

Year Reception	Topic Title: Traditional Tales	Driver-Understanding of the World/The Natural World Product; Video		
	Week 1 & 2 Week 2- Autumn Watch week	Week 3 & 4	Week 5 & 6	Week 7
<u>Texts:</u> Gingerbread Man Goldilocks and the Three Bears The Three little Pigs				
<u>Characteristics of Effective Teaching and Learning</u>	<u>Playing and Exploring</u> <ul style="list-style-type: none"> Finding out and exploring Using what they know in their play Being willing to have a go 	<u>Active Learning</u> <ul style="list-style-type: none"> Being involved and concentrating <ul style="list-style-type: none"> Keep on trying Enjoying achieving what they set out to do 	<u>Creating and Thinking critically</u> <ul style="list-style-type: none"> Having own ideas Using what they already know to learn new things Choosing ways to do things and finding new ways 	
<u>Personal, Social and Emotional Development</u>	<u>PSED: Knowledge</u> Know what safe means Knows some things that are dangerous	Know what actions can hurt Know what actions can help	Knows what explaining means Knows something about the subject they are talking about	
	<u>PSED Skills</u> MS: Can you show an understanding for the need for safety when tackling new challenges?	SR: Can you understand own actions affect other people eg upset or help?	BR: Can you explain your own knowledge?	
<u>Physical Development</u>	<u>PD Knowledge</u> Knows that movement is achieved by using arms, legs and body in different ways	Know what tools are Knows how to hold particular tool Knows the purpose of some tools	Know what tools are Knows how to hold particular tool Knows the purpose of some tools	Knows how to hold a pencil to write Knows what some graphemes look like
	<u>PD Skills</u>	Can you use some simple tools	Can you begin to	Can you begin to form

	<u>Fine and Gross Motor</u> Can you negotiate space successfully?	to effect changes to materials?	handle tools, objects and malleable materials with increasing control?	recognisable letters?
<u>World Readiness</u>	<u>Communication and language Knowledge</u> Knows that there are new words to be learnt Know that words mean something	Knows what language is to be used Knows these can be used in their own play	Knows ways to listen appropriately	Knows what is being requested Knows that an instruction needs to be followed
	<u>Communication and language Skills</u> Can you extend vocabulary and explore the meaning?	Can you use language to imagine and recreate roles in play?	Can you begin to maintain concentration during an activity	Can you follow simple instructions?
	<u>Maths Knowledge</u> Knows some number by sight Know numbers follow a particular pattern	Knows number names correspond to different objects	Knows different numbers have a value Knows that some groups are greater/less	Knows that some quantities do not need to be counted
	<u>Maths Skills Number and Numerical Pattern</u> Can you recognise and re-order numbers to 10?	Can you accurately count objects to 10?	Can you accurately count objects to 10? Can you compare quantities to 5 and beyond?	Can you begin to subitise to 5? Can you Identify composition of numbers 0-4? Can you begin to recognise when one quantity is greater than or the same as the other quantity? Christmas maths
	<u>Reading Knowledge</u> Knows some vocabulary specific to particular stories	Knows that words begin with particular phonemes	Knows words contain different phonemes in sequence beginning mid and end	

	<p><u>Reading Skills</u> <u>Comprehension/</u> <u>Word Reading</u></p> <p>Can you use vocabulary and forms of speech that are increasingly influenced by experiences of books?</p>	<p>Can you hear and say initial phonemes in words?</p>	<p>Can you begin to link letters to sounds (CVCs)</p>
	<p><u>Writing Knowledge</u></p> <p><i>Knows that words begin with particular phonemes</i></p>	<p><i>Knows words contain different phonemes in sequence beginning mid and end</i></p>	<p><i>Knows words contain different phonemes in sequence beginning mid and end</i></p>
	<p><u>Writing Skills</u></p> <p>Can you hear and say initial sounds in words?</p>	<p>Can you begin to link letters to sounds?</p>	<p>Can you segment the sounds in CVCs?</p>
	<p><u>Driver: Understanding of the world</u> <u>(The Natural World)</u> <u>Knowledge</u></p> <p><i>Knows that the natural world changes at different times</i></p>	<p><i>Knows that things change and can be seen if we look closely</i></p>	<p><i>Knows that materials can be similar or different</i> <i>Knows some vocabulary to talk about these</i></p>
	<p><u>Understanding of the world</u> <u>(The Natural World)</u> <u>Skill</u></p> <p>Can you look closely at patterns and change? (Autumn Watch)</p>	<p>Can you begin to make observations? (porridge making)</p>	<p>Can you look closely at similarities and differences (materials)</p>

	Technology Knowledge Knows that equipment can be turned on/off and used	Knows what different equipment is used for	Knows that have to be safe on line Knows who can help them when online
Non- Statutory/CP	Technology Skills Can you begin to operate simple equipment?	Can you operate simple equipment?	Online safety
Non- Statutory/CP	Shape, Space, Measure 2Dshae modelling	Everyday language related to capacity	Exploring capacity using water and sand play
Community	Understanding of the world (PP) Knowledge		Knows that past events can be recalled and retrieved
	Understanding of the world (PP) Skills		Can you talk about significant event based on own experience?
	Understanding of the world (PCC) Knows some vocabulary to talk about their environment Knows that their environment can be looked at closely	Knows that some things are the same and different between people Knows some things that are the same and different	Identifies aspects of familiarity in other places using own experiences
	Enhancer: Understanding of the world (PCC) Skills Begin to describe immediate environment using knowledge from observations	Begins to know some similarities and differences between religious and cultural communities	
Scripture	The Lord is my Shepherd Psalm 23: 1-6 CCB: Pg.852		I am the way, the truth, the life John 14: 1-7 CCB: Pg.1688-1689

	<p>All throughout November the Church remembers those who have died and prays for them. The month begins with All Saints Day where we remember all of the Saints and think about how we can follow their example of ordinary people living as God asked them to. For the rest of the month it is a time for reflection and prayer.</p> <p>We will remember those who have laid down their life for others out of love, just as Jesus asked us to.</p>	<p>We are near to the last week of the Church's year so it is a chance to look forward and to prepare for what is ahead in the next few weeks.</p> <p>As we begin the season of Advent it is important to remember what it is truly about and to understand that we need to get ready to welcome Jesus into our lives.</p>	
Non-Statutory	MFL	Greetings in home languages of children on class	
<u>Creativity</u>	<p><u>Expressive Art and Design: Creating with Materials Knowledge</u></p> <p>Know that food stuffs can be combined and changed through cooking</p>	<p>Identifies some tools needed for a task</p> <p>Knows that materials need to be mixed together</p>	<p>Knows materials they will use</p> <p>Knows tools that they will need</p> <p>Knows that tools have a purpose</p> <p>Recalls materials and how these are used based on experience</p>
	<p><u>Expressive Art and Design: Creating with Materials Skills</u></p> <p>Can you manipulate materials to achieve a planned effect?</p>	Can you select tools and techniques needed to join materials you are using?	Can you begin to construct with a purpose in mind using a variety of materials?
	<p><u>Expressive Art and Design: Being Imaginative and Expressive Knowledge</u></p> <p>Knows how to use props in own play</p> <p>Knows how to replicate actions from own experiences</p> <p>Possesses related vocabulary independently</p>	<p>Knows how to use props in own play</p> <p>Knows how to replicate actions from own experiences</p> <p>Possesses related vocabulary independently</p> <p>Knows that they need to respond to others when playing</p>	Knows some songs and rhymes
	<p><u>Expressive Art and Design: Being imaginative and Expressive Skills</u></p> <p>Can you introduce a storyline into your play?</p>	Can you play alongside others children who are engaged in the same theme?	Can you build a repertoire of songs, rhymes and poems?

<u>Wow days, additional experiences</u>	Autumn watch Remembrance Baking Bonfire day	Wow day	Christmas activities