

Holiday D Festivals Celebration Diary dat	and ons/	Week 1:  Monday 4 <sup>th</sup> September - Friday 8 <sup>th</sup> September  Friday 1 <sup>st</sup> September - INSET  Monday 4 <sup>th</sup> September - INSET	Week 2: Monday 11 <sup>th</sup> - Friday 15 <sup>th</sup> September  Rosh Hashanah (15th to 17th)	Week 3: Monday 18 <sup>th</sup> September - Friday 22 <sup>nd</sup> September  Half Term Holiday: Mon Yom Kippur (24th to 25th)	Week 4: Monday 25 <sup>th</sup> September - Friday 29 <sup>th</sup> September  nday 23 <sup>rd</sup> October to Fr  Milad un Nabi/Mawlid (27th)	Week 5: Monday 2 <sup>nd</sup> October to Friday 6 <sup>th</sup> October  Fiday 27 <sup>th</sup> October 202  Black History Month	Week 6: Monday 9 <sup>th</sup> October -Friday 13 <sup>th</sup> October	<u>Week 7:</u> Monday 16 <sup>th</sup> October - Friday 21 <sup>st</sup> October
Learning Theme		Me and My world						
Weekly T	heme	Me and my family		Owl Babies		Wow said the Owl Colour Exploration		Autumn/Harvest
Main Tex	rt .	This is me!		Owl Babies		Wow said the Owl		Leaf Man by Eloise Ehlert
	Indoor Focus:	PSED: Settling in (new children) and EAD: First portraits (returning children)	EAD: First Portraits  Literacy: Name writing	PD: Fine Motor: Making Pom-Pom owls	PD: Gross Motor collecting leaves and sticks on a walk to make an owl nest	EAD: Making a rainbow	EAD: Colour mixing handprints	PD: fine motor Making a leaf person/animal
	Outdoor Focus	PSED: Settling in (new children)	PSED: rules and boundaries	PD - Gross Motor LO: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills	PD: Gross Motor LO: Skip, hop, stand on one leg and hold a pose for a game like musical statues.	PD: Gross Motor LO; Use large- muscle movements to wave flags and streamers, paint and make marks.	PD: Gross motor LO: Start taking part in some group activities which they make up for themselves, or in teams: What's the time Mr Wolf	PD: Gross Motor skills LO: Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.



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Communication	Daily Story-time	Daily Story-time	Daily Story-time	Daily Story-time	Daily Story-time	Daily Story-time	Daily Story-time
	Our favourite stories	Our favourite stories	Owl babies and Owl	Owl babies and Owl	Colour stories	<u>Colour stories</u>	Autumn/Harvest stories
and Language	Children to bring in	Children to bring in	<u>stories</u>	<u>stories</u>	LO:	LO:	<u>LO:</u>
(Circle time)	their favourite books	their favourite books	LO:	LO:	Core: I can begin to	Core: I can begin to	Core: I can begin to
(Circle Time)	to share	to share	Core: I can begin to	Core: I can begin to	enjoy listening to	enjoy listening to	enjoy listening to longer
	LO. C T	LO. C T	enjoy listening to	enjoy listening to	longer stories and	longer stories and can	stories and can
	LO: Core: I can enjoy	LO: Core: I can enjoy	longer stories and can	longer stories and can remember much of	can remember much	remember much of what happens.	remember much of what
	listening to longer stories and can	listening to longer stories and can	remember much of what happens.	what happens.	of what happens.	what happens.	happens.
	remember much of	remember much of	what happens.	what happens.			
	what happens.	what happens.				N. maami mhi maa	Nursery rhymes
	what happens.	what happens.	Nursery rhymes	Nursery rhymes	Nursery rhymes	Nursery rhymes	<u>Nursery rhymes</u>
	Nursery rhymes	Nursery rhymes	<u>inursery rnymes</u>	<u>inursery rnymes</u>	nursery mymes	10.	LO:
	LO:	indisery mymes	LO:	LO:	LO:	LO: Core: I am beginning to	Core: I am beginning to
	Core: I am beginning to	LO:	Core: I am beginning to	Core: I am beginning to	Core: I am beginning	know many rhymes	know many rhymes
	know many rhymes	Core: I am beginning to	know many rhymes	know many rhymes	to know many rhymes	Know many mymes	know many mymes
	Know many mymes	know many rhymes	Know many mymes	Know many i nymes	To know many mymes	Colour songs	Autumn/Harvest songs
	All about me/Family	Know many mymes	Owl songs	Owl songs	Colour songs	LO:	LO:
	<u>songs</u>	All about me/Family	LO:	LO:	LO:	Core: I am beginning to	Core: I am beginning to
	LO:	songs	Core: I am beginning to	Core: I am beginning to	Core: I am beginning	be able to sing a large	be able to sing a large
	Core: I am beginning to	<u>songs</u> LO:	be able to sing a large	be able to sing a large	to be able to sing a	repertoire of songs.	repertoire of songs.
	be able to sing a large	Core: I am beginning to	repertoire of songs.	repertoire of songs.	large repertoire of	Topor for o of sorigs.	reperrence of senge.
	repertoire of songs.	be able to sing a large	Topol ton o of congo.	r oper reme of comge.	songs.		
	r oper reme of eerige.	repertoire of songs.					
		, sps. /s s s, ssgs.					
Dansanal Casial	Week 1: Being Me in	Week 2: Being Me in	Week 3: Being me in my	Week 4: Being me in my	Week 5: Being Me in	Week 6: Being me in my	Circle Time:
Personal, Social	My World: Who me?	my World: How am I	world: Being at	world: Gentle Hands	my world: Our Rights	world: Our	Friendship/feelings
and Emotional	LO:	feeling today?	Nursery and Pre-school	LO:	LO:	responsibilities	, -
	<u>Core:</u> I understand how	<u>LO:</u>	<u>LO</u> :	<u>Core:</u> I can use gentle	Core: I am starting	LO:	LO:
Development	it feels to belong and	<u>Core:</u> I understand how	<u>Core</u> : I can work	hands and understand	to understand	Core: I am learning	Core: I can talk about my
(TTCC ANA/)	that we are similar and	feeling happy and sad	together and consider	that it is good to be	children's rights and	what being responsible	feelings using words like
(JIGSAW)	different	can be expressed	other people's feelings	kind to people	this means we should	means	'happy', 'sad', 'angry' or
					all be allowed to learn	Core: I can increasingly	'worried'.
		<u>Core</u> : I can talk about	Core: I can understand		and play	follow rules,	
See additional planning		their feelings using	gradually how others			understanding why	
		words like 'happy', 'sad',	might be feeling.			they are	
		'angry' or 'worried'.				important. <u>Core:</u> I can	
						remember rules	
						without needing an	
						adult to remind them.	



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Physical	<u>General skills</u>	<u>General skills</u>	<u>General skills</u>	<u>General skills</u>	<u>General</u>	<u>General skills</u>	<u>General skills</u>
	<u>LO:</u>	LO:	LO:	LO:	<u>skills</u>	LO:	LO:
Development:	<u>Core</u> : I can choose the	<u>Core</u> : I can choose the	<u>Core:</u> I can continue to	<u>Core</u> : I can skip, hop,	LO:	<u>Core:</u> I can start taking	<u>Core:</u> I can match my
	right resources to	right resources to	develop my movement,	stand on one leg and	Core: I can use large-	part in some group	developing physical skills
Gross Motor	carry out their own	carry out their own	balancing, riding	hold a pose for a game	muscle movements to	activities which I make	to tasks and activities in
skills	plan	plan	(scooters, trikes and	like musical statues.	wave flags and	up for myself, or in	the setting. For example,
SKIIIS			bikes) and ball skills		streamers, paint and	teams:	they decide whether to
	Building with large	Building with large			make marks.		crawl, walk or run across
	construction resources	construction resources				What's the time Mr	a plank, depending on its
	outside	outside				Wolf	length and width:
							Obstacle course building
	Introduce: Daily	: Daily Activ8: Weeks	Daily Activ8: Weeks	Daily Activ8: weeks 19-	Daily Activ8: Weeks	Daily Activ8: Weeks	<u>Cosmic Yoga</u>
	Activ8: weeks 1-6	<u>7-12</u>	13-18	24	25-30	<u>31-36</u>	LO:
	<u>LO: Core</u>	LO:	LO:	LO:	LO:	LO:	Core: I can increasingly
	I can increasingly be	Core: I can increasingly	Core: I can increasingly	Core: I can increasingly	Core: I can	Core: I can increasingly	be able to use and
	able to use and	be Core able to use and	be able to use and	be able to use and	increasingly be able	be able to use and	remember sequences and
	remember sequences	remember sequences	remember sequences	remember sequences	to use and remember	remember sequences	patterns of movements
	and patterns of	and patterns of	and patterns of	and patterns of	sequences and	and patterns of	which are related to
	movements which	movements which	movements which	movements which	patterns of	movements which	music and rhythm.
	are related to music	movements which	are related to music	,			
	and rhythm.	and rhythm.	and rhythm.	and rhythm.	are related to music	and rhythm.	
	,	,	,	<b>'</b>	and rhythm.	,	
Playsical	Introduce Dough Disco	Dough Disco	Dough Disco	Dough Disco	Dough Disco	Dough Disco	Dough Disco
Physical	LO: Core I can use one-	LO: Core I can use	LO: Core I can use one-	LO: Core I can use one-			
Development:	handed tools and	handed tools and	handed tools and	handed tools and	one-handed tools and	handed tools and	handed tools and
	equipment	equipment	equipment	equipment	equipment	equipment	equipment
Fine Motor skills							' '
Litanon	This is Me!	This is Me!	Owl babies	Owl Babies	Wow said the owl	Wow said the owl	Leaf man
Literacy	LO:	LO:	LO:	LO:	LO:	LO:	<u>LO:</u>
(Reading)	Core: I can engage in	Core: I can engage in	Core: I can engage in	Core: I can engage in			
(reading)	extended conversations	extended conversations	extended conversations	extended conversations	extended conversations	extended conversations	extended conversations
	about stories, learning	about stories, learning	about stories, learning	about stories, learning	about stories, learning	about stories, learning	about stories, learning new
	new vocabulary.	new vocabulary.	new vocabulary.	new vocabulary.	new vocabulary.	new vocabulary.	vocabulary.
	Facus Cood sitting	Faguer Cood sitting	Facus Coad listoning	Facus Cood listoning	Facus Ouastianing	Fogues Ougetionings \\\	
	Focus: Good sitting	Focus: Good sitting	Focus: Good listening	Focus: Good listening	Focus: Questioning: Who	Focus: Questioning: What	Focus: Questioning: Where
				1	WITH		



Literacy (Writing)	Recognising and finding first letter in name (pointing to letter on name card)  LO: Core: I can write some or all of the letters in my name	Recognising and finding first letter in name (Magnetic letters)  LO: Core: I can write some or all of the letters in my name	Writing first letter of name (with finger in sand trays)  LO: Core: I can write some or all of the letters in my name	Writing first letter of name (with lolly stick in sand)  LO: Core: I can write some or all of the letters in my name	Writing first letter of name (with paintbrush in salt)  LO: Core: I can write some or all of the letters in my name	Writing first letter of name (with cotton bud in paint)  LO: Core: I can write some or all of the letters in my name	Writing first letter of name (with whiteboard and pen)  LO: Core: I can write some or all of the letters in my name
Mathematics (Number)	Intro: Counting forwards and backwards  LO: Core: I can Recite numbers past 5.  Five Little Ducks Song  LO: Core: I can show 'finger numbers' up to 5.	Intro: Counting forwards and backwards  LO: Core: I can Recite numbers past 5.  Ordering skills Ordering numbers up to 5 and 10 Lo: Core: I can say one number for each item in order: 1,2,3,4,5 and I can order numerals	Intro: Counting forwards and backwards  LO: Core: I can Recite numbers past 5.  Number recognition skills (recognising numbers in sequence and out of sequence) LO: Core I can experiment with my own symbols and marks as well as numerals. I can recognise some numerals (up to 5)	Intro: Counting forwards and backwards  LO: Core: I can Recite numbers past 5.  Number recognition skills (recognising numbers in sequence and out of sequence) LO: Core I can experiment with my own symbols and marks as well as numerals. I can recognise some numerals (up to 5)	Intro: Counting forwards and backwards  LO: Core: I can Recite numbers past  Matching numeral to quantity skills  LO: Core: I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5	Intro: Counting forwards and backwards  LO: Core: I can Recite numbers past 5  Matching numeral to quantity skills  LO: Core: I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5	Intro: Counting forwards and backwards  LO: Core: I can Recite numbers past 5  Recap: Ordering skills Number recognition skills  Matching numeral to quantity skills  LO: Core I can say one number for each item in order: 1,2,3,4,5 and I can order numerals  I can experiment with my own symbols and marks as well as numerals. I can recognise some numerals (up to 5)  I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5



Mathematics (Space, Shape and Measure)	Shape monster game (IWB)  LO: Core; I can explore 2D shapes using informal and mathematical language	2D shape pictures  LO: Core; I can explore 2D shapes using informal and mathematical language	Shape monster game (IWB)  LO: Core; I can explore 2D shapes using informal and mathematical language	2D shape matching game  LO: Core; I can explore 2D shapes using informal and mathematical language	Mystery bag shape game Lo: Core: I can talk about and explore 2D shapes	Mystery bag shape game - add extra visuals whole class Lo: Core: I can talk about and explore 2D shapes	Recap - shapes (assessment)  Lo: Core: I can talk about and explore 2D shapes
Understanding the World	Family Tree  LO: Core: I can begin to make sense of their own life-story and family's history	Family Tree  LO: Core: I can begin to make sense of their own life-story and family's history	Nocturnal animals Lo: Core: I can begin to understand the need to respect and care for the natural environment and all living things	Exploring and sorting natural materials LO: Core: I can explore collections of materials with similar and/or different properties	Rainbows Lo: Core: I can talk about what they see, using a wide vocabulary.	Colour mixing LO: Core: I can talk about what they see, using a wide vocabulary.	Exploring and sorting natural materials LO: Core: I can use all their senses in hands-on exploration of natural materials
Expressive Arts and Design	First Portraits  LO: Core: I can draw with increasing complexity and detail, such as representing a face with a circle and including details.	First Portraits  LO: Core: I can draw with increasing complexity and detail, such as representing a face with a circle and including details.	Pom-Pom Owls LO: Core: I can develop my own ideas and then decide which materials to use to express them.	Owl nests using natural materials LO Core: I can join different materials and explore different textures.	Rainbows LO: Core: I can I can develop my own ideas and then decide which materials to use to express them.	Colour mixing handprints LO: Core: I can explore colour and colour mixing.	Leaf Person/animal Lo: Core: I can join different materials and explore different textures.
Religious Education	Introduce the class prayer and lighting the candle with the calling used in worship	Continue with learning the class prayer and lighting the candle with the calling used in worship	Continue with learning the class prayer and lighting the candle with the calling used in worship	Introduce the Bible and the model use of the think space	Introduce creation story and the symbol of rainbows	Share a bible story	Introduce the theme of Harvest
Phonics  See additional planning	Phonics shed- Listening and attention skills LO: I can develop my phonological awareness	Phonics shed- Listening and attention skills LO: I can develop my phonological awareness	Phonics shed- Listening and attention skills LO: I can develop my phonological awareness	Phonics shed- Listening and attention skills LO: I can develop my phonological awareness	Phonics shed- Listening and attention skills LO: I can develop my phonological awareness	Phonics shed- Listening and attention skills LO: I can develop my phonological awareness	Phonics shed- Listening and attention skills LO: I can develop my phonological awareness