

Communication and Language

Children will listen to and respond to stories describing events in some detail. Children will follow instructions and they will take part in discussions understanding the importance of listening. Introduce children to talk partners and use new vocabulary throughout the day. Opportunities for children to develop vocabulary, retell and share stories. Share a variety of carefully chosen stories to develop the children's vocabulary. Children will have opportunities to use talk to work out problems and organise their thinking and activities, explaining how things work and why things might happen. Children will learn rhymes, poems, and songs. We will ask questions to find out more and check that children understand what has been said ensuring children can answer who, where and when questions before moving on to why and how do you know questions. Continue to share school values – Care, Aspire and Achieve, Learning Behaviours and Characteristics of Effective Teaching and Learning.

Personal, Social and Emotional Development

Scarf - Valuing Differences - Children will be able to be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation. Through story times and Circle Times we will discuss how children can identify and moderate their own feelings socially and emotionally. Through Circle Times children will learn to express their feelings and consider the feelings of others. (Links to Zones of Regulation). Children will see themselves as valuable individuals – linking to the school's Learning behaviours. Children will be encouraged to manage their own needs such as personal hygiene. Children will be taught about the different factors that support their overall health and well-being such as regular physical activity, healthy eating, tooth brushing (visit from the dental nurse) and having a good sleep routine. Children will be supported to build constructive and respectful relationships through daily interactions, class routines, Circle times and discussions.

Physical Development

Fine Motor - Children will continue to develop their small motor skills such as threading, cutting, weaving, play dough. Children will be supported and they will develop muscle tone to put pencil pressure on paper. Children will use tools to effect changes to materials. Children will show preference for dominant hand. Engage children in structured activities: guide them in what to draw write or copy. Teach and model correct letter formation. Pegs to Paper. **Gross Motor** – Children will take part in cooperation and team games developing the overall body strength, coordination, balance, and agility. Children will be developing the fundamental movement skills that they have already acquired such as rolling, crawling, walking, jumping, hopping, skipping and climbing. Provide children with dance related activities in the stage area. Children will explore different ways of moving combining different movements with ease and fluency. Acknowledge and praise their efforts. Provide regular reminders about thorough hand washing, lining up, queuing and mealtimes. Pedal Days and daily outdoor play, including the use of scooters. P.E Scheme: Introduction to P.E Unit 2, Gymnastics Unit 1.

Literacy

Children will learn to retell stories through role-play, drama and orally. Children will learn to sequence stories using vocabulary of beginning, middle, and end. Children will enjoy an increasing range of stories, texts, and non-fiction texts. Children will know that print is read from left to right. Phonic Sounds: j v w x y z zz qu ch sh th(v) th ng long oo, ar Key words: if, off, you, my, they, for, will, all, went, was, from, help, you, her, with, are, yes, then, them, that, this, said Children will learn to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Children will be introduced to digraphs. Children will blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Model to the children sound buttons and the use of phoneme frames. Read a few common exception words. Children will label using initial sounds. Children will be encouraged to tell a story. Children will write CVC words to label characters from stories shared and write simple captions about pictures. Children will spell words by identifying the sounds and then writing the sound with letter/s.

Tales Toolkit

Autumn 2 – Light and Dark

Mathematics

Children will learn to count objects, actions, and sounds to 5. Children will learn how to subitise to 5. Children will link the number symbol (numeral) with its cardinal number value to 5. Children will compare numbers to 5. Children will understand the 'one more than/one less than' relationship between consecutive numbers. Children will compare numbers.

Children will select, rotate, and manipulate shapes to develop spatial reasoning skills.

White Rose - It's Me 1, 2, 3 Representing, sorting, comparing 1, 2, and 3. Comparing one more and one less. Composition of numbers. Sort circles and triangles and learn about shapes. Positional language.

White Rose Light and Dark Representing and sorting 4 and 5. Composition of 4 and 5. One more and one less. Squares and Rectangles and learn about shapes. Day and night – time, sequencing.

Consolidation
Mastery in Number

Understanding the World

Children will talk about celebrations from the past, comparing and contrasting characters from stories, including figures from the past and comment on images of familiar situations in the past e.g. How did our parents, grandparents, great grandparents and family members celebrate Bonfire Night and Christmas in the past? Show photographs of how Christmas was celebrated in the past. Children will look at a world map to see how Christmas is celebrated in different countries around the world. Children will understand that some places are special to members of their community. Children will recognise that people have different beliefs and celebrate special times in different ways. Children will learn about Diwali, Hanukkah and Christmas. Children will understand that some places are special to members of their community - take children to places of worship and places of local importance to the local community. B&V - Which people are special and why?

Introduce children to nocturnal animals and share Owl babies to share different habitats. Share stories about light and dark and space with the children. Introduce the children to significant figures (Neil Armstrong and Tim Peake) who have been to space and begin to understand that these events happened before they were born. Children will understand the effect of changing seasons on the natural world around them, learning about the changing seasons autumn into winter. Children will describe what they see, hear and feel whilst outside.

Expressive Arts and Design

Children will have opportunities to explore, use, and refine a variety of artistic effects to express their ideas and feelings - firework paintings exploring different techniques with paint, Christmas, and Diwali arts and crafts. Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems, Winter collage – explore colour and textures, create owl collages. They will build a variety of models using construction and will be encouraged to return to their previous learning refining their ideas - design and make their own space rocket using a variety of tools and techniques. Children will sing and join in with a variety of songs, both in a group and on their own, increasing matching the pitch and following the melody. Children will explore and engage in music making and dance, performing solo or in groups. Children will join in with Christmas songs and performances. Children will join in with role-play and story props developing storylines through pretend play -retelling stories using story maps, props, puppets, & story bags will encourage children to retell, invent, and adapt stories. Children will watch and talk about dance, expressing their feelings. Children will listen to a range of music and they will be encouraged to express how it makes them feel - perform The Nativity. Charanga – My Stories

Characteristics of Effective Teaching and Learning

Playing and Exploring

Children will be learning to:

Realise that their actions have an effect on the world, so they want to keep repeating them.

Plan and think ahead about how they will explore or play with objects.

Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.

Make independent choices.

Bring their own interests and fascinations into early years settings. This helps them to develop their learning.

Respond to new experiences that you bring to their attention.

Active Learning

Children will be learning to:

Participate in routines.

Begin to predict sequences because they know routines.

Show goal-directed behaviour.

Begin to correct their mistakes themselves.

Keep on trying when things are difficult.

Creating and Thinking Critically

Children will be learning to:

Take part in simple pretend play.

Sort materials.

Review their progress as they try to achieve a goal. Check how well they are doing.

Solve real problems.

Use pretend play to think beyond the 'here and now' and to understand another perspective.

<p>Care To show we Care: We will learn how to be kind and caring to our new friends. We will work together as a team to solve problems.</p> <p>Aspire To show we Aspire: We will Aspire to be independent learners.</p> <p>The Viking Awards Have a Go Heroes</p> <p>Achieve To show we Achieve: We will learn to do new things and reach personal learning goals.</p> <p>The Viking Awards Have a Go Heroes</p>	<p>Learning Behaviours</p> <p>Pride Curiosity Creativity Determination Collaboration</p> <p>Fundamental British Values</p> <p>In the Early Years, the fundamental British Values are explored in ways that are meaningful to young children. Fundamental British values are important democratic values. Overall, the goal of these values is to enable people to be part of a democratic society and to help them to look after others around them. The Fundamental British Values are:</p> <p>Democracy The rule of law Individual liberty Mutual respect and tolerance of those of different faiths and beliefs.</p>	<p>Enrichment:</p> <p>Pedal Day Snuggle Day Panto – Whole School Christmas Show</p> <p>Stories and Texts:</p> <p>Owl Babies The Owl who was Afraid of the Dark Whatever Next Other stories that capture children’s interest and support PSHE themes.</p> <p>Celebrations, Festivals and Events</p> <p>Diwali Halloween Bonfire Night Remembrance Day World Nursery Rhyme Week St Andrew’s Day Hanukkah Christmas</p> <p>Parental Engagement</p> <p>Stay and Read The Nativity</p>	<p>Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.</p>
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