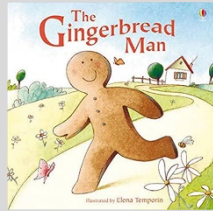
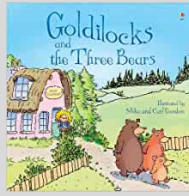
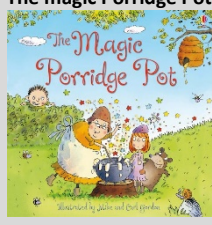
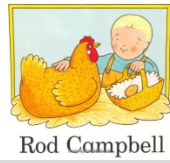





Theme: Pat- A -Cake

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Texts	<b>The gingerbread Man</b> 	<b>Goldilocks and the Three Bears</b> 	<b>The magic Porridge Pot</b> 	<b>Oh Dear!</b> 	<b>The Little Red Hen</b> 	<b>Little Red Riding Hood</b> 	<b>Spot's First Christmas</b> 
Communication and Language	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> <li>Understand 'why' questions</li> <li>Sing a large repertoire of songs.</li> <li>Start a conversation with an adult or a friend and continue it for many turns</li> <li>Use talk to organise themselves and their play</li> </ul>						
PSED	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find and talk about solutions to conflicts and rivalries.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> <li>Understand gradually how others might be feeling</li> </ul>						
SCARF Valuing Difference	Me and My Friends		Friends and Family			Including Everyone!	
Physical Development Gross Motor Development	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Match their developing physical skills to tasks and activities in the setting.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>						
Fine Motor Development	<ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>Make healthy choices about food, drink, activity and tooth brushing.</li> <li></li> </ul>						
Reading	<ul style="list-style-type: none"> <li>Know that: <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>Page Sequencing</li> </ul> </li> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary</li> </ul>						

Phonics	Phase 1- Sound Discrimination Rocket phonics m	Phase 1 – rhythm and rhyme Rocket Phonics d	Phase 1 – Body Percussion Rocket Phonics g	Phase 1 – Instrumental sounds Rocket Phonics o	Phase 1 Voice sounds Rocket Phonics c	Phase 1 Oral segmenting and blending Rocket Phonics k	Phase 1 Oral segmenting and blending Rocket Phonics ck
Writing	<ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately</li> </ul>						
Writing Outcomes	Names – signing in Names/card/initial letters	Names – signing in books	Names – signing in Book of friends	Names – signing in My Colour Book	Names – signing in Books	Names – signing in My Family	Names – signing in My house
Maths	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1, 2,3,4,5.</li> <li>Show 'finger numbers' up to 5</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>						
	Maths rhymes and songs	Number 1-4	Number 5	Number 6	Number 7	Number 8	Numbers 9
<u>Understanding of the World</u> People, Culture and Communities  The Natural World	<ul style="list-style-type: none"> <li>Shows an interest in different occupations</li> <li>Talk about the differences between materials and the changes they notice</li> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment</li> <li>Continue developing positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (where food comes from)</li> </ul>						
<u>Trips/Outdoor Learning Events</u>	50Things Launch Great Outdoors Day Bonfire Night	Diwali/Fireworks	Different local shops to look at fresh produce (Greggs)	Allotment to collect eggs	Café trips (small groups	Devenshire Park Woods (Little Red Riding Hood)	Keighley centre to look at Christmas Lights Christmas parties Santa visit
<u>Expressive Arts and Design</u> Creating With materials  Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Remember and sing entire songs.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>						
<u>Role play Area</u>	Bakers Shop with café area						
Quality Outcome (writing / art / production / presentation / assembly etc...)	Family Teddy Bears Picnic with songs						