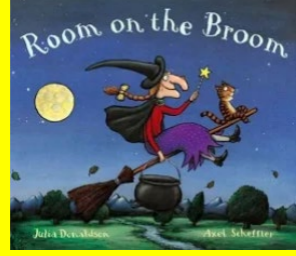

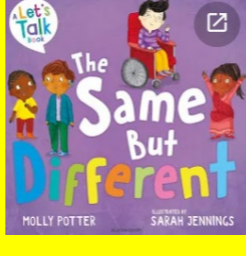
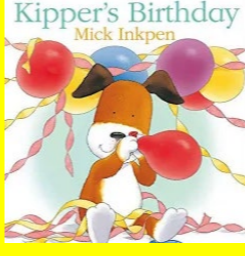

















<b>Term 2</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Term 2: Literature Link</b>							
<b>Term 2</b> 4/11/2025 19/12/2025	<b>Guy Fawkes Night</b>	<b>Remembrance Day</b>	<b>The Nativity</b>	<b>Birthday Celebration</b>	<b>Winter</b>	<b>Christmas</b>	<b>Christmas</b>
5 <sup>th</sup> Nov Guy Fawkes Night 11 <sup>th</sup> Nov Remembrance Day 20 <sup>th</sup> Nov - Children In Need 14-22 <sup>nd</sup> Dec Hanukah	<b>Day: Halloween</b>		<b>Day: Children in Need</b>				
<b>Maths</b> Number Numerical Patterns	<p>To join in with repeats. To explore position and space. To show correct number of fingers to 3. To make action when saying numbers. To explore shapes/shape resources. To create own patterns. To take a given number from a larger group.</p>						
<b>Love of reading</b> Word Reading Comprehension	<p>Each book provides opportunities to read and engage with text, language development, rhymes, action songs and poems and opportunities to explore sensory aspects of the text Would you rather</p>						
<b>Phonics</b> Word Reading	<p>Phonemes s, a, t and blend words sock, sun, soap, sack, teeth tin, tap, top. Omit blending for a</p>						
<b>Writing</b>	<p>Creates a variety of marks with increasing control. Draws simple lines, circles and patterns. Begins to talk about drawings and marks. Holds mark-making tools with developing control. Enjoys making marks for a purpose during play.</p>						
<b>Rhyme time</b> Listening and Attention Comprehension Word Reading	<p>Each rhyme covers listening, syllables, rhyming, alliteration and sound knowledge</p> <ul style="list-style-type: none"> <li>• Humpty dumpty</li> <li>• Jack and jill</li> <li>• Miss Polly had a dolly</li> </ul>						



<p><b>Science</b> The Natural World</p> 					<p>Explore natural materials indoors and outside. Explore the natural world around them. Explore and respond to different natural phenomena in there setting. Describe what they see, hear and feel whilst outside.</p>		
<p><b>Geography</b> People, Culture and Communities The Natural World</p> 							
<p><b>History</b> People, Culture and Communities Past and Present</p> 	<p>What events happened in the past?</p>						
<p><b>RE</b> Self-Regulation Managing Self Building Relationships People, Culture and Communities</p> 				<p>Begin to understand family traditions and celebrations such as Birthdays, Christmas</p>		<p>Begin to understand family traditions and celebrations such as Birthdays, Christmas</p>	<p>Begin to understand family traditions and celebrations such as Birthdays, Christmas</p>
<p><b>Computing</b></p> 	<p>Know how to operate simple touch screen technology.</p>						
<p><b>DT</b> Creating with Materials Being Imaginative</p>	<p>Explore different materials freely to develop their ideas of how to use them and what to make.</p>						



	
<p><b>Art</b> Creating with Materials Being Imaginative</p> 	<p>Name primary colours. Develop own ideas and decide which materials to use to express themselves.</p>
<p><b>Music</b> Creating with Materials Being Imaginative</p> 	<p>Listen with increased attention to sounds. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>
<p><b>PSHE: Jigsaw</b> Self-Regulation Managing Self Building Relationships</p> 	<p><b>PSHE: Celebrating difference</b> Know how it feels to be proud of something I am good at. Know that I am special and unique. Know that all families are different. Know there are lots of different houses and homes. Know how to make new friends. Know how to use my words to stand up for myself.</p>
<p><b>Physical Education</b> Gross Motor Skills Fine Motor Skills</p> 	<p>Show a preference for a dominant hand. Use large muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams.</p>