

<p>Communication and Language Listening and Attention</p> <p>Understanding</p> <p>Speaking</p>	<p>Following given instructions on new routines.</p> <p>Discussion of humour/jokes made through Supertato and Oi Frog stories.</p> <p>Observing children’s interactions in the role play (Grocery shop and post office) and small world areas (Superhero town and Winter wonderland), inside and outside.</p> <p>Rehearsing and performing Christmas nativity play.</p> <p><i>Maintains attention, concentrates and sits quietly during appropriate activity</i> <i>Two channelled attention- will listen and do for short span. 40-60</i> <i>Responds to instructions involving 2 part sequence.</i> <i>Understands humour</i> <i>Able to follow story without pictures or prompts.</i> <i>Listens and responds to ideas expressed by others in conversations or discussions</i> <i>Extends vocab, especially by grouping and naming, exploring the meaning and sounds of new words.</i> <i>Uses language to imagine and recreate roles and experiences in play situations.</i> <i>Links statements and sticks to a main theme.</i> <i>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</i></p>
<p>Physical Development: Moving and Handling</p> <p>Health and Self Care</p>	<p>Handwriting within daily phonics and stand-alone lessons.</p> <p>Practising cutting skills by creating their own Mr Potato heads. Using fingers/tweezers/chopsticks to put the ‘Evil Peas’ back in jail. Playdoh kitchen; making and decorating Christmas biscuits. Using hammer boards to create new presents for Santa’s workshop.</p> <p>Weekly PE with sports coach <i>Gymnastics.</i> <i>Holds pencil between thumb and 2 fingers using with good control.</i> <i>Can copy some letters.</i> <i>Experiments with different ways of moving.</i> <i>Jumps off an object and lands appropriately.</i> <i>Travels with confidence and skill around, under, over and through balancing, climbing equipment.</i> <i>Handles tools, objects, construction and malleable materials safely and with increasing control.</i> <i>Uses simple tools to effect changes to materials.</i> <i>Show preference for dominant hand</i> <i>Begins to use anticlockwise movement and retrace vertical lines.</i> <i>Begins to form recognisable letters.</i></p> <p>Changing for PE – Taking care of own belongings and using fastenings (buttons, velcro and zips) Toilet and hygiene routines. Safety in the unit <i>Understands that equipment and tools need to be used safely.</i> <i>Practice some appropriate safety measures without direct supervision.</i> <i>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</i> <i>Shows understanding of how to transport and store equipment safely.</i></p>
<p>Personal, Social and Emotional: Self-confidence and awareness</p> <p>Managing feelings and behaviour</p> <p>Making relationships</p>	<p>Circle times. Discussions around the behaviour of Evil Pea. Observations of children’s interactions with others in provision. Describing self in positive terms – what are your super powers? <i>Confident to speak to others about own needs, wants interests and opinions.</i> <i>Can describe self in positive terms and talk about abilities.</i></p> <p><i>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</i></p>

	<p><i>Can usually tolerate delay when needs are not met immediately.</i> <i>Can usually adapt behaviour to different events and changes in routines.</i> <i>Understands that own actions affect other people.</i> <i>Aware of the boundaries set and of behavioural expectations in the setting.</i> <i>Beginning to be able to negotiate and solve practical problems without aggression.</i></p> <p>Can we help Supertato and Evil Pea to resolve their conflicts? <i>Can play in a group, extending and elaborating play ideas.</i> <i>Initiates play, offering cure to peers to join them.</i> <i>Keeps play going by responding to what others are saying or doing.</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 2: My Stories. Link songs with Superheroes and Christmas.</p> <p>Create own Supertato Super hero props Build something to rescue the veggies from the river. Colour mixing – to create a beautifully coloured Christmas tree. Chalk blending Christmas trees/lights/stars. Christmas cards Christmas pictures using Pointillism Learning and performing Christmas songs for Nativity play <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>Discuss Christmas traditions Describing what makes them a superhero-children to discuss what makes them special and unique and their strengths. Exploring magnets and materials through Mr Magnet activity. Children test super magnetic powers on different objects and sort accordingly. Celebrating festivals – Diwali, Bonfire night, Christmas <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>Enjoys joining in with family customs and routines</i></p> <p>Continued use of technology stations within the unit for children to select and use within different areas for different purposes. Exploration of Beebots; The reindeers area feeling poorly, so Santa has asked the beebots to deliver the presents for him. Map to programme the beebots to different areas. Continued E-safety rules and discussions whilst using different technology. <i>Completes a simple program on a computer.</i> <i>Interacts with age-appropriate computer software.</i> <i>Selects and uses technology for particular purposes.</i></p>
<p>Working Scientifically</p>	<p>Exploring magnets and materials: Observing – Sensory observations of how different materials react when magnets are moved towards them. Discuss forces (push and pull). Predicting – what might happen?</p>

LORIC	<p>Organisation</p> <ul style="list-style-type: none"> • Is developing the skills of personal organisation. • Is beginning to understand and follow rules. • Is able to work successfully within a group during an organised activity. <p>-can the children organise themselves in the morning when they come into the classroom with bookbag, drink bottle etc and at the end of the day to collect coats, bookbags, drink bottles.</p> <p>Are they showing more awareness of class rules and putting them into practice and supporting others to do the same.</p> <p>Are the children able to work more as a group – in continuous provision activities and listen to each other, share ideas eg in the role play area/ construction areas?</p>
Sustainability	Global perspectives – looking at how different festivals are celebrated across the world – Christmas, Eid, Diwali, Guy Fawkes night, comparing how our families celebrate and looking at similarities and differences.
British Values	Democracy – Sharing, taking turns, Rule of Law : class rules Individual Liberty: celebrating our achievements, Mutual Respect: celebrating Christmas
SMSC	Cultural : Celebrating Christmas, Moral : School and class rules, Social: performing Christmas play, Spiritual: Learning about and reflecting the meaning of Christmas.
Themed Weeks	Parliament week, Enterprise week
Learning Outside The Classroom	Christmas craft with parents morning. Superhero dress up day.