

<p>Cross Curriculum Maths: Number</p> <p>Shape, Space and Measure</p>	<p>See Maths Medium Term Plan; Unit 1: Counting.</p> <p>Reading Lists for The Scarecrow’s Wedding and collecting the correct amount of objects.</p> <p>Counting out the objects in the role play area, such as setting the table for a set amount of people.</p> <p>Daily counting of children/singing the days of the week during register times.</p>
<p>Communication and Language Listening and Attention</p> <p>Understanding</p> <p>Speaking</p>	<p>Following given instructions on new routines.</p> <p>Sharing experiences of weddings/celebrations.</p> <p>Talking about what they want to be when they grow up and why (Dress up day).</p> <p>Listening and questioning visitors about their jobs.</p> <p>Observing children’s interactions in the home corner role play and small world areas, inside and outside.</p> <p><i>Listens to others in small groups when conversation interests them.</i></p> <p><i>Listens to stories with increasing attentions and recalls.</i></p> <p><i>Focussing attention – sit still or do but can shift attention.</i></p> <p><i>Is able to follow directions.</i></p> <p><i>Understands use of objects.</i></p> <p><i>Shows understanding of prepositions.</i></p> <p><i>Responds to simple instructions.</i></p> <p><i>Beginning to understand how and why questions.</i></p> <p><i>Beginning to use more complex sentences to link thoughts.</i></p> <p><i>Uses talk to connect ideas and explain what is happening and anticipate what might happen next.</i></p> <p><i>Questions why things happen.</i></p> <p><i>Uses a range of tenses.</i></p> <p><i>Uses intonation, rhyme and phrasing to make meaning clear.</i></p> <p><i>Uses vocabulary focused on objects and people that are of particular importance to them.</i></p> <p><i>Builds up a vocabulary that reflects the breadth of their experience.</i></p> <p><i>Uses talk in pretending that objects stand for something else in play</i></p> <p><i>Beginning to use more complex sentences to link thoughts</i></p> <p><i>Can retell a simple past event in correct order.</i></p> <p><i>Uses talk to connect ideas, explain what is happening and anticipate what might happen next.</i></p> <p><i>Questions why things happen and gives explanations.</i></p> <p><i>Uses a range of tenses.</i></p> <p><i>Uses intonation, rhythm and phrasing to make meaning clear.</i></p> <p><i>Uses vocabulary focused on objects and people that are important to them.</i></p> <p><i>Builds up vocabulary that reflects their experiences.</i></p> <p><i>Uses talk in pretending the objects stand for something else in play.</i></p> <p><i>Maintains attention, concentrates and sits quietly during appropriate activity</i></p> <p><i>Two channelled attention- will listen and do for short span.</i></p> <p><i>Responds to instructions involving 2 part sequence.</i></p> <p><i>Understands humour</i></p> <p><i>Able to follow story without pictures or prompts.</i></p> <p><i>Listens and responds to ideas expressed by others in conversations or discussions.</i></p> <p><i>Extends vocab, especially by grouping and naming, exploring the meaning and sounds of new words.</i></p> <p><i>Uses language to imagine and recreate roles and experiences in play situations.</i></p> <p><i>Links statements and sticks to a main theme.</i></p> <p><i>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</i></p>

	<p><i>Keeps play going by responding to what others are saying or doing.</i> <i>Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</i> <i>Initiates conversations, attends to and takes account of what others say.</i> <i>Explains own knowledge and understanding and ask appropriate questions or others.</i> <i>Takes steps to resolve conflicts with other children.</i></p>
<p>Expressive Arts and Design: Exploring and using media and materials</p> <p>Being imaginative</p>	<p>Following Charanga music scheme: Unit 1: Me Singing nursery rhymes, acting out rhymes with puppets and props. Drawing family pictures. Creating self-portraits using skin colour paints. Diwali firework pictures and diva playdoh. <i>Sings a few familiar songs.</i> <i>Captures experiences and response with a range of media.</i> <i>Explores colour and how it can be changed.</i> <i>Begins to build a repertoire of songs and dances</i> <i>Understands that different media can be combined to create new effects.</i> <i>Manipulates materials to have planned effect.</i> <i>Uses simple tools and techniques competently and appropriately.</i> <i>Creating simple representations of events, people and objects.</i> <i>Chooses particular colours to use for a purpose</i></p>
<p>Understanding of the world: People and communities</p> <p>The world</p> <p>Technology</p>	<p>Children share photographs of family weddings and/or weddings they have attended. Discuss different roles at weddings (e.g. minister, groom, bride etc.) and how ceremonies across different families and cultures are similar and different. Invite people to come and talk to the children about their jobs – children to have time to question visitors. Dress Up day – What you want to be when you grow up. Diwali theme day. <i>Shows interest in the lives of people who are familiar to them.</i> <i>Recognises and describes special times or events for family or friends.</i> <i>Remembers and talks about significant events in their own experience.</i> <i>Knows that some things make them unique and can talk about some of the similarities and differences in relations to friends and family.</i> <i>Shows interest in different occupations and ways of life.</i> <i>Enjoys joining in with family customs and routines</i></p> <p>Bulb planting in gardening area. <i>Comments and asks questions about aspects of their familiar world.</i> <i>Can talk about some of the things they have observed.</i> <i>Talks about why things happen and how things work.</i> <i>Developing an understanding of growth, decay and changes over time.</i></p> <p>Introduce iPads and cameras, demonstrate how they work and discuss how they may be used in different areas of the unit. Introduce app of the week. Discuss E-safety. Wedding ‘photo booth’ for children to practise using camera function. <i>Completes a simple program on a computer.</i> <i>Interacts with age-appropriate computer software.</i></p>
<p>Working Scientifically</p>	<p>Bulb planting: Observing – Sensory observations of plants around the school grounds, observing different types of bulbs. Predicting – what might happen?</p>

LORIC	<p>Leadership</p> <p>Share Emotions book during carpet time. Focus during story snack time this half term to be identifying and discussing characters' feelings. Display pictorial emotion faces at front classroom to help children understand and discuss different feelings.</p> <ul style="list-style-type: none"> • <i>Model and involve children in finding solutions to problems and conflicts.</i> • <i>Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried.</i> • <i>Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings.</i>
Sustainability	Litter – Discussions about keeping our classroom/outdoor classroom tidy. Cleaning up after activities, when outside ensuring that the writing shed is properly tidied and equipment is not left outside for wind to carry away – how could our rubbish effect the wildlife around us?
British Values	Democracy – Sharing, taking turns, Rule of Law : class rules Individual Liberty: celebrating our achievements, Mutual Respect: Weddings and different cultures
SMSC	Cultural : Diwali, Moral : School and class rules, Social: making new friends and settling into school, Spiritual: Weddings
Themed Weeks	Arts week
Learning Outside The Classroom	Visit to Werrington Church to 'Wedding' of puppets Visitors talking about different occupations.