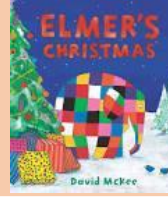


Fabulous Festivities - Autumn 2

	Autumn	Halloween	Bonfire Night	Remembrance Day	Nursery Rhyme Week	Children in Need	Christmas
Themes, interests, possible lines of enquiry							
Reading							
Core Texts & Themed Books							



+ Daily songs, nursery rhymes and poems.

Area of learning

Knowledge and Skills (Know how, know that, know the)

Revisit/ongoing throughout the year

Communication and Language



- L1: To respond to what I have heard using comments or actions.
- L1: To be able to listen to an adult, without interrupting.
- L1: To listen in familiar situations.
- L1: To be able to sit still for a short period of time during an appropriate activity.
- L1: To engage in a short adult led task during Explore and Learn.
- L1: To be able to follow instructions involving more than one idea or action.

- L2: To be able to comment on what they have heard.
- L2: To make comments using target vocabulary.
- L2: To begin to understand the purpose of questions.
- L2: To be able to use stem sentences/ starts to support the structure of my answer.

- L3: To be able to offer an appropriate response to what has been said or seen.
- L3: To independently offer some back and forth exchanges with a talk partner/familiar peer/staff member.
- L3: To be able to recognise a pause in conversation as an opportunity to contribute thoughts and views.
- L3: To ensure their contributions are linked to the conversational theme.

- S1: To be able to recognise a pause in conversation as an opportunity to contribute thoughts and views.
- S1: To more consistently ensure their contributions are linked to the conversational theme and use target vocabulary.
- S1: To begin to use appropriate sentence structures in utterances.
- S1: To begin to use a clear diction so as to be understood.

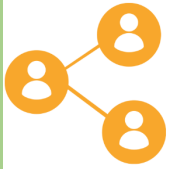
- S2: To be able to offer short comments and explanations about topics of interest.

- S3: To use taught vocabulary to express ideas and emotions in simple phrases/sentences.

- Learn new vocabulary.
- Use new vocabulary in different contexts.
- Use new vocabulary through the day in discussions and conversations.
- Learn new rhymes, poems, and songs.



Personal, Social
and Emotional
Development



S3: To begin to use the past tense correctly using modelled sentence structures.

- SR1: To be able to name the feeling they are experiencing.
- SR1: To know how the body changes when one is experiencing different feelings.
- SR1: To know some simple strategies to manage feelings.
- SR1: To recognise similarities and differences between oneself and another.
- SR1: To identify what zone one is in.

- SR2: To know how to take turns with resources, with support from an adult.
- SR2: Show pride in achievements.
- SR2: Select and complete one independent challenge a day.

- SR3: To stop on most occasions when their name is called – large group.
- SR3: To look, listen and respond appropriately on most occasions when their name is called – large group.
- SR3: To be able to follow a simple instruction involving 1 idea or action, without adult support.

- MS1: To be able to try a new Focus activity within a small group.
- MS1: To be able to explain what part was challenging.

- MS2: To more confidently know and follow the classroom rules.
- MS2: To know what kind and unkind words are.
- MS2: To know what kind and unkind actions are.

- MS3: To ask/indicate for support to take items of clothing on and off (jumpers, coats, forest school clothing).
- MS3: To ask/indicate to go to the toilet when needed (during lesson or focus activity).
- MS3: To independently go to the toilet during Explore and Learn.
- MS3: To use the toilet appropriately.
- MS3: To independently wash my hands.
- MS3: To ask/indicate for support from a familiar adult.
- MS3: To begin to identify health and unhealthy food items, with adult support.

- BR1: To initiate play with another child/children in Explore and Learn – with adult support.
- BR1: To engage in play with another child/children in Explore and Learn – with adult support.
- BR1: To look and respond to another child when I am spoken to.
- BR1: To be able listen to the ideas of another child (without interrupting).

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.

Introduction of the next two zones of regulation – yellow and red.





BR1: To be able to share my own ideas with another child.
BR1: To use the words 'please' and 'thank you' consistently.
BR1: To know how to ask for a resource and to be able to wait until it is given.

BR2: To independently know how to introduce ourselves to others.
BR2: To interact with peers from other classes during Explore and Learn.
BR2: To tell others about your likes and dislikes – small group.

BR3: To know how to ask how someone else is feeling.
BR3: To begin to respond appropriately depending on how someone else is feeling.

Manners/PSED Curriculum

'Be Ready, Be Respectful, Be Safe.'

How to share How to ask someone to stop doing something

How to say 'please' and 'thank you'

How to behave on the carpet

How to use a knife and fork

How to hold cutlery

How to use a knife and fork to try and cut food

How and when to say 'excuse me' How to line up

JIGSAW: Celebrating difference (Including bullying)

I can identify something I am good at and understand everyone is good at different things.

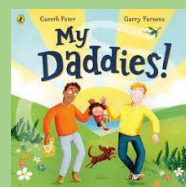
I understand that being different makes us all special.

I know we are all different but the same in some ways.

I can tell you why I think my home is special to me.

I can tell you how to be a kind friend.


I know which words to use to stand up for myself when someone says or does something unkind.





<p>Physical Development</p> 	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</p> <p>GM1: To be able to share resources with others. GM1: To be able to share a space with others.</p> <p>GM2: To be able to maintain balance on both legs, standing still for 10 seconds.</p> <p>GM3: To be able to jump from 2 feet to 2 feet - forwards, backwards and side to side.</p> <p>FM1: To be able to pick up a pencil with 3 fingers with my dominant hand. FM1: To sit correctly on a chair when writing. (RWI signal)</p> <p>FM2: To know how to use long loop scissors. FM2: To begin to know how to hold a pair of scissors using the conventional hold. FM2: To be able to create vertical and horizontal strokes with a paintbrush. FM2: To more confidently use a good cutlery grasp.</p> <p>FM3: To create simple representations of objects. FM3: To be able to draw circles in my drawings.</p>	<p>Continue to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>
	<p><u>PE – Dance</u></p> <p>To move in time to the music</p> <p>Physical Development: Negotiate space and obstacles safely; with consideration for themselves and others. Demonstrate strength, balance and co-ordination. Move energetically, such as running, jumping, dancing, hopping and skipping</p> <p>Explore and Learn – Development of Fundamental Movement Skills:</p>	<p>Continue to develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p>



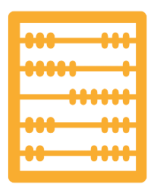
	<p>1. Locomotor 2. Body Control 3. Object Control</p> <p>Combine different movements with ease and fluency.</p> <p>Portfields' Bridge: Believe I Can</p>	
<p>Literacy</p> 	<p>C1: To be able to order and sequence a familiar story. C1: Experience and respond appropriately to different types of books, e.g., story books, non-fiction books, rhyming and non-rhyming stories, realistic and fantasy stories. C1: Respond to questions linked to text and illustrations. C1: Make simple inferences to answer yes/no questions about characters' emotions in a familiar book read aloud to them, with prompts.</p> <p>C2: To offer simple predictions about characters or settings.</p> <p>C3: To use new vocabulary when speaking to a partner. C3: To independently use new vocabulary in group tasks – (after modelling).</p> <p>WR1: To be able to read the following individual graphemes and double consonants: l, h, r, j, v, y, w, x, z ff, ll, ss, ck</p> <p>WR2: Be able to blend sounds into words orally. WR2: Be able to read CV and CVC words containing the sounds I know. WR2: To read word time 1.3-1.5 words.</p> <p>WR3: To be able to read Sound Blending books 1-4.</p>	<p>Enjoy joining in with rhyme, songs, and poems.</p> <p>Re-read books to build up confidence in word reading, fluency, understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p>Develop listening and speaking skills in a range of contexts.</p>
<p>Phonics</p> <p>Read Write Inc.</p>	<p>Set 1: l, h, r, j – word time 1.3 & 1.4 v, y, w, x – word time 1.4 & 1.5 z word time 1.5 ff, ll, ss, ck</p> <p>W1: To more confidently write the taught graphemes with the correct formation: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e W1: To attempt to write the taught graphemes: l, h, r, j, v, y, w, x, z ff, ll, ss, ck</p> <p>W2: To be able to segment CV and CVC words containing the single letter sounds I know after modelling from an adult.</p>	<p>Children are introduced to 'alien words', after they have secured set 1 sounds.</p> <ul style="list-style-type: none"> Children confidently read real words and alien words that contain set 1 and set 2 sounds.



W2: To be able to build CV and CVC words (magnetic tiles) after modelling from an adult – RWI lessons.

W2: To use my 'Fred fingers' to help me segment words.

Mathematics



White Rose Maths

Coverage

It's Me 1, 2, 3 (Consolidation)

- Find 1, 2 and 3
- Subitise 1, 2 and 3
- Represent 1, 2 and 3
- 1 more
- 1 less
- Composition of 1, 2 and 3

Linked Texts

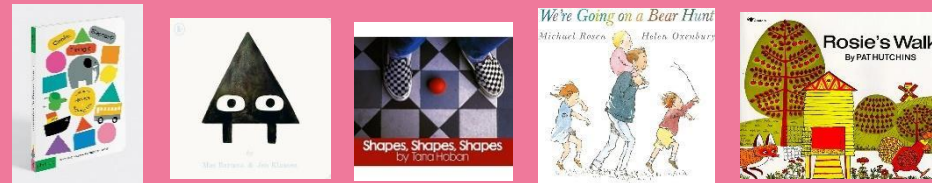
- Anno's Counting Book by Mitsumasa Anno
- How to Count to One by Casper Salmon
- Goldilocks and the Three Bears
- The Gingerbread Man
- A Squash and a Squeeze by Julia Donaldson
- The Three Billy Goats Gruff



Circles and triangles

- Identify and name circles and triangles
- Compare circles and triangles
- Shapes in the environment
- Describe position

- Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa and Mayuko Takeuchi
- Triangle by Mac Barnett and Jon Klassen
- Shapes, Shapes, Shapes by Tana Hoban
- We're Going on a Bear Hunt by Michael Rosen
- Rosie's Walk by Pat Hutchins



1, 2, 3, 4, 5

- Find 4 and 5
- Subitise 4 and 5
- Represent 4 and 5
- 1 more
- 1 less
- Composition of 4 and 5
- Composition of 1-5

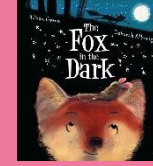
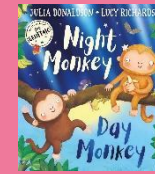
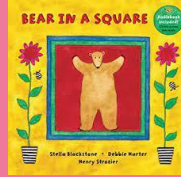
- Witches Four by Marc Brown
- Five Little Fiends by Sarah Dyer
- Pete the Cat and his Four Groovy Buttons by Eric Litwin
- Kipper's Birthday by Mick Inkpen
- The Very Hungry Caterpillar by Eric Carle
- Stella to Earth! by Simon Puttock and Philip Hopman
- Anno's Counting Book by Mitsumasa Anno



Shapes with 4 sides

- Identify and name shapes with 4 sides
- Combine shapes with 4 sides
- Shapes in the environment
- My day and night

- Bear in a Square by Stella Blackstone
- Square by Mac Barnett and Jon Klassen
- Shapes, Shapes, Shapes by Tana Hoban
- Night Monkey, Day Monkey by Julia Donaldson
- The Fox in the Dark by Alison Green

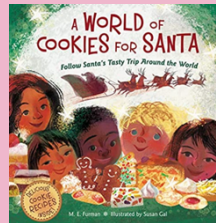
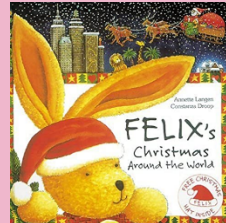


Consolidate learning from previous term:

Match, Sort & Compare

Talk about measure and patterns

Understanding
the World





Key Question:

What are special times?

Why do many Christians celebrate Christmas?

How do some Christian people celebrate Christmas?

What is the Harvest festival?

What is Hanukkah?

Christianity - Christmas

PP1: To offer comments about the people that are important to me.

PP1: To be able to name and describe my wider family unit.

PP2: To be able to recall some events that happened in the recent past.

PP2: I can name someone who lived before I was born.

PP3: To be able to name what is happening in the present within stories.

PCC1: To be able to describe familiar settings (my home, my school, my road).

PCC1: To be able to name the town I live in.

PCC2: To name some religious celebrations.

PCC2: To name some religious stories.

PCC2: To know that some books are sacred in religion.

PCC2: To know some facts and information about: Sikhism /Hinduism - Diwali Christianity - Christmas Judaism – Hanukkah

PCC3: To be able to locate land and water on a map or globe.

PCC3: I can talk about another place that I have visited and how it is different to where I live.

PCC3: I am beginning to understand what a globe, map and atlas are for.

NW1: To be able to use the senses to describe natural objects.

NW1: To observe, explore and draw natural objects.

NW1: To be able to describe the sound objects make.



NW2: To be able to name and describe the daily weather.
NW2: To be able to describe what they see, hear and feel outside.
NW2: I can recognise and name: a beach, forest, mountains and sea.

NW3: To be able to make comments about autumnal changes.
NW3: To be able to describe and explore ice.
NW3: To know how to create a shadow with a torch.
NW3: To make comments on the materials that magnets attract.
NW3: Practical Science experiment. Predicting, recording and observing simple reactions.

Expressive Arts and Design



CM1: To be able to use tools to mould, shape and add texture to clay.
CM1: To be able to add water to clay to support moulding.
CM1: To be able to create vertical and horizontal strokes with a paintbrush.

CM2: To be able to name some of the steps taken to make my creation.

CM3: To be able to select appropriate resources for props.

BIE1: To be able to use small word to engage in imaginative play – small group.

BIE2: To be able to find the pulse in music by following the lead of an adult.
BIE2: To be able to copy basic rhythm patterns of single words.
BIE2: To be able to explore high and low using voices and sounds of characters in the songs. BIE2: To play a piece of percussion in time with music.

Kapow Music – Celebration Music
Learn about music from another culture, particularly when related to the festival of Diwali. Respond to music with movement.
Learn about music from another culture, particularly when related to the festival of Hanukkah. Learn the names of some traditional Jewish musical instruments.
Play and move to traditional Jewish Hanukkah music.
Learn about music from another culture, particularly when related to the festival of Kwanzaa. Take part in a traditional call and response song.
Find classroom objects to use as drums and play in response to African music.
Learn about traditional Christmas music.
Take part in a group song involving singing, voice sounds and playing instruments.
Sing and move to a Christmas song.

Ongoing

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Take part in simple, pretend play often based on familiar experiences, e.g., making dinner.

Uses available resources to create props or creates imaginary ones to support play.

Develop storylines through small-world or role-play



Kapow DT – Structures – Junk Modelling

Know the names of a variety of junk modelling tools and materials.

Understand that scissors are used to cut materials.

Understand the importance of planning (mental, verbal or drawn) before making.

Understand that things are joined together to make models, create different shapes or to make something bigger or stronger.

Understand that permanent joins cannot easily be removed but temporary joins can.

Freely explore the junk modelling materials and tools without a specific outcome in mind. Practise scissor skills by making cuts in a variety of materials.

Select appropriate resources to create a simple model.

Discuss a simple plan for a junk model with a partner before making.

Write simple words or sentences to describe the final junk model created.

Present the final junk model to the class and answer questions about the materials and tools used.

Join items in a variety of ways (permanent and temporary).

Sort items according to whether they have been joined using permanent or temporary joins.

Artist study – Wassily Kandinsky

Concentric Circle Art

Primary Colours

Portrait skills – drawing themselves, observational work.

Songs and Rhyme Knowledge

World Nursery Rhyme Week:

Dingle Dangle Scarecrow

Incy Wincy Spider

Hickory Dickory Dock

Here We Go Round The Mulberry Bush

1,2,3,4,5 Once I Caught A Fish Alive

Pat A Cake

Five Little Ducks