Autumn 2 ‘Let’s Celebrate’

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| Theme | Prior Knowledge(Linked to 22-36 months/ 30-50 months) | Activities | Links to the Early Years Foundation Stage Curriculum | What I want the children to remember | Possible links to the NC over the half term.  |
| **Week 1** Bonfire/ Guy FawkesDiwali | **Autumn 1**- Harvest- Talk about how we celebrate festivals**UW****22-36 months**Has a sense of his/her own immediate family and relations**30-50 months**Recognises and describes special times or events for family or friendsRemembers and talks about significant events in his/her own experience- Own experiences of visiting bonfires and firework displays (time of year) **EAD****Autumn 1** Explores and learns how sounds can be changedTaps out simple repeated rhythmsUnderstanding of Diwali (depending on children in the class/ faith/ culture)Use of other malleable materials (playdough)  | Firework sounds (vocal/instruments)Why we celebrate Bonfire night?**Reinforced through continuous provision** * Junk model fire work
* Firework creative work

(marble painting/chalk drawings/splatter painting)* Rangoli patterns

Story of Rama and SitaClay diva lamps | Exploring and using media and materials30-50 monthsBeginning to be interested in and describe the texture of things.Enjoys joining in with dancing and ring games.40-60+ monthsExperiments with and understands that different media can be combined to create new effects.Begins to build a repertoire of songs and dances.ELG (expected) : They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form Being Imaginative30-50 monthsDeveloping preferences for forms of expressionSings a few songs. Creates movement in response to music.Sing songs, make music and experiment with ways of changing them.Engages in imaginative role playBuilds stories around toysUses available resources to create props to support role play40-60 monthsChooses particular colours to use for a purposeCreates simple representations of events people and objects Introduces a story line or narrative to their playPlays alongside other children who are engaged in the same themePlays cooperatively as part of a group to develop and act out a narrativeShape space and measures30-50 monthsUses shapes appropriately for a task.40-60+ monthsUses familiar objects and common shapes to create and recreate patterns and build models.Orders two or three items by length weight and capacity. Reading30-50 monthsListens to and joins in with stories.Listens to stories with increasing attention and recall.Speaking30-50 monthsCan retell a simple past event in the correct order.40-60+ monthsUses talk to organise, sequence and clarify thinking, ideas, feelings and events.Listening and Attention30-50 monthsListens to others one to one or in a small group when conversation interests themListen to stories with increasing attention and recallJoins in with repeated refrains and anticipates key events and phrases in rhymes and stories.Focusing attention- still listen or do. Can shift own attention. 40-60monthsIs able to follow directions Maintains attention, concentrates and sit quietly during appropriate activity. Managing Feelings and behaviour30-50 monthsAware of own feelings and knows that some actions can hurt others feelings Beginning to accept the needs of others. Can take turns and share resources.40-60 monthsUnderstands that own actions affect other people. Aware of boundaries set and behavioural expectations Beginning to be able to negotiate and solve problems without aggressionCan usually adapt behaviour to different events, social situations and changes in routine. Making relationships30-50 monthsCan play in a group, extending and elaborating play ideasInitiates play, offering cues to peers to join themResponds to what others are saying or doing Demonstrates friendly behaviour. 40-60 monthsInitiates conversations, attends to and takes account of what others sayExplains own knowledge and understanding and asks appropriate questions of others. Technology 40-60+ monthsCompletes a simple program on a computer.Uses ICT hardware to interact with age-appropriate computer software.ELG (expected): Children recognise that a range of technology is used in school. They select and use technology for a particular purposes.The World30-50 monthsComments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed. Talk about why things happen.40-60+ monthsDeveloping an understanding of growth, decay and changes over time Shows care and concern for living things and the environment.People and Communities30-50 monthsShow interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience.40-60+ monthsKnows some of the things that make them unique. And can talk about the similarities and differences in relation to friends or family. | **EAD****30-50 months**Explores and learns how sounds can be changedTaps out simple repeated rhythms**40-60 months**Explores the different sounds of instruments**UW****30-50 months**Remembers and talks about significant events in his/her own experience (bonfire/fireworks)Knows some of the things that make him/her unique, and can talk about some of the similarities and differences in relation to friends or family (Some people celebrate Diwali)**40-60 months**Enjoys joining in with family customs and routines (bonfire and fireworks)**PD**Handles malleable materials safely and with increasing control | **DT**: junk model fireworks rockets (as part of continuous provision) **Art:** Making a Divia lampRangoli patterns**Music**: Fireworks sounds Singing topic related songs and dances **R.E**: Diwali- listen to the Rama and Sita Story.**History**: Bonfire night, **Computing** : Purple Mash, Twinkl colouring, Ipads, Topmarks, Education City(**All half term as part of continuous provision**) |
| **Week 2** Remembrance/ Children in need?  | Own experiences of celebrating Children in need / nursery Own experiences of seeing people wearing/selling poppies Other ways they have raised money to help others. **UW****22-36 months**Learns that he/she has similarities and differences that connect him/her to, and distinguish him/her from, others **30-50 months**Remembers and talks about significant events in his/her own experience**Autumn 1- All about me** **30-50 months**Knows some of the things that make him/her unique, and can talk about some of the similarities and differences in relation to friends or familyTime of year | Why do we wear Poppy’s?Why do we raise money for children in need? Watch remembrance parades | **UW****30-50 months**Shows interest in different occupations and ways of life (soldiers/ the needs of other people)**30-50 months**Knows some of the things that make him/her unique, and can talk about some of the similarities and differences in relation to friends or family**PSED****40-60 months** Understands that his/her own actions affect other people.  | **History** Remembrance Sunday **PSHE**Children in need  |
| **Week 3** Smeds and Smoos/Anti bullying week | **PSED****22-36 months**Can express his/her own feelings such as sad, happy, cross, scared, worriedIs aware that some actions can hurt or harm others**30-50 months**Is aware of his/her own feelings, and knows that some actions and words can hurt others' feelingsBegins to accept the needs of others and can take turns and share resources, sometimes with support from others**UW****Autumn 1- All about me** **UW****30-50 months**Knows some of the things that make him/her unique, and can talk about some of the similarities and differences in relation to friends or family | Smeds and Smoos story by Julia Donaldson.Circle times- Why is …. Kind? Spotting each other doing kind thingsSpotting differences in our friends. Is it ok to be different? Unique? | **PSED****30-50 months**Is aware of his/her own feelings, and knows that some actions and words can hurt others' feelingsBegins to accept the needs of others and can take turns and share resources, sometimes with support from others**PSED****40-60 months**Understands that his/her own actions affect other people. For example, he/she becomes upset or tries to comfort another child when he/she realises he/she has upset them | **PSHE**: Anti-bullying |
| **Week 4/5** Winter/Frozen  | **UW****30-50 months** Autumn 1 – signs of Autumn Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world Can talk about some of the things he/she has observed such as plants, animals, natural and found objects (Autumn)Is developing an understanding of growth, decay and changes over time (Autumn)Shows care and concern for living things and the environment (Autumn animals / hibernation) | Ice experiments What is it like in the Winter?What changes might you see/feel?What sort of creatures would live in a winter environment?Local environment/ comparing to artic environment.  | **UW****30-50 months** Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world (Signs od winter)Can talk about some of the things he/she has observed such as plants, animals, natural and found objects (Winter)Is developing an understanding of growth, decay and changes over time (Winter)Shows care and concern for living things and the environment (Artic animals/ Antarctic animal )**ELG**Talks about the features of his/her own immediate environment and how environments might vary from one another  | **Science**: Signs of winter, Melting ice investigations, materials to stop ice melting **Art**: Colour mixing**Geog**: Animals that live in cold places (Arctic/Antarctic) |
| **Week 6/7**Christmas | **UW****30-50 months**Remembers and talks about significant events in his/her own experience**40-60 months**Enjoys joining in with family customs and routinesOwn experiences of past Christmas’s  | PlaySongs Christmas storyChristmas decorations Christmas cards Circle time: Discuss how they celebrate Christmas/ Christmas traditions  | **UW****40-60 months** Enjoys joining in with family customs and routines**ELG**Talks about past and present events in his/her own life and in the lives of family members To sequence pictures to tell the Christmas story.  | **R.E**Christmas – ordering pictures to retell the Christmas story  |
| Physical Development  | **PD****30-50 months** Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstaclesCan catch a large ball**40-60 months** Shows increasing control over an object in pushing, patting, throwing, catching or kicking itTravels with confidence and skill around, under, over and through balancing and climbing equipmentNegotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles | Outdoor games Bikes/Trikes Adventure Playground Sensory garden Bats/ balls/ cones Use of equipment to explore skillsCircle games  | Moving and handling 30-50 monthsMoves freely with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Runs Skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles 40-60 monthsExperiments with different ways of moving 40-60 mths Negotiates space successfully when playing raving and chasing games with other children, adjusting speed or changing direction to avoid obstaclesTravels with confidence and skill around, under, over and through balancing and climbing equipment ExpectedChildren show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. ELGHealth and self-care40-60 monthsShows understanding of how to transport and store equipment safely Shows understanding of the need for safety when tackling new challenges  | **PD****40-60 months** Shows increasing control over an object in pushing, patting, throwing, catching or kicking itTravels with confidence and skill around, under, over and through balancing and climbing equipmentNegotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles | **P.E**Exploring with a range of small equipment to develop gross motor skills and accuracy with an object.(x1 weekly) |
| Reading/Writing  | **Reading/ Writing** **40-60 months** Children know all phase 2 sounds and begin to write them. Hear initial sounds and begin to write them. Beginning to blend and segment cvc words in reading and writing. Begins to read words and simple sentences Enjoys an increasing range of books. Uses some clearly identifiable letters to communicate meaning To read phase 2 irregular words.  | Daily phonics sessions taught in ability groups. Weekly writing focus tasks: Label a bonfire night scene Label a scene of poppy fieldsDraw a picture of what makes them special- HA write a caption / MA- write cvc words LA- to write initial sounds Christmas card inserts Letter to Santa   | Reading 40-60 monthsHears and says the initial sounds in words Can segment the sounds in simple words and blend them together and knows which letters represent some of themLinks sounds to lettersBegins to read wordWriting 40-60 monthsGives meaning to marks and uses some clearly identifiable letters to communicate meaning to represent some sounds correctly and in sequence. Links sounds to lettersCan segment the sounds in simple words and blend them together and knows which letters represent some of them | **Reading and writing** Children to know all phase 2 sounds and set 6 and 7 of phase 3. Read and write all phase 2 tricky words To read half of phase 3 tricky words. To read and write phase 2 cvc words To begin to read and write labels and captions. Begins to read words and simple sentences |
| Mathematics  | **Number** **40-60 months** Know and order numbers to 10Match numeral to objects up to 10 **Shape, Space and measures** **40-60 months** Uses familiar objects and common shapes to create and recreate patternsBaseline assessments | One more / one less Counting irregular arrangements More, less, fewer Adding two sets Estimating SubtractionPositional language  | Mathematics 30-50 monthsUses some number names and number language spontaneously in playRecites numbers in order to 10Knows that numbers identify how many object are in a set.Beginning to represent numbers using fingers, marks on paper or picturesSometimes matches numeral to quantity correctlyShows curiosity about numbers by offering comments or asking questions Compares two groups of objects saying when they have the same numberShows an interest in numerals in the environmentShows an interest in representing numbers. 40-60 monthsRecognises some numerals of personal significanceRecognises numerals 1-5Counts actions or objects which cannot be movedCounts objects to 10 and beginning to count beyond 10.Selects the correct numeral to represent 1-10Finds one more and one less from a group of up to 5 objects then 10. Beginning to use the vocabulary involved in adding and subtracting. Counts an irregular arrangement of up to ten objectsEstimates how many objects he/she can see and checks by counting themUses the language of "more" and "fewer" to compare two sets of objectsFinds the total number of items in two groups by counting all of them30-50 monthsUses positional language 40-60 monthsUses familiar objects and common shapes to create and recreate patterns and build models Can describe his/her relative position such as "behind" or "next to" | **Number****40-60 months** Finds one more or one less from a group of up to five objects, then ten objects or in their head. Counts an irregular arrangement of up to ten objectsIs beginning to use the vocabulary involved in adding and subtracting in practical activities and discussionFinds the total number of items in two groups by counting all of themEstimates how many objects he/she can see and checks by counting them**SSM****30-50 months** Uses positional language**40-60 months** Can describe his/her relative position such as "behind" or "next to" |
| Forest School | Own experiences of being in the outdoor environment  | Introduction to new Forest SchoolRe visit the rules of Forest School. Introduce digging – Super wormStick man – using tools  | Here are some overarching Learning Outcomes for Forest School sessions: however children are experiencing learning in all areas of the Early Years Foundation Stage Curriculum every session due to the child initiated nature of Forest School. **The Personal Social and Emotional area of learning** is particularly important at Forest school. As children are encouraged to try new, sometimes ‘risky’ activities. They also experience achievement at small achievable tasks. **Self Confidence and Self awareness****Expected**: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.**Managing Feelings and Behaviour**40-60 months Aware of the boundaries set, and of behavioural expectations in the setting. ExpectedThey work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.**Health and self-care**40-60 monthsShows understanding of how to transport and store equipment safely Shows understanding of the need for safety when tackling new challengesPractices some appropriate safety measures without direct supervision.Expected Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.**The World**30-50 monthsComments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed. Talk about why things happen.40-60+ monthsDeveloping an understanding of growth, decay and changes over time Shows care and concern for living things and the environment.Looks closely at similarities, differences, patterns and change**Expected**Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.  | **PSHE**Manage risksFollow rules Learn to look after themselves, others and the environmentGet themselves dressed/ organise their belongings **Geography / Science** Notice environmental changes  |