



- **Article 28:** The child's right to education.
- **Article 29:** The goals to which a child's education should be directed, and the right of individual adults to establish and direct educational institutions

| <h2 style="color: red; text-align: center;">Literacy and English</h2> | <h2 style="color: blue; text-align: center;">Numeracy and Maths</h2> |
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| <p>Listening and talking:</p> <ul style="list-style-type: none"> • Participate in songs and rhymes. They will identify which words rhyme and complete a missing rhyme. • Share a personal story. They will speak clearly and answer any questions asked by their peers. • Choose a story to share with others - say why they like/dislike a story giving reasons for their opinions • Name a character in a story • Listen and respond properly to questions asked • Take part in group/pair conversations - speaking clearly using a wide range of words and phrases to support my opinions <p>Reading</p> <ul style="list-style-type: none"> • Predict what may happen in a story and explain their reasons. • Begin to blend their taught phonemes to make words • Retell a story in a different way <p>Writing</p> <ul style="list-style-type: none"> • Hold the pencil with a sufficient grip and pressure to make marks on paper. • Begin to form lowercase letters properly. • They will talk about their own drawings which convey information • Write their name using the correct formation of letters <p>Through Talk for Writing, children will retell a story and begin to create their own version of a story;</p> | <p>Estimating and Rounding:</p> <ul style="list-style-type: none"> • Recognise the number in a group without counting • Estimating numbers in a group - then check by counting <p>Number:</p> <ul style="list-style-type: none"> • Recognise regular and irregular dot patterns • Recognise numerals 0-20 and order these numbers forwards and backwards • Use 1-1 correspondence to count objects and know that the last number I say is the amount I have counted. • Children will understand the meaning of one more/one less • Identify a missing number • Say number before, after and in-between <p>Shape</p> <ul style="list-style-type: none"> • Sort shapes using a range of criteria • Describe the properties of 2D shapes and 3D object <p>Pattern and relationships</p> <ul style="list-style-type: none"> • Recognise, create and describe patterns using a range of media • Identify which part of the pattern is repeated • Identify, continue and create 2D shape patterns <p>Measurement</p> <ul style="list-style-type: none"> • Explain why things need to be measured • Use appropriate language and tools to measure • Compare and describes different lengths, weights and heights |
| <h2 style="color: purple; text-align: center;">Expressive Arts</h2> | <h2 style="color: green; text-align: center;">Health and Wellbeing</h2> |
| <p>The children will all take part in our school Christmas show.</p> <p>Music:</p> <ul style="list-style-type: none"> • Take part in a musical performance • Sing a selection of songs • Hold instruments correctly • Tap a beat on percussion <p>Dance:</p> <ul style="list-style-type: none"> • Move to music and stop/start with control | <p>Being a good friend</p> <ul style="list-style-type: none"> • Listening, talking and playing with each other • Sharing • Thinking about others <p>Emotion works</p> <p>Orange cog</p> <ul style="list-style-type: none"> • Name emotions and feelings <p>Green cog</p> <ul style="list-style-type: none"> • Name behaviours associated with emotions |



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| <ul style="list-style-type: none"> • Follow or copy movements • Use my imagination to create a dance to match the dance task • Take part in a group dance • Join in with party dances <p>Drama:</p> <ul style="list-style-type: none"> • Take on a role to re-enact a real or imaginative situation • Present a traditional or own story in a variety of ways • Communicate emotions through body language, gestures, actions and posture • Be part of a quality audience and give a response, giving reasons for my answers <p>Art:</p> <ul style="list-style-type: none"> • Use controlled lines to create a drawing of an object I have seen • Explore textures in my surroundings and make rubbings of these • Create a simple repeat pattern • Produce a piece of art using a variety of colours • Clean my brush before using different colours • Manipulate modelling materials and describe what I have made • Explore joining paper/card to make structures | <p>PE</p> <p>Fitness games</p> <ul style="list-style-type: none"> • Balance and control • Core stability & strength • Flexibility <p>Target games</p> <ul style="list-style-type: none"> • Gross motor skills • Coordination and fluency • Flexibility <p>Invasion games</p> <ul style="list-style-type: none"> • Dribbling, throwing and catching • Game sense <p>Social Dancing</p> <ul style="list-style-type: none"> • Sidestepping and skipping • Following a dance sequence • Keeping the beat to music • Dancing within a group/duo <p>Gymnastics</p> <ul style="list-style-type: none"> • Stability, rolling, balancing, landing • Developing strength and stability • Following safety instructions |
| <h2>Religious and Moral Education</h2> | <h2>French</h2> |
| <ul style="list-style-type: none"> • The children are learning and participating in our daily prayers in school. They will learn about when we pray, we are talking with God and he is always listening. • The children will learn about and celebrate the Patron Saint of our school 'St.Ninian' • The children will learn the bible is a special and holy book filled with stories about God • We will discuss how advent is a time for preparing for Christmas. We will discuss various themes during advent and come together in prayer. • We will listen to and discuss the nativity story | <ul style="list-style-type: none"> • The children will listen to and join in simple songs and rhymes in French • Children will learn how to say hello and goodbye as well as other single words in French. • Children will express their feelings in French • We will learn some colours in French and describe the colours of the French flag |
| <h2>Interdisciplinary Learning</h2> | <h2>Other</h2> |



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| <p>Our rights:</p> <ul style="list-style-type: none">• Learn that all children have rights• Focus on 3 rights to develop knowledge and understanding• Use book 'Our class is a family' to discuss how we are all welcome and respected in our class <p>All about me:</p> <ul style="list-style-type: none">• Discuss how we are all unique• Discuss how all our families are different• Share some stories about their lives (what is important to me) <p>Autumn</p> <ul style="list-style-type: none">• Talk about the season and what we can see• How does autumn make us feel• What happens in nature at this time of year <p>People who help us</p> <ul style="list-style-type: none">• Name jobs and services who help us• Explain how technology helps people do their jobs• Describe how we keep safe• Learn how to cross a road safely and what we should do to be seen• Sort the equipment/clothes for each person who helps us• Use our role-play area to act out different situations• Be able to share emergency information e.g. name, address, location <p>Nativity/Christmas/Winter</p> <ul style="list-style-type: none">• We will take part in our school nativity performance• We will talk listen to and discuss the nativity story• We will describe the people, setting of the nativity• We will have a Christmas card/letter writing area in our Christmas role play area• Describing the clothes we should wear at wintertime | <p>Technology:</p> <ul style="list-style-type: none">• Use interactive whiteboard to practise letter formation and play games• Use i-pads to take pictures of work children are proud of• Discuss the importance of being asked permission for taking photos• Play numeracy games on laptops with assistance <p>Science:</p> <ul style="list-style-type: none">• Investigate what happens to water when it freezes/boils/melts• Name the 3 stages of water• Sort materials into categories e.g. floating or sinking <p>Outdoor learning:</p> <ul style="list-style-type: none">• Use school environment to create pictures outside• Describe the change in our surroundings• Play team-building games outside• Create and develop own games to play with friends |
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