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| <p>Core Book -</p> <p>Night Monkey Day Monkey</p> <p><u>Supplementary Books -</u></p> <p>Spinderella, Room on the Broom, Elma, Meg and Mog</p> <p>Diwali, Bonfire Night, Halloween</p> | <p>Literacy</p> <p>Distinguishes between the different marks they make</p> <p>Repeats words or phrases from familiar stories</p> <p>Fills in the missing word from a known story or rhyme</p> <p>Sometimes they give meanings to marks as they draw, write and paint</p> <p>Ascribes meanings to marks that they see in different places</p> <p>Shows an awareness of rhyme and alliteration</p> <p>Enjoys rhyming and rhythmic activities</p> <p>Listens to stories and joins in with repeated refrains</p> <p>Continues a rhyming string</p> <p>Can segment the sounds in simple words and blend them together</p> <p>Begins to read words and simple sentences</p> <p>Uses some clearly identifiable letters to communicate meaning</p> <p>Writes own name such as labels and captions</p> |
| <p>Personal, Social and Emotional Development (linked to F1 & F2 Unit 2 Jigsaw—Celebrating Differences)</p> <p>Show affection and concern for people who are special to me</p> <p>Seeks out others to share experiences</p> <p>Expresses own preferences and interests</p> <p>Welcomes and values praise for what they have done</p> <p>Will communicate freely about own home and community</p> <p>Demonstrates friendly behaviour, initiating conversations and developing positive relationships with peers and adults</p> <p>Confident to speak to others about own needs, wants, interests and opinions</p> <p>Can describe self in positive terms and talk about own abilities</p> <p>Explains own knowledge and understanding and asks appropriate questions of others</p> | <p>Mathematics (used alongside White Rose Maths Planning)</p> <p>Notices simple patterns and shapes in pictures</p> <p>Understands some talk about immediate past and future</p> <p>Anticipates specific time based events</p> <p>Recites some number names in sequence</p> <p>Shows an interest in shape by playing with shape or making arrangements with objects</p> <p>Shows an awareness of similarities of shapes in the environment</p> <p>Uses shapes appropriately for tasks</p> <p>Uses number names and number language in play</p> <p>Shows an interest in numerals in the environment</p> <p>Beginning to use everyday language related to time</p> <p>Measures short periods of time in simple ways</p> <p>Begin to use mathematical shapes for 2d shapes</p> |
| <p>Communication, Language and Literacy</p> <p>Develop understanding of simple concepts e.g. light and dark</p> <p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts</p> <p>Begin to understand why and how questions</p> <p>Can retell a simple past event in the correct order</p> <p>Questions why things happen and give explanations</p> <p>Uses talk in pretending that objects stand for something else in play</p> <p>Listen and responds to ideas expressed by others in discussion</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> | <p>Understanding the World</p> <p>Learns that they have similarities and differences that connect them to and distinguish them from others</p> <p>Notice detailed features of the environment</p> <p>Remembers and talks about significant events in their own experiences</p> <p>Recognises and describes special times or events for family or friends</p> <p>Talk about why things happen and how things work</p> <p>Shows an interest in technological toys</p> <p>Knows how to operate simple equipment— i.e. torches</p> <p>Knows that information can be retrieved from computers</p> <p>Enjoys joining in with family customs and routines</p> <p>Looks closely at similarities, differences patterns and change</p> <p>Interacts with age appropriate software</p> <p>Know about similarities and differences between communities and traditions</p> |
| <p>Physical Development</p> <p>Beginning to recognise danger and seek support of significant adults for help</p> <p>Helps with clothing, puts on hat</p> <p>Beginning to use three fingers to hold writing tools</p> <p>Climbs confidently and is beginning to pull self up on climbing equipment</p> <p>Dresses with help e.g. puts arms into coat, pulls up zip</p> <p>Holds pencil between thumb and two fingers and uses it with good control</p> <p>Draws lines and circles using gross motor movements</p> <p>Move freely and with pleasure and confidence in a range of ways</p> <p>Begin to use anti clockwise movements and retrace vertical lines</p> <p>Shows understanding of the need for safety when tackling new challenges and manages some risks</p> <p>Travels with confidence and skill over, round and through balancing and climbing equipment</p> <p>Shows increasing control over an object when pushing, patting or kicking.</p> <p>Use a pencil and hold it effectively to form recognisable letters</p> | <p>Expressive Art and Design</p> <p>Creates sounds by banging, shaking, tapping or blowing</p> <p>Experiments with colours, blocks and marks</p> <p>Begin to make believe by pretending</p> <p>Initiates movement in response to music</p> <p>Begin to move rhythmically</p> <p>Uses various construction materials</p> <p>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>Engages in imaginative role play based on first hand experiences</p> <p>Explores different sounds of instruments</p> <p>Understands that different media can be combined to make new effects</p> <p>Selects tools and techniques needed to shape, assemble and join materials</p> <p>Introduces a storyline or narrative into their play</p> <p>Plays cooperatively as part of a group to develop or act out a narrative.</p> |

| Area of Provision | Enhancements (additional resources, visits, visitors, displays etc) | Resource Implications |
|----------------------------|---|--|
| Literacy | Mark making in glitter, on black paper with pencil—focused letter formation Using marks to represent fireworks Labelling firework pictures Rhyming matching games Listening/matching games | Firework page borders Bright Star labels Firework words Chalks Black Paper |
| Maths | Counting and sharing bananas between monkeys Using pennies within Bonfire Role-play areas Ordering numbers to count forwards or backwards linked to rocket launches Sorting /ordering daily routine cards into morning, night | Bananas Numbers on Rockets and Stars Timers Clocks |
| Role Play & Small World | Bonfire Night role play Night Monkey Day Monkey small world resources to support retelling of the story | Kitchen Utensils Money Food |
| Construction | Building rockets Bonfires Tower building challenges | Rocket Tops Cardboard tubes |
| Investigation, sand, water | Light box, torches, dark tent Shining lights through water /coloured water Shadow puppet theatre | Glow in the dark objects Black out sheets |
| Creative | Creating firework dances Responding to music from other cultures through dance and instruments. Using different materials to create Rangoli patterns | Musical Instruments Streamers Ribbons |
| Physical | Outdoor/winter clothing in role play to dress for bonfire night Using paint brushes and tools in different ways to create firework pictures Using the climbing equipment and trim trail Cutting ribbons to make sparklers /streamers | Streamers Gloves, hats, scarves |

| Area of Learning | Possible adult-led experiences/provocations/activities | Resource Implications |
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| PSE | Sharing circle 'what I am good at' and 'what am I proud of' Explore how we are good at different things I am special poster Explore differences between ourselves and where we live | Jigsaw Genie and Jigsaw song learning together |
| CLL | Retell bonfire night experiences Discussions linked to Understanding the World and PSE | Opportunities for small group circle time |
| PD | Drawing large scale fireworks , using circular movements and retracing lines Tracing small scale fire works P.E - games unit Letter formation | |
| Maths | Shape rockets Rangoli shape patterns Day timelines | |
| LIT | Rhyming patterns and creating rhyming strings using CVC words Firework phonics Adult led simple sentences and tricky word recognition | |
| UW | Investigating light and dark Investigating shadows Identifying differences between night and day Researching Diwali on internet Firework pictures using ICT | Diwali resources |
| EAD | Making diva lamps Rangoli patterns Drawing and painting fireworks | Clay |