Autumn 2

| Theme | Prior Knowledge (Linked to aged 3-4 years)/ experiences in Autumn 1 | Activities | Links to the Early Years Foundation Stage Curriculum | Key Vocabulary | What I want the children to remember (Reception Statements) | Possible links to the NC |
|---------------|--|---|--|--|---|--|
| Bonfire night | Autumn 1 Harvest- How we celebrate festivals Own experiences of visiting bonfires and fire work displays Comprehension- listening to stories Engages in extended conversations about stories, learning new vocabulary. Speaking Sings a large repertoire of songs (nursery rhymes taught in Autumn 1 and Topic related songs e.g Someone brought a loaf of bread/Dingle dangle scarecrow LA&U Enjoys listening to longer stories and can remember much of what happens | Focus teaching / group activities *Listening to and recap the 'Gunpowder plot' *Watch a video of a fire work display *Discussing Bonfire night traditions Circle time: Children talk about their own traditions or experiences. When have you seen fireworks? What other festivals/ celebrations have fireworks? E.g. New year/ Diwali *Introduce and explore words to describe the feelings that we might experience at a Bonfire/ Firework display, such as happy, excited, scared, frightened (link to colour monster colours- Autumn 1) *Learn and perform a group song – Won't it be fun on Bonfire night'. *Listen to instruments making firework noises. *Use instruments to make a 'firework show' *Listen to topic themed stories: 'Sparks in the Sky' 'Remember Remember the Fifth of November' 'Firefighter Fred's Bonfire Night Safety Show' Continuous provision activities *Drawing fire work pictures/ labelling *Writing firework sounds *Chalk firework pictures | Past and PresentTo know about characters from stories, including figures from the past.ComprehensionDemonstrates an understanding about what has been read to them.SpeakingIs able to articulate ideas and thoughts in well -formed sentences (talking about own experiences)L, A & U Learns new vocabularyEngages in non- fiction texts and story timesListens to and talks about stories to build familiarity and understandingListens carefully to rhymes and songs, paying attention to how they sound Learns rhymes, songsBeing imaginative and Expressive: Listen attentively, moves to music, expressing feelings and responses.Watches and talks about performance art expressing feelings and responses.Listens attentively, moves to and talks about music, expressing his/her feelings and responses | Bonfire night Gun Powder Plot Guy Fawkes London Houses of Parliament Fireworks Celebration Tradition Instrument names | *To know why we celebrate Bonfire night *To talk about ways Bonfire night is celebrated *To be able to talk about their own experiences of bonfire night *To join in with a class performance of a bonfire night song. | Art: Chalk- firework pictures Colour mixing (red and yellow) Finger painting fireworks Drawing fireworks Exploring different painting technique. Design Technology Junk model rockets Using constructio n resources to make fireworks Fireworks Sustantion painting technique. |

| | | *Cardboard tube rockets (junk modelling/ joining materials) *Finger paint fireworks *Group firework picture using a range of painting techniques- Kapow Art- Painting and mixing media- Paint my world – Group Art *Make a class bonfire (handprints/ tearing paper for wood) Colour mix to make for fire. *Making fireworks with construction resources *Small word bonfire night scene (add puppets to retell the 'sparks in the sky story) *Making marks in glitter using paint brushes (firework shapes) *Threading beads onto a string to make a firework. *Firework cutting skills activities *Finger gym sequin fireworks. | Sings in a group- increasing matching the pitch and following a melody Explores and engages in music making and dance , | | | how they feel. Music: Learning a bonfire night song and performing as a group. History: Gunpowder Plot Bonfore night traditions |
|------------------------------|---|---|--|---|--|---|
| Diwali Remembrance Day | Past and Present *Is beginning to make sense of his/her own life-story and his/her family's | Skills and medium have previously been introduced in Art/ Design Technology themes Focus teaching / group activities Listen to the Rama and Sita story (Hinudu/Sikh) (Make reference to learning about Christians in RE) The story is why | | Diwali Hindu Mendhi Rangoli Celebrate | *To know that some people celebrate Diwali *To have an awareness of the Rama and Sita story | R.E: Diwali Rama and Sita story/How is |

| experiences | Hindu's celebrate a festival called | | Festival of | *To know some of the | Diwali |
|-----------------------|--|--|-------------|-------------------------------|-------------------------|
| (Birthday/Christmas) | Diwali (festival of lights) | Past and Present | light | traditions that people do to | celebrated? |
| | | | Diva Lamp | celebrate Diwali. | |
| Own experiences of | *How is Diwali celebrated? | To know about characters from stories, | | | Art: |
| celebrating festivals | *Make links to other celebrations | including figures from the past (Rama and | Rama | *To show an awareness about | Rangoli and |
| with families. | and festivals chn can talk about. | Sita) | Sita | Remembrance Day and why it is | Mendhi |
| | *Listen and some Indian music- | | | celebrated | designs |
| Autumn 1 Week 5 – | encourage children to respond by | People, Culture and Communities | Rememberanc | | using chalk, |
| Harvest | moving to the music. | Talks about members of own family and | e day | *To respond to music through | felts and rice |
| Autumn 1 week 7- | | community | Soldiers | the medium of wax crayon | and pasta |
| Halloween | * Painting fireworks to music | Names and describes people who are | War | | Finger paint |
| Autumn 2 week 1 | whole class on a tarpaulin in the hall) | familiar to them | Poppies | | poppies |
| Bonfire night | – use wax crayons? | Understands that some places are special to | | | |
| | Kapow Art- Painting and mixing | members of their community. | | | |
| | media- Paint my world- Painting to | Recognise that different people have | | | English: |
| LA&U | music | different beliefs ad celebrate special times | | | Rama and |
| Enjoys listening to | | in different ways. | | | Sita story |
| longer stories and | * <u>Teacher focus- Make a clay diva</u> | Community and an | | | role play. |
| can remember much | lamp | <u>Comprehension</u> | | | Role play |
| of what happens | Kapow- Art- Sculpture and 3D- | Demonstrates an understanding about what | | | Diwali sweet |
| (Stories/texts chosen | painting structures | has been read to them. | | | shop. |
| in Autumn 1- see | Circle time: What do you colobrate? | Speaking | | | Practicing and |
| booklist) | Circle time: What do you celebrate? | Speaking | | | |
| DOOKIISL) | <u>Stories:</u> Rama and Sita | Is able to articulate ideas and thoughts in well -formed sentences (talking about own | | | performing a remembranc |
| Rhymes/songs that | Dipal's Diwali | experiences/ Explaining their understanding | | | e Day |
| children have learnt | Dipai s Diwali | about what has been read to them) | | | Rhyme |
| in Autumn 1 | Continuous Provision activities: | about what has been read to them? | | | Kityine |
| Autumn 1 Harvest | <u>continuous riovision activities</u> . | <u>L, A & U</u> | | | Music: |
| /Autumn related | *Diwali themed pencil control / | Learns new vocabulary | | | Listening to |
| songs | colouring | Engages story times | | | Indian music |
| Autumn 2 week 1- | *Drawing/ colouring Mendhi | Listens to and talks about stories to build | | | malan masic |
| Bonfire song | patterns | familiarity and understanding | | | P.E: |
| 20111000018 | *Using 3D shapes to print Rangoli | | | | Responding |
| Dances: Actions | patterns (paint) | Listens carefully to rhymes and songs, | | | to Indian |
| added to a bonfire | * Make a paper lantern (cutting and | paying attention to how they sound | | | music with |
| song (Autumn 2 | joining) | Learns rhymes | | | movement |
| week 1) | * World map and Diwali story | , | | | |
| | puppets- Role pay story moving | Being imaginative and Expressive: | | | PSHE: |
| Remembrance Day- | monkey figures around the world | | | | Circle time: |
| Own experiences | -encouraging children to draw info | Listen attentively, moves to music, | | | what do you |
| | from a map (sea/mountains, land) | expressing feelings and responses (Indian | | | celebrate? |
| | *Rama and Sita role play | music) | | | Recognising |
| | *Diwali sweet shop | | | | differences |

| | | *Rangoli patterns using rice and pasta * Finger gym- sequins to place on Rangoli pattern *outside- Chalk Rangoli patterns/ Mendi Patterns Roleplay- cleaning the house to get ready for Diwali celebrations Remembrance Day What is Remembrance Day? Practice a remembrance poem to perform as a class (with support) Continuous provision activities *Remembrance day colouring sheets *Paint own poppies with finger paint *Make poppies using pipe cleaners and tissue paper *Playdough poppies *Split pin poppies *Make a poppy wreath (cutting skills) Skills and medium have previously been introduced in Art/ Design Technology themes. | Explores and engages in music making and dance, performing solo or in groups (Responding to Indian Music) | | | in peoples beliefs Remembran ce Day Design Technology : Making paper lanterns Playdough poppies Split pip poppies |
|--|---|---|---|---|--|--|
| Anti Bulling week: Children in need | PSED- Jigsaw themes in Autumn 1 *Help others to feel welcome *Try to make our school community a better place *Think about everyone's right to learn *Care about other peoples feelings *Work well with others | Focus teaching/ group activities *Read the Smeds and the Smoos- Discuss the differences in the smeds and Smoos. Can they be friends even if they look different/ like different things? *Watch The Ugly Duckling story accompanied by 'Swan Lake' music. Discuss times in the story when characters were being kind/unkind. How did the Ugly Duckling feel when others were kind/unkind? How can you be kind to someone? | | Bullying Same Different Special Unique Children in need | *To accept that everyone is different. I can identify something I'm good at and understand everyone is good at different things *To know what bullying is *To know how to help if someone is being bullied *To understand that some people need help | PSHE: Anti bullying / Jigsaw/ Children in need English: Role play- The Smeds and the Smoos (Julia Donaldson) Listening to stories to |

| *Choose to follow | *Anti bullying week PowerPoint | Being imaginative and Expressive: | | build |
|-------------------------------------|---|---|--|--------------|
| the learning Charter. | *Listen to and join in with the song 'I | (Swan | | familiarity |
| 0 | am special' | *Listen attentively, moves to music, | | , |
| Jigsaw themes | *Children in need dress up day to | expressing feelings and responses (Rec). | | Music: |
| Autumn 2 | raise money | * Watches and talks about performance art | | Learning and |
| * Accept that | *Children in need PowerPoint | expressing feelings and responses (Rec). | | performing a |
| everyone is different. | * Watch and discuss: Tchaikovsky – | | | song 'I am |
| I can identify | Swan Lake | People, Culture and Communities | | special' |
| something I'm good | | *Is continuing to develop positive attitudes | | Tchaikovsky- |
| at and understand | Circle time: Introduce the words | about the differences between people | | watch and |
| everyone is good at | 'unique' and 'special'. What makes | (Nurs). | | respond. |
| different things | you 'unique' and 'special'? | | | |
| | Stories: The Smeds and the Smoos – | Building relationships: | | Art: |
| * Include others | Julia Donaldson | *Builds constructive and respectful | | Drawing |
| when working and | The Ugly Duckling | relationships (Rec). | | pictures / |
| playing. | Each Peach Pear Plum- Janet and | *Thinks about the perspectives of others | | colouring |
| I'm special, I'm me! I | Alan Ahlberg | (Rec). | | |
| understand that | | | | Colour |
| being different makes | Continuous provision | Self-regulation: | | mixing |
| me special. | Smeds and Smoos / Anti bullying | Expresses his/her feelings and considers the | | (blue and |
| | *Draw a picture of what you are | feelings of others (Rec). | | red paint |
| <mark>This weeks focus</mark> | good at | | | Diluted food |
| * Know how to help | *Same/ different pictures | Managing self: | | colouring |
| if someone is being | *All different all equal colouring | *Sees himself/herself as a valuable | | and pipettes |
| bullied. | *Make smed and smoo masks | individual Rec). | | Salt dough |
| Families/I know we | (<mark>Cutting and joining</mark>) | | | |
| are all different but | *Make an alien planet (colour mix) | <u>Comprehension</u> | | Decorating a |
| the same in some | (<mark>paint)</mark> | *Demonstrates an understanding about | | person |
| ways. | *Explore colour using food colouring | what has been read to them. | | template to |
| | and pipettes | | | look like |
| Ethos within | * Decorate your planet | Speaking | | themselves |
| Reception to respect | *Make a large- scale map of a planet | *Is able to articulate ideas and thoughts in | | |
| other children and | for the smeds and smoos. | well- formed sentences (talking about own | | Design |
| staff and celebrate | *Salt dough smeds and smoos/ | experiences and ideas.) | | Technology: |
| differences. | flowers plants on the planet. | | | _ |
| o · · · | *Make a paper chain of people and | <u>L, A & U</u> | | Designing a |
| Own experiences of | decorate each one differently. | *Learns new vocabulary | | large scale |
| celebrating children | *Smed and Smoo puppets | *Engages in story times | | planet |
| in need and own | *Decorate a person template to look | *Listens to and talks about stories to build familiarity and understanding | | |
| understanding of why we raise money | like you. | *Listens carefully to rhymes and songs, | | |
| with we take money | Children in need | paying attention to how they sound | | |
| | * Children in need colouring / | *Learns rhymes, songs | | |
| | designing odd socks | Learns mymes, songs | | |
| | | | | |

| | Previous Julia Donaldson stories shared in Autumn 1 *Sharing a shell *Scarecrows wedding *Gruffalo Songs previously practiced and performed (Nursery rhymes / Bonfire song) | * Pudsey colour by numbers * Make a Pudsey hat (repeating pattern) Links to positional language when through out the week:(link to maths) Skills and medium have previously been introduced in Art/ Design Technology themes | | | | |
|---------|---|---|--------------------------------------|-------------------|-------------------------------|----------------------------|
| Winter/ | Autumn 1- | Focus teaching/ group activities | | Vocabulary | *To identify some ways that | Science: |
| Frozen | Autumn season focus | i | | related to the | they know it is Winter. | Seasons |
| | | *Read 'Ten little lights'- consider | | season of | | Seasonal |
| | The Natural World | how we know the season it is set in. | | Winter | *To suggest a way to melt ice | changes |
| | Knows about autumn | *What do we know about Winter – | | Cold | | Investigation |
| | and the different | Record ideas on mind map. *'All about Winter PowerPoint' | | Cold, weather, | | Investigation s- how to |
| | changes. | *Sing: The Winter Cokey- practice | | Winter, | | rescue toy |
| | Understands the | and perform. | | Season | | animals |
| | effect of changing | *Signs of Winter PowerPoint (Recap | | Snow | | frozen in ice. |
| | seasons on the | what we know about Linter)- add to | | Frozen | | |
| | natural world around | mind map. | | Melt | | Materials: |
| | him/her – autumn. | *learn songs for the Christmas play | | Freeze | | Exploring |
| | | | | Liquid | | cloud dough |
| | Own experiences of | Focus group activity: Science | | Solid | | |
| | exploring the local | investigation | | | | English: Ten |
| | environment at | | | Hibernate | | little light |
| | Winter time | Show different size ice cubes with | The Natural World | | | story/ role |
| | | winter animals frozen inside. How | Knows about Winter and the different | | | play and |
| | *Stories told in | can we free them? What needs to | changes. | | | small world |
| | Autumn 1 and 2 | happen to the ice? How can we melt | | | | |

| Image: Informeting and record on the natural world around him/her - autumn. winter - autumn. Circle time LA & U perform Kingsaw link) Ensite wordsbulary and uses it through the dry. Last to unwordsbulary and uses it through the dry. Art: Drawi Stories Ensite lights - Twinkl original Listers to and talk about tories to build familiarity with new involeding and vocabularity (Rec) Make a Ten little lights - Twinkl original Continuous provision Nake 3 Make a To nitude and model and talk about and talk ab | the ice quicker? Take suggestions | Lindorstands the offect of changing seasons | Music: The |
|--|-------------------------------------|---|---------------|
| Stricte time LA & U Colory- La & U La & U La & U La & U Colory- La & U La & U Colory- La & U La & U< | | | |
| Circle time LA&U performance (ijgsaw link) Stories Art: Drwink Ten little lights – Twinkl original Continuous provision Art: Drwink * Ten little lights – Twinkl original Users name woosbulary and uses it through the day. Make a light and tableli * Ten little lights – Twinkl original Continuous provision Make a lower pain function to develop deep familiarity with new knowledge and woosbulary (Rec) Make a paper snowflake * Ten little lights / Trainiting and Miked Media. Yeac crayon water paint frosty pictures Wax crayon water paint frosty pictures Wax crayon water paint frosty pictures Wake a same snow flake (cuting) from sing and activities, explaining how things work and why things might happen Threading from sing of the paint my work - Landscape (construction ** Ten little lights / * Make a christmas decoration ** Ten little lights / * Make a christmas decoration ** Ten little lights / * Make a christmas decoration ** Ten little lights /* * Make a christmas decoration ** ** Naw Crayon water paint frosty pictures Can table to help work out problems and organise thinking and activities, explaining how things work and why things might happen Threading Sing Construction ** Ten little lights /** ** Make a Christmas decoration ** Ten little lights /** The cleaner and beads : snowflake sing construction ** ** Threading /** Threading /** ** Make a christmas decoration ** Ten little lights /** ** ** ** <td< td=""><td>from children and record</td><td>-</td><td></td></td<> | from children and record | - | |
| My home is special to me because (ijgsaw link) LA & U perform iigsaw link) Stories Art: Drawi and labelit Stories Laters new vocabulary and uses it through the day. Art: Drawi and labelit Ten little lights – Twinkl original Engages in story times Laters to and talk about stories to build formiliarity Make a paper "Ten little lights – Twinkl original Continuous provision Make a vectop deep familiarity with new knowledge and vocabulary (Rec) Make a paper "Ten little lights – Twinkl original Steaking Is able to articulate ideas and thoughts in well-formed sentences Wax crays snowlfake "Ten little lights – Twinkl original Continuous provision Steaking Wax crays is able to articulate ideas and thoughts in well-formed sentences Wax crays is able to articulate ideas and thoughts in well-formed sentences Wax crays is able to articulate ideas and thoughts in well-formed sentences Wax crays is able to articulate ideas and thoughts in well-formed sentences Wax crays is able to articulate idea to another using a range of connectives Tornealing conset the day work out problems and organise thinking and activities, explaining how things work and why things might Threading blunk "Make a christmas decoration "Ten little lights' "Anake a now to explore, diggers, cars, tools, mould and cutters' "Spark (boud dough "*Tpe cleaner and beads snowflake Krobow Art essaonal carts. bale mowflakes Price Cleaner and beads snowflake Krobow Art essaonal carts. Price Cleaner and beads snowflake Krob | | autumn. | |
| My home is special to me because (ijgsaw link) Learns new woozbulary and uses it through the day. Art: Drawi and labelii Stories Stories Engages in story times Larss new woozbulary and uses it through the day. Engages in story times Ten little lights – Twinkl original Continuous provision Make a develop deep familiarity tens to and takes about non fiction to develop deep familiarity with new throw a winter picture and labeli Make a develop deep familiarity with new throw a winter picture and labeli Make a develop deep familiarity with new throw a winter picture and labeli Wax crayo water pair foosty tentures Wax crayo * Oraw a winter picture and labeli Yoraw a winter picture and labeli Specking to a winter outhing * Note a paper snow flake (cutting) * Now and words Landscaper solage Specking to a tak to help work out problems and organise thinking and activities, explaining how things work and why things might * Make a cutting to * Now and were pair * Now and work to aspond activities, explaining how things work and why things might * Amake a Christmas decoration * Ten little lights - * Now and activities, small word and role play * fake snow to explore, diggers, cars, tools, mould and cutters * Sparkty cloud dougt * Now tra-seasonal cutters * Sparkty cloud dougt * Now tra-seasonal cutters * Sparkty cloud dougt Design * Ten little lights Threading * Sparkty cloud dougt Threading * Sparkty cloud dougt Threading * Sparkty cloud dougt Spark dougt * Sparkty cloud dougt Spark dougt * Sparkty cloud dougt Sparkty cloud dougt * Sparkty cloud dougt Sparkty cloud dougt | <u>Circle time</u> | | practice and |
| stories Art: Draw and labelii Stories Engages in story times Listen is to and talks about stories to build familiarity Engages in non-fiction to the sts Listen is to and talks about stories to build familiarity The nittle lights – Twinkl original Continuous provision The nittle lights colouring/ pencil control * Ten little lights colouring/ pencil control Continuous provision * Ten little lights colouring / design Winter clothing / Make a paper snow flake (cutting) Speaking Speaking * Make a chaint word clathed winter winter pictures and why things work and why things might happen Threading and athulies, schlaning and athulies, schlaning house for the animals in the Ten little lights - small word and role pight decoration * Tren little lights - small word and role pight + Pipe cleaner and beads-smowflake wind and role pight + Pipe cleaner and beads-smowflake wind and role pight + Pipe cleaner and beads-smowflake wind and role pight + Pipe cleaner and beads-smowflake wind and role pight + Pipe cleaner a | | <u>L, A & U</u> | perform |
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| *Ten little lights colouring/ pencil knowledge and vocabularly (Rec) snowledge | Continuous provision | | |
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| *Make a Christmas decoration Kapow Art- Seasonal craft- salt dough decorations *make snowflakes using construction *Ten little lights- small word and role play * fake snow to explore, diggers, cars, tools, mould and cutters *Sparkly cloud dough * Pipe cleaner and beads- snowflake Kapow Art- seasonal craft- threaded snowflakes | | | Technology: |
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| dough decorations the animal *make snowflakes using construction *'Ten little lights- small word and *'Ten little lights- small word and little lights role play story. * fake snow to explore, diggers, cars, story. tools, mould and cutters *Sparkly cloud dough * Pipe cleaner and beads- snowflake Kapow Art- seasonal craft- threaded snowflakes snowflakes | *Make a Christmas decoration | | modelling a |
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| tools, mould and cutters *Sparkly cloud dough * Pipe cleaner and beads- snowflake Kapow Art- seasonal craft- threaded snowflakes | | | Story. |
| *Sparkly cloud dough * Pipe cleaner and beads- snowflake Kapow Art- seasonal craft- threaded snowflakes | | | |
| * Pipe cleaner and beads- snowflake Kapow Art- seasonal craft- threaded snowflakes | | | |
| Kapow Art- seasonal craft- threaded snowflakes | | | |
| snowflakes | | | |
| | | | |
| *Look for signs of Winter (outside) | <u>snowflakes</u> | | |
| *Look for signs of Winter (outside) | | | |
| | *Look for signs of Winter (outside) | | |
| | | | |

| Winter- Arctic Animals | Autumn 2- Season – Autumn (regognising signs of Autumn) | Skills and medium have previously been introduced in Art/ Design Technology themes | | Vocabulary related to local | *To know they live in the town of Bromsgrove *To know some things, they see | English: Non fiction texts (Arctic/ Antarctic) Geography: Google Earth |
|---------------------------|---|--|---|-----------------------------------|---|---|
| | Previous week focus | look out of your window? What animals and animal homes do you | | environment: | in their local environment *To know not all environments | England Bromsgrove |
| | on Winter. | see/hear in Bromsgrove? *Look at Google Earth | | Bromsgrove House, car, | are the same *To make some comparisons | Local Environment |
| | *To identify some | *Locate England | | animals (birds, | between Bromsgrove and the | Arctic/ |
| | ways that they know it is Winter. | *Look at local area photos Brain storm ideas- What can you | | cats, dogs, hedgehogs) | Arctic. | Antarctic Making |
| | *To suggest a way to | see? | | neugenogs) | | comparision |
| | melt ice | *Introduce the Arctic. What do you | | Vocabulary | | s to their |
| | | know about the Arctic | | related to the | | local |
| | | *Locate Arctic on Google Earth *What animals would live there? | | Arctic | | environment |
| | | *What would the animals need to | | Snow, cold, | | Science: |
| | | live in the Arctic? | | ice, Winter, | | Animals in |
| | | *Compare the weather/ animals | | Arctic animals- | | the local |
| | | from local area to Arctic. | | polar bear, | | area |
| | | *Sorting activity- Where do the | | hare, fox, owl. | | Animals in |
| | | animals live? Why? *Introduce Antarctic | | Google Earth | | the Arctic Making |
| | | | | Sea, land, | | comparision |
| | | | | countries, | | s |
| | | <u>Circle time</u> | | England, | | |
| | | | The Natural World | Bromsgrove, | | |
| | | A good friend is | Explores the natural world around them. | | | |

| Christmas | RE link – see RE | Song: Let friendship grow. https://www.bbc.co.uk/cbeebies/w atch/cbeebies-house-songs-let- friendship-grow Stories Winter animals and friendship stories Snow friends A friend for little bear. One snowy night – Nick Butterworth Poles Apart Animals in Winter (non- fiction) <u>Continuous provision</u> *Cut out Arctic animals to make am Arctic environment picture / add labels (Cutting and joinging) *Draw a picture- how to be a good friend *Kindness certificate * Chalk snowy pictures *Sponge paint polar bear *Make a penguin *Junk model Arctic animals (junk modelling, joining, 3d sculptures) *Use construction to build an Arctic home for an animal *Arctic animal small world *Dress the snowman cards *Make a friendship bracelet (threading) Skills and medium have previously been introduced in Art/ Design Technology themes | Describes what they can see outside Recognises some environments that are different to the one in which they live (Rec) L.A & U Learns new vocabulary and uses it through the day. Engages in non- fiction texts Listens to and talks about non fiction to develop deep familiarity with new knowledge and vocabulary (Rec) Speaking Is able to articulate ideas and thoughts in well-formed sentences Can connect one idea to another using a range of connectives See Religious Education | town, local environment | See Religious Education | Religious |
|-------------------|------------------|--|--|----------------------------|-------------------------|---|
| (week 6 and 7) | section below. | See Religious Education below Make Christmas card and calendar Card: Kapow Design Technology- seasonal project-sliding Santa | | Education | | Education: Nativity story Talking about own |

| | | · · · · |
|--------------------------------------|--|---------------|
| | | experiences |
| Sing and perform Christmas songs: | | of |
| *We wish you a Merry Christmas | | celebrating |
| *Christmas Pudding | | Christmas. |
| *Jingle bells | | |
| *When Santa got stuck up the | | English: |
| Chimney | | Nativity |
| | | story |
| *Christmas play songs. | | Nativity Role |
| | | play / small |
| Stories: | | world |
| The Nativity | | Santa's |
| T'was the night before Christmas | | grotto role |
| I'm not Santa- Jonathan Allen | | play |
| | | Pidy |
| Chritmas Party day | | Art: Making |
| Christmas dinner | | Christmas |
| Theatre trip. | | themed |
| meatre trip. | | |
| | | crafts (see |
| Continuous provision activities: | | continuous |
| *Make a Christmas list by cutting up | | provision) |
| magazines and label (cutting skills) | | |
| *colouring nativity story characters | | Design |
| and adding to a stable background | | Technology |
| and label. | | Making |
| *Free writing | | Christmas |
| *What special gifts would you send | | themed |
| to someone and why? | | crafts |
| * Make a Christmas bauble (tree | | - (see |
| decoration) | | continuous |
| *Make a paper plate Santa | | provision) |
| *Paper plate wreath | | |
| * Straw Christmas tree (different | | PSHE: |
| lengths of straws) | | Sharing, |
| * Fingerprint nativity scene | | taking turns, |
| *Cone Christmas tree (cutting and | | following |
| joining) | | rules of |
| *Build a stable- add the animals | | games, |
| (junk) | | accepting |
| * Tableau scene and story sack and | | winning and |
| masks | | losing. |
| *Santa's grotto role play | | |
| *Nativity scene role play | | Music: |
| *Paper chains | | IAIUSIC. |
| raper chains | | |

| | | * <mark>Split pin</mark> santa (joining) <u>Skills and medium have previously</u> <u>been introduced in Art/ Design</u> <u>Technology themes</u> | | | | Singing and performing Christmas play songs and Christmas carols. Responding to Christmas themed music P.E: Dancing to Christmas songs / music |
|--------|-----------------------------|--|---|--|--|--|
| Jigsaw | Jigsaw sessions Autumn 1 | * Accept that everyone is different. I can identify something I'm good at and understand everyone is good at different things * Include others when working and playing. I'm special, I'm me! I understand that being different makes me special. * Know how to help if someone is being bullied. Families/I know we are all different but the same in some ways. * Try to solve problems. Houses and homes/I can tell you why I think my home is special to me. * Try to use kind words. Making friends/I can tell you how to be a kind friend. | Specific curriculm links Managing Self, Reception. Sees himself/herself as a valuable individual. P, C & C, Nursery. Is continuing to develop positive attitudes about the differences between people. Building Relationships, Reception. Builds constructive and respectful relationships. P, C & C, Nursery. Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos. Building Relationships, Nursery. Is beginning to understand how others might be feeling. Self-Regulation, Nursery. Is developing his/her sense of responsibility and membership of a community. Self-Regulation, Nursery. Helps to find solutions to conflicts and rivalries. Is developing appropriate ways of being assertive. | Vocabulary Similar Different Proud Special Family Friend Kind Unkind | What we want the children to remember We are all similar and different in some ways. I can why I am special and why my home is special to me. We can use kind words and be kind friends. We can say 'please don't do that, I don't like it,' if someone is unkind to us. | PSED P, C & C: talking about different houses from around the world, using photos from different countries. |

| | | * Know how to give and receive compliments. Standing up for myself/I know which words I can use to stand up myself when someone says or does something unkind | | | | |
|------------------|---|--|---|--|--|---|
| Nursey Rhymes | Autumn 1 Nursey Rhymes practiced | Revist the nursery rhymes that we practiced in Autumn 1 *Row Row Row your boat *Pat a cake *I'm a little teapot Humpty Dumpty Ring a ring a roses Twinkle twinkle little star Introduce: Twinkle Twinkle Christmas tree. | Specific curriculum linksL, A & ULearns new vocabularyLearns rhymesListens carefully to rhymes and songs, paying attention to how they soundBeing imaginative and ExpressiveSings in a group or on their own, increasing matching the pitch and following the melody Performs songs and rhymes with others and when appropriate- tries to move in time to the music (ELG)Sings a range of well know nursery rhymes (ELG) | Rhyme Langauge within the rhymes e.g. short, stout, handle, spout, teapot, little, shout, pour | * To sing 6 nursery rhymes either solo or in a group | English: To know and perform rhymes |
| Indoor P.E: | How to find a space in the hall. Fundamental movements-walk, run, hop, crawl (opposite knee to hand) skip, jump (two feet to two feet) roll (in a straight position) To move from one movement to another with fluency (agility) | Multi skills Take part in warm up group/partner games: Goodie and baddies Follow the leader Take part in individual warm up games: Foxes and Rabbits Mrs Says Traffic lights | Managing self - ELGManages his/her own basic hygiene andpersonal needs, including dressing andgoing to the toilet and understands theimportance of healthy food choices (ELG)Physical Development - ReceptionKnow and talk about the different factorsthatsupport their overall health and wellbeing: -regular physical activity (Reception)Is developing overall body-strength,balance, co-ordination and agility(Reception) | Walk, run, hop, crawl, jump, skip, balance. Slide Throw Roll Catch Target Underarm Cone Beanbag Ball Hoop | Continue to develop and refine fundamental movements -walk, run, hop, skip, jump (two feet to two feet) To slide a beanbag accurately to a target (through cones/ hit a cone) using a good technique: Underarm, opposite arm to leg, bend the front knee- staying in line with the shoulder. Back knee to touch the floor. To roll a ball accurately to a target (through cones/ hit a | P.E: Fundamenta I movements Agility, balance and coordination Engaging in competitive and co- operative activities. |

| | Developing balance (holding positions) Developing coordination and body strength (skipping/ hopping/ jumping/ bunny hopping/ bear walks (opposite hand to foot) rolling (in a stretch position) | Sliding beanbag (to a target) Throwing beanbag underarm Rolling a medium ball (to a target/ partner) Hitting a bean bag with a racquet | Is developing the overall body strength, co- ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming (Reception) Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming (Reception) Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball (Reception) | Accurate Technique Opposite Release Knee Arm Leg Hand | cone) using a good technique: Underarm, opposite arm to leg, bend the front knee- staying in line with the shoulder. Back knee to touch the floor. To accurately throw a bean bag underarm to a target using a good technique: Underarm, opposite arm to leg, releasing the beanbag when the arm is facing the target. To demonstrate good hand and eye coordination to hit a bean bag with the hand (as in when using a racket) Drop and hit. | Basic movements- running. Jumping, throwing, catching agility and coordination Participate in team games |
|---------------|--|--|---|---|--|--|
| Forest school | Own experiences of visiting outdoor environments with family/ nursery * Autumn 1 – Autumn topic – Understanding the seasonal changes in Autumn * Following classroom/ school rules * Playing with friends in a classroom/ outside classroom environment | Introduction to Forest School Getting changed Forest School ethos Forest school song Introduce the Forest school area Establish boundaries and rules Look for risks Explore the Forest school area. Looking for seasonal clues Collect sticks for firewood Have a fire Tool use: Trowel (digging- Link to Julia Donaldson- Superworm) Listening basecamp games: Eye spy/ listen for what you can feel/hear | Forest school is holistic in nature and learning is primarily child initiated. However focus learning and the small achievable tasks and challenges are planned to encourage the following: Managing self Sees him/herself as a valuable individual Manages own needs around personal hygiene Shows resilience and perseverance in the face of a challenge Knows about different factors that support his/ her overall health and well being- regular physical exercise Gross Motor skills Revising fundamental movements- walking, jumping, running, climbing Developing overall body strength, coordination and balance | Areas of forest school Base camp Fire pit Mud kitchen Swing Dens Stage Obstacle course Pond Seasonal / Environment Autumn Trees Leaves Name of any Autumn | *The Forest School song *To move around basecamp without going in the middle *To begin to remember and explain forest school rules –, stay in Forest School area, ask to go to the toilet, how to carry sticks, managing risk when climbing trees, stay this side of the rope around the pond, using a trowel carefully, tidying away resources, keeping hands away from mouths. * To begin to look for risks | Science: Seasonal changes Understandi ng what is needed to make a fire (spark, oxygen, fuel) Geography: Exploring a local environment PSHE: |

| | * Using scissors (tool use) *Singing topic related songs | What can you see Leaf whispers Sing topic related songs/ read topic related stories around basecamp. Painting Outdoors (Kapow Art- painting and mixed media Paint my word) | Is able to combine different movements with ease and fluency Is further developing the skills he/she needs to manage the school day e.g. lining up Fine motor skills Is developing small motor skills so that he/she can use a range of tools competently, safely Understanding the world The Natural world Explores the natural world around them Describes what they can see, hear and feel. Understands the effect of the changing seasons on the natural world around them Expressive arts and design Explore, use and refine a variety of artistic effects to express ideas and feelings. <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | treasures they find Animal/ insect names. Weather / cold / freezing Clothing Hats Gloves/ mittens Waterproof trousers/ coat Wellies/ boots Scarf Tools Trowel Non- working hand glove Fire Fuel, spark, oxygen, water, burn. Texture, pattern, mix, natural (Kapow Art) | *To know what is needed to light a fire (spark, fuel, oxygen) *To begin to think about and explain how to be safe around a fire. *To use secateurs with support to make a stickman *To use a handrill with support to make a hole in a piece of wood. *To Paint using natural materials | Managing risks and following established rules Design Technology: Tool use trowel) Art: Painting with natural materials P.E Moving around in outdoor environment – fundamental movements- running, jumping, skipping, hopping climbing |
|------------------------|--|--|--|--|---|---|
| Reading and Writing | Word reading- ReceptionWord reading:Word reading:Read individual letters by saying the sounds for them.Autumn 1S a t p i n m d g o c k ck e u r s ss h b f ff I IIIs able to blend sounds into words, | Essential Letters and Sounds Intervention groups for: Oral blending Grapheme – phoneme correspondence Blending for reading <u>Writing focuses:</u> *Bonfire night. (label a picture/ write a caption) *What makes me special? | Word reading Nursery Understands that print has meaning Understands that print can have different purposes Understands that we read English text from left to right and from top to bottom Understands the names of the different parts of a book Understands page sequencing Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word | Autumn 2 grapheme names Use the correct vocabulary in lessons: Letter Sound Phoneme Grapheme Blend Segment Diagraph | Word reading:Read individual letters by saying the sounds for them.Can read some letter groups that represent one sound and say the sound for them.Autumn 2Y v w x y z zz qu ch sh th ng nk ai ee igh oa esIs able to blend sounds into words, so that he/she can read | |

| so that he/s read short w made up of letter- sound corresponde Is able to rea phrases and sentences m of words with letter- sound corresponde <u>HRSW:</u> Can read a f common exe words match the schools programme I the no put go into pull <u>Writing (Reception)</u> To use the handwriting to form som correctly. To spell wor identifying t sounds and writing the s | yords known d ences. ad simple hade up th known d ences. ew ception hed to phonic of is to as his patters e letters ds by he then | so that he/she can recognise words with the | Handwriting: Patter to support formation. Starting at the top of the letter. Where to start on the writing frame. | short words made up of known letter- sound correspondences. Is able to read simple phrases and sentences made up of words with known letter- sound correspondences. <u>HRSW:</u> Can read a few common exception words matched to the schools phonic programme he she buses we me be push was her my you <u>Writing</u> To use the handwriting patters to form some letters correctly. To spell words by identifying the sounds and then writing the sound/s with letters Can write short sentences with words with known sound-letter correspondence. | |
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| Mathematics | Number and | White Rose | Number | Highlighted | Mathematics |
|--------------------------------------|---------------------|------------------------------------|---|--|----------------------------------|
| | Numerical patterns- | Week 1 – Circles and Triangles – | | <mark>vocabulary –</mark> | |
| Children are | <u>Autumn 1</u> | Steps 1-3 | Nursery | expected that | To identify a range of |
| taught | | Week 2 – 1,2 ,3 4, 5 Steps 1-3 | Displays fast recognition of up to 3 objects, without having to count them individually | <mark>children will</mark> remember | representations of 1-5 |
| mathematics during daily | | Week 3 – 1, 2, 3, 4, 5 Steps 4 - 5 | Recites numbers past 5 | remember | |
| sessions. These | | Week 4 – Composition of 4 and 5 | Can say one number for each item in order: | Cardinal | To compare numbers 1-5. |
| sessions are | | • | 1,2,3,4,5 | principle | |
| taught | | - steps 6 -7 | Knows that the last numeral reached when | Subitise | To say one more than and one |
| discretely in | | Week 5 – Shapes with four sides | counting a small set of objects tells you how | <mark>More than /</mark> | less than a number 1-5 (using |
| order to build | | – steps 1-3 | many there are in total (cardinal principle) | fewer than | objects if necessary) |
| on the | | Week 6 – Shapes with 4 sides – | Can show 'finger numbers' up to 5 | One more / one | |
| children's next steps. | | My Day and night – step 4 | Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, | <mark>less</mark> Numeral | Begin to explore the |
| steps. | | Circles and Triangles – | up to 5 | Compare | composition of numbers to 5 |
| Children do one | | Describe position – step 4 | Can compare quantities using language such as; | Altogether | e.g. 2+1=3 |
| Maths focus | | Week 7 - consolidation | 'more than', 'fewer than' | | |
| activity each | | | Reception | 2D | Numerical Patterns |
| week. | | | Is able to compare numbers | <mark>Shape</mark> | |
| Activities are | | | Can count beyond ten | Circle | To name a circle, triangle, |
| planned for the | | | Counts objects, actions and sounds | Triangle | rectangle and square and use |
| maths table and in other areas in | | | Is able to subitise Is able to link the number symbol (numeral) with | <mark>Square</mark> Rectangle | mathematical language to |
| the continuous | | | its cardinal value. | Curved | describe e.g. sides, corners, |
| provision, inside | | | Understands the one more than and one less | Straight | straight, curved. |
| and outside, to | | | than relationship between consecutive numbers | Sides | |
| continue to | | | Explores the composition of numbers | <mark>Corners</mark> | To uses language to describe a |
| promote and | | | Automatically recalls number bonds to 5. | Describe | route e.g. past the pond, |
| embed the | | | Numeral and a strength | equal | between the trees, under the |
| learning. | | | Numerical patterns Nursery | length | branch, over the log. |
| | | | Can talk about and explore 2D shapes, using | Positional | To identify different activities |
| | | | informal and mathematical language 'sides' | vocabulary – | that we do during the day and |
| | | | 'corners' 'straight' 'flat' 'round'. | , under, in front, | night. |
| | | | Can describe a familiar route | behind. Next to, | ingit. |
| | | | Is able to discuss routes and locations | beside, | |
| | | | Combines shapes to make new ones | between, | |
| | | | Reception Can select, rotate and manipulate shapes in | above, below. | |
| | | | order to develop spatial reasoning skills | Journey | |
| | | | Investigates composing and decomposing shapes | Day, night, | |
| | | | and recognises a shape can have other shapes | nocturnal | |
| | | | within it. | | |
| | | | | | |

| Religious | Autumn 1 | Unit 2: | People, culture and communities | Incarnation, | *The Nativity story is in the | <u>R.E</u> |
|------------------|-----------------------|------------------------------------|--|---------------|-----------------------------------|------------|
| Education | Unit 1- Why is the | Why do Christians perform Nativity | | Jesus, | Bible | |
| | word God so | plays at Christmas? | Reception | Christmas, | *The Nativity story tells the | Nativity |
| Lessons are | important to | | Recognises that some places are special | Mary, Joseph, | story of the birth of Jesus | Story |
| planned in | Christians | | (church) | Shepherds, | *Christians believe the Jesus | - |
| accordance to | | | | angels, star, | was the new King. | |
| NATRE | *Christians believe | | Recognise that some people have different | wisemen, | *To order and retell the Nativity | |
| scheme of | that God created the | | beliefs: | manger | story | |
| work | world and everything | | | 0 | *To know some of the | |
| | in it. | | Not all families/ religions celebrate | | Character's in the story | |
| | *Christians have a | | Christmas | | *Christians believe that Jesus | |
| Children have | special book called a | | Different family Christmas traditions | | was God and a human at the | |
| 1x30 minute | Bible. | | | | same time (incarnation) | |
| RE lesson each | *Harvest is a time to | | Different traditions for Birthday celebrations | | | |
| week | say thank you to God | | | | | |
| With activities | for creation. | | Recognises some similarities and | | | |
| planned as | *God created Adam | | differences between life in this country and | | | |
| part of | and asked him to be | | life in other countries. | | | |
| continuous | in charge. | | | | | |
| provision to | *Christians believe | | | | | |
| continue to | that we should care | | | | | |
| support and | for the world | | | | | |
| embed | because it is a | | | | | |
| learning. | precious gift created | | | | | |
| 0 | by God. | | | | | |
| | *For Christians, God | | | | | |
| | is the most important | | | | | |
| | thing in their lives. | | | | | |
| | | | | | | |
| | Family experiences, | | | | | |
| | Experience of special | | | | | |
| | occasions such as | | | | | |
| | birthdays, Christmas, | | | | | |
| | festivals | | | | | |
| | | | | | | |
| | | | | | | |

| Outdoor P.E | Autumn 1 | Introduce the climbing wall into the | Managing self - ELG | walk, run, jump, | Gross Motor | <u>P.E</u> |
|---------------|-------------------------|--|---|------------------|----------------------------------|--------------|
| | Access to: | activities that children have access to. | Manages his/her own basic hygiene and | hop, climb, | Reception | |
| Children have | *Adventure play area | | personal needs, including dressing and | over, under, | | Fundamental |
| access to | *Sensory area | <u>Week 1-2</u> | going to the toilet and understands the | though, | Continue to perfect | movements |
| outdoor | *Bikes and trikes | 1.) Adventure: To encourage | importance of healthy food choices (ELG) | balance, aim, | Fundamental movements- | |
| resources and | *Large balls | Adventure: To encourage climbing, jumping, walking and | | accurate, target | running, jumping, hopping, | Developing |
| equipment. | | managing own risks | Physical Development - Reception | | skipping. | balance and |
| They move | Fundamental | 2.) Sensory : To encourage walking | Know and talk about the different factors | | | coordination |
| round the | movements- | responsibly, jumping, climbing, | that | | To move from one movement | Ball skills- |
| activities | | hopping across stepping | support their overall health and wellbeing: - | | to another with fluency when | developing |
| during their | To move from one | stones. | regular physical activity (Reception) | | climbing, running between | accuracy |
| outdoor | movement to | Bikes and Trikes: Develop movement, | | | obstacles, using small and large | , when |
| games | another with fluency | balance, develop overall body strength | Is revising and refining fundamental | | equipment (agility) | throwing a |
| afternoon. | when climbing, | and co-ordination using large apparatus | movement skills | | | ball. |
| (Thursday) | running between | Week 3-4 | | | Developing balance on bikes | |
| | obstacles, using small | Weeks 4 | Is developing overall body-strength, | | and trikes, climbing equipment. | |
| | and large equipment | 1.) Adventure: | balance, co-ordination and agility | | | |
| | (agility) | 2.) Climbing wall: To encourage | (Reception) | | Develop body strength to use | |
| | | climbing with fluency and ease. | | | the climbing wall. | |
| | Developing balance | Develop overall body strength | Is developing the overall body strength, co- | | | |
| | on bikes and trikes, | and co-ordination. | ordination, balance and agility needed to | | Developing coordination and | |
| | climbing equipment | Ball skills: Is developing confidence, | engage successfully with future PE sessions | | body strength (skipping/ | |
| | | competence, precision and accuracy when engaging in activities that involve a | and other physical disciplines including | | hopping/ | |
| | Developing | ball – including throwing, catching | dance, gymnastics, sport and swimming | | jumping/running/climbing) | |
| | coordination and | built including throwing, cutching | (Reception) | | | |
| | body strength | Week 5-6 | | | Further develop ball skills that | |
| | (skipping/hopping/ | | Is further developing and refining a range of | | involve throwing and catching. | |
| | jumping/running/cli | Adventure, sensory, Bikes and Trikes | ball skills including: throwing, catching, | | Become more accurate when | |
| | mbing) | | kicking, passing, batting and aiming | | throwing a ball. | |
| | | | (Reception) | | | |
| | Develop a range of | | | | | |
| | ball skills using large | | Is developing confidence, competence, | | | |
| | balls. | | precision and accuracy when engaging in | | | |
| | | | activities that involve a ball (Reception) | | | |
| | | | | | | |
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