



Holy Trinity F2 Learning Landscape: Advent 2 2023



Topic: "Let's Celebrate!"

What do the children know already/What do they want to know?

Wk1 - What do you know about Remembrance/poppy Day? What do you know about Diwali?

When someone dies we put a poppy near them

Wk2 - What do you know about being good friends?

You can't push anybody, no hitting, no biting, helping, sharing our things, play together

Wk3 - What do you know about autumn?

Leaves fall off the trees, the flowers fall off the bushes, it gets cold, the leaves change colour - brown, red, orange, purple, pink

Wk4 - What do you know about hibernation? What do you know about Advent?

Bears, owls, lots of things hides, the animals hide n their homes and collect all their food, rabbits go in their hole

Wk5 - What do you know about birthdays?

Cake and its delicious, candles, balloons, presents, we can play games, cupcakes, party, outings

Wk6 - What do you know about the very first Christmas? How do you celebrate Christmas?

He was born on Christmas - baby Jesus, Father Christmas comes down the chimney, have presents, milk and cookies, stockings, Christmas trees, presents under the tree, lights up, stars up,

Wk7 - What do you know about Christingle?

Religious Education: Come & See

WELCOME

The sacraments are actions and signs, which deepen communion with God the Father, Son and Holy Spirit. At Baptism, the church invites and welcomes the person into the church family. The Sacrament of Baptism is the basis of all Christian life.

Big Question: Why is welcome important?

Lesson Aims: To recognise some of the things which happen in Baptism. AT1 (i). To recognise some words and pictures in Baptism. AT1 (ii). To recognise how we welcome people into our own and God's family. AT1 (iii).

Scripture: John 15: 9 I love you just as the Father loves me; remain in my love.

Catechism of the Catholic Church 1267: Baptism makes us members of the Body of Christ: 'Therefore... we are members of one another.' Baptism incorporates us into the church.

BIRTHDAY

Advent is a time of preparation to celebrate Jesus' first coming on earth.

Big Question: Why do we celebrate birthdays?

Lesson Aims: To recognise the Christmas story. AT1 (i). To recognise some Christmas words and pictures. AT1 (ii). To recognise how we get ready for Christmas. AT1 (iii)

Scripture: Matthew 2: 1 - 12

Catechism of the Catholic Church 744: In the fullness of time the Holy Spirit completes in Mary all the preparations for Christ's coming among the People of God.



British Values

This term children will be exploring the British Value of *Mutual Respect*. They will learn that 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.

Week beginning: 6th November 2023 – Remembrance and Diwali

Our overall **INTENT** for the week is for the children to know that Diwali means rows of lighted lamps. It is a festival of lights and Hindus celebrate it with joy. We celebrate Remembrance Day to remember and give thanks to all the soldiers who fought for our country.

Our Number **INTENT** is to find, subitise and represent 1, 2 and 3

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
<p>"Rama and Sita" The Story of Diwali by Malachy Doyle</p>	<p>Intent: SP ☺ Know and be able to start to link simple sentences. Using connectives. ☺ Know how to and be able to explain in simple sentences, including ordering, stating what happened and what might happen. LAU: ☺ Know how to be able to remember and join in with rhymes and stories I like ☺ Know how to be able to ask and respond to 'why' questions. ☺ Know and to be able to follow a story with props and pictures.</p> <p>Implementation: ☺ Talk partners ☺ Stem sentences taken from the story ☺ Cosy Corner - retelling the story using puppets and sequencing pictures from the story</p> <p>Book vocab - warrior, demon, golden anklet, fluttering, pierced and Hindu</p> <p>Topic vocab - festival, light, oil lamp, celebration, remember, poppy, soldiers, war, battle, Remembrance Day.</p>	<p>Intent SR ☺ Know how to tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met. BR: ☺ Know how to demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</p> <p>Implementation: ☺ Weekly Talk Time (PSHE) lesson - focus on the British Value of 'Mutual Respect'</p>	<p>Intent GM ☺ I can move freely by shuffling and rolling</p> <p>Implementation: ☺ Weekly P.E lesson</p> <p>FM: ☺ I can hold a mark making tool using a pincer grip</p> <p>Implementation: ☺ Message Centre - Practicing drawing given shapes and their name ☺ Equipment: Various writing tools - pencils, wax crayons, white chalk and coloured chalk</p>	<p>Intent: Comprehension and Word Reading ☺ I know how to talk about events and characters in books. ☺ I know how to tell a story to friends. ☺ I know how to read individual letters by saying the sounds for them (Set 1 Single sounds and Special Friends) ☺ I know how to segment and blend simple words, using 'Fred Talk, Say the Word', demonstrating my knowledge of sounds independently. ☺ I know how to use Fred Talk to read Green Words (Word Time.....)</p> <p>Implementation: ☺ Everywhere Bear's Book of the Week ☺ Daily RWI session ☺ Reading Den - Story of Three Billy Goats Gruff with story props</p> <p>Writing: ☺ I know how to begin to form recognisable letters, some of them correctly. ☺ I know how to write all of my name.</p> <p>Implementation: ☺ Daily RWI handwriting ☺ Draw a story map of Rama and Sita's adventure ☺ Sequence the story</p>	<p>Intent: - It's me 1, 2, 3 ☺ Find 1, 2 and 3 ☺ Subitise 1, 2 and 3 ☺ Represent 1, 2 and 3</p> <p>Implementation: ☺ Sing 'Three Blind Mice' picture cards showing ☺ Use picture cards showing different representations of 1, 2 and 3 ☺ Go on a number hunt finding 1, 2 and 3 ☺ Sing 'When I Was One, I Banged My Thumb' ☺ Play a simple track game with small world creatures or characters. ☺ Sing 'Hickory Dickory Dock' ☺ Read 'Goldilocks and the Three Bears' ☺ Introduce and use 5 frames ☺ Prepare for Baby Bear's 3rd birthday.</p> <p>Vocab: Altogether Subitise Group</p>	<p>Intent: Past & Present Knows how to comment on images of familiar situations in the past. People, Culture, and communities Know and to be able to see some similarities and differences between people. Know and to be able to show interest in the lives of other people or events.</p> <p>Implementation: ☺ Book of the week ☺ Watch 'My First Festivals' https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-diwali ☺ Watch Preparing for Diwali' - https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali ☺ Watch https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance ☺ Remembrance Day - make poppies ☺ Watch 'Cbeebies Poppies animation' - https://www.youtube.com/watch?v=pv_ub7Be7oA</p>	<p>Intent: Creating with materials ☺ Know how to use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Implementation: ☺ Make own paper plat Diwali lamp</p>  <p>☺ Draw their own poppy ☺ Collage materials to make their own poppy</p>  <p>Thursday art session with Miss Grimwood - making Diwali lanterns</p>	<p>WOW: Remembrance</p> <p>Monday - P.E</p> <p>Tuesday - Parents' Evening and Individual photos</p> <p>Wednesday - Parents' Evening</p> <p>Friday - Whole School Remembrance Day Worship</p> <p>Diwali - Sunday</p> <p>Family Friday - Funky Fingers - 2.45pm</p> <p>Sue Bennet to see OS 11am</p>

Week beginning: 13th November 2023 – Anti-Bullying Week

This week's overall **INTENT** is to understand how to be a good friend and the importance of sharing and playing well with others. To celebrate what makes each one of us unique.

Our Number **intent** is to find 1 more, 1 less and to know that numbers are made up of smaller numbers

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
<p>"Elmer" by David Mckee and "Elmer Again" by David Mckee</p>	<p>Intent: SP</p> <ul style="list-style-type: none"> ☺ Know and be able to start to link simple sentences. Using connectives. ☺ Know how to and be able to explain in simple sentences, including ordering, stating what happened and what might happen. <p>LAU:</p> <ul style="list-style-type: none"> ☺ Know how to able to remember and join in with rhymes and stories I like ☺ Know how to be able to ask and respond to 'why' questions. ☺ Know and to be able to follow a story with props and pictures. <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Talk partners ☺ Stem sentences taken from the story ☺ Cosy Corner - retelling the story using puppets and sequencing pictures from the story <p>Book Vocab - herd, patchwork, parade, the rain cloud burst and ordinary.</p> <p>Topic vocab - friend, celebrate, differences and unique</p>	<p>Intent: Self-regulation</p> <ul style="list-style-type: none"> ☺ Know how to be aware of my own feelings, and know that some actions and words can hurt others' feelings. <p>Implementation</p> <ul style="list-style-type: none"> ☺ Discuss different feelings - practise facial expressions to show different emotions. ☺ What should we do if someone has hurt/upset us? - Who can we TELL? ☺ What makes a good friend? How can we be a good friend? ☺ Create a class "friendship promise" - all children to 'sign' it ☺ Make 'friendship potion' ☺ Create a 'chain of friendship' to go across the classroom using a paper chain with children's names/drawn pictures on. 	<p>GM</p> <ul style="list-style-type: none"> ☺ I can move freely by slithering and crawling <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Weekly P.E lesson <p>FM:</p> <ul style="list-style-type: none"> ☺ I can hold a mark making tool using a pincer grip <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Message Centre - Practicing drawing given shapes and their name ☺ Equipment: Various writing tools - pencils, wax crayons, white chalk and coloured chalk 	<p>Intent: Comprehension and Word Reading</p> <ul style="list-style-type: none"> ☺ I know how to talk about events and characters in books. ☺ I know how to tell a story to friends. ☺ I know how to read individual letters by saying the sounds for them (Set 1 Single sounds and Special Friends) ☺ I know how to segment and blend simple words, using 'Fred Talk, Say the Word', demonstrating my knowledge of sounds independently. ☺ I know how to use Fred Talk to read Green Words (Word Time.....) <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Everywhere Bear's Book of the Week ☺ Daily RWI session ☺ Reading Den - Story of Three Billy Goats Gruff with story props <p>Writing:</p> <ul style="list-style-type: none"> ☺ I know how to begin to form recognisable letters, some of them correctly. ☺ I know how to write all of my name. <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Daily RWI handwriting ☺ Write ☺ Write 	<p>Intent: It's me 1, 2, 3</p> <ul style="list-style-type: none"> ☺ 1 more ☺ 1 less and ☺ Composition of 1, 2 and 3 <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Read 'The Gingerbread Man' ☺ Sing 'One Elephant Went Out to Play' ☺ Play 'Play What's the Time Mr Wolf' (to 3) ☺ Sing 'Three Little Speckled Frogs' ☺ Read 'A Squash and a Squeeze by Julia Donaldson' ☺ Use and enact 1 less pattern stories to model the pattern of 1 less. ☺ Read The Three Billy Goats Gruff ☺ Count double-sided counters ☺ Use dominoes to count/recognise 1, 2 and 3 <p>Vocab:</p> <p>How many More 1 more than number after 1 less than Altogether</p>	<p>Intent: People, Culture and Communities</p> <ul style="list-style-type: none"> ☺ Know and to be able to see some similarities and differences between people. <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Books of the week ☺ Share something different about themselves that they are pleased with, e.g, the colour of their hair/eyes/shoes, a skill they have, something they are looking forward to doing, and so on. ☺ Talk about how Elmer felt different because of his bright colours and desperately wanted to fit in. 	<p>Intent: Creating with Materials</p> <ul style="list-style-type: none"> ☺ Know how to explore colour and how colours can be changed. ☺ Know how to use various construction materials. <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Children to create their own Elmer - junk modelling <p>Thursday art session with Miss Grimwood - colour mixing a collaborative Elmer master piece.</p>	<p>WOW: Resilience</p> <p>Friday - Children in Need Day</p>

Week beginning: 20th November 2023 – “Autumn Watch”

This week's **INTENT** is for the children to know that Autumn is a time of change. Leaves change colour and fall from trees. Animals begin to prepare for winter, this is called hibernation.


Our Number **intent** is to identify, name and recognise circles and triangles

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
<p>"The Very Helpful Hedgehog" by Rosie Wellesley</p>	<p>Intent: SP ☺ Know and be able to start to link simple sentences. Using connectives. ☺ Know how to and be able to explain in simple sentences, including ordering, stating what happened and what might happen. LAU: ☺ Know how to be able to remember and join in with rhymes and stories I like ☺ Know how to be able to ask and respond to 'why' questions. ☺ Know and to be able to follow a story with props and pictures.</p> <p>Implementation: ☺ Talk partners ☺ Stem sentences taken from the story ☺ Cosy Corner - retelling the story using puppets and sequencing pictures from the story</p> <p>Book vocab - paddock, grub, feasts, alone</p> <p>Topic vocab - autumn, season, hibernation, orchard, remember, poppy, soldiers, war, battle, Remembrance Day.</p>	<p>Intent: MS ☺ know how to be outgoing towards unfamiliar people and more confident in new social situations. ☺ know how to show confidence in asking adults for help.</p> <p>Implementation: ☺ Weekly Talk Time (PSHE) lesson with a focus on Resilience (School Virtues)</p>	<p>Intent: GM ☺ I can move freely by sliding</p> <p>Implementation: ☺ Weekly P.E lesson</p> <p>FM: ☺ I can hold a mark making tool using a pincer grip</p> <p>Implementation: ☺ Message Centre - Practicing drawing given shapes and their name ☺ Equipment: Various writing tools - pencils, wax crayons, white chalk and coloured chalk</p>	<p>Intent: Comprehension and Word Reading ☺ I know how to talk about events and characters in books. ☺ I know how to tell a story to friends. ☺ I know how to read individual letters by saying the sounds for them (Set 1 Single sounds and Special Friends) ☺ I know how to segment and blend simple words, using 'Fred Talk, Say the Word', demonstrating my knowledge of sounds independently. ☺ I know how to use Fred Talk to read Green Words</p> <p>Implementation: ☺ Everywhere Bear's Book of the Week ☺ Daily RWI session ☺ Reading Den - Story of Snow White with story props</p> <p>Writing: ☺ I know how to begin to form recognisable letters, some of them correctly. ☺ I know how to write all of my name.</p> <p>Implementation: ☺ Daily RWI handwriting ☺ Write a shopping list for ingredients needed for making an apple crumble ☺ Write a name label for my hibernation home</p>	<p>Intent: Circles and Triangles ☺ Identify and name circles and triangles ☺ Identify shapes in the environment ☺ Describe position</p> <p>Implementation: ☺ Sing My Hat, It Has Three Corners ☺ Sort circular and triangular shapes into two groups ☺ Kandinsky's Circles in a Circle and Stained in Triangles ☺ Explore shape pictures with circles and triangles ☺ Go on a shape hunt ☺ Read We're Going on a Bear Hunt by Michael Rosen ☺ Read Rosie's Walk by Pat Hutchins ☺ Set up an obstacle course around the outdoor area.</p> <p>Vocab: Shape same/different circle triangle</p>	<p>Intent: The Natural World ☺ Knows about and is developing an understanding of growth, decay and changes over time. ☺ Knows how to show care and concern for living things and the environment ☺ Knows how to explore the natural world around them. ☺ Knows how to talk about some of the things I have observed such as plants, animals, natural and found objects.</p> <p>Implementation: ☺ Book of the week ☺ Look at seasonal autumnal changes - autumn walk - create a leaf crown ☺ Find out about hibernation</p>	<p>Intent: Creating with Materials ☺ Know how to show interest in and describe the texture of things ☺ Know how to use various construction materials. ☺ Know how to begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. ☺ Know how to join construction pieces together to build and balance.</p> <p>Implementation: ☺ Make clay hedgehogs and collect sticks for its spikes ☺ Make apple crumble</p> <p>Thursday art session with Miss Grimwood - Autumn leaf printing and rubbings</p>	<p>WOW: St. Hugh</p> <p>Friday - Whole School Retreat Day - National Youth Fun Day</p> <p>Family Friday - Number - 2.45pm</p>

Week beginning: 27th November 2023 – “Autumn Watch” & Advent

This week's **INTENT** is for the children to know that hibernators like dark, quiet winter homes. Some go underground or into caves. They may line their hibernation place with grass, hair, and other materials. Some hibernators collect and store food before hibernating. 'Advent' is the time getting ready for Jesus' birth. It is about preparing for Christmas Day. It is the time before Christmas.

Our Number **intent** is to say the number names 'one' to 'five' and to match the verbal number names to numerals and quantities. To Find, subitise and represent the numbers 4 and 5

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
<p>"Wide-awake Hedgehog" by Rosie Wellesley</p>	<p>Intent: SP</p> <ul style="list-style-type: none"> ☺ Know and be able to start to link simple sentences, including connectives. ☺ Know how to and be able to explain in simple sentences, including ordering, stating what happened and what might happen. <p>LAU:</p> <ul style="list-style-type: none"> ☺ Know how to able to remember and join in with rhymes and stories I like ☺ Know how to be able to ask and respond to 'why' questions. ☺ Know and to be able to follow a story with props and pictures. <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Talk partners ☺ Stem sentences taken from the story ☺ Cosy Corner - retelling the story using puppets and sequencing pictures from the story <p>Book vocab</p> <p>Topic vocab - advent, Jesus, preparing, birthday, Jesse tree, old testament, new testament</p>	<p>Intent: MS:</p> <ul style="list-style-type: none"> ☺ enjoy the responsibility of carrying out small tasks. <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Weekly TenTen lesson. This week's learning intent is to know that we are created individually by God as part of His creation plan. We are all God's children and are special. Our bodies were created by God and are good. We can give thanks to God! ☺ Look after our altar area ☺ Create a thank you prayer to God for making us - link to <i>Myself</i> topic from <i>Advent 1</i> 	<p>Intent: GM</p> <ul style="list-style-type: none"> ☺ I can push and pat objects such as balls <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Weekly P.E lesson <p>FM:</p> <ul style="list-style-type: none"> ☺ I can hold a mark making tool using a pincer grip <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Message Centre - Practicing drawing given shapes and their name ☺ Equipment: Various writing tools - pencils, wax crayons, white chalk and coloured chalk 	<p>Intent: Comprehension and Word Reading</p> <ul style="list-style-type: none"> ☺ I know how to talk about events and characters in books. ☺ I know how to tell a story to friends. ☺ I know how to read individual letters by saying the sounds for them (Set 1 Single sounds and Special Friends) ☺ I know how to segment and blend simple words, using 'Fred Talk, Say the Word', demonstrating my knowledge of sounds independently. ☺ I know how to use Fred Talk to read Green Words <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Everywhere Bear's Book of the Week ☺ Daily RWI session ☺ Reading Den - Story of Snow White with story props <p>Writing:</p> <ul style="list-style-type: none"> ☺ I know how to begin to form recognisable letters, some of them correctly. ☺ I know how to write all of my name. <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Daily RWI handwriting ☺ Write a list of things they need to make their hibernation homes 	<p>Intent: 1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> ☺ Find 4 and 5 ☺ Subitise 4 and 5 ☺ Represent 4 and 5 <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Sort different representation of 4 and 5 cards ☺ Join 4 or 5 multilink cubes together in different ways. ☺ Sing 1, 2, 3, 4, 5, Once I Caught a Fish Alive ☺ count to 5 on their fingers and count back from 5 ☺ Count different arrangements of objects <p>Vocab: Count Altogether</p>	<p>Intent: The Natural World</p> <ul style="list-style-type: none"> ☺ Knows about and is developing an understanding of growth, decay and changes over time. ☺ Knows how to show care and concern for living things and the environment ☺ Knows how to explore the natural world around them. ☺ Knows how to talk about some of the things I have observed such as plants, animals, natural and found objects. <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Book of the week ☺ Go on an Autumn walk around the school rounds collecting natural materials to line their hibernation homes with 	<p>Intent: Creating with Materials</p> <ul style="list-style-type: none"> ☺ Know how to show interest in and describe the texture of things ☺ Know how to use various construction materials. ☺ Know how to begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. ☺ Know how to join construction pieces together to build and balance. <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Make hibernation homes for their clay hedgehogs ☺ Make a class advent wreath for the prayer table  <ul style="list-style-type: none"> ☺ Make a class advent calendar - nativity characters ☺ introduce our class Jesse Tree - stories from the old and new testament <p>Thursday art session with Miss Grimwood - autumn leaf observational drawing and threading</p>	<p>WOW: Advent</p> <p>Thursday - Whole School Mass - St. Andrew's Day</p> <p>Friday - Whole School Liturgical Prayer - Advent</p> <p>Family Big Build - parents come into school to help their child build their own hibernation home for their hedgehogs</p>

Week beginning: 4th December 2023 – Birthdays

This week's overall **INTENT** is for the children to know there are 12 months in a year. To know when their birthday month is. That a birthday celebrates another year of their life. That people celebrate birthday's in different ways


Our Number **intent** is to be able to find 1 more and 1 less (numbers to 5). To be able to find different ways of making the numbers to 5.

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
<p>"Kipper's Birthday" by Mick Inkpen</p>	<p>Intent: SP ☺ Know and be able to start to link simple sentences. Using connectives. ☺ Know how to and be able to explain in simple sentences, including ordering, stating what happened and what might happen. LAU: ☺ Know how to able to remember and join in with rhymes and stories I like ☺ Know how to be able to ask and respond to 'why' questions. ☺ Know and to be able to follow a story with props and pictures.</p> <p>Implementation: ☺ Talk partners ☺ Stem sentences taken from the story ☺ Cosy Corner - retelling the story using puppets and sequencing pictures from the story</p> <p>Book vocab - Kipper, Tiger, Jake, Holly.</p> <p>Topic vocab - birth, celebration, months of the year and birthday</p>	<p>Intent: SR: ☺ Know how to accept the needs of others, sometimes with support from others. BR: ☺ Know how to demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</p> <p>Implementation: ☺ Weekly TenTen lesson. This week's learning intent is to know that we are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan!</p>	<p>Intent: GM ☺ I can kick objects such as balls</p> <p>Implementation: ☺ Weekly P.E lesson</p> <p>FM: ☺ I can hold a mark making tool using a pincer grip</p> <p>Implementation: ☺ Message Centre - Practicing drawing given shapes and their name ☺ Equipment: Various writing tools - pencils, wax crayons, white chalk and coloured chalk</p>	<p>Intent: Comprehension and Word Reading ☺ I know how to talk about events and characters in books. ☺ I know how to tell a story to friends. ☺ I know how to read individual letters by saying the sounds for them (Set 1 Single sounds and Special Friends) ☺ I know how to segment and blend simple words, using 'Fred Talk, Say the Word', demonstrating my knowledge of sounds independently. ☺ I know how to use Fred Talk to read Green Words</p> <p>Implementation: ☺ Everywhere Bear's Book of the Week ☺ Daily RWI session</p> <p>Writing: ☺ I know how to begin to form recognisable letters, some of them correctly. ☺ I know how to write all of my name.</p> <p>Implementation: ☺ Daily RWI handwriting ☺ Write a party invitation for a toy at home to come to Kipper's birthday party ☺ write a birthday party list - initial and final sounds, Fred Talk to write whole words</p>	<p>Intent: 1, 2, 3, 4, 5 ☺ 1 more ☺ 1 less ☺ Composition of 4 and 5 ☺ Composition of 1-5</p> <p>Implementation: ☺ Sing One Man Went to Mow ☺ Read he Very Hungry Caterpillar by Eric Carle ☺ Create a 'bus route' around the outdoor area with chalk and have different bus stops around the route. ☺ Use five frames, 1-5 number tracks and objects to count with ☺ Sing Five Currant Buns ☺ Sing Five Little Men in a Flying Saucer ☺ Build towers or use a five frames to model the rhymes ☺ Sing Five Little Speckled Frogs ☺ Use numicon to investigate combining two smaller numbers to make a whole</p> <p>Vocab: How many 1 more number after altogether 1 less Part Whole</p>	<p>Intent: People, cultures and communities ☺ Know and to be able to see some similarities and differences between people.</p> <p>Past and Present ☺ Knows how to talk and remembers about significant events in my own experience.</p> <p>Implementation: ☺ Class Birthday kites - months of the year - t's a time for friends and family to come together and celebrate you, the anniversary of your birth, and another year of your life ☺ Invite families to share their Christmas celebrations - design a poster ☺ 6th December - Polish Christmas tradition - Father Christmas leaves gifts under the pillow for well-behaved children. ☺ Look at other traditions from the nationalities within our classroom</p>	<p>Intent: Being imaginative and expressive ☺ Know how to engage in imaginative role-play based on own first-hand experiences. ☺ Know how to develop storylines in their pretend play. ☺ Know how to build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. ☺ Know how to use available resources to create props to support role-play.</p> <p>Creating with materials ☺ Know how to explore colour and how colours can be changed. ☺ Know how to use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Implementation: ☺ design own party invitations - toy party in school on Friday to celebrate Kipper's birthday ☺ make party decorations for the home corner ☺ make birthday cakes</p> <p>Thursday art session with Miss Grimwood - Northern Lights</p>	<p>WOW: Hope</p> <p>Thursday - EYFS Nativity 2pm</p> <p>Friday - Whole School Mass - Immaculate Conception</p>

Week beginning: 11th December 2023 – The Nativity Story


This week's overall **INTENT** is for the children to know that Christmas is a Christian celebration, it marks the birth of Jesus Christ, who Christians believe to be the Son of God. Nativity is the word often used for the story of Jesus' birth, it is taken from the Gospels of Matthew and Luke.

Our Number **intent** is to be able to name and identify squares and rectangles. To be able to find and name shapes in the environment.

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
<p>"Little Owl and the Star" by Mary Murphy</p>	<p>Intent: SP ☺ Know and be able to start to link simple sentences. Using connectives. ☺ Know how to and be able to explain in simple sentences, including ordering, stating what happened and what might happen. LAU: ☺ Know how to be able to remember and join in with rhymes and stories I like ☺ Know how to be able to ask and respond to 'why' questions. ☺ Know and to be able to follow a story with props and pictures.</p> <p>Implementation: ☺ Talk partners ☺ Stem sentences taken from the story ☺ Cosy Corner - retelling the story using puppets and sequencing pictures from the story</p> <p>Book vocab - carpenter, swaddling clothes, stable, manger and Saviour</p> <p>Topic vocab - Nativity, Christmas, Nazareth, Bethlehem, Taxes</p>	<p>Intent: MS ☺ Know how to be confident to talk to other children when playing, and will communicate freely about home and community.</p> <p>Implementation: ☺ Weekly TenTen lesson. This week's learning intent is to know that our bodies are good and made by God. To know the names of the parts of the body (not genitalia). ☺ Play a turn taking game with my friends to create a body out of playdough (name all the parts of the body)</p>	<p>Intent: GM ☺ I can run change the speeds in which I run</p> <p>Implementation: ☺ Weekly P.E lesson</p> <p>FM: ☺ I can hold a mark making tool using a pincer grip</p> <p>Implementation: ☺ Message Centre - Practicing drawing given shapes and their name ☺ Equipment: Various writing tools - pencils, wax crayons, white chalk and coloured chalk</p>	<p>Intent: Comprehension and Word Reading ☺ I know how to talk about events and characters in books. ☺ I know how to tell a story to friends. ☺ I know how to read individual letters by saying the sounds for them (Set 1 Single sounds and Special Friends) ☺ I know how to segment and blend simple words, using 'Fred Talk, Say the Word', demonstrating my knowledge of sounds independently. ☺ I know how to use Fred Talk to read Green Words</p> <p>Implementation: ☺ Everywhere Bear's Book of the Week ☺ Daily RWI session ☺ Sequencing the Nativity story</p> <p>Writing: ☺ I know how to begin to form recognisable letters, some of them correctly. ☺ I know how to write all of my name.</p> <p>Implementation: ☺ Daily RWI handwriting ☺ Write a message from the owl to Baby Jesus ☺ Label the characters from the Nativity scene</p>	<p>Intent: Shapes with 4 sides ☺ Identify and name shapes with 4 sides ☺ Combine shapes with 4 sides ☺ Shapes in the environment ☺ My day and night</p> <p>Implementation: ☺ explore squares and rectangles ☺ build squares and rectangles ☺ Go on a squares, rectangles, circles and triangles treasure hunt ☺ Identify and name the shapes. ☺ investigate making new shapes by combining different combinations of the shapes. ☺ find the squares and rectangles in the pictures. ☺ Busy Home challenge - Shape hunt in the locality ☺ Read Night Monkey, Day Monkey by Julia Donaldson ☺ visual timetable of important events in the school day.</p> <p>Vocab: Shape Same Different Sides Corners Small/large now/next/later/this afternoon First/then Before/after Day/night</p>	<p>Intent: The Natural World ☺ Knows how to explore the natural world around them.</p> <p>Implementation: ☺ Make Christmas decorations using natural materials gathered from the school grounds</p> 	<p>Intent: Being imaginative and expressive ☺ Know how to engage in imaginative role-play based on own first-hand experiences. ☺ Know how to develop storylines in their pretend play. ☺ Know how to build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. ☺ Know how to use available resources to create props to support role-play.</p> <p>Implementation: ☺ enacting the story - masks and puppets - junk model props ☺ turn outside playhouse into the stable ☺ decorate the class Christmas trees - inside and out</p> <p>Thursday art session with Miss Grimwood - the Northern Lights</p>	<p>WOW - Peace</p> <p>RWI Assessment week</p> <p>Friday - Data deadline - O Track</p>

Week beginning: 18th December 2023 – Christingle

This week's overall **INTENT** is for the children to know that Christingle is a festive, candle-lit Christian celebration. It takes place during Advent. It is named after the Christingles that are lit during the service – Light of the World.

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
<p>"Kipper's Christmas Eve" by Mick Inkpen</p>	<p>Intent: SP</p> <ul style="list-style-type: none"> ☺ Know and be able to start to link simple sentences. Using connectives. ☺ Know how to and be able to explain in simple sentences, including ordering, stating what happened and what might happen. ☺ Know how to be able to remember and join in with rhymes and stories I like ☺ Know how to be able to ask and respond to 'why' questions. ☺ Know and to be able to follow a story with props and pictures. <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Talk partners ☺ Stem sentences taken from the story ☺ Cosy Corner - retelling the story using puppets and sequencing pictures from the story <p>Book vocab:</p> <p>Topic vocab: Christingle, celebration, candle, light of the world, advent</p>	<p>Intent: MS</p> <ul style="list-style-type: none"> ☺ know how to select and use activities and resources with help. <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Weekly TenTen lesson. This week's learning intent is to know that our bodies are good and we need to look after them. To know what constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene. ☺ Make a healthy snack 	<p>Intent: GM</p> <ul style="list-style-type: none"> ☺ I can run change the directions in which I run <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Weekly P.E lesson <p>FM:</p> <ul style="list-style-type: none"> ☺ I can hold a mark making tool using a pincer grip <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Message Centre - Practicing drawing given shapes and their name ☺ Equipment: Various writing tools - pencils, wax crayons, white chalk and coloured chalk 	<p>Intent: Comprehension and Word Reading</p> <ul style="list-style-type: none"> ☺ I know how to talk about events and characters in books. ☺ I know how to tell a story to friends. ☺ I know how to read individual letters by saying the sounds for them (Set 1 Single sounds and Special Friends) ☺ I know how to segment and blend simple words, using 'Fred Talk, Say the Word', demonstrating my knowledge of sounds independently. ☺ I know how to use Fred Talk to read <i>Green Words</i> <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Everywhere Bear's Book of the Week ☺ Daily RWI session ☺ Sequencing the Nativity story <p>Writing:</p> <ul style="list-style-type: none"> ☺ I know how to begin to form recognisable letters, some of them correctly. ☺ I know how to write all of my name. <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Daily RWI handwriting ☺ letter writing to Father Christmas ☺ presents list ☺ Writing Christmas cards 	<p>Intent: Complete End of block checkpoints</p>	<p>Intent: People, cultures and communities</p> <ul style="list-style-type: none"> ☺ Know and to be able to show interest in events. <p>Past and Present Knows how to talk about significant events in my own experience.</p> <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Christmas celebrations from families in our class ☺ Christingle service 	<p>Intent: Creating with materials</p> <ul style="list-style-type: none"> ☺ Know how to use lines to enclose a space, and then begin to use these shapes to represent objects. <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> ☺ Know how to use available resources to create props to support role-play. <p>Implementation:</p> <ul style="list-style-type: none"> ☺ Make Christmas cards  <ul style="list-style-type: none"> ☺ Turn the home corner into Father Christmas' workshop - make props as a class ☺ design a Christmas stamp <p>Thursday art session with Miss Grimwood - the Northern Lights</p>	<p>WOW - Joy</p> <p>Monday - EYFS Christmas Party</p> <p>Thursday - Christingle Service in Church</p> <p>Friday - INSET Day</p>

Prime areas of learning (More basic, life-long skills that pave the way for children to progress towards Specific Areas of Learning).

Personal, social and emotional development*		
Self-Regulation ELG ☺ Know how to be aware of my own feelings, and know that some actions and words can hurt others' feelings. ☺ Know how to accept the needs of others and know how to take turns and share resources, sometimes with support from others. ☺ Know how to tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met.	Managing Self ELG ☺ know how to select and use activities and resources with help. ☺ enjoy the responsibility of carrying out small tasks. ☺ know how to be confident to talk to other children when playing, and will communicate freely about home and community. ☺ know how to be outgoing towards unfamiliar people and more confident in new social situations. ☺ know how to show confidence in asking adults for help.	Building Relationships ELG ☺ Know how to initiate play, offering cues to my friends to join me. ☺ Know how to demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.
Communication and Language*		
Listening, Attention and Understanding ELG ☺ know how to turn to listen to my friends or my teacher. ☺ know how to listen carefully and why listening is important. ☺ know how to be able to listen to and then follow an instruction. ☺ know how to be able to remember and join in with rhymes and stories I like. ☺ know how to be able to find the right tool for a job. ☺ know how to be able to follow instructions using prepositions. ☺ know how to be able to respond to a string of requests one after another (not quickly) ☺ know how to be able to ask and respond to 'why' questions. ☺ know and to be able to follow a story with props and pictures.	Speaking ELG ☺ know and be able to start to link simple sentences. Using connectives. ☺ know how to and be able to explain in simple sentences, including ordering, stating what happened and what might happen. ☺ know and be able to use tense, intonation and rhythm to enhance meaning. ☺ know how to be able to use vocabulary to express imaginary events in play. ☺ know how to be able to engage in imaginary role play sometimes building stories around toys and objects.	
Physical Development*		
Gross Motor Skills ELG (See separate plan for P.E) ☺ know how to stand momentarily on one foot when shown. ☺ know how to catch a large ball. ☺ know how to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ☺ know how to run skillfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. ☺ know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it. ☺ know the skills they need to manage the school day successfully: - Lining up and queuing - Mealtimes - Personal hygiene	Fine Motor Skills ELG ☺ know how to use a pincer grasp. ☺ begin to show a preference for a dominant hand. ☺ begin to develop their small motor skills so that they can use a range of tools with some confidence and control. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons	

The Specific areas of learning (Areas of Learning) cannot be developed alone, and rely on the skills gained in the Prime Areas of Learning).

Literacy*		
Comprehension and Word Reading ELG ☺ know how to talk about events and characters in books. ☺ know how to tell a story to friends. ☺ know how to talk about my favourite book. ☺ know how to read individual letters by saying the sounds for them (Set 1 Single sounds)	Writing ELG ☺ begin to form recognisable letters ☺ begin to write initial sounds for words I want to write ☺ begin to write final sounds for the words I want to write	
Mathematics*		
Number ELG (White Rose) ☺ know some numerals of personal significance. ☺ know addition facts up to 5 using all combinations. ☺ know how to subitise to 4.	Numerical Patterns ELG ☺ know how to count up to three or four objects by saying one number name for each item. ☺ know how to count objects to 10 and begin to count beyond 10. ☺ know how to count out up to six objects from a larger group. ☺ know how to select the correct numeral to represent 1 to 5, then 1 to 10 objects. ☺ know how to count objects, actions and sounds.	Shape, Space and Measure ELG (White Rose) ☺ know how to talk about the routine of the day and use language like before, after. ☺ know how to use comparative language like taller, shorter, the same.
Understanding the World		
Past and Present ELG ☺ knows how to talk and remembers about significant events in my own experience. ☺ knows that some places are special to members of their community. ☺ knows how to comment on images of familiar situations in the past.	People Culture and Communities ELG ☺ Knows how to show interest in the lives of people who are familiar to me. ☺ knows how to talk about members of their immediate family and community. ☺ Knows how to name and describe people who are familiar to them ☺ knows how to recognise some similarities and differences between life in this country and life in other countries.	The Natural World ELG ☺ knows how to ask questions about aspects of my familiar world such as the place where I live or the natural world. ☺ Knows how to talk about some of the things I have observed such as plants, animals, natural and found objects. ☺ knows about and is developing an understanding of growth, decay and changes over time. ☺ knows how to show care and concern for living things and the environment ☺ knows how to explore the natural world around them.
Expressive Arts and Design		
Creating with Materials ELG ☺ know how to enjoy joining in with dancing and ring games. ☺ know how to sing a few familiar songs. ☺ know how to begin to move rhythmically. ☺ know how to imitate movement in response to music. ☺ know how to show interest in and describe the texture of things. ☺ know how to explore colour and how colours can be changed. ☺ know how to use lines to enclose a space, and then begin to use these shapes to represent objects. ☺ know how to use various construction materials. ☺ know how to begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. ☺ know how to join construction pieces together to build and balance.	Being Imaginative and Expressive ELG ☺ know how to engage in imaginative role-play based on own first-hand experiences. ☺ know how to notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. ☺ begins to develop storylines in their pretend play. ☺ begins to build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. ☺ begins to use available resources to create props to support role-play.	

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning (*) and the specific areas of mathematics and literacy (*).