



Reception- Autumn 2- Sparkle and Shine

Literacy

We will be exploring a range a text including: Chapatti Moon, Owl Babies and the Mixed-up Chameleon. We will be using our phonics to write labels for parcels and letters to Father Christmas. We will continue to learn our phonic sounds.

Mathematics

We will start with identifying different representations of numbers up to 5. We will learn to find one more and one less than a number. We will look at how all numbers are made up of smaller numbers using lots of different equipment, including five frames. We will start to subitise numbers, where we instantly recognise a small quantity without having to count how many there are. We will then move onto shapes looking at their sides and recognising them on everyday items. We will work on time by talking about night and day and ordering key events in our daily routines.

Physical Development

We will be learning to travel in different ways using different apparatus. We will develop our fine motor skills through a range of activities including: threading, playdough and cutting. We will be learning to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to create art, including Rangoli Patterns and Christmas cards.

Communication and Language

We will be learning about celebrations' will be looking at photographs discussing our experiences of celebrations. We will be learning how to ask questions to find out more about the features of different celebrations.



Personal, Social and Emotional Development "Celebrating Difference"

We will be celebrating our differences and identifying what we are good at. We will be using kind words and learning how to give and receive compliments. We will be finding out about different celebrations and cooking special foods.

Expressive Arts and Design

Expressive Arts and Design

Exploring media and materials: During music lessons we will be listening to music from around the world and learning songs for our performance. We will be using clay to create Diva lamps. We will use scented play dough to create our celebration food.

Understanding the World

The world: We will be thinking about where in the world different celebrations take place.

People and Communities: We will be identifying the similarities and differences between Diwali, Christmas and Bonfire Night. We will be learning about which objects are shiny and why.

Technology: We will use software to create Rangoli patterns and firework images

Phonics 	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Assessment Week	
English	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Contexts	Chapatti Moon by Pippa Goodheart and Lizzie Finlay 	Owl Babies 	Non-fiction text Owls 	Dear Santa 	The Jolly Postman 	Puss in Boots 	The Rainbow Fish 

Phonics:

Set 1


m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l - h -
sh - r - j - v - y - w - th - z - ch - qu - x - ng - nk

Set 2

ay - ee - igh - ow - oo - oo - ar - or - air - ir - ou - oy

Set 3

a-e - ea - i-e - o-e - u-e - aw - are - ur - er - ow - ai - oa - ew
- ire - ear - ure - tious - tion




Week	Expressive Art & Design 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	<p>Create a Diva Lamp- This lesson may need to be moved. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Link to Understanding the world Listen to the story of Diwali and link to other festivals that we know. Demonstrate creating a Diva lamp- show the pupils how to smooth the sides using slip and how to add decoration and detail.</p> <p>Take the children into a darkened room i.e. the hall and create a light parade invite parents, sing this little light of mine.</p>	I can manipulate materials Roll my clay Mould a shape with my hands	Pinch Mould Round Smooth Shiny	Rolling, squeezing, pushing, pulling and pinching malleable materials	Some materials can be moulded into different shapes.
2	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Making poppies from a variety of materials including clay, card, painting, cutting and sticking.</p>	I can use materials to make different objects.	Clay Malleable Materials	Construct simple structures and models using a range of materials	Different materials have different properties and can be used for different purposes.
3	<p>Being imaginative and expressive Sing a range of well-known nursery rhymes and songs. Sing a variety of songs and nursery rhymes relating to fairy tales. These can include familiar nursery rhymes and songs, such as When Goldilocks went to the house of the bears and There was a princess long ago. Talk to the children about their favourite songs and why they like them.</p> <p>Prompts, questions and challenge</p> <ul style="list-style-type: none"> • Which fairy tale songs do you know? • What is your favourite song? 	I can join in with songs and nursery rhymes.	rhyme song well known pitch	sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.	Songs and nursery rhymes can tell stories.

4	<p>Expressive arts and design. Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Read the Three Billy Goats Gruff Display pictures of different bridges and provide the children with a range of resources, including newspaper rolled tightly into tubes, corrugated cardboard, cardboard tubes, string, masking tape and scissors. Set the children the challenge of making a bridge to span two tables or two chairs. Explain that when they have made the bridge, you will test it together to see how many toys it can hold. Encourage the children to work together in teams to make their bridge. Ask them to decide which materials they will use and how they will attach their bridge to the tables or chairs.</p>	I can use materials to make different objects.	strong sticky bendy properties	Construct simple structures and models using a range of materials	Different materials have different properties and can be used for different purposes.
5	<p>Expressive arts and design Listen to a variety of music and sounds.</p> <p>Listen to the different fairy tale themed songs together and then Set up a listening station and play a variety of fairy tale-themed music and songs.</p> <p>Practical resources</p> <ul style="list-style-type: none"> • Scarves • Ribbons • Fairy tale-themed songs and music <p>Prompts, questions and challenge</p> <ul style="list-style-type: none"> • Add scarves and ribbons to dance with as they listen to the music. 	I can talk about how music makes me feel.	feelings happy, sad, angry, lonely, joyous, emotional	Listen to a variety of music and talk about how it makes them feel.	Music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions
6	<p>Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Each day read a different Traditional Story - discuss likes and dislikes. Create a fairy tale-themed reading den. This could take the form of a castle, woodland cottage or woodland</p>	I can retell a story	forest cottage character goodie baddie setting scene	Listen to and talk about the stories they have heard.	Fairy stories often have similar themes and have a message.





	<p>scene. Provide baskets of fairy tale-themed stories and books and, if possible, provide audio versions of the books for children to listen to. Ask the children to select their favourite story and talk about why they like it. Find out if the other children are familiar with the story. Choose a story to read to the group and encourage the children to join in with any repeated refrains or familiar language</p>		hero villain		
7	<p>Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Provide shiny loose parts including nuts, bolts, gems and shiny pebbles for the children to explore. Add mirrors and black paper for them to create patterns and pictures.</p> <p>Practical resources: Nuts and bolts, Screws, Shiny pebbles, Gems, Sequins, Black paper, Mirrors</p>	I can explore materials.	2-D 3-D natural move design create material	Use natural materials and loose parts to make 2-D and 3-D art.	Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D shapes.
8	<p>Construction and small world Expressive arts and design Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Wrap wooden blocks in shiny paper or foil and add shiny resources to the construction area for building fun.</p> <p>Practical resources</p> <p>Wooden blocks, Shiny paper or foil</p> <p>Prompts, questions and challenge Add other shiny resources to enhance the children's play.</p>	I can use different materials for different purposes.	materials shiny matt transparent translucent	Construct simple structures and models using a range of materials.	Different materials have different properties and can be used for different purposes.
4	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with texture, form and function. Cooking celebration food- Mince Pies or Gingerbread and Chapattis at different points in the half term. Play dough in the role play area to create celebration food.</p>	Manipulate materials Roll my pastry Mould a shape with my hands Follow instructions	Pinch Mould Mix Bake Sweet Roll	Rolling, squeezing, pushing, pulling and pinching malleable materials	I can follow simple instructions. I can roll and flatten a play of dough. I can mould my dough.

5	Safely use and explore a variety of materials, tools and techniques, experimenting with colour. Rangoli patterns using a range of materials. Including rice, paint, sequins.	Design a pattern.	Colour Primary Secondary	Observing, predicting and describing change.	Know which primary colours combine to create which secondary colours.
8	Safely use and explore a variety of materials, tools and techniques, experimenting with design, colour, texture, form and function. Making Christmas Cards- Link to English and Communication, Language and Literacy Visit to the Post Office or visit from the post-person.	Design Think of my design Select the colours Select the materials	Design Colour	Designing Painting/drawing Cutting/sticking	I know that a card sends a message. I know how to add a feature of the celebration.
9	Safely use and explore a variety of materials, tools and techniques, experimenting with design, colour, texture, form and function. Making Christmas Decorations- link to Understanding the World	Design Think of my design Select the colours Select the materials	Design Colour	Designing Painting/drawing Cutting/sticking	I know what a decoration is . I can join materials.
	Throughout the half term we will be rehearsing our Christmas Nativity.				





Music planning – see Charanga scheme of work and school Nativity

	Mathematics	Learning Intention and Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	It's Me 1, 2, 3 Representing 1, 2 and 3	I can: Count forwards and backwards	represent, count	Identify representations of 1, 2 and 3. Subitise or count to find how many. Count to 3 and back to 1 Make collections of 1, 2 and 3 objects. Count up to 3 objects in different arrangements.	Children say one number for each object counted, making sure they count each object only once and have counted every object. Know the order of numbers 1, 2 and 3. Know that the final number they say is the number of objects in the group.
2	It's Me 1, 2, 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3	I can: Compare numbers I can: Represent numbers to 3 I can: Partition numbers to 3.	More, less, most, fewer, same Whole, part,	Say which set of objects is bigger or smaller, which sets have the same number of objects. Say which small numbers make up 2 and 3.	As we count, each number is 1 more than the number before. As we count back, each number is one less than the previous number. Know that all numbers are made up of smaller numbers.
3	It's Me 1, 2, 3 Circle and triangles Positional language	I can: Recognise shapes I can: Use positional language	Circle, triangle Next to, on, over, under, into, around, through, behind, between	Name triangles and circles correctly. Use positional language to describe a route. Follow instructions for where to put things.	Recognise circles have one curved side and triangles have 3 straight sides, no matter which way they are turned.
4	Light and Dark Representing numbers to 5	I can: Represent numbers to 5	Whole, part, smaller, bigger, more, less, numeral	Make a collection of up to 5 objects and count them correctly. Recognise the numerals to 5 Show numbers to 5 on their fingers Count forwards to 5 and back to 1.	Count on or back to 5 Count or subitise sets of 5 objects. Know each number has a numeral to represent it. Know that the number of objects will not change, even if they are rearranged, if none are added or taken away. Understand that anything can be counted including things that cannot be touched such as sounds and movements.
5	Light and Dark Composition of 4 and 5 One more and one less	I can: Partition numbers to 5. I can: Find one more and one less than numbers to 5	Whole, part, composed, subitise, more, less	Show numbers to 5 on a five frame. Say how many there will be if they add one more or take one away.	Know that if a five frame is full then there are 5. Recognise the link between counting forwards and one more, and counting backwards and one less.

6	Light and Dark Shapes with 4 sides Time	I can: Find shapes with 4 sides. I can: Order events during my day	Square, rectangle, straight, corner, equal Day, night, morning, afternoon, before, after, today, tomorrow	Can find squares and rectangles on everyday items in the classroom. Put key events from the day in order Say what events happen at night time or day time.	Squares and rectangles have 4 straight sides and 4 corners. Squares are special rectangles with 4 equal sides. Squares and rectangles can be different sizes and orientations.
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Week	Understanding the world. 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Display pictures of Kings and Queens. Ask the question 'How do we know that these people are kings or queens?' Invite the children to describe the pictures and talk about the clothes that the people are wearing. Provide each child with a photograph of their face stuck to a blank piece of paper. Explain that they are going to draw themselves as a king or queen. Encourage them to think about their outfit and what accessories they will need to show that they are royal. Ask the children to add labels, captions or simple sentences to their pictures.</p>	I know about the past and present.	Queen King royalty character living castle dead	Explore and talk about pictures, stories and information books on the theme of royalty.	Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories.
2	<p>Sort and group materials and resources and talk about how they are similar or different.</p> <p>Read the story <i>The Princess and the Pea</i>. Explain that they have been given the job to find the best material to make a comfortable bed for the princess. Allow the children to handle a range of materials including cotton wool, felt, hessian, bubble wrap, wadding and foam. Encourage them to describe how each of the materials feel. Then give each child a small dried pea to put underneath the materials, showing them how to press down to test. Ask 'What can you feel?' Ask the children to sort the materials into 'Can feel the pea' and 'Cannot feel the pea'. Ask the children to choose which materials they would use to make the mattress and explain why.</p>	I can compare materials.	material property soft hard flexible sort	Compare and group objects and materials according to simple given criteria.	Objects can be compared and grouped according to their shape, colour, material or use.
3	<p>Past and Present</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Using old photographs of the school and artefacts loaned from MK museum discuss the similarities and differences between life in the past and life today. Encourage the pupils</p>	I can make comparisons.	past present future clothes outfits	Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.	The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.


	to ask and answer questions and discuss their likes and dislikes.				
4	<p>Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Look at the castles in different films- which is their favourite and why? Encourage the children to think about the materials used to build different parts of the buildings. Compare similarities and differences between the different buildings. The children might choose to draw some of the buildings and add labels or they might want to draw their ideal home.</p>	I can make comparisons.	past present future clothes outfits	Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.	The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.
5	<p>The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Seasonal Lesson Which Season is it? How do you know? What are the features of this season? Go on a seasonal walk and identify the seasonal changes. Take photographs and display in school.</p>	I can make observations.	Seasons changes	With support, observe, record and talk about materials and living things.	There are four seasons.
6	<p>The natural world Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Depending on the orchard this may need to be in the first half term. This lesson can also be completed with pumpkins. Leave the fruit out for the week and observe the changes.</p>	Observe changes.	changes seasons time natural	With support, observe, record and talk about materials and living things.	Natural objects usually change and decompose over time.

Week	Physical Development 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Safely negotiating space Moving with control	Play games Listen to instructions Take turns Move in different ways	Communicate Collaborate Teamwork	Communicating, collaborating and competing	Understand the rules of different games and know associated vocabulary.
2	Safely negotiating space Moving with control	Play games Listen to instructions Take turns Move in different ways	Communicate Collaborate Teamwork	Communicating, collaborating and competing	Understand the rules of different games and know associated vocabulary.
3	Safely negotiating space Moving with control	Play games Listen to instructions Take turns Move in different ways	Communicate Collaborate Teamwork	Communicating, collaborating and competing	Understand the rules of different games and know associated vocabulary.
4	Children show good control and coordination in large and small movements. Using large apparatus	Travel on apparatus Listen to instructions Take turns Move in different ways Bend my knees when I land	Travel Over Under Movement Balance	Agility, balance and coordination	Vocabulary of the names of P.E. equipment and ways of moving.
5	Children show good control and coordination in large and small movements. Using large apparatus	Travel on apparatus Listen to instructions Take turns Move in different ways Bend my knees when I land	Travel Over Under Movement Balance	Agility, balance and coordination	Vocabulary of the names of P.E. equipment and ways of moving.
6	Children show good control and coordination in large and small movements. Using large apparatus	Travel on apparatus Listen to instructions Take turns Move in different ways Bend my knees when I land	Travel Over Under Movement Balance	Agility, balance and coordination	Vocabulary of the names of P.E. equipment and ways of moving.





7	Children show good control and coordination in large and small movements. Using large apparatus	Travel on apparatus Listen to instructions Take turns Move in different ways Bend my knees when I land	Travel Over Under Movement Balance	Agility, balance and coordination	Vocabulary of the names of P.E. equipment and ways of moving.
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NB. In addition, fine motor skills are taught and practised in EAD, English, Handwriting and specific activities available in continuous provision (inside & outside). Gross motor skills also developed daily, through use of the large outdoor equipment.


Health and Self-care taught and supported daily through circle times, meal times and books. Parents encouraged to help children to develop self-care skills at home, as communicated through weekly parent updates.

Week	PSED: Celebrating Difference 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	<p>Can describe self in positive terms and talk about abilities.</p> <p>Celebrating difference – piece 1 – What am I good at?</p> <p>Identify something I am good at and understand everyone is good at different things. Discuss if we are all good at the same things, and why this makes us unique?</p> <p>What am I good at? lesson plan link</p>	<p>I can identify something I am good at and understand that everyone is good at different things.</p> <p>Think about what you are good at. Consider why this makes you unique. Reflect.</p>	<p>Abilities Individual Achievements Unique Attributes</p>	<p>Listening Reflecting Sharing ideas</p>	<p>Can I describe my positive attributes? How am I unique?</p>
2	<p>Can describe self in positive terms and talk about abilities.</p> <p>Celebrating difference – piece 2 – I’m special, I’m me!</p> <p>Work as a group to find out the different things we’re good at. Consider and understand how differences make us special.</p> <p>I'm special, I'm me! lesson plan link</p>	<p>I understand that being different makes us all special.</p> <p>Think about what makes you special. Share your strengths. Listen to others. Compare and reflect.</p>	<p>Differences Interests Opinions Strengths Differences</p>	<p>Listening Speaking clearly Sharing ideas Reflecting</p>	<p>Can I confidentially explain what I’m good at? Can I listen and reflect on others interests and compare them to my own?</p>
3	<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Celebrating difference – piece 3 – Families</p> <p>See similarities and differences between themselves and their peers. Consider what a family is, and what they can look like.</p> <p>Families lesson plan link</p>	<p>I know we are all different but the same in some ways.</p> <p>Explain what family means. Think about the similarities and differences between our families. Reflect.</p>	<p>Family Similarities Differences</p>	<p>Listening Sharing ideas Noticing Reflecting</p>	<p>What is a family? What does my family look like? Can I be part of more than one family? Can I recognise similarities and differences between groups of people?</p>

<p>4</p>	<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Celebrating difference – piece 4 – Homes</p> <p>Consider how homes look different around the world. Discuss how the homes look different to the one they live in.</p> <p>Children to share how their home is special to them and what it’s like.</p> <p>Houses and homes - KS1 The World Around Us - BBC Bitesize</p> <p>Homes lesson plan link</p>	<p>I can tell you why I think my home is special to me.</p> <p>Describe your home.</p> <p>Explain why your home is special.</p> <p>Compare our houses.</p> <p>Reflect.</p>	<p>Tepee Apartment Mansion Houses Home</p>	<p>Listening Speaking clearly Discussing Reflecting</p>	<p>What does a home look like? Are all homes the same? Why is my home special to me? Can I feel at home in more than one place?</p>
<p>5</p>	<p>Understands that own actions affect other people</p> <p>Celebrating difference – piece 5 – Making friends</p> <p>Children to reflect on what a friend is.</p> <p>Discuss how we make friends and how we can be kind friends.</p> <p>Making friends lesson plan link</p>	<p>I can tell you how to be a kind friend.</p> <p>Explain what a friend is.</p> <p>Discuss how we can be kind friends.</p> <p>Reflect.</p>	<p>Empathy Friendships Reflecting Kindness</p>	<p>Listening Sharing ideas Discussing</p>	<p>What is a friend? What can we do to be a kind friend? Who are your friends?</p>
<p>6</p>	<p>Children are confident to speak in a familiar group.</p> <p>Celebrating difference – piece 6 – Standing up for yourself.</p> <p>Children to consider how witnessing unkind behaviour makes them feel.</p> <p>Understanding how to stand up for themselves appropriately when people are unkind.</p> <p>Discuss some unkind things children may say to each other and talk about why they shouldn’t be said.</p> <p>Standing up for yourself lesson plan link</p>	<p>I know which words to use to stand up for myself when someone says or does something unkind.</p> <p>Understand what being unkind means.</p> <p>Explain the effect being unkind could have.</p> <p>Reflect.</p>	<p>Encountering Scenario Unkind Friendships Feelings Emotions</p>	<p>Listen Share ideas Reflect Discussing</p>	<p>What does being unkind mean? What effect might being unkind have on someone? Which words are right to use to resolve a conflict?</p>

	<p>Communication and Language</p>  <p>Additional lesson could include a teacher in character</p>	<p>Learning Intention and Success Criteria</p>	<p>Key Vocabulary</p> 	<p>Key skills</p> 	<p>Key Knowledge</p> 
1	<p>Listening, attention and understanding. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Explain what a character is and talk about characters that they might know from films and books. Invite the children to describe the characters and say what they know about them and the stories they are from. Have a selection of characters and pupils sort them in goodies and baddies.</p>	I can use adjectives	character setting goody baddy adjective	During small group or one to one discussions, ask questions to find out more and understand what has been said to them.	Characters take on different roles in stories.
2	<p>Retelling stories</p> <p>Listening, attention and understanding. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Set up a fairy tale-themed reading den. This could take the form of a castle, woodland cottage or woodland scene. Provide baskets of fairy tale-themed stories and books and, if possible, provide audio versions of the books for children to listen to. Ask the children to select their favourite story and talk about why they like it. Find out if the other children are familiar with the story. Choose a story to read to the group and encourage the children to join in with any repeated refrains or familiar language.</p>	I can retell a story.	character setting goody baddy adjective	Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	We can retell a story without using a book.
3.	<p>Understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking</p>	I can retell a story.	character setting goody baddy	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.	We can retell a story without using a book.

	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Display a model castle with a range of small world figures for imaginative play. Include some valiant knights, a giant, a king and his soldiers, a wicked queen and other fairy tale characters. Discuss the characters and their roles with the children. Play alongside the children and support them with their vocabulary and communication skills.</p>		adjective		
4	<p>Woodland Tales Listening, attention and understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Set up a woodland scene in a Tuff Tub using small logs, branches, pebbles and woodland creatures. Add boxes or blocks to represent cottages and small world characters from fairy tales set in the woods. These could include Goldilocks, Little Red Riding Hood, a wolf, the Three Bears, Grandma and a woodcutter. Invite the children to play with the resources and make up stories using the props.</p> <p>Practical resources Tuff Tub, Small logs, Branches, Pebbles, Small world woodland creatures, Small world fairy tale characters or wooden peg dolls</p>	<p>I can retell a story. I can use story language.</p>	<p>character setting goody baddy adjective</p>	<p>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities</p>	<p>We can retell a story without using a book.</p>
5	<p>Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Read the story <i>Little Red Riding Hood</i> to the children. Then, introduce them to the game, <i>What's the time, Mr Wolf?</i> Make sure that each child has a go at being the</p>	<p>Play cooperatively with others.</p>	<p>game fun play team cooperation taking turns</p>	<p>Take part in small group activities confidently.</p>	<p>Playing games helps us to make friends and have fun.</p>

	wolf. Encourage the children to count the number of steps carefully as they play.				
6	<p>Potions- Link to Forest School Listening, attention and understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Make magic potions by adding bubble bath to water. Add hand whisks for the children to make the mixture thick and foamy. Provide pots, food colouring and pipettes for the children to change the colour of the potion. Add sequins and glitter for interest and magic wands for stirring and mixing.</p>	Create a prop.	mixture mess shake stir tip natural	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.	We can create props to use in our stories.
7	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Explain that a celebration is a way of remembering a special event or day. Give the children time to discuss their experiences of celebrations and ask questions to find out more about celebrations, such as when they take place, special clothes that are worn, special foods that are eaten and ceremonies associated with the celebration. Encourage the children to speak clearly and listen to each other to gain new knowledge. Discuss similarities and differences between the celebrations and encourage the children to bring in pictures of their own special celebrations to talk about and use them to create a child-led display with captions.</p> <p>Create a den filled with artefacts and books from different celebrations, display the vocabulary the children have learnt and discuss what they know what they have found out etc. Watch the Nativity film</p> 	Know what a celebration is.	Fireworks night Divali Christmas Eid	During small group or one to one discussions, ask questions to find out more and understand what has been said to them.	<p>A celebration is a way of remembering a special event or day.</p> <p>Everyone is different and special. There might be things that make them similar or different to others, including their appearance or things they like to do.</p>