

Hooks for learning	Key texts	Key vocabulary	Trips / visitors	Additional Learning
'Hook' - party up in role play. What special day is it?	The Monster's party Witch Witch Dear Santa Non-fiction: Celebrations	-Tier 1 - I am... It is... He/she is... he/she can... I can... I can see... simple character names... Firework, monsters, to / from, Santa -Tier 2 - spin, dot, red, up, Big, bad, sad, little, fun, Run, hop, sit, lick, party, Dear, too bouncy, messy, noisy... -Tier 3 - jump in the jelly like a kangaroo. Baboon, unicorn, scarecrow...invite, wrapped up...	Invite parents to talk about how they celebrate (Diwali, Eid, Chinese New Year)	Christmas, Hannukah, Diwali, Winter, Remembrance Day, Eid.

Communication & Language		Personal, Social & Emotional Development				Physical Development	
Listening, Attention & Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Jigsaw	Gross Motor Skills	Fine Motor Skills
<p>Components: Daily story sessions (encourage children to join in with actions and repeated phrases)</p> <p>Shared attention, Respond, Engage, Conversation) during Learn & Explore time</p> <p>Look at non-fiction books about different celebrations and compare with our own</p> <p>Listen to peers talking about how they celebrate</p> <p>Share 'class celebrations' book. Encourage children to make comments on what they hear</p> <p>End Point: I can engage in story sessions and join in</p>	<p>Components: Shared attention, Respond, Engage, Conversation during Learn & Explore time</p> <p>Introduce Helicopter Stories</p> <p>Small group/Whole class carpet discussions - How do you celebrate?</p> <p>Talking about own celebrations using photos on class display</p> <p>Plan a party for Class Pet</p> <p>Christmas performance</p> <p>Wow Word Wall - refer back to and celebrate</p>	<p>Components: Discuss the feelings of the characters in the key texts and how they are feeling at certain points in the story</p> <p>Support children during Child Initiated Play when issues arise</p> <p>Develop use of zones of regulation to talk about feelings and how we can moderate our emotions</p> <p>Jigsaw</p> <p>End Point: I can talk about how I am feeling</p> <p>I am beginning to consider the feelings of others</p> <p>I can adapt my behaviour in a range of situations</p>	<p>Components: Play party games (musical statues, pass the parcel, etc).</p> <p>Support children to understand and be mindful of their emotions (if they don't 'win', etc.)</p> <p>Noticing effects of exercise in PE</p> <p>End Points: I can help to develop class rules and understand the need to have rules</p> <p>I can dress and undress for PE with support</p> <p>I can talk about what happens to body after exercise</p> <p>I am confident to try new activities</p>	<p>Components: Playing party games as a group - support understanding around emotions children might have (disappointment, etc.)</p> <p>Play a variety of board games</p> <p>End Points: I can play with children who are playing with the same activity</p> <p>I am developing my friendships I can form positive relationships with Reception staff</p>	<p><u>Celebrating differences</u></p> <p>End points: I will accept that everyone is different</p> <p>I will include others when working and playing</p> <p>I know how to help if someone is being bullied</p> <p>I will try to solve problems</p> <p>I will try to use kind words</p> <p>I know how to give and receive compliments</p>	<p>Components: Moving in different ways (indoor PE - Fireworks)</p> <p>Play 'Dance, Freeze' games (party games)</p> <p>Outdoor PE using beanbags</p> <p>End Points: I can move about the space safely</p> <p>I can listen to and follow instructions</p> <p>I can use beanbags safely</p> <p>I understand the different ways of using a beanbag</p> <p>I can work cooperatively with a partner with help</p> <p>I will move in different ways</p> <p>I will perform a short dance</p>	<p>Components: Make decorations from threading and cutting paper</p> <p>Wrapping 'presents'</p> <p>Make crowns</p> <p>Encourage children at lunchtimes to cut food</p> <p>Make party food - support children to make fruit salad</p> <p>Copy henna patterns</p> <p>Create rangoli patterns using shapes</p> <p>End Points: I can thread beads</p> <p>I am beginning to use anticlockwise movements and retrace vertical lines</p> <p>I can hold scissors correctly and cut along a straight and zigzagged lines</p>

<p>with repeated refrains and actions</p> <p>I can respond to more complex instructions (with more than 1 step)</p> <p>I can answer how and why questions</p>	<p>children exploring new words</p> <p>End Point: I can answer questions during whole class/group times</p> <p>I can learn rhymes, poems and songs</p>						<p>I use a tripod grip when using mark making tools</p> <p>I can accurately draw lines, circles and shapes to draw pictures</p> <p>I can write taught letters using correct formation</p> <p>I am able to hold a knife and fork correctly and use to cut food with support</p>
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Literacy			Mathematics		Understanding the World			Expressive Arts & Design	
Comprehension	Word Reading	Writing	Number & Numerical Patterns	Shape, Space & Measures	Past & Present	People, Culture & Communities	The Natural World	Creating with Materials	Being Imaginative & Expressive
<p>Components: Whole class / Guided reading - ask children who, why, what, where questions about the stories</p> <p>Act out key texts e.g. The Monsters Party</p> <p>Retell stories and make changes to stories</p> <p>End Points: I can engage in story times, joining in with repeated phrases and actions</p> <p>I am able to answer questions about the stories I hear</p> <p>I enjoy an increasing range of books including fiction, non-fiction, poems and rhymes</p> <p>I am able to make up my own version of the story</p>	<p>Components: : Guided reading 4x weekly sessions in attainment groups</p> <p>See Phonics Planning (Phase 2)</p> <p>End Points: To identify sound set 1-5</p> <p>To blend CVC words using these sounds</p> <p>To read all tricky words and decodable words in Phase 2</p> <p>To read pink and red books using these sounds</p>	<p>Components: : Party lists - food, games, etc.</p> <p>Write party invitations Write Christmas cards/Diwali cards</p> <p>Handwriting practise</p> <p>End Points: I can write my name</p> <p>I use the correct letter formation of taught letters</p> <p>I write words and labels using taught sounds</p> <p>I am beginning to write sentences using taught sounds</p>	<p>Components: NCTEM Mastery Maths</p> <p>End Points: -continue from first -subitise within 5, perceptually and conceptually, depending on the arrangements -continue to develop their counting skills -explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand -begin to count beyond 5 -begin to recognise numerals, relating these to quantities they can subitise and count -explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot -explore the composition of numbers within 5 -compare sets using a variety of strategies</p>	<p>Components: Exploring 2D shapes & pattern</p> <p>Creating shape patterns</p> <p>Exploring money (Bunny money)</p> <p>End Points: I know some of the properties of circles and triangles 2D shapes</p> <p>I can use shapes to create pictures</p> <p>I can use shapes to continue and create repeating patterns</p> <p>I can use pennies to buy an item</p>	<p>Components: Look at how Christmas has been celebrated throughout different periods of history</p> <p>Photos of parents/carers during their own celebrations as children</p> <p>Discuss the nativity story - how do we know it was set a long time ago? What was different? (what people wore, how they travelled)</p> <p>End Points: I know some similarities and differences between things in the past and now</p>	<p>Components: Look at how Diwali is celebrated (first-hand recount from Rina?)</p> <p>Discuss celebrations in our own families - what are they special times of year for your family? Weddings focus - relate to children's experiences</p> <p>Christmas performance</p> <p>End Points: I can talk about how I celebrate my special day</p> <p>I am familiar with Diwali and Christmas stories I know that people around the world have different religions / celebrations</p> <p>I am aware of different wedding ceremonies</p>	<p>Components: Explore the Wild Garden and notice any changes - trees without leaves. Talk about squirrels and hibernation. Talk about Winter</p> <p>Look at non-fiction books around autumn / Winter</p> <p>End Points: I know about and recognise the signs of autumn and winter</p> <p>I know about features of the world and Earth</p>	<p>Components: Make party food</p> <p>Make decorations for the classroom</p> <p>Make headbands/Crowns/ accessories</p> <p>Support children to use the iPad to take photos of each other dressed up, celebrating, class party</p> <p>Create rangoli patterns using shapes</p> <p>End Points: To use colours for a particular purpose</p> <p>I know how to work safely and hygienically.</p> <p>I can use some cooking techniques (spreading, cutting, threading, coring) - Sandwiches, Fruit Kebabs, cupcakes</p>	<p>Components: Helicopter Stories</p> <p>Learn words, melody and actions for the Christmas songs</p> <p>Explore the musical instruments and discuss pitch - is it a high/low sound? Move to the sound e.g. sit down for low, stand up for high</p> <p>Role Play: Party Place - invitations, play food, balloons, party hats, etc.</p> <p>End Points: I can perform songs in the Christmas Performance</p> <p>I can learn and perform songs for the Christmas Performance</p> <p>I can experiment with different instruments and their sounds</p> <p>I am building up a repertoire of songs</p>

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