

Hachana 24-25	Autumn 1 <u>4/9 – 25/10 – 8 weeks</u> (6 teaching weeks) 2 nd -3 rd – Inset 4 th -6 th – Home visits 9 th – 13 th Settling in 1 st November - Diwali	Autumn 2 <u>4/11 – 20/12 – 7 weeks</u> Parents to come in Bonfire night Remembrance Day	Spring 1 <u>6/1 – 14/2 – 6 weeks</u> Parents to come in Police, ambulance, fire etc 29 th January – Chinese New Year	Spring 2 <u>24/2 – 8/4 – 6 weeks</u> Standalone Farm?	Summer 1 <u>24/4 -23/5 – 4 weeks</u> Hachana Ice Cream Party with Rabbi Chapper	Summer 2 <u>4/6 – 23/7 – 7 weeks</u> RAF museum?
Topic Enquiry Question	What makes me unique?	How do people celebrate around the world?	What do I want to be when I grow up?	What happens when things change and grow?	What happens when fairy tales go wrong?	What's amazing about the world around us?
Linked Text Ideas	Mixed The Same and Different Giraffes Can't Dance/Oh Boris Elmer/This is Our House Something Else Oi! Frog series Dogger – Hands are not for hitting Mixed: A colourful Story The who's whonicorn of unicorns	The Same But different A Year Full of Celebrations and Festivals Welcome to Our World Stickman Rama and Sita Chanukah Story	Chinese New Year Rosie's Hat A is for Awesome Have you ever wandered what you'll be? 'Maybe you Should fly a Jet! Maybe you should be a vet! Lucas the Dinosaur Entrepreneur	The Tiny Seed The Hungry Caterpillar The Ugly Duckling Oliver's Vegetables Yucky Worms What the Ladybird Heard	The Enormous Turnip Little Red Hen Gingerbread Man Three Little Pigs The True Story of the Three Little Pigs Three Billy Goats Gruff Jack and the Bean Stalk Goldilocks and the Three Bears	Milo and Moon Kangaroo I wish I were an astronaut The First Hippo in the Moon The Bottle that was Left Behind The Whale who ate Plastic Sharing a Shell Tiddler Non-Fiction texts linked to space and the ocean
C&L						
Listening and Attention	Listening to sounds in the environment. Being an active and attentive listener. Turn taking in conversations and listening carefully to friends. Listen carefully to rhymes and songs, paying attention to how they sound.	Discovering Passions Tell me a story - retelling stories. Listening and responding to stories Following instructions. Understands how to listen carefully and why listening is important.	Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Maintain concentration on the carpet for extend period of time.	Understand how to listen carefully and why listening is important. Children to listen carefully and ask good questions during news time. Sustained focus when listening to a story.	To discuss and engage during story time. Maintain focus for extended period of time of an activity. Take part in class discussions.	Maintain focus for extended period of time of an activity and carpet session. Take part in class discussions responding to what others are saying effectively.
Speaking	Turn taking in conversations and listening carefully to friends. Answer questions in full sentences. Take part in whole class discussions. Introduce talking partners.	Develop vocabulary. Story language. Word hunts. Takes part in discussion. Use new vocabulary through the day. Carefully chosen stories to develop the children's vocabulary.	Using language well. Encourage and model the use of how and why questions during new time. Retelling a story with story language – using puppets/props. Encourage and model describing events in some detail during new time and in the puppet area.	Encourage and model the use of time connectives when children are telling their news from home or retelling stories. Develop social phrases.	Re-read some favourite stories/ stories we have uses in our learning to revisit and consolidate vocabulary and events.	Engage in Non-Fiction books and talk about them. Inspiring others with their vocabulary choice.
PSED	Following Think Equal Programme across the year.					
Self-Regulation	Settling into the new environment. Separate from parents in the morning and engage in activities as a way of distraction. Zones of Regulation introduced.	Develop the use of BRAIN – to build resilience. Embed zones of regulation.	Understand who can help when needed.	Discuss books that deal with challenges, explaining how different characters feel and how they overcome them.	To develop strategies to moderate feelings and emotions.	To discuss targets and goals achieved throughout the year
Managing Self	Try new activities. Eating healthily. Using the toilet in school and washing hands. Learning the new classroom rules and beginning to follow them.	Embedding classroom rules and expectations. Changing independently for P.E.	Modelling Yavneh Way when moving through the school. Changing for P.E and taking responsibility for their belongings.	To learn about managing self and keeping healthy To discuss a healthy and balanced diet and what it may look like. To understand the importance of physical activity To understand the importance of oral hygiene.	Talk about factors that support health and wellbeing.	To prepare for year 1, developing understanding of progression through the school. To express feelings about transition To maintain high levels of behavioural regulation To co-operate effectively with peers and support each other.
Building Relationships	Getting to know new teachers and classmates. Playing alongside others and forming some friendships.	Develop fab friendships.	Express their feelings and consider the feelings of others. Recognising kindness and exploring connections.	Developing turn taking and sharing skills.	Understand other children's feelings because of someone else's actions.	Show sensitivity towards other's needs.
PD						
Gross Motor Skills	Cooperation games including parachute games. Climbing using the outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene.	Ball skills- throwing and catching. Crates play- balancing and climbing. Hula hoops for skipping in outside area.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.	Balance- children moving with confidence. Dance related activities in the stage area. Opportunities for children to, spin, rock, tilt, fall, slide and bounce. Explain the importance of the different aspect of healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Opportunities for children to, spin, rock, tilt, fall,	Races / team games involving gross motor movements dance related activities.

	Provide regular reminders about thorough handwashing and toileting				slide and bounce. Dance / moving to music.	
Fine Motor Skills	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp Pencil Grip.	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed.	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle.	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Begin to draw diagonal lines, like in a triangle. Start to colour inside the lines of a picture. Start to draw pictures that are recognisable. Build things with smaller linking blocks.
PE Lessons	Team Games	Ball Skills	Fitness Circuits	Gymnastics/Dance	Athletics	Dodgeball
L						
Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand 5 key concepts about print: print has meaning, print can have different purposes, read English text from left to right and from top to bottom the names of the different parts of a book. Sequencing familiar stories using pictures. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Chanukah letters/lists. Retelling stories using images and actions to retell stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books.	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter– sound correspondences and where necessary, a few exception words.	Recognising information leaflets. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Develop their own narratives and explanations by connecting ideas or events.	Stories from other cultures and traditions. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
Word Reading	Whole Class phonics with Phase 1 focus followed by teaching of initial sounds.	Appropriate phonic groups for each child.	Appropriate phonic groups for each child.	Appropriate phonic groups for each child.	Appropriate phonic groups for each child.	Appropriate phonic groups for each child.
Writing	Name writing Labels Captions Family Tree	Recount Labels Captions Celebration cards	Recount Labels Captions Thank-you cards Alphabet poetry	Recount Labels Captions Poetry – rhyming couplet Chicks – speech bubble writing	Traditional tale Helicopter Story Time Story mountains Class campfire story book	Postcard Recycling/pollution posters Letter to Mrs Field
M	Following Mathematics Matstery					
Number	Unit 1 – Early Mathematical Experiences Unit 2 – Pattern and Early Number Unit 3 – Numbers within 6	Unit 4 – Addition and Subtraction within 6 Unit 5 – Measures Unit 6 – Shape and Sorting	Unit 7 – Numbers within 10 Unit 8 – Calendar and Time Unit 9 – Addition and Subtraction within 10 Unit 10 – Grouping and Sharing	Unit 11 – Number patterns within 15 Unit 12 – Doubling and halving Unit 13 – Shape and Pattern	Unit 14 -Securing addition and subtraction facts Unit 15 – Number patterns within 20 Unit 16 – Number patterns beyond 20	Unit 17 – Money Unit 18 – Measures Unit 19 – Exploration of patterns within number
Numerical Patterns						
UW						
Past and Present	Discussion regarding their experience of past birthday celebrations. Long ago – How have we changed since being babies? How have our families changed? Inviting grandparents in for interviews.	Can talk about what they have done with their families during Chanukah or other festivals in the past. How festivals used to be celebrated in the past compared to now.	How jobs have changed from past to present i.e. teachers Discuss figures of the past who have helped us.	Changes in living things. Looking at global warming and its impact.	Where fairy tales originated from and how they've changed.	How the children have changed from the start of the year until now. Looking at changes in environment. Explore technological breakthroughs. How environments have changed due to pollution.
People, Culture and Communities	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation the are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. To learn about religious festivals.	To join in with Tefillah and Kabbalat Shabbat.	Stranger Danger - Talking about occupations and how to identify strangers that can help them when they are in need.	Projects to make the community around us a better place through natural production rather than mass production.	Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.	To join in with Tefillah and Kabbalat Shabbat. Start to join in with Havdallah. To recognise that people, have different beliefs and celebrate special times in special ways.
The Natural World	Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects	Use world maps to show children where some stories are based.	Impact some people who help us have on the world around i.e. map makers/ farmers etc.	Changes in the leaves, weather, seasons. Explore the world around us and see how it changes.	To develop understanding of different settings within stories.	To recognise some similarities and differences between life in this country and life in other countries.

	within our learning environment.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking). Can name and explore their 5 senses, explaining in simple terms what their 5 senses are.		Opportunities for children to note and record the weather. Interactions with the ever changing outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Learning about life cycles of living things, inc. chicks. Planting vegetables and thinking about how plants grow	To begin to notice and discuss similarities and differences.	To recognise some environments are different to the ones in which they live.
Technology	Understands the use of buttons Uses finger to control apps	Takes a photo on camera Children talk about what to do if they see something that doesn't feel safe online Introduce the children to the butterfly feeling.	Children talk about what is appropriate to access online Introduce the children to tell, minimize, report	Children explore Blue-Bots and Remote-controlled cars to make them move forward, backwards, left and right	Children can use a range of technology in the environment press the buttons on the phones, keyboards, CD player and microphones.	Children use technology with care and appropriately Children use the interactive whiteboard to mark make, set different tools and navigate to play games.
EAD						
Creating with Materials	Beginning to mix primary colours to make secondary colours. Self-portraits, junk modelling, collages take picture of children's creations. Printing with hands, fingers and simple tools. Using Autumn objects to create natural collages. Learning to use the different writing and crafting tools.	Salt dough moulding to create. Splatter painting for effect (fireworks and sparklers). Using a range of crepe paper, cellophane and tissue paper to create a collage. Mix shades of paint. Beginning to complete observational paintings. Cards and decorations.	Simple threading. Select the tools and techniques they need to assemble materials that they are using. Teach children different techniques for joining materials, such as how to use adhesive tape, treasury tags, paper clips and different sorts of glue. Children independently mixing shades. Observational drawings.	Make different textures; make patterns using different colours. Children using their imagination to draw. Observational drawings and then painted. Pastel drawings, printing (with a range of things including veg) and patterns.	Map drawing. Junk modelling resources enhanced to include split pins, treasury tags to promote new joining techniques. Making props to support imaginative role play games. Children independently mixing colours and shades to create their own artwork.	Junk modelling, using a range of collage materials for effect e.g. small snips for grass, layered paper for tiles, patterns for bricks etc Clay impressions. Using straws to create art. Colour mixing confidently.
Being Imaginative	Join in with familiar songs. Joins in with role play games and uses resources available for props; build models using construction equipment. Sings call-and-response songs, echoing phrases adults sing. Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms. Opportunities to work together to develop and realise creative ideas through role play.	Listen to music and make their own dances in response Role Play area based on their interest. The use of story maps, props, puppets & story bags to encourage children to retell, invent and adapt stories.	Role Play area based on their interest. Looking at roles of people who help us and acting it out.	Wide range of props for play which encourage imagination dressing up, instruments, puppets etc.	Singing and songs linking to learning and interests. Playing instruments to accompany singing. Encourage children to create their own music. Retelling familiar stories. Using blocks to enhance small world role play.	Puppet shows: Using a wide range of props for play which encourage imagination and retelling of stories.