

Hooks for learning	Key Texts	Key Vocabulary	Trips / visitors	Additional Learning
Set up tea party / balloons	Kipper's Birthday The Little Princess I Want a Party Diwali	Tier 1: party, invite, presents Teir 2: celebrate, invitations, gifts, Tier 3: festival,		Birthdays, Christmas, Hannukah, Diwali, Winter, Remembrance Day

Communication and Lang.		Personal, Social and Emotional Development				Physical Development	
Listening, Att & understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Jigsaw	Gross Motor Skills	Fine Motor Skills
<p>Components: Daily story (encourage children to join in with repeated phrases)</p> <p>Shared attentions / respond/ engage/ Conversations</p> <p>Key: Listening and attention games/ nursery rhymes</p> <p>Celebrations with visuals</p> <p>End Point: I can concentrate intently on an activity for a short period</p> <p>I can recall some key events/ characters from familiar stories</p>	<p>Components: Shared attentions / respond/ engage/ Conversations during learn and explore time</p> <p>Nursery Rhymes</p> <p>Wow word wall to introduce new language</p> <p>Sharing celebration experiences</p> <p>End Point: I can recite familiar songs/ rhymes / poems</p> <p>I can talk in sentences and am starting to extend them</p>	<p>Components: Support children during Learn & Explore time when issues arise Model use of language / feelings</p> <p>Model / role play classroom scenarios – someone with a toy you want, seeing a friend upset / lonely etc</p> <p>Look at photos of different emotion. How do you think they feel and why</p> <p>Discuss characters feeling during story</p> <p>Jigsaw</p>	<p>Components: Visuals to support ‘what makes good..’ refer to frequently</p> <p>Role play snatchilng etc. How can we solve this?</p> <p>End Point: I am beginning to understand the boundaries and routines</p> <p>I can ask for help</p> <p>I am beginning to express my wants and needs</p> <p>I am growing in independence</p>	<p>Components: Support conflict resolutions Use photos / zones / jigsaw tools</p> <p>Support children to play together / engage with each other</p> <p>Play party games supporting children’s emotions as you play</p> <p>End Point: I am developing friendships</p> <p>I enjoy playing alone and with others</p> <p>I am learning about self control/ empathy</p>	<p>Components: End Points: Accepting everyone is different</p> <p>Including others when playing and working</p> <p>Helping someone who is being bullied</p> <p>Try to solve problems</p> <p>Use kind words</p> <p>Give and receive compliments</p>	<p>Components: Adult supporting Large movement dance/ games/ Celebration music/ flags/ ribbons etc</p> <p>Adult supporting ball games</p> <p>Adult support to use bikes</p> <p>Adult support with music and movement games eg musical statues</p> <p>Adult support with number hunt photos (maths)</p> <p>Adult support to phtotgraph signs of autumn (UW)</p> <p>End Point: I can run and stop safely</p>	<p>Components: Cutting focus: Food at lunch/ making party food/ Support children making snips using scissors</p> <p>Using a range of materials to decorate/ stick/ paint/ glue/ join/ snip/ for cards, invitations, decorations</p> <p>Finger tracing names</p> <p>End Point: I can hold scissors in my preferred hand to snip</p> <p>I am beginning to use cutlery independently</p> <p>I am beginning to draw with lines and circles</p>

<p>I can understand simple questions: Who/ what/ where and begin to answer why</p> <p>I can understand and use prepositions</p>	<p>I am starting to connect ideas and stick to a topic</p>	<p>End Point:</p> <p>I am beginning to self-regulate during transition times</p> <p>I can express a range of emotions</p> <p>I am beginning to show self control</p>				<p>I am beginning to climb with increasing confidence</p> <p>I can balance on one leg / bike</p> <p>I can kick a large ball</p>	
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Literacy			Mathematics		Understanding of the World			Expressive Art & Design	
Comprehension	Word Reading	Writing	Number & Number Patterns	Shape, Space & Measure	Past & Present	People, Culture & Communities	The Natural World	Creating with Materials	Being Imaginative & Expressive
<p>Components: During familiar stories invite children to join in/ Highlight new vocabulary for word wall</p> <p>Draw attention to print and model the different uses eg menu/ list/ logo/ recipe/ stop etc</p> <p>Display of different kinds of Print purposes</p> <p>End Point: I can repeat familiar story phrases</p>	<p>Components: Recognise my own name</p> <p>Recognise familiar logos/ environmental print</p> <p>Explore Non – Fiction books on celebrations / Autumn</p> <p>End Point: I am beginning to recognise the shape of my name</p> <p>I am becoming aware of environmental print and its meaning</p>	<p>Components: Finger tracing name cards</p> <p>Practising directionality with Adult PD</p> <p>Share childrens Marvelous Mark Making with whole class/ displays</p> <p>Encourage name writing on work</p> <p>Make a variety of literature: Cards/ invites/ labels</p> <p>End Point: I am becoming familiar with the letters of my name</p> <p>Give meaning to marks I make</p> <p>Engaging in mark making activities</p>	<p>Components: Subitize to 2</p> <p>Quick show 1/ 2 fingers</p> <p>Use 5 frames to display 1/ 2</p> <p>Number hunt</p> <p>End Point: I can subitize to 2</p> <p>I can accurately count out 2 objects</p> <p>I can recognise numerals 1 and 2</p>	<p>Components: Threading/ pattern AB with natural materials/ counters/ unifix etc</p> <p>Continuous patterns eg Rhythm/ objects/ movements</p> <p>Spot errors in patterns and correct them</p> <p>End Point: I am beginning to make AB patterns</p> <p>I am beginning to make and extend patterns/ generalise and continue sequences</p>	<p>Components: Have photos from Autumn 1 to refer back to</p> <p>Look at childrens celebration photos and discuss</p> <p>Support talk about significant life events during learn and explore time</p> <p>End Point: I can talk about and describe experiences with my family</p> <p>I am beginning to make sense of my own life story/ history</p>	<p>Components: Discuss our own experiences of celebrations/ Special times</p> <p>Talk about birthdays and how children celebrate with photos from home</p> <p>Learn about a variety of celebrations from around the world</p> <p>Diwali/ Parents/ Rina</p> <p>Christmas performance</p> <p>End Point: I can use role play to show my own experiences</p> <p>Explore celebrations/ customs from other cultures</p>	<p>Components: Explore Non - Fiction books on Autumn</p> <p>Display childrens contributions to signs of autumn</p> <p>Explore the garden for Autumn changes</p> <p>Adult support to photograph signs of autumn</p> <p>End Point: I know some signs of autumn</p> <p>I am building my vocabulary to talk about what I notice</p>	<p>Components: Supporting children to fix/ join/</p> <p>Make decorations for the class</p> <p>Using paint for colourful decorations</p> <p>End Point: I explore colours</p> <p>I am exploring ways to join materials</p>	<p>Components: Celebration songs and music with support to add beat etc</p> <p>Music from around the world for celebrations</p> <p>Supporting role play of celebrations</p> <p>Christmas Songs</p> <p>End Point: I can engage in role alongside others</p> <p>I can move in response to music</p> <p>I am beginning to pitch match</p> <p>I can sing and perform songs for the Christmas show</p>

<p>I can handle books with care, turn pages</p> <p>I notice pictures and symbols in the environment and know what they stand for</p> <p>Beginning to recognise the shape of my name</p> <p>Learning new vocab from stories/ word wall</p>						<p>Begin to make connections between my own and other families</p>			
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