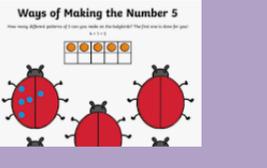
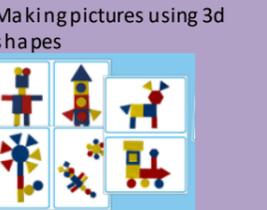
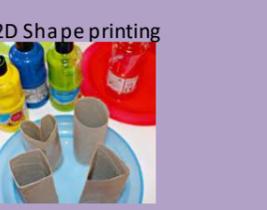
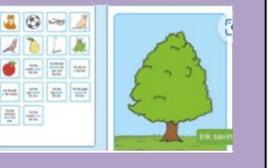




SCARF	-Me and my friends	-Me and my friends	-Friends and Family	-Friends and Family	-Friends and Family	-Including Everyone	-Including Everyone	-Including Everyone
<b>PSED Continuous Provision</b>	Focus- Sharing	Focus- Taking turns	Focus- Helping others	Focus- Thinking of others	Focus- understanding the importance of friends and family	Focus- Valuing similarities and difference	Focus- Identifying emotions	Focus- Managing emotions
Nursery- Dance & Gymnastics  Reception- Dance – Seasons Locomotion 1	<b>Dance-</b> Circus Move safely in space taking care of ourselves and others Use a mind map to move like different circus characters we know <b>Gymnastics</b> – Parts high and parts low Climb stairs, steps and move across apparatus using alternate feet  <b>Locomotion 1</b> Run with special awareness and negotiate spaces successfully, adjusting speed or direct to avoid obstacles	<b>Dance-</b> Circus Listen carefully to a poem and be creative about our movements Move safely in space taking care of ourselves and others <b>Gymnastics</b> – Parts high and parts low Show increasing consideration of other children's needs and gradually more impulse control in favourable conditions  <b>Locomotion 1</b> Enjoy playing alone, alongside with others, inviting others to play and attempting to join others play	<b>Dance-</b> Circus Be creative in our use of travelling movements Show use of different levels in our travelling movements Move safely in space taking care of ourselves and others <b>Gymnastics</b> – Parts high and parts low Be sensitive to others messages or appreciation or criticism  <b>Locomotion 1</b> Practise skills of assertion, negotiation and compromise and looks to an adult to help resolve conflict	<b>Dance-</b> Circus Work well in pairs showing good listening Use pictures to come up with creative actions and movements Teacher-led stretches to encourage flexibility, extension, balance and posture <b>Gymnastics</b> – Parts high and parts low Climb stairs, steps and move across apparatus using alternate feet  <b>Locomotion 1</b> Run with special awareness and negotiate spaces successfully, adjusting speed or direct to avoid obstacles	<b>Dance-</b> Circus Work well in pairs showing good listening Use pictures to come up with creative actions and movements Teacher-led stretches to encourage flexibility, extension, balance and posture <b>Gymnastics</b> – Parts high and parts low Show increasing consideration of other children's needs and gradually more impulse control in favourable conditions  <b>Locomotion 1</b> Enjoy playing alone, alongside with others, inviting others to play and attempting to join others play	<b>Dance-</b> Circus Understand what a good performance is Give useful feedback to our partner Improve our own performance <b>Gymnastics</b> – Parts high and parts low Be sensitive to others messages or appreciation or criticism  <b>Locomotion 1</b> Practise skills of assertion, negotiation and compromise and looks to an adult to help resolve conflict	Children's choice of games	Parachute games
<b>Physical Development Continuous Provision</b>	Finger Gym-  Cutting- 	Finger Gym-  Cutting- 	Finger Gym-  Cutting- 	Finger Gym-  Cutting- 	Finger Gym-  Cutting- 	Finger Gym-  Cutting- 	Finger Gym-  Cutting- 	Finger Gym-  Cutting- 
<b>Phonics (to include writing of all new letter sounds)</b>	Nursery- The grand old duke of York Squiggle while you wiggle, alliteration, exploring mouth movements to make sounds and joining in with songs and actions.  Reception- New HF word 'my' Sounds write Unit 3 New sounds – c, g, h	Nursery- Squiggle while you wiggle; identify and copy body sounds, join in with actions and rhymes.  Reception- New HF word 'was' Sounds write Unit 3 - consolidation	Nursery- Squiggle while you wiggle up and down; making mouth movements; Alliteration and joining in with rhymes 'Llama Llama red pyjama)  Reception- New HF word 'we' Sounds write Unit 4 New sounds – d, e	Nursery- Squiggle while you wiggle Side to Side; identify which instrument is being played; listening and following instructions – parachute tag; digging for treasure initial sounds.  Reception- New HF word 'are' Sounds write Unit 4 New sounds – f, v	Nursery- Squiggle while you wiggle Arches and Arches  Reception- New HF word 'me' Sounds write Unit 5 New sounds k., l	Nursery-  Reception- New HF word 'he' Sounds write Unit 5 New sounds – r, u	Nursery-  Reception- New HF word 'for' Sounds write Unit 3 New sounds – j, w, z	Phonics games
<b>Mathematics</b>	Nursery- Introduce number 1  Shape Space and measure - 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'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on	Nursery- Introduce number 2  Shape Space and measure - 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'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and	Nursery- Introduce number 3  Shape Space and measure - 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'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on	Nursery- introduce number 4  Shape Space and measure - 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'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and	Nursery- introduce number 5  Shape Space and measure - 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'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and	Nursery- introduce number 6  Shape Space and measure - 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'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on	Nursery- introduce number 7  Shape Space and measure - 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'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on	Nursery- introduce number 8  Shape Space and measure - 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'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on

	<p>clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Reception- Area of Learning: Shape, Space and measure Learning Strand: Time Objectives: -To talk about time in terms of day and night days of the week and months of the year. -To use language related to time and be able to sequence events.</p> <p>Vocabulary: first, next, later, then, before, after, every day, night, order, Monday-Sunday, January-December.</p>	<p>wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Reception- Area of Learning: Number and Pattern Learning Strand: Composition of Numbers up to 5. Objectives: -To know the 1 more than, 1 less than relationship between consecutive whole numbers.</p> <p>Vocabulary-1 more, 1 less, first, next, then, before, after, one, two, three, four, five, pair.</p>	<p>clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Reception- Area of Learning: Number and Pattern Learning Strand: Composition of Numbers up to 5 Objectives: To be able to represent the numbers 1-5 in different ways.</p> <p>Vocabulary- Part, whole.</p>	<p>wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Reception- Area of Learning: Shape, Space and Measure Learning Strand: 2D shapes Objectives: To recognise language associated with 2D shapes, specifically triangles and squares. .</p> <p>Vocabulary- circle, triangle, rectangle, square, sides, corners, same, different length,</p>	<p>wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Reception- Area of Learning: Shape, Space and Measure Learning Strand: 2D Shapes Objectives: To recognise language associated with 2D shapes, specifically rectangles and circles.</p> <p>Vocabulary- Circle, triangle, rectangle, square, sides, corners, same, different, length</p>	<p>clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Reception- Area of Learning: Shape, Space and Measure Learning Strand: Positional Language Objectives: To understand and use positional language</p> <p>Vocabulary- in, on, under, next to, behind, in front of, up, down, across, near, far, forwards, backwards</p>	<p>clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Reception- Area of Learning: Shape, Space and Measure Learning Strand: Positional Language Objectives: To understand and use positional language</p> <p>Vocabulary- in, on, under, next to, behind, in front of, up, down, across, near, far, forwards, backwards</p>	<p>clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Reception- Area of Learning: Shape, Space and Measure Learning Strand: Positional Language Objectives: To understand and use positional language</p> <p>Vocabulary- in, on, under, next to, behind, in front of, up, down, across, near, far, forwards, backwards</p>
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<p><b>Mathematics in the Continuous Provision</b></p> <p>Time- sequencing events Day and night sorting </p> <p>3 step picture sequencing cards </p> <p>4 part story pictures </p>	<p>1 more/1 less </p> <p></p> <p>Hide-a-Saurus One More and One Less </p>	<p>Making numbers to 5 Ways of Making the Number 5 </p> <p>MAKE IT 3 WAYS 5 3 and 2 4 and 1 2 and 3 </p> <p>Number Shapes Number Bonds of 8 Missing Numbers </p>	<p>2D shapes Making pictures using 3d shapes </p> <p>2D Shape printing </p> <p>Every 2D shape with 1 Dots </p>	<p>2D shapes </p> <p>Which shapes can you make? </p> <p>2D shapes </p>	<p>Positional Language </p> <p></p> <p></p>	<p>Christmas Missing Numbers </p> <p>Christmas Missing Numbers </p> <p>Christmas Missing Numbers </p>	<p>Christmas Missing Numbers </p> <p>Christmas Missing Numbers </p> <p>Christmas Missing Numbers </p>
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<p><b>Understanding the World</b></p> <p></p> <p>Pictures of x-rays, create own</p> <p>Make your own stethoscope <a href="#">Make a super simple stethoscope - Playful Science for Kids (science-sparks.com)</a></p>	<p><a href="#">Tooth Decay Experiment with Egg shells (science-sparks.com)</a></p> <p>Sorting rubbish by materials and by recyclable and non-recyclable</p> <p>Create something new with junk modelling</p>	<p></p> <p>Where do foods come from? What does our body need to stay healthy?</p> <p>Superhero gadget exploration table – investigate gadget parts, inside of old telephones, circuit boards etc.</p> <p>STEM experiment – Flying superheroes</p>	<p>Blow dry hair pictures</p> <p>Make a pet home (e.g hamster cage, dog's kennel) What do pets need to stay healthy – what do you need to do to look after them?</p> <p>Discuss own pets or a pet that we would love to have.</p>	<p></p> <p>Match the clothes to the occupations- how do you know? Why do they need that?</p>	<p>Making reindeer food <a href="#">Toddler Tales ~ Making Reindeer Food - Fairy Dust Teaching</a></p> <p></p> <p>Talk about how we celebrate and listen to how our celebrations are different.</p>
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<b>Other cultures and British Values</b>	Making poppies and talking about what the poppies represent.	REME museum visit Remembrance service	 Make clay diva lamps Blue group – make candle holders	Police – what do they do and why? How do we recognise them? What rules and laws do they enforce? The rules are there to keep us safe.	What hairstyles do we have (and the people in our family)- use this as an opportunity to talk about own families and similarities and differences between us all.	  Sensory colour and light play	How Christmas was celebrated in the past. Share our own Christmas traditions.	How Christmas is celebrated around the world.
<b>Understanding the world Continuous Provision</b>	 Hand hygiene activity	Make a human brain using play dough 	Bin trucks and sorting materials Discovery area to explore magnets – what is/is not magnetic. Can you make a prediction? Why do you think that?	Magnetic superhero scene <a href="#">Science Experiment.pdf</a> <a href="#">Free Jigsaw Puzzle Games for Kids   Supertato Jigsaw - CBeebies - BBC</a>	<a href="#">Love Monster interactive episode - can you be a delivery monster quiz - CBeebies - BBC</a> Play dough hairstyles 	Farm tuff tray – soap and water to clean the animals Pictures of animals in their homes 	<a href="#">Build your own snowman - CBBC - BBC</a> Small world play – ice castles 	
<b>Understanding the World RE</b>	UC Incarnation 'Why do Christians perform a Nativity at Christmas?' Look at pictures of babies and adults and match a picture of Jesus as a baby and talk about why this baby might be important to Christians.	Find out what Christians do at church at Christmas.	Listen and talk about what special things Christians do at Christmas to share God's love.	Listen to story of Jesus welcoming the children (Mark 10:13-16) and discuss times when we might have turned people away in our play and what Jesus would encourage you to do instead. Complete the sentence 'I am special because...'	Watch, and then act out, a 'Thanksgiving service' and talk about why people might say thank you to God for their baby.	Learn about the 'Golden Rule' and talk about how Christians try to show by their actions that everyone is precious.	Using the photo of themselves dressed up in the Nativity, label who they are and explain their part in the Nativity story.	Finish assessment activity
<b>Expressive Arts and Design - Charanga</b>	Music Charanga- Me!	Music Charanga- Me!	Music Charanga- Me!	Music Charanga- Me!	Music Charanga- Me!	Music Charanga- Me!	Music Charanga- Me!	Music Charanga- Me!
<b>Expressive Arts and Design Continuous Provision</b>	Role Play- Doctors surgery	Create hand trees for different seasons. 	Magnetic art- 	2D shape printing 	Can you design different hairstyle with wool? Children cut and stick wool onto head outlines. Can they twist it, make it curly, spikey etc?	Painting pictures of our pet using a range of tools and colour mixing.	Use calpol syringes and pipettes to make pictures by spraying paint onto big pieces of paper.	 Create snowman pictures
<b>Forest School</b>	No Forest School	No Forest School	Smelly trails – being a Police sniffer dog  Making our own music (half term project)	Create a superhero leaf mask  Mud painting (my superhero) and nature paintbrushes  Making our own music (half term project)	Rainstorm Music  Pitter patter flood  Rain painting  Making our own music (half term project)	Forest Pets  Pet rescue  Making our own music (half term project)	Sounds and symbols  Hedgehog hideout  Making our own music (half term project)	Popcorn on the fire  Making our own music (half term project) 
<b>Trips</b>		REME museum			Reception Multi-skills at Abbeyfields	Taking part in whole school willow structure	Firefighter visit	Church Christmas service