

## **Personal, Social & Emotional**

Valuing Difference  
Develop positive attitudes about people  
Respect and care for the environment and living things  
Becoming more outgoing  
Having the confidence to perform in front of an audience

## **Communication, Language & Literacy**

Understand how to listen carefully and why listening is important  
Learn and use new vocabulary  
Articulate their ideas and thoughts in well-formed sentences  
Describe events in some detail  
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen  
Engage in story times  
Listen to and talk about stories to build familiarity and understanding

## **Physical Development**

Daily fine and gross motor focus time- small and large movements  
Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills  
Use a comfortable grip with good control when holding pens and pencils  
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group  
Further develop the skills they need to manage the school day successfully e.g. lining up and queuing, mealtimes, using cutlery

## **Literacy**

Read individual letters by saying the sounds for them  
Continue to develop phonological awareness (Read Write Inc)  
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy  
Blend sounds into words, so that they can read short words made up of known letter- sound correspondences  
Spell words by identifying the sounds and then writing the sound with letter/s

## **Key Experiences this half term:**

Birthday Party  
Post a letter to Santa  
Performing in a Nativity play

## **Mathematics**

*Numberblocks will be used daily as a launchpad for the focus learning within the session*  
Special reasoning, 2d shapes and shape puzzles (2 weeks)  
Number 4 - 4 is more than 3; counting to 4; the structure of 4 as a square number; recognition of 4 items without counting (subitising)  
Number 5- 5 is more than 4; counting to 5; line up 1 to 5 in order; identify missing numbers within a 1 to 5 line-up, Number bonds to 5  
Adding 1's  
Introduction to 'part-part-whole' structure; partitioning a whole number into parts; conservation of number  
Addition and subtraction of numbers to 5

# **LET'S CELEBRATE** **Autumn 2**

## **Key texts to inspire us:**

How to Catch a Star by Oliver Jeffers, All Change by Ian Whybrow, Peppa's Diwali by Neville Astley, Stick Man by Julia Donaldson and Axel Sheffler, Polar Express by Chris Van Allsburg

## **The World**

RE specific- Celebrating birthdays (Jesus' birthday) & Diwali  
Recognise that people have different beliefs and celebrate special times in different ways  
Remembrance Day  
Begin to make sense of their own life-story and family's history (Birthdays- the history of me)  
Talk about the differences between materials and changes they notice (melting chocolate & Baking cakes)  
Light and dark- Exploring Natural world shadows

## **Some of our Key Vocabulary:**

Celebrate, celebration, Diwali, Christmas, nativity, Christian, Hindu, remember, a long time ago, when I was little, in the past, change, solid, liquid, light, dark, shadow, collage, join, sketch, respect

## **Expressive Arts & Design**

Explore different materials freely, to develop their ideas about how to use them and what to make  
Join different materials and explore different textures (Poppy collaging)  
Remember and sing entire songs/ Sing in a group or on their own, increasingly matching the pitch and following the melody (songs from our nativity)  
Develop storylines in their pretend play (role play area home/ Santa's workshop)  
Draw with increasing complexity and detail (sketching harvest food)  
Explore, use and refine a variety of artistic effects to express their ideas and feelings (firework art/ clay)



*Plans are subject to change based on the needs and interests of the children, however, all skills from subject specific progression documents will be covered*

*Communication is a key focus throughout every area of development*