



| Subject/Area/Focus                                                                                        | Week 1                                                                                                                                                                          | Week 2                                                                                                                                                                                                                                                 | Week 3                                                  | Week 4                                                    | Week 5                                   | Week 6                                    | Week 7                               |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------|------------------------------------------|-------------------------------------------|--------------------------------------|
| Key Events/<br>Assessments                                                                                | 4/11/25                                                                                                                                                                         | 10/11/15                                                                                                                                                                                                                                               | 17/11/25                                                | 24/11/15                                                  | 1/12/25                                  | 8/12/25                                   | 15/12/25                             |
| School Values                                                                                             | Friendship and Peace                                                                                                                                                            |                                                                                                                                                                                                                                                        |                                                         |                                                           |                                          |                                           |                                      |
| Unicef Rights<br>Respecting<br>Schools - Main<br>Focus<br><a href="#">Click here for more information</a> | Article 13: Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people. |                                                                                                                                                                                                                                                        |                                                         |                                                           |                                          |                                           |                                      |
| Main Enquiry Questions                                                                                    | <i>Let's celebrate! How do we celebrate?</i>                                                                                                                                    |                                                                                                                                                                                                                                                        |                                                         |                                                           |                                          |                                           |                                      |
| Learn Together, including RE                                                                              | <i>Our rights<br/>Fireworks Night</i>                                                                                                                                           | Article 13 Remembrance                                                                                                                                                                                                                                 | People who help us Birthdays                            | Sometimes we agree, sometimes we disagree Chanukha        | Reflecting Christmas themes              | Wondering Christmas themes                | Christmas themes                     |
| Focus Text                                                                                                | <i>The Runaway Chapati</i>                                                                                                                                                      | <i>The Runaway Chapati</i>                                                                                                                                                                                                                             | Kipper's Birthday                                       | Kipper's Birthday                                         | The Elves and the Shoemaker              | The Elves and the Shoemaker               | The Elves and the Shoemaker          |
| Canon of Literature linked texts                                                                          | A Year Full of Celebrations and Festivals/St Nicholas/Hannukah/ Jul/ Christmas/ Fireworks night.                                                                                |                                                                                                                                                                                                                                                        |                                                         |                                                           |                                          |                                           |                                      |
| Communication and Language                                                                                | 1,2,3,4,5, Once I caught a fish alive                                                                                                                                           | 1,2, Buckle my shoe                                                                                                                                                                                                                                    | Round and Round the Garden                              | Jack and Jill                                             | Hey Diddle Diddle                        | A Sailor went to Sea                      | When Santa got stuck up the Chimney. |
| Literacy                                                                                                  | Discuss preferences and reasons. Using story maps.                                                                                                                              | Develop storytelling and reenactment.                                                                                                                                                                                                                  | Engage in extended conversation about stories.          | Develop storytelling and reenactment.                     | Make predictions.                        | Using story maps.                         |                                      |
| Phonics                                                                                                   | <i>Rhyme Time</i>                                                                                                                                                               | Littlewandle: S/ A                                                                                                                                                                                                                                     | Littlewandle: T/P                                       | Littlewandle: I/N                                         | Littlewandle: M/D                        | Littlewandle: G/O                         | Littlewandle: catch up and revisits. |
|                                                                                                           |                                                                                                                                                                                 | Home Support: <a href="#">Click here for more information on how sounds are taught, and the order. Busy Things can be accessed from home with useful phonics games and activities.</a> <a href="#">Click here to view our parent guide on phonics.</a> |                                                         |                                                           |                                          |                                           |                                      |
| Physical Development including handwriting/ letter formation                                              |                                                                                                                                                                                 | Choosing the right resources to carry out their own plan<br>Continue to develop their movement                                                                                                                                                         |                                                         |                                                           |                                          |                                           |                                      |
|                                                                                                           |                                                                                                                                                                                 | Home Support: <a href="#">Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.</a>                                                                                                           |                                                         |                                                           |                                          |                                           |                                      |
| Mathematics<br><i>For more information on the focus of the steps, <a href="#">please click here.</a></i>  | White Rose: Hear and say number names                                                                                                                                           | White Rose: Hear and say number names                                                                                                                                                                                                                  | White Rose: Beginning to order numbers. Steps 1,2 and 3 | White Rose: Beginning to order numbers. Steps 1,4,5 and 6 | White Rose: I see 1,2,3- Steps 1,2 and 3 | White Rose: I see 1,2,3- steps 4,5 and 6. | White Rose: catch up and revisits.   |
|                                                                                                           |                                                                                                                                                                                 | Home Support: Use the link below to access videos which explain each step. These can help you to see the methods that are being taught, or can be used as additional practice.                                                                         |                                                         |                                                           |                                          |                                           |                                      |

|                                            |  |                                                                                                                                                                                                                                                                             |
|--------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |  | <a href="#">Early Years</a> <a href="#">1 Minute Maths App for all year groups</a> <a href="#">Busy Things can be accessed from home with useful maths games and activities.</a><br><a href="#">Click here to view our parent guide on how to support with mathematics.</a> |
| Personal, Social and Emotional Development |  | <b>Developing their sense of responsibility and membership of a community</b><br><b>Show more confidence in new social situations</b>                                                                                                                                       |
| Understanding the World                    |  | People who help us: our school community and our wider community.                                                                                                                                                                                                           |
| Expressive Arts and Design                 |  | Listen with increased attention to sounds<br>Respond to what they have heard, expressing their thoughts and feelings                                                                                                                                                        |