





|             |                                     | Week 1   | Week 2   | Week 3   | Week 4   | Week 5   | Week 6   | Week 7   |  |
|-------------|-------------------------------------|--|--|--|--|--|--|--|--|
|             |                                     | Direct teaching/ Adult led Activities (details of opportunities in continuous provision on weekly overview)  |  |  |  |  |  |  |  |
|             | Key text<br>Talk through<br>stories | On the way<br>home (PP)  | Rosie's walk<br>(AH)   | Can't you sleep<br>little bear? (PP)   | Owl Babies (AH)  | Lost and found<br>(PP)   | Jesus'<br>Christmas<br>party (AH)  | Father Christmas needs a wee (PP)  |  |
|             | Communicatio                        | Oracy and  | Oracy and  | Oracy and  | Oracy and listening  | Oracy and  | Oracy and  | Oracy and  |  |
| Prime areas | n<br>and Language                   | Iistening Responding to stories Asking for fruit at snack time Planning and talking about our own learning Explicit teaching of vocab – Talk through stories Using new Tier 2 and 3 vocab in CP and daily routines | <ul> <li>Responding to stories</li> <li>Asking for fruit at snack time</li> <li>Planning and talking about our own learning</li> <li>Explicit teaching of vocab – Talk through stories</li> <li>Using new Tier 2 and 3 vocab in CP and daily routines</li> </ul> | <ul> <li>Responding to stories</li> <li>Asking for fruit at snack time</li> <li>Planning and talking about our own learning</li> <li>Explicit teaching of vocab – Talk through stories</li> <li>Using new Tier 2 and 3 vocab in CP and daily routines</li> </ul> | <ul> <li>Responding to stories</li> <li>Asking for fruit at snack time</li> <li>Planning and talking about our own learning</li> <li>Explicit teaching of vocab – Talk through stories</li> <li>Using new Tier 2 and 3 vocab in CP and daily routines</li> </ul> | <ul> <li>Responding to stories</li> <li>Asking for fruit at snack time</li> <li>Planning and talking about our own learning</li> <li>Explicit teaching of vocab – Talk through stories</li> <li>Using new Tier 2 and 3 vocab in CP and daily routines</li> </ul> | Iistening Responding to stories Asking for fruit at snack time Planning and talking about our own learning Explicit teaching of vocab – Talk through stories Using new Tier 2 and 3 vocab in CP and daily routines | Iistening Responding to stories Asking for fruit at snack time Planning and talking about our own learning Explicit teaching of vocab – Talk through stories Using new Tier 2 and 3 vocab in CP and daily routines |  |







| Nursery Rhyme   | Baa baa black    | Jack and Jill         | Wind the bobbin              | Bear went over the       | Little Jack             | Grand old Duke        | When Santa g   |
|-----------------|------------------|-----------------------|------------------------------|--------------------------|-------------------------|-----------------------|----------------|
| of the week     | sheep            |                       | up                           | mountain                 | Horner                  | of York               | stuck up the   |
|                 |                  |                       |                              |                          |                         |                       | chimney        |
| Speaking        | In COOl time mod | lel and support child | dren to <b>Plan – I will</b> | I will go to Becaus      | se                      |                       |                |
|                 |                  |                       | Ask What die                 | d you? Why did you?      | How did you?            |                       |                |
| Physical        | Ball kicking –   | Beanbag toss –        | Skipping and                 | Throwing and catching    | Moving                  | Balancing on 1        | Dancing and    |
| Development     | practise kicking | throwing              | galloping –                  | - practising throwing    | sideways –              | foot – time each      | rhythm –       |
| Gross Motor     | large balls into | beanbags into         | putting cones                | over and underarm        | netween                 | other with            | encourage      |
| (in addition to | goals and        | buckets or            | out and                      | with soft balls - hand-  | natural markers         | stopwatch or          | children to    |
| PE in outdoor   | designated       | hoops – and in        | children to                  | eye coordination.        | <b>– logs –</b> lateral | <b>ipad –</b> balance | make up dan    |
| CP)             | areas – foot-eye | scoring – hand-       | move in                      |                          | movement and            | and                   | routines –     |
|                 | coordination.    | eye coordination      | different ways,              |                          | co-ordination.          | concentration.        | coordination   |
|                 |                  | and aiming.           | hobby horses                 |                          |                         |                       | rhythm and     |
|                 |                  |                       | balance, co-                 |                          |                         |                       | balance.       |
|                 |                  |                       | ordination and               |                          |                         |                       |                |
|                 |                  |                       | rhythm.                      |                          |                         |                       |                |
| PE lessons      |                  |                       |                              |                          |                         |                       |                |
| Fine motor      | Lacing cards –   | Scissor skills –      | Children use                 | Scissor skills – cutting | Puzzles – spatial       | Tracing               | Group sewin    |
| skills          | hand eye         | cutting along         | buttons to                   | along different styles   | awareness and           | Christmas             | large sheet o  |
| In CP           | coordination,    | different styles      | place along a                | of lines curved lines.   | dexterity.              | patterns and          | wide weave     |
|                 | bilateral        | of lines zig zag,     | variety of                   | Grip strength and hand   | Bilateral and           | shapes to make        | hessian, plas  |
|                 | coordination     | and straight          | patterns and                 | eye coordination,        | hand-eye                | into Christmas        | needles and    |
|                 |                  | <b>lines.</b> Grip    | lines – precision            | turning paper.           | coordination.           | cards – fine          | wool. Bilatera |
|                 |                  | strength and          | and bilateral                |                          |                         | motor, precision      | and hand eye   |
|                 |                  | hand eye              | coordination.                |                          |                         | and grip control.     | coordination.  |
|                 |                  | coordination.         |                              |                          |                         |                       |                |







What is a map?

| Finger Fit – |
|--------------|
| Fine motor   |
| skills and   |
| independent  |
| writing      |
| opportunity  |

### **Daily writing opportunities**

Model sentences/shared write "It is a ......"

Children to orally compose own sentences – adult to model back as complete sentence
Children work towards individual next steps in writing.

### Based on - On the way home

### **Monday**Flying saucer



Tuesday



Wednesday

### Based on Rosie's walk

Monday



Pre-cut body and stick on legs, beak and feathers.

Tuesday



Based on Can't you sleep Little Bear?

Monday



Focus on flat tissue paper and covering area.

Tuesday



Wednesday

### Based on Owl Babies

#### Monday



Pre-drawn body.
Children to stick on cake cases and ready-cut eyes. Chn cut out triangles for beak and ears.

### Tuesday

### Based on Lost and Found

#### Monday



Tuesday



Ready-printed face. Children to cut out rectangle and

### Based on Jesus' Christmas party

#### Monday



Christmas card design.
Children's photo.

### Tuesday



Wednesday

### Based on Father Christmas needs a wee

### Monday

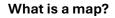


Pre-cut triangles. Children snip and stick on in correct order of size.

#### Tuesday











Pre-cut ghost shapes and pull balls apart to spread cotton wool.

### Thursday



Pre-cut triangle and rectangle. Children to draw face and stick in wool hair.

### Wednesday



Splitpin windmill.
Children to cut
out windmill
shape, ready
made rectangles
with holes,
children use split
pin to attach.
Plasticine to poke
split pin through.

### Thursday





Paint with clothes peg and cotton wool as paintbrush to paint moon.

### **Thursday**



Ready drawn bear, children to colour. Strips of paper for children to cut to squares for quilt cover.

Cut out nest. Cut ovals around preprinted owls of small, medium and large. Stick on googly eyes and feathers.

### Wednesday

Ready printed branch and children to draw own family on it.

**Thursday** 

stick on for body and put red stripes on. Add legs and arms and bobble hat.

### Wednesday



Cake case, lolly stick and cut out triangle.
Children to cut out characters to put on boat.

#### Thursday



### Thursday



Paper triangles and ready cut-out star.



Children to cut out triangle and circle.

#### Wednesday



Large square, thin white strips, children to cut strips to make the cross on top. Draw a bow. Indie draw present they will get someone else.







|                | Personal<br>social and<br>emotional<br>development | SCARF<br>I'm special,<br>you're special | SCARF<br>Same and<br>different | SCARF<br>Same and<br>different families | moon and stick on stars. | Cut out semicircle and colour umbrella. Cut out penguin to go inside.  SCARF I am caring | <b>SCARF</b> I am a friend | Cut out circle, children to stick brown strips on.  SCARF I am a friend |
|----------------|--|---|--------------------------------|---|--------------------------|--|----------------------------|---|
|                | Literacy   | Story time                              | Story time                     | Story time                              | Story time focus -       | Story time   | Story time                 | Story time  |
| တ္             | reading/   | focus -                                 | focus -                        | focus –                                 | characters               | focus  | focus                      | focus   |
| Specific Areas | understandin                                       | prediction                              | prediction                     | characters                              | Who were the             | Goodies and  | Setting                    | Setting   |
| C A            | g  | looking at the                          | looking at the                 | Who were the                            | characters in the story? | baddies – where there any  | Where was this             | Where was this  |
| cifi           |  | front cover what                        | front cover what               | characters in the                       | characters in the story: | goodies/   | story set?                 | story set?  |
| be             |  | do you think this                       | do you think this              | story?                                  |                          | baddies in this  |                            |   |
| S              |  | book is going to                        | book is going to               |   |                          | story?   |                            |   |
|                |  | be about?                               | be about?                      |   |                          |  |                            |   |







| Literacy<br>Phonics<br>Literacy<br>writing | RWinc groups linked to individual progress within the programme.  Daily name writing Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunitie s within CP | RWinc groups linked to individual progress within the programme.  Daily name writing Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunitie s within CP | RWinc groups linked to individual progress within the programme.  Daily name writing Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunitie s within CP | RWinc groups linked to individual progress within the programme.  Daily name writing Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP | Why was A baddy Why was a baddy Was A goody or a baddy or neither? Why? RWinc groups linked to individual progress within the programme.  Daily name writing Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunitie s within CP | RWinc groups linked to individual progress within the programme.  Daily name writing Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunitie s within CP | RWinc groups linked to individual progress within the programme.  Daily name writing Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunitie s within CP |
|--|--|--|--|---|--|--|--|
| Maths white                                | It's me, 1,2,3   | It's me, 1,2,3   | Circles and  | 1,2,3,4,5   | 1,2,3,4,5  | 1,2,3,4,5  | Shapes with 4  |
| rose                                       | Outside and d  | Outsitisis at 0 10   | triangles  | Doublitica in 40  | Double on the A  | Dentitien in 4   | sides  |
| Maths<br>Fluency                           | Subitising 1-4   | Subitising 6 - 10  | Subitising 6 - 10  | Partitioning 2  | Partitioning 3   | Partitioning 4   | Partitioning 5   |







| Number<br>sense                |  |   |   |  |   |  |   |
|--------------------------------|--|---|---|--|---|--|---|
| Maths book of the week         | The button box   | Anno's counting book  | One Duck Stuck  | Circle Square Moose  | Mouse count   | Ten Black Dots   | Pattern fish  |
| Understandin<br>g of the world | People and communities Know that our school is in Bude. Know that some of us live in Bude, some in other places around Bude.  People and communities (RE) Understand | People and communities Know what a map is and why we use them. Understand that signs and symbols can tell us about a place.  People and communities (RE) Recognises the | The natural world Investigating light and dark – torches in den (investigation area)  Past and present Celebrations – understand that some celebrations happen on the | The natural world Talk about changes that happen during night and day, including animals that come out at night (using dark den, pictures of nocturnal animals)  People and communities (RE) Learn the Christmas story and practise Nativity | The Natural world Investigate shining light through translucent and non-translucent materials.  People and communities (RE) Retell the Christmas story and practise | The Natural world Changes that happen in the environment during Autumn and Winter – Woodland walk.  People and communities (RE) Understand why Christmas is celebrated – | The Natural world Changes that happen in the environment during Autumn and Winter – Woodland wall  People and communities (RE) Recognise that most people across Uk |
|                                | what the word<br>religion means<br><b>Key text</b><br>Rainbow fish   | cross as a Christian symbol  Key Text   | same day each<br>year<br>ieChristmas<br>and Birthdays.  | <b>Key Text</b> The Colour Monster   | Nativity  Key Text  | Key Text The Little Red Hen  | celebrate Christmas bit some people i different countries don   |



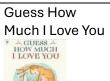


**Key Text** 



What is a map?

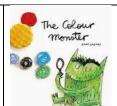
|   | 1     |        |    |  |
|---|-------|--------|----|--|
| 7 | THE   | BOW FI | SH |  |
| 1 | RAINI | BOW F  | SH |  |



People and communities (RE)
Learn what a celebration is Learn the Christmas story and practise Nativity













| Days of the week and months of the | voor and woother changes      | Colondor changed cook day    |
|------------------------------------|-------------------------------|------------------------------|
| Davs of the week and months of the | veai allu wealliel Clialiges. | . Galendai Changed each day. |
|                                    |                               |                              |

| Expressive | Creating with | Creating with | Creating with | Creating with      | Creating with | Creating with  | Creating with |
|------------|---------------|---------------|---------------|--------------------|---------------|----------------|---------------|
| Arts and   | materials     | materials     | materials     | materials          | materials     | materials      | materials     |
| Design     |               |               |               |                    |               |                |               |
|            |               |               |               | Artist of the term | Artist of the | Artist of the  | Artist of the |
|            | Artist of the | Artist of the | Artist of the | Mondrian           | term          | term           | term          |
|            | term          | term          | term          | Collage            | Mondrian      | Mondrian       | Mondrian      |
|            | Mondrian      | Mondrian      | Mondrian      |                    | Paint         | Mixing colours | Colour mixing |







|                 |  | T  | <del>_</del>  | <del></del>     | <b>.</b>           | <u></u>                 |
|-----------------|--|--|---|-----------------|--------------------|-------------------------|
|                 | Collage  |  | Tissue paper collage  |                 |                    |                         |
| Large scale     |  | Sponge printing  |   | Black tape and  | Mixing primary     | Mixing primary          |
| transient art   | Ready-cut  |  |   | paint           | colours with       | colours with            |
|                 | squares and  |  |   | TOTAL STREET    | pipettes and       | brushes –               |
|                 | rectangles of  |  |   |                 | runny              | teaching                |
|                 | red, yellow and  | TO THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TO THE PERSON NAMED IN COLUM | THE RESERVE TO SERVE THE PARTY.   |                 | paints/water       | watching                |
|                 | blue paper.  |  | THE RESERVE TO SERVE THE PARTY OF THE PARTY |                 |                    | brushes in              |
|                 | In EVES  |  |   |                 |                    | between                 |
| Objects of      |  |  |   |                 | Singing/music      | colours.                |
| primary colours |  |  |   |                 | Charanga – My      | 0010001                 |
| for children to | a manual and a second and a second as the se | Singing/ music   |   |                 | stories            | Singing/music           |
| sort. ipads for |  | Charanga – My  |   | Singing/ music  | 0.01100            | Charanga – My           |
| children to     |  | stories  | Singing/music   | Charanga – My   |                    | stories                 |
| photograph.     | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1  | 3101103  | Charanga – My stories   | stories         | Dancing            | 0.01100                 |
|                 |  | Dancing  |   |                 | Christmas songs    |                         |
|                 | Singing/ music   | Gonoodle   |   |                 | Official as sorigs |                         |
|                 | Charanga – My  | Banana banana  | Dancing   | Dancing         |                    | Donoing                 |
| Singing/ music  | stories  |  | Gonoodle Banana   | Christmas songs |                    | Dancing Christman cango |
| Charanga – My   | 0.01100  | meatballs  | banana meatballs  |                 |                    | Christmas songs         |
| stories         |  |  |   |                 |                    |                         |
|                 | Dancing  |  |   |                 |                    |                         |
| Dancing         | Grandma  |  |   |                 |                    |                         |
| Grandma         | Grandma  |  |   |                 |                    |                         |
| Grandma         | Gianuma  |  |   |                 |                    |                         |