

	<u>Week 1:</u> Mon 30 th October - Fri 3 rd November	<u>Week 2:</u> Mon 6 th November - Fri 10 th November	<u>Week 3:</u> Mon 13 th November - Friday 17 th November	<u>Week 4:</u> Mon 20 th November - Fri 24 th November	<u>Week 5:</u> Mon 27 th November - Fri 1 st December	<u>Week 6:</u> Mon 4 th December - Fri 8 th December	<u>Week 7:</u> Mon 11 th December - Thurs 14 th December
Holiday Dates	Christmas holidays: Thursday 14 th December - Tuesday 2 nd January (Inset Friday 15 th December)						
Festivals and Celebrations/ Diary dates	Bonfire night - 5 th November	Diwali - 12 th November	Remembrance Day - 11 th November		St Andrew's Day (Scotland) - 30 th November	Nativity	Winter/Christmas
Learning Theme	Let's celebrate!						
Weekly Theme	Bonfire Night	Diwali	Remembrance	Birthdays	St Andrew's Day	Nativity Story	Christmas
Main Text	Sparks in the sky	Dipal's Diwali	A Poppy is to Remember by Heather Patterson	Its my Birthday by Helen Oxenbury	Katie in Scotland by James Mayhew	The Nativity Story	Christmas around the world
Communication and Language (Circle time)	<u>Daily Story-time</u> <u>Share Firework and Bonfire night stories</u> <u>LO: Core:</u> I can enjoy listening to longer stories and can remember much of what happens. <u>Introduce Daily singing Time and create a song folder for children's choice</u> <u>Learn Firework song</u> <u>LO:</u>	<u>Daily Story-time</u> <u>Share Diwali and other multi-cultural stories</u> <u>LO: Core:</u> I can enjoy listening to longer stories and can remember much of what happens. <u>Daily singing Time</u> <u>Learn Diwali song</u> <u>LO:</u> <u>Core:</u> I am beginning to be able to sing a large repertoire of songs <u>Learn Nursery rhymes (add props)</u>	<u>Daily Story-time</u> <u>Share Remembrance stories</u> <u>LO: Core:</u> I can enjoy listening to longer stories and can remember much of what happens. <u>Daily singing Time</u> <u>Learn Remembrance song/rhyme</u> <u>LO:</u> <u>Core:</u> I am beginning to be able to sing a large repertoire of songs <u>Learn Nursery rhymes (add props).</u>	<u>Daily Story-time</u> <u>Share Birthday stories</u> <u>LO: Core:</u> I can enjoy listening to longer stories and can remember much of what happens. <u>Daily singing Time</u> <u>Sing Happy Birthday song together</u> <u>LO:</u> <u>Core:</u> I am beginning to be able to sing a large repertoire of songs <u>Learn Nursery rhymes (add props).</u>	<u>Daily Story-time</u> <u>Share Scottish/Scotland stories</u> <u>LO: Core:</u> I can enjoy listening to longer stories and can remember much of what happens. <u>Daily singing Time</u> <u>Learn Scotland song/rhyme</u> <u>LO:</u> <u>Core:</u> I am beginning to be able to sing a large repertoire of songs	<u>Daily Story-time</u> <u>Share the Nativity story and Bible stories</u> <u>LO: Core:</u> I can enjoy listening to longer stories and can remember much of what happens. <u>Daily singing Time</u> <u>Learn a Christmas song/Nativity songs</u> <u>LO:</u> <u>Core:</u> I am beginning to be able to sing a large repertoire of songs	<u>Daily Story-time</u> <u>Share Christmas/Winter stories</u> <u>LO: Core:</u> I can enjoy listening to longer stories and can remember much of what happens. <u>Daily singing Time</u> <u>Learn Christmas songs/rhymes</u> <u>LO:</u> <u>Core:</u> I am beginning to be able to sing a large repertoire of songs

	<p><u>Core:</u> I am beginning to be able to sing a large repertoire of songs</p> <p><u>Learn Nursery rhymes (add props)</u></p> <p><u>LO:</u> <u>Core:</u> I am beginning to know many rhymes</p>	<p><u>LO:</u> <u>Core:</u> I am beginning to know many rhymes</p>	<p><u>LO:</u> <u>Core:</u> I am beginning to know many rhymes</p>	<p><u>LO:</u> <u>Core:</u> I am beginning to know many rhymes</p>	<p><u>Learn Nursery rhymes (add props).</u></p> <p><u>LO:</u> <u>Core:</u> I am beginning to know many rhymes</p>	<p><u>Learn Nursery rhymes (add props).</u></p> <p><u>LO:</u> <u>Core:</u> I am beginning to know many rhymes</p>	<p><u>Learn Nursery rhymes (add props).</u></p> <p><u>LO:</u> <u>Core:</u> I am beginning to know many rhymes</p>
<p>Personal, Social and Emotional Development (JIGSAW)</p> <p>See additional planning</p>	<p><u>Celebrating difference</u></p> <p><u>Week 1: What am I good at?</u></p> <p>LO: I know how it feels to be proud of something I am good at</p>	<p><u>Celebrating difference</u></p> <p><u>Week 2: I'm special, I'm me</u></p> <p>LO: I can tell you one way I am special and unique.</p>	<p><u>Celebrating difference</u></p> <p><u>Week 3: Families</u></p> <p>LO: I know that all families are different</p>	<p><u>Celebrating difference</u></p> <p><u>Week 4: Homes</u></p> <p>LO: I know there are lots of different homes.</p>	<p><u>Celebrating difference</u></p> <p><u>Week 5: Making Friends</u></p> <p>LO: I can tell you how I could make new friends</p> <p>LO: I can become more outgoing with unfamiliar people, in the safe context of their setting. LO: I can show more confidence in new social situations</p> <p>LO: I can develop my sense of responsibility and membership of a community.</p>	<p><u>Celebrating difference</u></p> <p><u>Week 6: Standing up for yourself</u></p> <p>LO: I can use my words to stand up for myself.</p> <p>LO: I can develop appropriate ways of being assertive.</p> <p>LO: I can talk with others to solve conflicts.</p> <p>LO: I can find solutions to conflicts and rivalries</p>	<p><u>Celebrating difference</u></p> <p><u>Week 7: Class rules</u></p> <p>LO: I can increasingly follow rules, understanding why they are important</p> <p>LO: I can remember rules without needing an adult to remind them</p>

Physical Development: Gross Motor skills	<u>Using streamers to make pretend fireworks - big movements</u> <u>LO:</u> Core: I can use large-muscle movements to wave flags and streamers, paint and make marks.	<u>Diwali - chalk rangoli patterns</u> <u>LO:</u> Core: I can use large-muscle movements to wave flags and streamers, paint and make marks.	<u>Hall games and parachute games</u> <u>LO:</u> Core I can start taking part in some group activities which they make up for themselves, or in teams	<u>Birthdays - party games eg musical statues, sleeping lions etc</u> <u>LO:</u> Core: I can skip, hop, stand on one leg and hold a pose for a game like musical statues.	<u>Scotland - flag making and waving</u> <u>LO:</u> Core: I can use large-muscle movements to wave flags and streamers, paint and make marks.	<u>Hall games and parachute games</u> <u>LO:</u> Core I can start taking part in some group activities which they make up for themselves, or in teams	<u>Christmas party games eg Rudolph hokey cokey</u> <u>LO:</u> Core: I can skip, hop, stand on one leg and hold a pose for a game like musical statues.
	<u>Daily Activ8: weeks 7-12</u> <u>LO:</u> Core: I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	<u>Daily Activ8: Weeks 7-12</u> <u>LO:</u> Core: I can increasingly be Core able to use and remember sequences and patterns of movements which are related to music and rhythm.	<u>Daily Activ8: Weeks 7-12</u> <u>LO:</u> Core: I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	<u>Daily Activ8: weeks 7-12</u> <u>LO:</u> Core: I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	<u>Daily Activ8: Weeks 7-12</u> <u>LO:</u> Core: I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	<u>Daily Activ8: Weeks 7-12</u> <u>LO:</u> Core: I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	<u>Cosmic Yoga</u> <u>LO:</u> Core: I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
Physical Development: Fine Motor skills	<u>Dough Disco</u> <u>LO:</u> Core I can use one-handed tools and equipment	<u>Dough Disco</u> <u>LO:</u> core I can use one-handed tools and equipment	<u>Dough Disco</u> <u>LO:</u> Core I can use one-handed tools and equipment	<u>Dough Disco</u> <u>LO:</u> Core I can use one-handed tools and equipment	<u>Dough Disco</u> <u>LO:</u> Core I can use one-handed tools and equipment	<u>Dough Disco</u> <u>LO:</u> Core I can use one-handed tools and equipment	<u>Dough Disco</u> <u>LO:</u> Core I can use one-handed tools and equipment
	<u>Sparks in the sky</u> <u>LO:</u> Core: I can engage in extended conversations about stories, learning new vocabulary. Focus: who questions	<u>Dipal's Diwali</u> <u>LO:</u> Core: I can engage in extended conversations about stories, learning new vocabulary. Focus: Who questions	<u>A Poppy is to Remember by Heather Patterson</u> <u>LO:</u> Core: I can engage in extended conversations about stories, learning new vocabulary. Focus: Where questions	<u>It's my Birthday by Helen Oxenbury</u> <u>LO:</u> Core: I can engage in extended conversations about stories, learning new vocabulary. Focus: Where questions	<u>Katie in Scotland by James Mayhew</u> <u>LO:</u> Core: I can engage in extended conversations about stories, learning new vocabulary. Focus: What questions	<u>The Nativity Story</u> <u>LO:</u> Core: I can engage in extended conversations about stories, learning new vocabulary. Focus: What questions	<u>Christmas around the world</u> <u>LO:</u> Core: I can engage in extended conversations about stories, learning new vocabulary. Focus: Who, What and Where questions

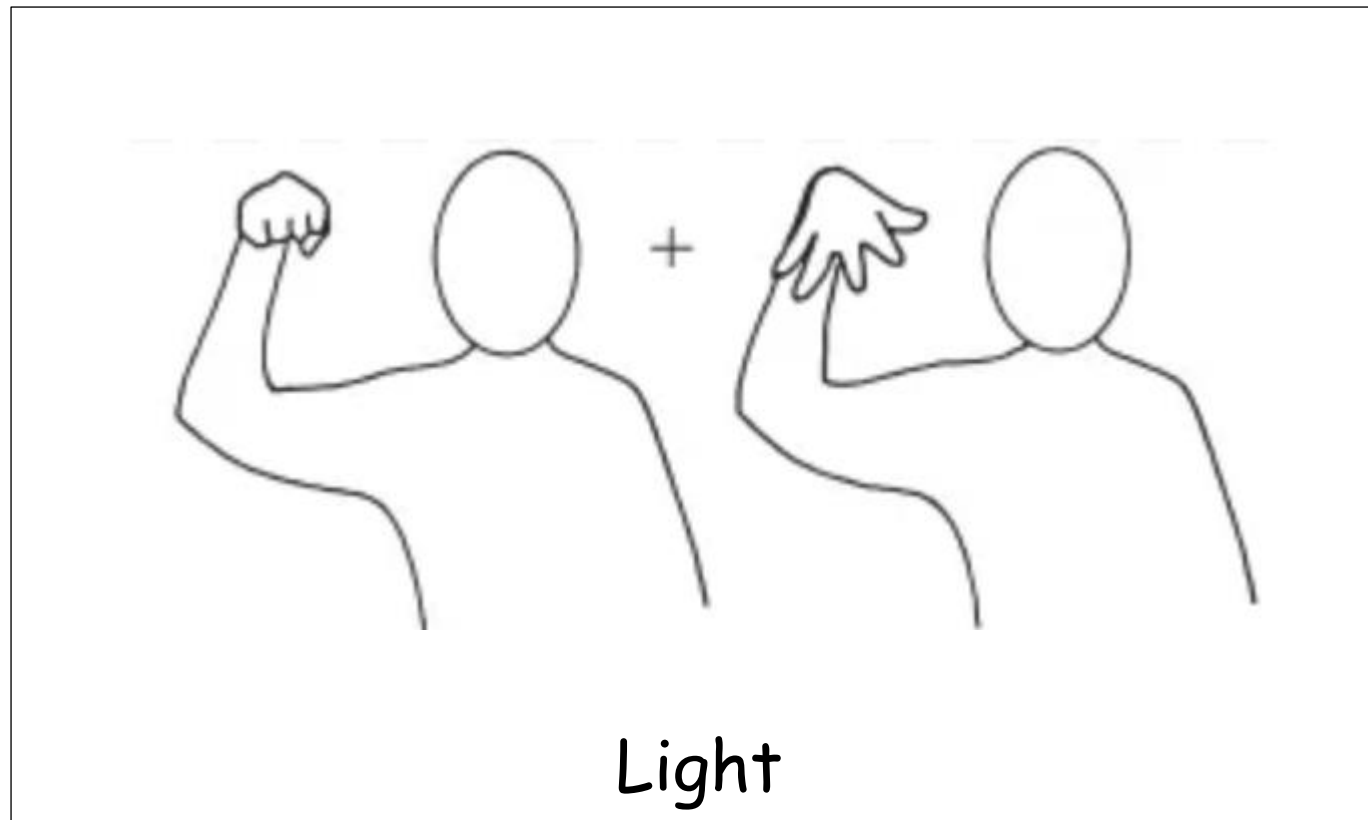
<p>Literacy (Writing)</p>	<p><u>Recognising and finding letters in name</u> (magnetic letters and matching to name card) LO: Core: I can write some or all of the letters in my name</p>	<p><u>Recognising and finding letters in name</u> (magnetic letters and matching to name card) LO: Core: I can write some or all of the letters in my name</p>	<p><u>Writing letters in name</u> (with finger in sand trays, using name cards) LO: Core: I can write some or all of the letters in my name</p>	<p><u>Writing letters in name</u> (with lolly stick in sand) LO: Core: I can write some or all of the letters in my name</p>	<p><u>Writing letters in name</u> (with paintbrush in salt) LO: Core: I can write some or all of the letters in my name</p>	<p><u>Writing letters in name</u> (with cotton bud in paint) LO: Core: I can write some or all of the letters in my name</p>	<p><u>Writing letters in name</u> (with whiteboard and pen) LO: Core: I can write some or all of the letters in my name</p>
<p>Mathematics (Number)</p>	<p><u>Introduce Number of the week:</u> Number 1 LO: I can show 'finger numbers' up to 5. I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5.</p>	<p><u>Introduce Number of the week:</u> Number 2 LO: I can show 'finger numbers' up to 5. I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5.</p>	<p><u>Introduce Number of the week:</u> Number 3 LO: I can show 'finger numbers' up to 5. I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5.</p>	<p><u>Introduce Number of the week:</u> Number 4 LO: I can show 'finger numbers' up to 5. I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5.</p>	<p><u>Introduce Number of the week:</u> Number 5 LO: I can show 'finger numbers' up to 5. I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5.</p>	<p><u>Recap 1-5</u> LO: I can show 'finger numbers' up to 5. I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5.</p>	<p><u>Recap 1-5</u> LO: I can show 'finger numbers' up to 5. I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5.</p>
<p>Mathematics (Space, Shape and Measure)</p>	<p><u>2D shape firework pictures</u> LO: Core: I can talk about and explore 2D shapes.</p>	<p><u>Rangoli patterns using tangram shapes</u> LO: Core: I can combine shapes to make new ones - an arch, a bigger triangle, etc.</p>	<p><u>Children to make soldiers to march along the road map</u> LO: Core: I can discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p><u>Children to make a dress up doll of themselves for the birthday wall</u> LO: Core: I can use informal language like 'pointy', 'spotty', 'blobs', etc.</p>	<p><u>Children to use peg boards to make repeating patterns including the Scottish flag</u> LO: Core: I can talk about and identify the patterns around me.</p>	<p><u>Sequencing the Nativity story using widget</u> <u>First, next etc</u> LO: Core: I can begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p><u>Paper chains using patterned paper</u> LO: Core: I can extend and create ABAB patterns - stick, leaf, stick, leaf.</p>

<p>Understanding the World</p>	<p><u>Cbeebies My First Fireworks video and circle time discussion about what ch do on bonfire night with their family</u> LO: Core: I can begin to make sense of my own life-story and family's history</p>	<p><u>Cbeebies my first festival Diwali</u> LO: Core: I know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><u>Cbeebies poppies animation</u> LO:Core: I can talk about what they see, using a wide vocabulary.</p>	<p><u>Mr Tumble Happy Birthday and circle time discussion about our own birthday celebrations. Children to share photos</u> LO: Core: I can begin to make sense of my own life-story and family's history</p>	<p><u>Cbeebies Scotland St Andrews Day celebration</u> LO: Core: I know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><u>Nativity story video</u> LO: Core: I can talk about what they see, using a wide vocabulary.</p>	<p><u>Making and decorating snowflake biscuits</u> LO: core: I can talk about the differences between materials and changes they notice.</p>
<p>Expressive Arts and Design</p>	<p><u>Making Chalk and paint firework pictures</u> Lo: Core: I can use drawing to represent ideas like movement or loud noises</p>	<p><u>Making salt dough Diya lamps</u> LO: Core: I can create closed shapes with continuous lines and begin to use these shapes to represent objects</p>	<p><u>Remembrance pop bottle poppy making</u> LO: Core: I can join different materials and explore different textures.</p>	<p><u>Cloud dough and sprinkles: Cake making</u> LO: Core: I can explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p><u>St Andrew's Day Flag making - collage</u> LO: Core: I can develop their own ideas and then decide which materials to use to express them.</p>	<p><u>Re-enacting the Nativity Story using props and taking part in our own Nativity</u> LO: Core: I can take part in simple pretend play</p>	<p><u>Making lolly stick snowflakes</u> Lo: Core: I can join different materials and explore different textures.</p>
<p>Religious Education</p>	<p>Continue with the class prayer and using the calling used in worship to light the candle</p> <p>Begin to create a school values tree</p>	<p>Continue with the class prayer and using the calling used in worship to light the candle</p> <p>Introduce the first school value: Respectful</p> <p>Diwali</p>	<p>Continue with the class prayer and using the calling used in worship to light the candle</p> <p>Introduce the first school value: Respectful</p> <p>Remembrance and 5 minutes silence</p>	<p>Continue with the class prayer and using the calling used in worship to light the candle</p> <p>Introduce the first school value: Respectful</p>	<p>Continue with the class prayer and using the calling used in worship to light the candle</p> <p>Introduce the first school value: Respectful</p>	<p>Continue with the class prayer and using the calling used in worship to light the candle</p> <p>Introduce the first school value: Respectful</p> <p>Nativity Story</p>	<p>Continue with the class prayer and using the calling used in worship to light the candle</p> <p>Introduce the first school value: Respectful</p> <p>Advent</p>
<p>Phonics</p> <p>See additional planning</p>	<p>Listening and attention skills focus</p> <p>Peace at Last</p>	<p>Listening and attention skills focus</p>	<p>Listening and attention skills focus</p>	<p>Listening and attention skills focus</p>	<p>Listening and attention skills focus</p>	<p>Listening and attention skills focus</p>	<p>Listening and attention skills focus</p>

This week we are focusing on:



Our Makaton signs of the week is:



Acorns Nursery
Continuous Provision Enhancement Plan
W/B 6th November

	Monday	Tuesday	Wednesday	Thursday	Friday
Creative/Messy Area (Blue Tuff Spot)	Cornflour, paint and glitter				→
Mark-Making/Creative Area (BIG RED TABLE)	Rangoli pattern pictures and pencils	Children's choice	Rangoli patterns and paint	Children's choice	Rangoli patterns and water colours
Maths Area (top of unit)					
Literacy/Phonics (top of unit)	Phonics shed resources	Magnetic letters and name cards	Phonics shed resources	Magnetic letters and name cards	Phonics shed resources
Construction Area (TUFF SPOT ON FLOOR)	Children's Choice	Children's Choice	Children's Choice	Children's Choice	Children's Choice
Small World (GREEN TABLE) TAKE PHOTOS for children's self-select	Children's Choice	Children's Choice	Children's Choice	Children's Choice	Children's Choice
Carpet	Children's Choice				→
FUNKY Fingers (Blue hexagon TABLE) TAKE PHOTOS for children's self-select	Numicon	Shape pictures (new)	Pompoms, pots and tweezers	Pegs and bowls	Children's choice
RE/Reflection Area					
Role Play Area	Castle role play				→
Book Corner	Children's choice Add space themed books	Children's choice	Children's choice	Children's choice	Children's choice →
IWB	Maths game	Phonics game	Maths game	Phonics game	Maths game
Name writing area	Add phonics shed cards				→
Topic/Interest table (RED TABLE)	Diwali and Firework books and resources				→