


What do the children know already?	What do we want the children to learn? (Knowledge, Skills and activities)	What new vocabulary do we want the children to learn?
<ul style="list-style-type: none"> • "They in our song!" (in our Nativity performance) - EJ • "gold men" - GL • "frankincense" - AP • "they follow the star" - GL • "stars are at night time" - AP • "twinkle, twinkle little star" - GW 	<p>Wk. 1: (3rd January - 3 days) Epiphany - The Story of the Wise Men</p> <ul style="list-style-type: none"> • What can the children remember about the Christmas story? • Read the Bible story 'The three visitors' - who were the wise men? What did they do? What gifts did they bring to Jesus? • What is a star? ("stars are bright balls of gas, like the sun. Stars are much bigger than they look from Earth") <p>EAD - Making the three wise men using lollipop sticks.</p>  <p>EAD/PD - Make crowns/telescopes - pick up sequins to decorate Baking - star biscuits</p> <p>Maths - To know how to recite some number names in sequence. To know to bring one or two objects when an adult requests.</p> <p>Wk. 2: (10th January) Non-fiction - Space "My best pop-up Space book"</p> <ul style="list-style-type: none"> • What can the children remember about stars from last week? • What is Space? What is the Solar system? What planets make it up? • What is the sun? What is Earth? • Who are astronauts? What do they do? What do they wear? How do they travel into space? 	<p>Wise men Gift Bethlehem Worshipped Stars Ball of gas Earth</p> <p>Solar system Planets Space Astronauts Star Earth Moon Rocket</p>

- "on a space rocket" - AP
- Baby Bear maybe got to the moon "on his bed" - GW
- "moon is on the sky" - GL
- "high in the sky!", "it's a circle" - GW
- Moon is "white, sometimes orange" - EJ

- "aliens are green" - RG
- "they have lots of eyes" - OD
- "and three legs!" - GL
- "maybe seven or a hundred legs" - AP

EAD/PD - Collage 2D planets on paper plates to make the solar system - in groups. (using scissors to cut paper)

PD - Make playdough planets

Baking - space rock cakes

Maths - To know how to recite some number names in sequence.

To know and show an understanding of simple comparisons like 'more'.

Wk. 3: (17th January)

"Whatever Next" by Jill Murphy

- Who are the characters in the story?
- What were the main events in the story? How did Baby Bear get to the moon? What did he take with him? What did he see on his way?
- What facts do we know about the moon? (refer back to book from last week)

EAD - How would the children get to the moon? - design and make a vehicle to go to the moon.

L - Create a list of things to take to the moon.

C & L - Role-play the story.

Baking - decorate a biscuit for Baby Bear's picnic

Maths - To know how to use small world play to experiment with size, shape, differences and similarities.

Wk. 4: (24th January) Space

"Aliens love underpants" by Claire Freedman and Ben Cort

- Read the story. Can we spot any rhyming words in the book?
- What are the main events in the story? Who are the characters? Describe an alien from the story.
- Create a new alien - how many eyes, what colour, how many legs etc.

PD/EAD - Playdough aliens - pipe cleaners, googly eyes.

EAD - Design a new pair of pants for the aliens.

EAD - Create a new alien - what is their name etc.

Baking -

telescope

Rocket
Helmet
Moon
Passengers
Chimney

Alien
Space
Earth
Spaceship
Radar
Lurks

<p><u>Listening, attention and understanding</u></p> <ul style="list-style-type: none"> ● Know how to identify characters and actions in my favourite books. ● Know how to be able to respond to two requests. ● Know how to understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". ● Know how to be able to start to respond to simple questions. ● Know how to be able to start to identify objects according to simple properties. ● Know how to be able to initiate some actions in play that are familiar from home. ● Knows and understand between 200 and 500 words. ● Know how to understand 'why' questions, like: "Why do you think the caterpillar got so fat?" ● Know how to be able to focus on adults as they read or sing, responding with sounds and movements. ● Know how to listen to longer stories and can remember much of what happens. ● To be able to remember and join in with rhymes. 	<p><u>Speaking</u></p> <ul style="list-style-type: none"> ● Knows how to express feelings, desires and needs. ● Knows how to begin to hold a conversation. ● Knows how to remember and use new words. My vocabulary increases rapidly. ● Knows how to ask questions and to be able to respond to questions using simple sentences. ● Knows how to play make-believe games. ● Knows how to use a wider range of vocabulary. ● Knows how to sing a large repertoire of songs. ● Knows many rhymes. ● Knows how to talk about familiar books, and be able to tell a long story. ● Knows how to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ● Knows how to start a conversation with an adult or a friend and continue it for many turns. ● Knows how to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." ● Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. ● May have problems saying: -some sounds: r, j, th, ch, and sh -multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. ● Use longer sentences of four words.
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Personal, social and emotional development

<p><u>Managing self</u></p> <ul style="list-style-type: none"> ● To know how to be aware of others' feelings, e.g. I look concerned if I hear crying or look excited if I hear a familiar happy voice. ● To know how to respond to a few appropriate boundaries, with encouragement and support. ● To know how to express their own feelings such as sad, happy, cross, scared, worried. ● To know that some actions can hurt or harm others. ● To know how to try to help or give comfort when others are distressed. ● To know how to inhibit their own actions/behaviours, e.g. stop myself from doing something I shouldn't do. 	<p><u>Building relationships</u></p> <ul style="list-style-type: none"> ● Know how to show interest in others' play and start to join in. ● Know how to seek out others to share experiences. ● Know how to form a special friendship with another child. ● Know how to show affection and concern for people who are special to me. ● Know how to play with one or more other children, extending and elaborating play ideas. ● Know how to play cooperatively with a familiar adult, e.g. rolling a ball back and forth. ● Know how to help to find solutions to conflicts and rivalries. For example, accepting that not 	<p><u>Self-regulation</u></p> <ul style="list-style-type: none"> ● Know how to start to engage in pretend play with toys. ● Know how to express my own preferences and interests. ● Know how to be confident to talk to other children when playing together. ● Know how to demonstrate a sense of self as an individual, e.g. want to do things independently, say "No" to adult. ● Know how to select and use resources with support. ● Know how to select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
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<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. To know they do not always need an adult to remind them of a rule. To know how to talk with others to solve conflicts - with adult support. To know how to talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<p>everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<ul style="list-style-type: none"> Know how to become more outgoing with unfamiliar people, in the safe context of their setting. Know how to show more confidence in new social situations Know how to develop their membership of a community. Know how to value praise for what they have done.
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Physical development

<p><u>Gross motor skills</u></p> <ul style="list-style-type: none"> Know how to respond and move to rhythm and music. Know how to stop confidently when moving around the environment and can now run safely. Know how to make connections between my movement and the marks I make. Know how to squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands. Know how to kick a large ball. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Know how to go up steps and stairs, or climb up apparatus, using alternate feet. Know how to skip, hop, stand on one leg and hold a pose for a game like musical statues. Know how to use large-muscle movements to wave flags and streamers, paint and make marks. Know how to choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Be increasingly independent in meeting their own care needs, e.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly 	<p><u>Fine motor skills</u></p> <ul style="list-style-type: none"> Know how to pick up tiny objects using a fine pincer grasp. Know how to make simple models using construction toys. Know how to use one-handed tools and equipment, for example, making snips in paper with scissors. Know how to use a comfortable grip with good control when holding pens and pencils. (Following the stages of grip development document) Know how to show a preference for a dominant hand.
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Literacy

<p><u>Writing</u></p> <ul style="list-style-type: none"> To know how to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. 	<p><u>Comprehension and word reading</u></p> <ul style="list-style-type: none"> To know that print can have different purposes. To know how to spot and suggest rhymes.
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Mathematics

<p><u>Number</u></p> <ul style="list-style-type: none"> To know and show understanding of conservation. To know how to subitise showing a fast recognition of up to 3 objects, without 	<p><u>Numerical patterns</u></p> <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. 	<p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> To know how to ask questions about the routine and what is happening next.
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<p>having to count them individually ('subitising').</p> <ul style="list-style-type: none"> • To know how to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • To know how to solve real world mathematical problems with numbers up to 5. • To know, talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • To know how to begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> • To know and show an understanding of simple comparisons like 'more'. 	<ul style="list-style-type: none"> • To know how to use small world play to experiment with size, shape, differences and similarities. • To know how to talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • To know and understand position through words alone - for example, "The bag is under the table," -with no pointing. • To know and describe a familiar route. • To know and discuss routes and locations, using words like 'in front of' and 'behind'. • To know and make comparisons between objects relating to size, length, weight and capacity. • To know and select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • To know how to combine shapes to make new ones - an arch, a bigger triangle etc
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Understanding the World

<p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Knows how to talk about significant events in my own experience. • Knows their own family's history 	<p><u>People, culture and communities</u></p> <ul style="list-style-type: none"> • In pretend play, knows how to imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Knows how to show an interest in different occupations and ways of life. (starting to) 	<p><u>The natural world</u></p> <ul style="list-style-type: none"> • Knows how to explore collections of materials with similar and/or different properties. • Knows how to plant seeds and care for growing plants. • Knows that they need to respect and care for the natural environment and all living things. (starting to) • Knows how to talk about what they see, using a wide vocabulary. • Knows how to explore and talk about different forces they can feel. • Knows how to talk about the differences between materials and changes they notice.
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Expressive arts and design

<p><u>Creating with materials</u></p>	<p><u>Being imaginative and expressive</u></p>
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- Know how to explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Know how to develop their own ideas and then decide which materials to use to express them.
- Know how to draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Know how to use drawing to represent ideas like movement or loud noises.
- Know how to play instruments with increasing control to express their feelings and ideas.
- Know how to explore and learn how sounds can be changed.
- Know how to begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Know how to explore colour and how colours can be changed.

- Know how to listen with increased attention to sounds.
- Know how to respond to what they have heard, expressing their thoughts and feelings.
- Know how to remember and sing entire songs.
- Know how to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Know how to notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there.
- Know how to engage in imaginative role-play based on own first-hand experiences.