



HOLY TRINITY F1 MEDIUM TERM PLANNING SHEET: ADVENT 2 2023 TOPIC: 'LET'S CELEBRATE!'



What do the children know already?

Feelings - "If you're sad or happy". "Happy". "Sad - a bad feeling".

Bullying - "It makes everyone happy. If anybody pushes they will be sad". "Sad"

Birthdays - "Sad and happy". "Candles". "A birthday cake". "Happy". "When it's your birthday you can have whatever you want". "Presents". "When it's my birthday I get a present."

Advent - None of the children knew anything about Advent

Christmas - "I have a Christmas tree". "Santa gives you presents".

Religious Education: Come & See

Advent/Christmas - Loving: Birthday - Advent is a time of waiting for the celebration of Christ's birth. He is with us and will come again in glory. For Christians, the birth of Jesus changed the world.

Scripture: Isaiah 9:6 *For a child has been born for us, a son given to us; authority rests upon his shoulders; and he is named wonderful Counsellor, Mighty God, everlasting Father, Prince of Peace.*

Catechism of the Catholic Church 437: From the beginning he was 'the one whom the Father consecrated and sent into the world', conceived as 'holy' in Mary's virginal womb. God called Joseph to '*take Mary as your wife, for that which is conceived in her is of the Holy Spirit, so that Jesus 'who is called Christ should be born of Joseph's spouse into the messianic lineage of David.'*

Local Church - Community: Celebrating - The local church gives thanks for God's blessings in its liturgical celebrations and in the way it lives its parish life. Christians belong to the local church community - the parish, which celebrates in a variety of ways. They celebrate tradition and story and find their meaning in Jesus.

Scripture: Matthew 18:20 *Where two or three come together in my name, I am there with them.*

Catechism of the Catholic Church 1140: It is the whole community, the Body of Christ united with its Head, that celebrates. '*Liturgical services are not private functions but are celebrations of the Church, which is the sacrament of unity, namely, the holy people united and organised under the authority of the bishops.'*

British Values

This term the children will be focusing on the British Value of Mutual Respect

Mutual Respect – it means you care about other people's feelings. It means that we treat other people the way we want to be treated which can be difficult especially when others have not shown mutual respect.

Continuous Provision (see separate plan for Intents and Implementations in the other areas)

Date	Book of the week	Communication & Language	Personal, Social & Emotional Development	Physical Development (Funky Fingers & Sports areas)	Literacy (Story Land & Reading Den)	Mathematics	Understanding the World	Expressive Arts and Design (Creative area)	Word of the Week/ Special Events
Week 1	(FEELINGS)								
6th Nov	PSED) Our overall intent is to talk about what makes us happy.								
	<p>'In my heart' by Jo Witek</p> <p>Intent: Knows how to respond to very simple requests especially when shown first by an adult.</p> <p>Implementation: Book of the week Topic vocab. Circle time discussing feelings - how do we know if others are feeling happy? Can you show me a happy face?</p> <p>Vocab: feelings, happy, smiling, colours, faces</p>	<p>Intent: Knows how to respond to very simple requests especially when shown first by an adult.</p> <p>Implementation: Book of the week Topic vocab. Circle time discussing feelings - how do we know if others are feeling happy? Can you show me a happy face?</p> <p>Vocab: feelings, happy, smiling, colours, faces</p>	<p>Intent: Know how to play alongside others.</p> <p>Implementation: Adults to model during busy times.</p>	<p>GMS intent: Know how to stand one one foot with support.</p> <p>Implementation: stepping stones to be out and modelled in the outdoor area</p> <p>FMS intent: Know how to use a fist grip or fist grip comfortably.</p> <p>Implementation: Playdough, rolling pins, tools -make feeling faces. Drawing with crayons, pens, pencils -feeling faces Loose parts using larger resources eg. conkers -make faces</p>	<p>Intent: Know that print has meaning.</p> <p>Implementation: Book of the week Adult modelling in Story Land Fred's RWI story of the week</p>	<p>Intent: To know how to show some understanding of 'now' and 'next'. To know how to talk about the routine of the day and use language like 'before' and 'after'.</p> <p>Implementation: Timetable photos for sequencing Acting out and ordering the events leading up to going to school How to wash our hands</p>	<p>Intent: Knows how to play with small-world models such as a farm, a garage or a train track.</p> <p>Implementation: Train track in the tuff tray</p>	<p>Intent: Know how to explore colour and colour mixing.</p> <p>Implementation: Investigate mixing paint to create different colours.</p>	<p>Remembrance</p> <p>Tues/Weds - Parents' evenings SEND reviews</p> <p>Sat - Armistice Day</p> <p>Sun - Diwali</p>

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Week 2	(FEELINGS - ANTI-BULLYING WEEK)								
	(PSED) Our overall intent is to talk about what makes us sad or angry and what we can do about it.								
13th Nov	<p>'In my heart' by Jo Witek</p>	<p>Intent: Know how to make requests using two words. Implementation: Book of the week Topic vocab. Encourage the children to make choices at busy time as to where they want to go. Vocab: sad, angry, feelings, safe, calm, unhappy</p>	<p>Intent: Know how to play alongside others. Implementation: Adults to model during busy times.</p>	<p>GMS intent: Know how to use my feet to scoot along on a trike. Implementation: Ride on toys in the sports area. FMS intent: Know how to use a fist grasp or fist grip comfortably. Implementation: Playdough, rolling pins, tools -make feeling faces. Drawing with crayons, pens, pencils -feeling faces Loose parts using larger resources eg. conkers -make faces</p>	<p>Intent: Know that print has meaning. Implementation: Book of the week Adult modelling in Story Land Fred's RWI story of the week</p>	<p>Intent: To know how to start to fit shapes into board puzzles or shape sorters. To know how to begin to build using simple blocks. Implementation: wooden shape puzzles wooden blocks for building</p>	<p>Intent: Knows how to play with small-world models such as a farm, a garage or a train track. Implementation: Garage and cars in the tuff tray</p>	<p>Intent: Know how to explore colour and colour mixing. Implementation: Investigate mixing colours related to different feelings.</p>	<p>Resilience Anti-bullying week Fri-Children In Need day</p>

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Week 3	(BIRTHDAYS)								
	(UW) Our overall intent is to understand what birthdays are and ways that we celebrate them.								
20th Nov	'Kipper's birthday' by Mick Inkpen	<p>Intent: Knows how to understand simple questions. Knows how to start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'</p> <p>Implementation: Book of the week Book detectives - answering simple questions about the story. Discovery time - questions about the children's birthdays and how they are celebrated.</p>	<p>Intent: To know that some things are mine, some things are shared and some things belong to other people.</p> <p>Implementation: Circle time discussion about birthdays - only the person whose birthday gets presents, is this fair? Should they share their presents with their friends?</p>	<p>FMS Intent: Know how to use a palmer grasp and four-finger grip.</p> <p>Implementation: Pencils, pens, chalks, crayons for mark making/drawing - birthday presents, candles on cakes , birthday cards etc.</p> <p>GMS intent: Know how to climb onto furniture.</p> <p>Implementation: Tunnel Obstacle course using stepping stones, planks and crates</p>	<p>Intent: To know about page sequencing</p> <p>Implementation: Teacher models holding books the right way up and turning one page at a time. Adult modelling in Story Land/Reading Den Fred's RWI story of the week to be put in Story Land</p>	<p>Intent: To know to see some shapes in pictures and can start to make pictures using shapes.</p> <p>Implementation: 2D shapes Pictures made up of 2D shapes</p>	<p>Intent: Knows their own life-story</p> <p>Implementation: Share photos of the children celebrating their birthday (DOJO) Circle time discussion - how do the children and their families celebrate birthdays?</p>	<p>Intent: Know how to explore colour and colour-mixing.</p> <p>Implementation: Paint, paintbrushes, palettes. Paint an invitation for Fred's birthday party next week.</p>	<p>St Hugh</p> <p>Fri - National Youth Fun Day/Retreat Day</p>

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Week 4	(BIRTHDAYS/ADVENT)								
	(PSED) Our overall intent is to understand what Advent is and why it is a special time and to work together to plan and celebrate a special birthday.								
27th Nov	<p>'Kipper's birthday' by Mick Inkpen</p> <p>Intent: Knows how to use everyday words to talk about people I know. Know how to join in with rhymes and songs by making sounds and by moving your body.</p> <p>Implementation: Book of the week Discovery time - talking about ways we celebrate other people's birthdays.</p> <p>Celebrate Fred Frog's birthday - sing 'happy birthday', have a party.</p>	<p>Intent: Know how to play alongside others. Know how to enjoy the responsibility of carrying out small tasks.</p> <p>Implementation: Plan a birthday party for Fred Frog and make things for the party eg. hats, presents.</p>	<p>FMS Intent: Know how to use a palmer grasp and four-finger grip.</p> <p>Implementation: Wrapping paper, boxes, sellotape, scissors Wrapping presents for Fred's birthday. Postbox, cards, pencils, crayons Make a card for Fred and post it in the postbox.</p> <p>GMS intent: Know how to use my feet to scoot along on a trike.</p> <p>Implementation: Ride on toys in the sports area.</p>	<p>Intent: To know about page sequencing</p> <p>Implementation: Teacher models holding books the right way up and turning one page at a time. Adult modelling in Story Land/Reading Den Fred's RWI story of the week to be put in Story Land</p>	<p>Intent: To know and understand position through words alone – for example, "The bag is under the table," –with no pointing.</p> <p>Implementation: Beanbags to place in different positions around the classroom Images of objects in different positions Class teddy placed in different positions</p>	<p>Intent: Knows that my new friends have similarities and differences that connect them to, and distinguish them from, others.</p> <p>Implementation: Circle time discussion - how do the children celebrate birthdays? - do we all celebrate in the same way?</p>	<p>Intent: To be able to sing a few familiar songs. To be able to enjoy joining in with dancing and ring games.</p> <p>Implementation: Singing 'happy birthday' to Fred. Dancing and playing games at the party.</p>	<p>Advent</p> <p>Thursday - St Andrew's day</p>	

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Week 5	(CHRISTMAS) (C&L) Our overall intent is to listen to and understand the Christmas Story								
4th Dec	<p>'Little Owl and the star' by Mary Murphy</p> <p>('The Nativity Story')</p>	<p>Intent: Know how to concentrate for slightly longer periods. (3 minutes 6 minutes)</p> <p>Implementation: Listen to and be able to recall some parts of the book of the week and the Nativity Story.</p>	<p>Intent: Know how to join in a range of activities that interest me.</p> <p>Implementation: Adult support, encouragement and modelling during busy times.</p>	<p>FMS Intent: Know how to use a palmer grasp and four-finger grip.</p> <p>Implementation: crayons, outlines of characters from the Nativity story, lollipop sticks, sellotape, scissors</p> <p>-colour characters and stick to lollipop sticks to make puppets.</p> <p>Black paper, yellow pens</p> <p>-draw stars in the night sky'</p> <p>Brown paper, owl outline</p> <p>-rip paper to collage the owl from the story</p> <p>GMS Intent: Know how to attempt to kick a ball.</p> <p>Implementation: Large balls, cones as 'goal'</p>	<p>Intent: To know that we read English text from left to right and from top to bottom.</p> <p>Implementation: Teacher models tracing their finger over the text when reading.</p> <p>Adult modelling in Story Land/Reading Den</p> <p>Fred's RWI story of the week to be put in Story Land</p>	<p>Intent: To know and show an understanding of simple comparisons like 'more'</p> <p>Implementation: Counting teddies</p> <p>Cubes</p> <p>Five frames</p> <p>Which shepherd has the most sheep?</p>	<p>Intent: Knows how to play with small-world models such as a farm, a garage or a train track.</p> <p>Implementation: Stable and Nativity characters for children to play with during busy times.</p>	<p>Intent: Know how to use various construction materials.</p> <p>Implementation: Junk modelling - cereal boxes etc to create the stable where Jesus was born.</p> <p>Adult to support/model in the creative area.</p>	Hope

Date	Book of the week	Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Word of the Week/Special Events
Week 6	(CHRISTMAS)								
	(EAD) Our overall intent is to join in with singing special songs to celebrate Christmas and play musical instruments to accompany them.								
11th Dec	<p>'Little Owl and the star' by Mary Murphy</p> <p>('The Nativity Story')</p>	<p>Intent: Know how to join in with rhymes and songs by making sounds and by moving body</p> <p>Implementation: Singing songs for the Christmas celebration.</p>	<p>Intent: Know how to enjoy the responsibility of carrying out small tasks.</p> <p>Implementation: Adults give encouragement and praise when children come to do a specific task during busy times.</p> <p>Class jobs eg. 'inspector', 'mat monitor'</p>	<p>FMS Intent: Know how to use a palmer grasp and four-finger grip.</p> <p>Implementation: Empty containers, pasta, sellotape.</p> <p>- pick up pasta and fill containers to make shakers.</p> <p>Beads, crown templates</p> <p>- pick up and place beads to decorate crowns for the three wise men.</p> <p>GMS Intent: Know how to control my whole body and am able to negotiate space and objects.</p> <p>Implementation: spots, cones, stepping stones</p>	<p>Intent: To know how to enjoy drawing freely</p> <p>Implementation: During Book of the Week time the teacher models drawing a picture of a character/event from the story.</p> <p>Clipboards, paper and pencils to be placed in Story Land.</p> <p>Adult modelling in Story Land/Reading Den</p> <p>Fred's RWI story of the week to be put in Story Land</p>	<p>Intent: To know how to mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc).</p> <p>To know how to experiment with their own symbols and marks as well as numerals.</p> <p>Implementation: Chalks on the playground</p> <p>Whiteboard pens and boards</p> <p>Large paper and pens</p> <p>How many presents/elves are in Santa's sleigh/workshop?</p> <p>- mark make to represent the number.</p>	<p>Intent: Knows how to play with small-world models such as a farm, a garage or a train track.</p> <p>Implementation: Stable and Nativity characters for children to play with during busy times.</p>	<p>Intent: Know how to create sounds by banging, shaking, tapping or blowing.</p> <p>Know how to show an interest in the way musical instruments sound.</p> <p>To be able to sing a few familiar songs.</p> <p>Implementation: Musical instruments to accompany songs for the Christmas celebration.</p> <p>Musical instruments out for children to explore during busy times.</p>	<p>Peace</p> <p>Christmas celebration for parents??</p>

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Week 7	(CHILD INITIATED TOPIC/CHRISTMAS)								
18th Dec (4 days)	'Kipper's Christmas Eve'/'The best Christmas ever??'	<p>Intent: Knows how to copy sounds and words a lot</p> <p>Implementation: Book of the week Topic vocab.</p>	<p>Intent: Know how to enjoy the responsibility of carrying out small tasks. Know how to welcome praise for what they have done.</p> <p>Implementation: Adults give encouragement and praise when children come to do a specific task during busy times. Class jobs eg. 'inspector', 'mat monitor'</p>	<p>FMS Intent: Know how to use a palmer grasp and four-finger grip.</p> <p>Implementation:</p> <p>GMS Intent: Know how to stand on one foot with support</p> <p>Implementation: spots, cones, stepping stones. Hopscotch drawn on the ground in the sports area.</p>	<p>Intent: To know how to add marks to their drawings, which they give meaning to. For example, "That says mummy."</p> <p>Implementation: During Book of the Week time the teacher models drawing a picture of a character/event from the story and adding a simple label to say what/who it is. Clipboards, paper and pencils to be placed in Story Land. Adult modelling in Story Land/Reading Den Fred's RWI story of the week to be put in Story Land</p>	<p>Intent: To know how to fill and empty a container. To know how to use small world play to experiment with size, shape, differences and similarities.</p> <p>Implementation: Different size containers in the water tray Pouring a drink to leave for Santa on Christmas Eve Different size Christmas presents to go on Santa's sleigh</p>	<p>Intent: Knows about and notices features of objects in the environment</p> <p>Implementation:</p>	<p>Intent: Know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects Know how to begin to use representation to communicate.</p> <p>Implementation:</p>	<p>Joy</p> <p>Monday - Christmas party</p> <p>Friday - INSET day</p>

Communication & Language	
Listening, Attention & Understanding	Speaking
<ul style="list-style-type: none"> • Has single channelled attention, may find it difficult to focus on more than one thing at a time. • Know how to concentrate for slightly longer periods. (3 minutes 6 minutes) • Know how to join in with rhymes and songs by making sounds and by moving body. • Know how to respond to adults making sounds and moving their bodies • Know how to respond to my own name and will change my activity when encouraged to by adults • Know how to be able to match objects to names and will bring my favourite toy when asked. • Know how to respond to very simple requests especially when shown first by an adult. • Know how to be able to anticipate actions and sounds from an action toy. • Know how to explore objects using my senses. • Know how to be able to understand and respond to more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'. • Know how to identify my own friends. • Know how to operate some ICT or mechanical toys. • Knows how to understand simple questions "who is jumping" 	<ul style="list-style-type: none"> • Knows how to copy sounds and words like 'all gone'. • Knows how to make requests using two words. • Knows how to use everyday words to talk about people I know. • Knows how to copy sounds and words a lot. • Knows how to use 50 or more single words. These will also become more recognisable to others. • Knows how to start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'

Personal, Social & Emotional Development		
Managing Self	Building Relationships	Self-Regulation
<ul style="list-style-type: none"> • To know that some things are mine, some things are shared and some things belong to other people. • To know that they can gain comfort from familiar adults, when needed. • To know how to respond to the feelings and wishes of others. • To know they have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • To know they have a growing ability to distract themselves when upset, e.g. by engaging in a new play activity. • To know how to develop appropriate ways of being assertive. 	<ul style="list-style-type: none"> • Know how to play alongside others. • Know how to use a familiar adult as a secure base from which to explore independently in new environments, e.g. venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious. 	<ul style="list-style-type: none"> • Know how to explore new toys and environments, but I 'check in' regularly with familiar adult as and when needed. • Know how to separate from my main carer with support and encouragement from a familiar adult. • Know how to join in a range of activities that interest me. • Know how to develop their sense of responsibility • Know how to enjoy the responsibility of carrying out small tasks. • Know how to welcome praise for what they have done.

Physical Development	
Fine Motor Skills	Gross Motor Skills
<ul style="list-style-type: none"> • Know how to use a fist grasp or fist grip comfortably. • Know how to use a palmer grasp and four-finger grip. 	<ul style="list-style-type: none"> • Know how to walk confidently. • Know how to walk upstairs with my hand held. • Know how to use my feet to scoot along on a trike. • Know how to climb onto furniture. • Know how to run but sometimes fall. • Know how to squat to pick up toys. • Know how to climb into a large chair and turn to sit. • Know how to carry large toys. • Know how to attempt to kick a ball. • Know how to stand on one foot with support. • Know how to control my whole body and am able to negotiate space and objects. • Know how to run safely on my whole foot. • Know how to move spontaneously within available space. • Know how to walk upstairs or downstairs holding onto a rail, two feet on a step.

Literacy	
Writing	Comprehension and Word Reading
<ul style="list-style-type: none"> • To know how to enjoy drawing freely • To know how to add marks to their drawings, which they give meaning to. For example, "That says mummy." • To know that I can make marks to represent letters 	<ul style="list-style-type: none"> • To know that print has a meaning. • To know that we read English text from left to right and from top to bottom. • To know about page sequencing.

Mathematics		
Number	Numerical Patterns	Shape, Space and Measures
<ul style="list-style-type: none"> • To know how to mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc). • To know how to experiment with their own symbols and marks as well as numerals. • To know how to sort objects using one simple criteria. 	<ul style="list-style-type: none"> • To know how to recite some number names in sequence (not necessarily understand at this stage). • To know to bring one or two objects when an adult requests. • To know and show an understanding of simple comparisons like 'more'. 	<ul style="list-style-type: none"> • To know how to start to fit shapes into board puzzles or shape sorters. • To know how to begin to build using simple blocks. • To know how to fill and empty a container. • To know how to show some understanding of 'now' and 'next'. • To know to see some shapes in pictures and can start to make pictures using shapes. • To know how to use small world play to experiment with size, shape, differences and similarities. • To know and understand position through words alone – for example, "The bag is under the table," –with no pointing. • To know how to talk about the routine of the day and use language like 'before' and 'after'.

Understanding the World		
Past and Present	People, Culture and Communities	The Natural World
<ul style="list-style-type: none"> • Knows their own life-story 	<ul style="list-style-type: none"> • Knows own immediate family and relations. • Knows how to develop positive attitudes about the differences between people. • Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Knows that my new friends have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> • Knows how to play with small-world models such as a farm, a garage or a train track. • Knows about and notices features of objects in the environment • Knows how to use all their senses in hands-on exploration of natural materials. • Knows to show care and concern for living things and the environment

Expressive Arts and Design	
Creating with materials	Being imaginative and expressive
<ul style="list-style-type: none">• Know how to sing some favourite songs.• To be able to sing a few familiar songs.• Know how to create sounds by banging, shaking, tapping or blowing.• Know how to show an interest in the way musical instruments sound.• Know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.• To be able to enjoy joining in with dancing and ring games.• Know how to experiment with blocks, colours and marks• Know how to explore colour and colour-mixing.• Know how to use various construction materials.	<ul style="list-style-type: none">• Know how to begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'• Know how to make-believe by pretending (starting to)• Know how to take part in simple pretend play, using an object to represent something else even though they are not similar.