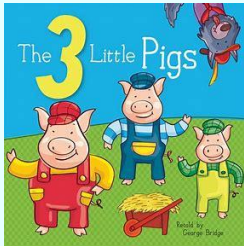

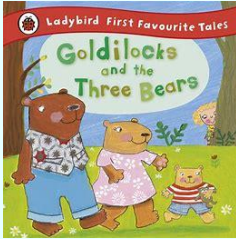
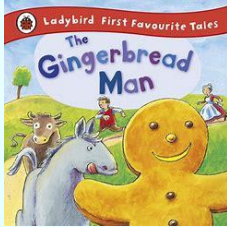
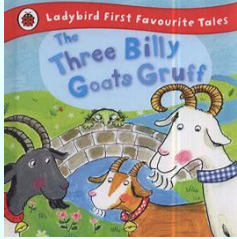
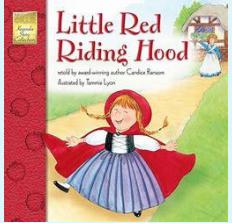




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Date W/C	05.01.2026	12.01.2026	19.01.2026	26.01.2026	02.02.2026	9.02.2026
Key Literacy Focus						
Non Fiction						
Literacy Word Reading	<p>Children will learn:</p> <ul style="list-style-type: none"> Name recognition Introduce Phase 2 phonics Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother 					
Literacy Comprehension	<p>Children will learn:</p> <ul style="list-style-type: none"> To talk about and retell a range of familiar stories To know that text is read from left to right and top to bottom Listen to a story and comment on events 					



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All adults in EYFS will:

- Make previously read books available for children to share at school and at home
- Discuss books read in class
- Encourage children to make predictions on books by asking what happens next
Talk about characters in stories they have been read
- Discuss title, Author and blurb
- Talk about story settings in stories they have been read.

Literacy Writing

Children will learn:

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page: write 'm' for mummy.

Maths Number

Children will learn:

- *To identify representations of 1 and 2*
- *To subitise or count to find out how many and make their own collections of 1 or 2 objects.*
- *To match the number names to quantities and numerals.*
- *To touch count in different arrangements and recognise that the final number is the quantity of the set.*
- *Counting to 1*
- *Finding 1 object*
- *Representing 1 on a 5 frame*
- *A circle - 1 sided shape (circles in the environment)*
- *1 action e.g 1 hop, 1 jump, 1 clap*
- *What is 1 made of - 1 nose, 1 mouth, 1 body*



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- *1 being the first number, its position on a number line, ordinal numbers*
- *Numicon 1*
- *Dice 1*
- *Subitising 1*
- *The numeral and formation of 1*
- *Number 1 in the environment*
- *Representing 1 using marks, pictures and finger*
- *Matching numeral to quantity.*
- *Counting to 2*
- *Finding 2 objects*
- *Representing 2 on a 5 frame*
- *A semi-circle - 2 sided shape (semi- circles in the environment)*
- *2 actions e.g 2 hops, 2 jumps, 2 claps*
- *2 is made up of 1 is a part of me, 1 is a part of me and the whole of me is 2*
- *2 being the second number, its position on the number line, ordinal numbers*
- *Numicon 2*
- *Dice 2*
- *Subitising 2*
- *The numeral and formation of 2*
- *Number 2 in the environment*
- *Representing 2 using marks, pictures and fingers*
- *Matching numeral to quantity*



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Numerical Pattern

Children will learn:

- To use real objects to see that the quantity of a group can be changed by adding more.

Shape, space and Measure

Children will learn:

- Weight through carrying heavy and light items.
- Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check.
- Prompt them to use the language heavy, heavier than, heaviest, light, lighter than, lightest, to compare items. Start with items that have an obvious difference in weight.
- Avoid common misconceptions that bigger items are always heavier by providing some smaller heavier items and some large lighter ones.

Understanding the World

People, Culture and Communities (Geography)



Children will learn:

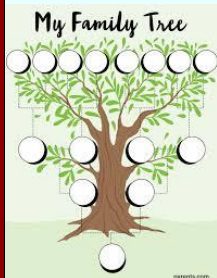
- All about traditions around the world - Chinese New Year
- That there are different countries in the world.
- To talk about the differences they have experienced and seen in photos.



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Past and Present
(History)



Children will learn:

- To make sense of their own life story and their family's history.

The Natural World
(Science)



Children will learn:

- All about plants and growing.

Computing

Children will learn:

- In role play children to use ICT equipment to press buttons etc take a picture on an iPad of themselves in their dress up clothes and in the outdoor area.
- iPad for independent learning.
- Children recognise that a range of technology is used in places such as homes and schools.
- They select and to use technology for particular purposes and access age related software.



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<p>Expressive arts and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Structures: Junk Modelling Children will learn:</p> <ul style="list-style-type: none">• To explore and learn about various types of permanent and temporary joins.• To be encouraged to tinker using a combination of materials and joining techniques in the junk modelling area. <p>Seasonal Craft: Winter Craft Threaded Snowflakes</p> <p>Spring - Flower Threading</p> <p>Musical Stories Children will learn:</p> <ul style="list-style-type: none">-Moving to music-Storytelling with actions-Using instruments to represent actions-Musical story composition-Musical story performance
<p>Role Play</p>	<p>Children will role play in 'Jurassic Park', using newly taught vocabulary, using a range of resources - writing materials, mark making, previously made resources to enhance the role play area</p>



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Communication and Language

Listening, Attention and Understanding

Children will learn:

- Using increased listening and attention skills to join in with repeated refrains in stories and nursery rhymes.
- To talk about the different characters and what they are doing.
- Children to use connectives e.g. Once upon a time and then.

Speaking

Children will learn:

- To use complete sentences in everyday talk.
- Help children build sentences using new vocabulary, by rephrasing what they say and structuring their responses using sentence starters.
- Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them."
- Build upon their incidental talk: "Your tower is definitely the tallest I have seen all week. Do you think you will make it any higher?"
- Suggestion: ask open questions, "How did you make that? Why does the wheel move so easily? What will happen if you do that?"
- Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."



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Personal, Social and Emotional Development (PSED)

Self-Regulation

Children will learn:

- School routines and expectations.
- To understand their own and others feelings through building sharing skills through planned and independent activities.
- To have the freedom to make mistakes.
- To follow instructions, with high levels of support when necessary.
- To express their feelings if they feel hurt or upset using descriptive vocabulary.
- To undertake specific activities that encourage talk about feelings and their opinions.
- To set own goals and how to achieve them.
- Strategies for staying calm in the face of frustration.
- How to take turns, wait politely, tidy up and so on.

Managing self

Children will learn:

- To joining in and share experiences in circle times and independent provision activities.
- How to form special friendships through independent activities, phase stories and activities.
- Offer stay and play for parents and children to get the chance to interact in school
- To understand how to accept constructive support and recognition of their personal achievements.
- How to tell each other about their work and play and be reflective and to self-evaluate their own work.
- To develop problem-solving skills by talking through how they and others resolve a problem or difficulty. They will learn that mistakes are an important part of learning and going back is trial and error not failure.
- To recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.
- To use story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.
- Good hygiene, such as insisting on hand washing and sanitising before snack and lunchtime.
- To make decisions about healthy foods and the importance of eating plenty of fruits and vegetables.
- To develop good personal hygiene and be provided with regular reminders about thorough handwashing, toileting and oral hygiene.
- Oral hygiene and talk about what our teeth do and why we need to keep them healthy and what they can do at home to look after their teeth.
- To talk about their experiences of going to the dentist and what happens when they are there.



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Physical development	Building Relationships Children will learn: <ul style="list-style-type: none">• To make time to get to know the child and their family, Ask parents about the child's history, likes, dislikes, family members and culture.• Take opportunities in class to highlight a child's interests, showing you know them or about them.• Make sure children are encouraged to listen to each other as well as the staff.• Ensure children's play regularly involves sharing and cooperating with friends and other peers.• Congratulate children on their kindness to others and express your approval when they help, listen and support each other.			
	<table border="1" style="width: 100%;"><tr><td style="background-color: #e0e0e0; width: 15%;">Gross Motor</td><td style="background-color: #e0e0e0;">Children will learn:<ul style="list-style-type: none">• To move in different ways, running, climbing, jumping.</td></tr><tr><td style="background-color: #e0e0e0;">Fine Motor</td><td style="background-color: #e0e0e0;">Children will learn:<ul style="list-style-type: none">• Pencil control• To use mark making resources with increasing independence.• Dough Disco• Correct posture for writing• Finger gym</td></tr></table>	Gross Motor	Children will learn: <ul style="list-style-type: none">• To move in different ways, running, climbing, jumping.	Fine Motor
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RE	<i>Galilee to Jerusalem</i>
RSE	<p>Module 2: Created to Love Others Their relationships with others. Building on the understanding that we have been created out of love and for love. Children will learn strategies for developing healthy relationships and keeping safe.</p> <p>Unit 1 - Religious Understanding: Role Model</p> <p>Unit 2 - Personal Relationships: Who's Who? You've Got a Friend in Me Forever Friends</p>