

<p>Core Book -</p> <p>Stick Man/ Christmas postman</p> <p><u>Supplementary Books -</u></p>	<p>Literacy</p> <p>Has some favourite songs and jingles</p> <p>Shows awareness of rhyme</p> <p>Listens to and joins in with stories</p> <p>Shows interest in illustrations and print in books and in the environment</p> <p>Recognising familiar words and signs such as own name and advertising logos</p> <p>Holds book correct way up and turns the pages</p> <p>Can segment sounds in simple words and blend them back together</p> <p>Attempts to write simple sentences in meaningful contexts</p> <p>Knows that information can be retrieved from books and computers</p> <p>Enjoys an increasing range of books</p> <p>Writes own name and other things such as labels and captions</p>
<p>Personal, Social and Emotional Development (linked to F1 & F2 Unit 2 Jigsaw—Celebrating Differences)</p> <p>Express own preferences and interests</p> <p>Seeks comfort from familiar adults when needed</p> <p>Can express own feelings</p> <p>Can inhibit own actions, stopping themselves from doing something they shouldn't do.</p> <p>Seeks out others to share experiences</p> <p>Interested in others play and begins to join in</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations</p> <p>Can usually adapt behaviour to different events, social events and changes to routine</p> <p>Keeps play going by responding to what others are saying</p> <p>Can play in a group, extending and elaborating play ideas</p> <p>Understand that own actions affect other people</p> <p>Takes steps to resolve conflicts with other children</p> <p>Able to negotiate and solve problems without aggression</p>	<p>Mathematics (used alongside White Rose Maths Planning)</p> <p>Select a small number of objects from a group</p> <p>Know that a group of things changes in quantity when something is added or taken away</p> <p>Sometimes matches numeral and quantity correctly</p> <p>Compares two groups of objects saying when they have the same number</p> <p>Shows awareness and interest in shapes in the environment</p> <p>Knows that numbers identify how many are in a set</p> <p>Orders two or three items by length or height</p> <p>Begins to use mathematical names for 2D shapes</p> <p>Begin to use everyday language related to money</p> <p>Begins to use the vocabulary used in adding and subtracting</p> <p>Records using marks that they can interoperate and explain</p>
<p>Communication, Language and Literacy</p> <p>Understand who, what and where in simple questions</p> <p>Holds conversation jumping from topic to topic</p> <p>Uses a variety of questions, what, where, who</p> <p>Beginning to use word endings</p> <p>Listens to others 1-1 or in small groups when a conversation interests them</p> <p>Beginning to use more complex sentences to link thoughts e.g, using and/because</p> <p>Responds to simple instructions</p> <p>Questions why things happen and give explanations</p> <p>Responds to instructions involving 2 parts</p> <p>Listens and responds to ideas expressed by others</p> <p>Extends vocabulary by grouping and naming things</p> <p>Links statements and sticks to a main theme or intention</p> <p>Introduces a storyline or narrative into play</p>	<p>Understanding the World</p> <p>Has a sense of own immediate family and relations</p> <p>Operates mechanical toys</p> <p>In pretend play, imitates everyday actions and events from family background</p> <p>Shows interest in the lives of people who are familiar to them</p> <p>Recognises and describes special times for families and friends</p> <p>Talk about why things happen and how things work</p> <p>Show care and concern for the environment</p> <p>Shows skills in making toys work by pressing parts/ lifting flaps to achieve effects</p> <p>Enjoys joining in with family customs and routines</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Talks about features of their own immediate environment and how environments might vary from one another</p> <p>Knows about similarities and differences in relation to places, objects and materials</p> <p>Know about similarities and differences among families, communities and traditions</p> <p>Familiar with basic scientific concepts such as floating or sinking</p>
<p>Physical Development</p> <p>Turns pages in a book sometimes turning several at once</p> <p>Initiate drawing simple shapes such as circles and lines</p> <p>Beginning to use three fingered trip pod grip to hold writing tools</p> <p>Can stand momentarily on foot when shown</p> <p>Uses one handed tools and equipment</p> <p>Walks downstairs to feet at each step whilst carrying a small object</p> <p>Understand that tools and equipment have to be used safely</p> <p>Negotiate space successfully when playing racing and chasing games, adjusting speed or direction where required</p> <p>Handles construction materials safely and with increasing control</p> <p>Uses a pencil and holds it effectively to form recognisable letters</p> <p>Shows some understanding of how to transport and store equipment safely</p>	<p>Expressive Art and Design</p> <p>Beginning to use representation to communicate</p> <p>Begin to make believe by pretending</p> <p>Understands that they can use lines to enclose a space, then use these shapes to represent objects</p> <p>Use various construction materials</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously</p> <p>Builds stories around toys</p> <p>Understands that different media can be combines to create new effects</p> <p>Constructs with a purpose in mind, using a variety of materials</p> <p>Manipulates materials to achieve a planned effect</p> <p>Selects tools and techniques to join materials that they are using</p> <p>Selects appropriate resources and adapts work when necessary</p> <p>Introduces a storyline or narrative in to their play</p> <p>Plays cooperatively as part of a group to act out a narrative</p>

Area of Provision	Enhancements (additional resources, visits, visitors, displays etc)	Resource Implications
Literacy	Writing letters in the Post Office role play area Writing Christmas cards Christmas lists/letters to Santa Christmas stories Writing post cards Writing labels for Christmas presents Story themed/ Christmas mark making	Letter templates Old Christmas cards Post box
Maths	Using sticks to make 2D shapes outside Using scales to measure the weight of parcels in the Post Office role play Ordering sticks by length Matching number of objects to quantities Counting and sharing presents	Sticks Scales Parcels
Role Play & Small World	Small world story telling—stickman enhancements Post office role play Elves workshop and North pole role play	Sticks Boxes/ wrapping paper/ sellotape Dressing up enhancements
Investigation, sand, water	Designing, making and testing rafts to help the stickman Design and build a sandcastle like the children in the story Observe the changes in materials—from ice to water . Link to the snow man melting in the story	Junk modelling resources Example pictures of sandcastles Buckets, spades, sticks and material for flags Block of ice
Creative/ Construction	Make a stickman using natural resources Making decorations out of natural resources Junk modelling—what can the stickman be used for? I am not a.... Make a village for the postman to deliver his letters	Sticks Junk modelling resources Material Logos to add to bricks
Physical	Using natural paint brushes—sticks with leaves/ grass attached Writing letters in the mud with sticks Wrapping Christmas presents	Sticks Leaves/ grasses Wrapping paper Boxes

Area of Learning	Possible adult-led experiences/provocations/activities	Resource Implications
PSE	Make a family tree of immediate family (home school learning) Talk about families and family traditions around Christmas Look closely at the characters in the book and how they are feeling	Stickman book
CLL	Following instructions for making Christmas decorations and cooking	Ingredients
PD	Games unit— throwing, catching, using rackets Weaving materials around natural resources Stick Christmas decorations	Wool Sticks Glitter, ribbon, sequins
Maths	Measure sticks and order according to size Counting out sticks with 1:1 correspondence Comparing groups of sticks Addition—amounts of money	Sticks
LIT	Sequence the story using pictures and talk for writing Map stickman's journey to help him find his way home Write Christmas letters and cards to friends and family Matching story rhyming words Finding their present—name recognition	Stickman book
UW	Look at differences in environments— linking to settings in the Stickman story Make a raft for stick man to travel safely Talk about changes in trees through seasons Looking at litter and impact of litter of humans on our environment Make an edible stick man Beebots and planning journeys	Pictures of settings from the story Junk modelling resources
EAD	Design and make a stick person	Sticks