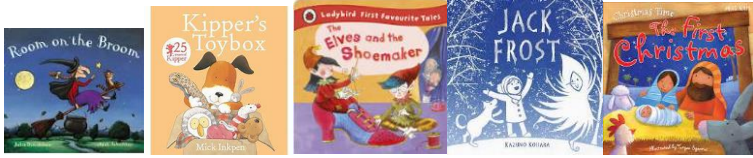


Autumn 2 30/10/2023 (8weeks)

Themes/Interests	Celebrations <ul style="list-style-type: none"> • Toys • The Nativity • Celebrations (Christmas, Diwali, Hannukah) • Seasonal Change 	
Core Texts Suggested Texts	 <ul style="list-style-type: none"> • One snowy night • The little Christmas Tree • The Lost and Found • Is it Christmas Yet? • I'm a little Firework • Fireworks Sense Poems • Stickman • Jolly Christmas Postman • The Christmas Story • Meg and Mog • Winnie the Witch <div style="background-color: #f4a460; padding: 5px; display: inline-block; margin-top: 10px;"> + Daily songs, nursery rhymes. </div>	Key Vocabulary: Witch, Magic, Potion, cat, hat, broom, frog, dog, dragon, celebration, toys, workshop, build, make, fix, shop, toy box, elves, shoemaker, frost, winter, Christmas, New Year, Diwali, Hannukah, Nativity, Mary, Joseph, Donkey, Wise men, Inn keeper, Angel, Shepherd, King, Jesus, God, Stable, Bethlehem Movement Vocabulary: jump, hop, tiptoe, slither, stamp, jump, skip, crawl, run, walk
Festivals and celebrations	<ul style="list-style-type: none"> • Diwali (Nov 12th) • Bonfire Night (Nov 5th) • Remembrance Day (Nov 11th) • Hanukah (Dec 7th – Dec 15th) • Christmas (Dec 25th) • New Year 	Child led interests: Magic, Witches and Wizards Week during the first week back. Children dressing up as a character from the story 'The Room on the Broom'.

Prime Areas

Area of learning	Objectives/skills	Revisit/Ongoing	Assessment		
			On Track	Not on Track	Further Assessment needed
Communication and Language	I can sing a large repertoire of songs with interest and engagement. I can use longer sentences of four to six words. I know how to use a wide range of vocabulary I know how to answer questions or instructions that have two parts, such as: "Get your coat and wait at the door." I know how to answer why questions, like: "why do you think the caterpillar got so fat?" Engage in daily shared book reading. Explore unfamiliar words and concepts. Gain an understanding of what they mean through stories and story retelling.	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. Listen to and talk about stories to build familiarity and understanding.			

	<p>Christmas Nativity Performance Introduce questioning during story times and invite children to talk about what is happening</p>			
Personal, Social and Emotional Development	<p>I can follow the routines and rules without an adult needing to remind me. I am becoming more outgoing with unfamiliar people, in the safe context of my setting. I can show confidence in new social situations such as group time and circle time. I know why rules in nursery are important. I know how to be a good friend.</p> <p>Create our own visual reminders, for example take photographs of children following the rules, e.g. lining up and sitting nicely on the carpet. Talk about these and share as a group. Weekly small group circle time – encouraging children to join in with discussions Yoga sessions Gaining confidence in singing time/joining in with actions</p>	<p>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.</p> <p>Continue to follow routines, rules and boundaries and understand why they are important</p>		
Physical Development	<p>I can take part in some group activities. I know how to move to music and rhythm and can increasingly use and remember sequences and patterns.</p> <p>Team games Introduce vocabulary for movement. For example, gallop, slither, lead, follow. Introduce music and rhythm. Finger strengthening activities</p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p>		

Specific Areas

Area of learning	Objectives/skills	Revisit/Ongoing	Assessment		
			On Track	Not on Track	Further Assessment needed
Literacy	<p>Reading I am beginning to explore initial sounds in familiar words. I can talk about and retell a range of familiar stories. I know that stories have a sequence; beginning, middle and end. I can identify familiar letters, e.g. letters in my name. I know that letters are used to make up words. I know and can talk about different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>Writing I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. I can mark make and identify my marks</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting. (Phase 1)</p> <p>Continue to develop overall gross and fine motor skills.</p>			

	<p>Little Wandle Phonics Progression of sounds: s a t p i n I can hear the same initial sound for words and names of objects. I know how to blend CVC words using oral blending and objects. I can find my name using my picture.</p> <ul style="list-style-type: none"> • Write Dance – Encouraging large muscle co-ordination, whole body, leg, arm and foot. • Climbing, swinging, messy play and parachute games. • Finger gym activities and exercises to strengthen finger muscles. • Writing letters to Santa, invitations, nativity tickets, Christmas cards 				
<p>Mathematics</p>	<p>I can show 'finger numbers' up to 5. I can match numerals and amounts up to 5 I can count out a group of up to 5 objects. I can count using one to one correspondence. I can use informal language to describe sizes and lengths such as, 'bigger, smaller, taller, shorter.' I know how to compare objects relating to size and length. I know that the last number reached when counting a small set of objects tells me how many there are in total.</p> <ul style="list-style-type: none"> • Size – Comparing shoe sizes • Length – Comparing heights of children, comparing lengths of different toys • Counting – Number songs – counting toys • Subitising – Toys • Sequencing – Toys 	<p>Explore shapes, selecting shapes appropriately for tasks. Combine shapes. Use positional language such as under, next to, in between.</p> <p>Reciting numbers, number songs and subitising</p>			
<p>Understanding the World</p>	<p>I can operate simple equipment such as technological toys, remote controls or CD players I can talk about significant events in my life I know how to explore how things work. I know how to use all of my senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> • Talk about family celebrations. The children will talk about photos and memories. Parents will be encouraged to post photographs of Christmas/celebratory memories that children can enjoy retelling within their groups. • Explore different celebrations such as Hannukah, Diwali, Christmas • Explore mechanical toys – Toy shop theme • Create own toys using variety different materials • Potion making – combining colours and materials • Baking – combining materials/ingredients 	<p>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p> <p>Seasons Families</p>			

<p>Expressive Arts and Design</p>	<p>I know how to explore Colour and colour mixing. I can talk about the changes. I know how to play instruments. I can play instruments to express my feelings and ideas. I know how to develop stories using small world equipment like animal sets, dolls and dolls houses etc. I can remember and sing entire songs.</p> <ul style="list-style-type: none"> • Engage in variety of role play experiences. Provide access to lots of flexible and open-ended resources to enhance children’s imaginative play. Toy shop, Elves workshop, Nativity stable, shoe shop, Santa’s Grotto. • Bonfire/firework/Diwali patterns and colour/Hannukah candles • Remember entire songs and perform these during our Christmas nativity performance. • Explore musical instruments and different ways to play them (loud, quiet, softly, hard, fast, slow – talk about how this makes us feel, for example slow might make us feel sleepy of fast might make us feel excited). 	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance</p> <p>Listening and attention games</p>			
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