste). <p>Structures and Models -</p> <ol style="list-style-type: none"> 5. I know how to construct using a wider range of construction kits using different techniques to fasten and connect things (e.g. den building with ropes, material and large pegs). 6. I can manipulate clay to make a Christmas lamp. <p>Mechanisms -</p> <ol style="list-style-type: none"> 7. To use a functional lever (tweezers) to pick items up. <p>Vocabulary: <i>design, template, shape, recipe, follow, weigh, mix, ingredients, roll, cut, decorate, biscuit, appearance, taste, sweet, savoury, crunchy, soft, yummy, oven, kitchen, hygiene, construct, build, join, fasten, connect, technique, den, rope, material, peg, strong, stable, tall, wide, clay, manipulate, mould, sculpt, lamp, Diva lamp, Christmas lamp, design, plan, attach, lever, tweezers, pick up, move, functional, open, close, push, pull, simple machine, action, effect.</i></p>
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<p>EAD - Music</p>	<p>Autumn 2 - Once Upon a Time: Traditional Tales (and Christmas) Charanga Unit: My Stories</p> <p>Listen and respond Enjoy listening to the music and respond through dancing or other movement. Recognise and name some of the characters and stories in the songs. Invent imaginary characters through movement or dancing.</p> <p>Explore and Create Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song. Copy back a rhythm from the words of the song. Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds. Play a pitched note or sound in time with the pulse</p> <p>Singing Learn to sing the song in unison with support. Add actions or substitute a word in some sections.</p> <p>Share and Perform Choose one of the songs and perform it with any actions you have created.</p> <p>Vocabulary: <i>listen, hear, enjoy, respond, dance, move, happy, sad, fast, slow, loud, quiet, character, story, imagine, pretend, pulse, beat, march, jump, tap, clap, rhythm, copy, high, low, sound, note, pitch, in time, soft, loud, long, short, smooth, spiky, quick, slow, instruments (e.g., drum, shaker, xylophone, keyboard), play, sing, voice, song, unison, together, words, actions, substitute, chorus, verse, high notes, low notes, loud singing, soft singing, perform, share, show, audience, present, confident, practice, movement, actions, play (an instrument).</i></p>
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PD - PE

We are learning to perform rolls.

We are learning to show some body control.

We are learning to perform different jumps.

We are learning to jump using apparatus.

We are learning to travel across apparatus.

We are learning to work as part of a team.

The PE Hub - Body Management Unit 2

1. To perform rolls.
2. To show some body control.
3. To perform different jumps.
4. To jump using apparatus.
5. To travel across apparatus.
6. To work as part of a team.

Vocabulary

Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, slide, slither, apparatus, low.