



Foundation

Question	What if our lives never changed?
Bible Verse	Lord, you know everything there is to know about me. You perceive every movement of my heart and soul, and you understand my every thought before it even enters my mind. – Psalm 139: 1-6
Values	Gratitude, Respect, Adventure, Exploration, Acceptance, Happiness
Outcome	Nativity performance
Visits/Visitors	Visit to the church
Core texts	<ul style="list-style-type: none"> • The Owl who was Afraid of the Dark – Jill Tomlinson • The Blue Balloon – Mick Inkpen • The Nativity • Stick Man – Julia Donaldson
Story time texts	<ul style="list-style-type: none"> • Lights for Gita • Peace at Last • Funnybones • An assortment of Christmas stories
Communication and language	
Listening, attention and understanding	<ul style="list-style-type: none"> • Participate in whole class activities, listening to and following simple instructions with focus and attention for periods of time. • Hears and understands key vocabulary, linking this to current knowledge through similar themes. • With support ask questions to further their learning. • To confidently answer 'why' questions about the story they have heard, using information from the text.
Speaking	<ul style="list-style-type: none"> • Begin to show interest in using alternative vocabulary within their sentences. • To extend their sentences using the 'and' connective. • To sequence their experiences with some accuracy and talk about them in detail. • To explore how poems are read and notice how words rhyme, beginning to join in with the recital.
Personal, Social and Emotional Development – we follow the HeartSmart programme.	
Building Relationships	<ul style="list-style-type: none"> • Form some closer friendships and seek them out to initiate play. • Speak to peers within a game or activity to organise play. • Take turns in games, with some adult support required. • Listen to other children when they are talking, taking their ideas and thoughts on board.
Managing self	<ul style="list-style-type: none"> • See themselves as a valuable individual and have confidence in their own abilities. • Abide by most of the rules of the classroom. • Try new activities independently or with peers. • Begin to persevere when something is challenging.
Self-regulation	<ul style="list-style-type: none"> • Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Identify and name some common feelings in themselves or others, • e.g. happy, upset, cross, lonely, worried. • Follow a familiar, routine and instructions independently. • Wait with increased patience, when necessary, e.g. When waiting for their turn with the interactive whiteboard.
Physical Development	
Fine Motor Skills	<ul style="list-style-type: none"> • Shows a preference for a dominant hand and holds a pencil with increased comfort. Applies the static tripod grip. • Is able to manipulate scissors with increased control, cutting a straight line using continuous movements. • Is able to take off and put on their own coat, dressing with minimal support.

	<ul style="list-style-type: none"> Form pictures which are representative applying different shapes.
Gross Motor Skills	<ul style="list-style-type: none"> Can use balancing equipment with increased control and confidence. Can catch a ball using two hands when standing or moving. Starting to explore hopping, by standing on one foot. Begins to throw a ball with increased accuracy and direction. Shows increased balance when standing on one foot or hopping. Can pull themselves up onto higher equipment using their upper body strength.
Literacy	
Comprehension	<ul style="list-style-type: none"> To answer simple questions when asked about what they have read. E.g: retrieval. To make their own predictions. To securely know the features of a fiction book e.g: author, illustrator, title and blurb. To remember key phrases from a familiar story when re-telling it. To know what a fiction book is.
Word Reading	<ul style="list-style-type: none"> To know and identify initial sounds in words. To understand the difference between blending and segmenting. To begin following and touching the phonemes and graphemes as they read them. To begin blending to read simple cvc words using the taught phonemes. To read a short caption. E.g: The tap.
Writing	<ul style="list-style-type: none"> Remember, hold and talk a sentence aloud. Write some or all of their name, beginning to apply improved letter formation. Use their knowledge of letter sounds to confidently write initial sounds. Use their phonic knowledge to begin securely writing CVC words, segmenting their phonemes aloud. To re-read the CVC words they have written and clearly articulate the word, to check it makes sense. E.g: labels. Introduced tricky words are spelt correctly and are beginning to form short captions e.g: The mat, A cat, To dad.
Maths – we follow the NCETM Mastering Number programme.	
Number	<ul style="list-style-type: none"> Subitising to 5. Building numbers out of 1's. Cardinality of 5 using fingers, dice numicon to recognise and represent numbers. Compare using amounts for comparison within their play and everyday experiences. Begin to have an awareness of the composition of 5. Say one number for each item in order: 1,2,3,4,5. (Stable-order counting) and recognise the numeral.
Numerical Patterns	<ul style="list-style-type: none"> Are able to count aloud in order to 5 and beyond. Begin to understand the order of numbers 5-10 Begin to know the days of the week Copy, continue and create an AB pattern. Notice and correct an error in an AB pattern. Use language to describe the relationship between quantities (e.g. 'more than, less than and equal to) Are able to share objects to make an equal group.
Space Shape and Measure	<ul style="list-style-type: none"> Can correctly name the 2D shapes. Combine building blocks to make complex shapes (e.g. arches, crosses) Describe a familiar route using positional language to articulate ideas. Engage with capacity activities and share what they can see happening, knowing when something is empty or full. Begin to understand the concept of time through past, present and future events. Know how to identify different elements of measure such as heavy and light, big and small, long and short.
Understanding the World	
Past and Present	<ul style="list-style-type: none"> Comment on pictures of familiar situations that they have experienced in the past. E.g last week's cooking session. Use vocabulary linked to time with increased accuracy to describe their experiences. Can discuss chronology of who is in their family. Happily engage in non-fiction texts, understanding the difference in the text type.

	<ul style="list-style-type: none"> • Has an awareness of time, such as the days of the week and months in a year. • Increasingly able to order and sequence daily routines based on experiences.
The Natural World	<ul style="list-style-type: none"> • Interact with the natural world and comment on the changes they can see using wider vocabulary. • Name and identify familiar plants and animals within the natural world. • Begin to understand seasonal changes. • Identify different materials, exploring and describing changes to the state. • Show curiosity and ask questions about the natural world.
People, Culture and Communities	<ul style="list-style-type: none"> • Know that there are special times in the year and people celebrate these. • Show an increased awareness of celebrations and can comment on similarities and differences between ones they've experienced. • Can share their experiences of different buildings and landmarks, knowing that there are special places of worship. • Know what a map is.
Expressive Art & Design	
Creating with Materials	<ul style="list-style-type: none"> • Know how to select materials and explain their choices. • Know how to select colours for a purpose. • Paintings and drawings are more representative and begin to include finer details. • Start to work alongside their peers on models, or art work sharing their resources cooperatively.
Being Imaginative and Expressive	<ul style="list-style-type: none"> • Express their feelings, ideas and opinions towards performances, dances or music exposed to. • Sing along to songs with increased accuracy. • Children use musical instruments for a purpose, and engage with this in their play to follow simple beats, rhythms etc. They understand how to control the instrument to create a desired sound. • Participates in small world play, with increased narrative, building up a storyline with their peer, which is increasingly complex and imaginative.