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 Fawkes  Diwali | **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 friends  Remembers 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 changed  Taps out simple repeated rhythms  Understanding 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 Sita  Clay diva lamps | Exploring and using media and materials  30-50 months  Beginning to be interested in and describe the texture of things.  Enjoys joining in with dancing and ring games.  40-60+ months  Experiments 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 Imaginative  30-50 months  Developing preferences for forms of expression  Sings a few songs.  Creates movement in response to music.  Sing songs, make music and experiment with ways of changing them.  Engages in imaginative role play  Builds stories around toys  Uses available resources to create props to support role play  40-60 months  Chooses particular colours to use for a purpose  Creates simple representations of events people and objects  Introduces a story line or narrative to their play  Plays alongside other children who are engaged in the same theme  Plays cooperatively as part of a group to develop and act out a narrative  Shape space and measures  30-50 months  Uses shapes appropriately for a task.  40-60+ months  Uses familiar objects and common shapes to create and recreate patterns and build models.  Orders two or three items by length weight and capacity.  Reading  30-50 months  Listens to and joins in with stories.  Listens to stories with increasing attention and recall.  Speaking  30-50 months  Can retell a simple past event in the correct order.  40-60+ months  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  Listening and Attention  30-50 months  Listens to others one to one or in a small group when conversation interests them  Listen to stories with increasing attention and recall  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  Focusing attention- still listen or do. Can shift own attention.  40-60months  Is able to follow directions  Maintains attention, concentrates and sit quietly during appropriate activity.  Managing Feelings and behaviour  30-50 months  Aware 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 months  Understands that own actions affect other people.  Aware of boundaries set and behavioural expectations  Beginning to be able to negotiate and solve problems without aggression  Can usually adapt behaviour to different events, social situations and changes in routine.  Making relationships  30-50 months  Can play in a group, extending and elaborating play ideas  Initiates play, offering cues to peers to join them  Responds to what others are saying or doing  Demonstrates friendly behaviour.  40-60 months  Initiates conversations, attends to and takes account of what others say  Explains own knowledge and understanding and asks appropriate questions of others.  Technology  40-60+ months  Completes 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 World  30-50 months  Comments 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+ months  Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment.  People and Communities  30-50 months  Show interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience.  40-60+ months  Knows 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 changed  Taps 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 lamp  Rangoli 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 family  Time 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, worried  Is 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' feelings  Begins 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 things  Spotting 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' feelings  Begins 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 routines  Own experiences of past Christmas’s | Play  Songs  Christmas story  Christmas 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 obstacles  Can catch a large ball  **40-60 months**  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it  Travels with confidence and skill around, under, over and through balancing and climbing equipment  Negotiates 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 skills  Circle games | Moving and handling  30-50 months  Moves 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 months  Experiments 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 obstacles  Travels with confidence and skill around, under, over and through balancing and climbing equipment  Expected  Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. ELG  Health and self-care  40-60 months  Shows 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 it  Travels with confidence and skill around, under, over and through balancing and climbing equipment  Negotiates 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 fields  Draw 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 months  Hears 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 them  Links sounds to letters  Begins to read word  Writing  40-60 months  Gives meaning to marks and uses some clearly identifiable letters to communicate meaning to represent some sounds correctly and in sequence.  Links sounds to letters  Can 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 10  Match numeral to objects up to 10  **Shape, Space and measures**  **40-60 months**  Uses familiar objects and common shapes to create and recreate patterns  Baseline assessments | One more / one less  Counting irregular arrangements  More, less, fewer  Adding two sets  Estimating  Subtraction  Positional language | Mathematics  30-50 months  Uses some number names and number language spontaneously in play  Recites numbers in order to 10  Knows that numbers identify how many object are in a set.  Beginning to represent numbers using fingers, marks on paper or pictures  Sometimes matches numeral to quantity correctly  Shows curiosity about numbers by offering comments or asking questions  Compares two groups of objects saying when they have the same number  Shows an interest in numerals in the environment  Shows an interest in representing numbers.  40-60 months  Recognises some numerals of personal significance  Recognises numerals 1-5  Counts actions or objects which cannot be moved  Counts objects to 10 and beginning to count beyond 10.  Selects the correct numeral to represent 1-10  Finds 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 objects  Estimates how many objects he/she can see and checks by counting them  Uses the language of "more" and "fewer" to compare two sets of objects  Finds the total number of items in two groups by counting all of them  30-50 months  Uses positional language  40-60 months  Uses 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 objects  Is beginning to use the vocabulary involved in adding and subtracting in practical activities and discussion    Finds the total number of items in two groups by counting all of them  Estimates 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 School  Re visit the rules of Forest School.  Introduce digging – Super worm  Stick 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.  Expected  They 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 months  Shows understanding of how to transport and store equipment safely  Shows understanding of the need for safety when tackling new challenges  Practices 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 months  Comments 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+ months  Developing 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 risks  Follow rules  Learn to look after themselves, others and the environment  Get themselves dressed/ organise their belongings  **Geography / Science**  Notice environmental changes | |