



Literacy

- Rhymes and stories with repeated refrains.
- Listening carefully and talking about stories, learning new vocabulary
- Recognising and naming different parts of a book
- Exploring environmental print
- Sequencing familiar stories, using pictures to retell a story
- Recognising and writing initial sounds (Little Wandle Phonics)
- Sounding out and blending simple words (Little Wandle Phonics)
- Name writing
- Exploring stories from other cultures and traditions, about festivals and celebrations
- Rhyming words
- Non-Fiction texts

Religious Education

Creation and Covenant

- God made our world
- God made me
- God loves us and we are part of a family
- We are part of God's family
- We look after ourselves and each other
- We look after God's world

Prophecy and Promise

- I know that Mary was chosen by God
- Mary and Joseph travelled to Bethlehem
- Jesus was born in a stable
- The Shepherds visited Jesus
- Advent is a time to get ready for Christmas
- Jesus came for the whole world

Maths

NCETM/White Rose:

- Subitizing 1 to 5
- Counting, cardinality and ordinality
- Composition of a number
- Comparison of quantities
- Measuring and patterns

Understanding the World

- Diwali, Bonfire Night, Birthdays and Christmas
- Comparing celebrations (what experiences do we have of past birthday/Christmas celebrations?)
- 'Me and My family' (who is in our family and what relation are they to us? Are all families the same?)
- Seasons- naming seasons and learning how they are changing throughout the term
- Exploring the Senses
- Space - significant figures and understanding these events happened before they were born (timeline)
- Our Planet
- Introducing Children to Google Earth

Expressive Arts and Design

- Nursery rhymes and songs
- Drawing, painting, using different media and tools
- Exploring colours
- Joining materials together
- Exploring sounds
- Using imagination in play to make up stories
- Moving to music
- . Porridge and bread making

Communication and Language

- Welcome to EYFS (settling in activities, making friends, talking through daily routines throughout the day, rules and responsibilities).
- All about me (talking about familiar experiences, who is in my family?, using new vocabulary to describe themselves, looking at similarities and differences between themselves and others, and exploring emotions)
- Re-reading stories to develop language to support discussion about stories.
- Can children relate events to their own lives?

Personal, Social and Emotional Development

- Class rules and routines
- Supporting children to build relationships, friendships and looking after others
- Discussing why we take turns, wait politely, tidy up after ourselves etc
- Being me in my world
- Seeing themselves as a valuable individual
- Celebrating difference, likes and dislikes
- Feelings and emotions

Physical Development

- Threading, cutting, weaving, playdough and other fine motor activities
- Holding a pencil/paintbrush beyond whole hand grasp
- Developing a pencil grip and then beginning to form letters
- Developing good personal hygiene and oral hygiene
- Exploring different ways of moving, changing speed and direction, developing body awareness, balance, spatial and directional awareness.
- Playing co-operation games

PSHE

- Religious understanding
- Understanding our feelings and emotions
- Emotional well-being
- Me, my body, my health