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| **Personal, Social, Emotional Development**  Develop role-play with friends.  Spend time learning how to ask people to come and play. Children try and play a variety of new games and imaginative games.  Circle time: talking about themselves, their positive attributes and why they are amazing.  Learn how to negotiate with one another and solve problems. Role play and drama activities with a variety of familiar and difficult situations. As a group, decide how we would solve these situations. |

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| **Physical Development:**  **SRSP coaches for PE once a week – mini movers (dance and fundamental skills development)**  **Throwing and catching focus in the outdoor provision– balls, balloons, beanbags.**  **Understands the need for safety when tackling a new task – manages the risks (children use the trim-trail and the climbing frame. Make obstacles course with tyres, planks and reels)**  **Focus on handwriting - forming cursive letters correctly.** |

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| **Communication and Language:**  During story time, UW focus ask children a variety of ‘how’ and ‘why’ questions. Develop children’s ability to explain their answers.  Introduces a storyline or narrative to their play. Give children the opportunity for plenty of imaginative play (deconstructed role-play) and see what narratives the children come up with as a group. |

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| **Understanding the World:**  **Enjoys joining in with family customs and routines – photograph from home with children taking part in a Christmas-time or a special celebration.**  **Talk about similarities and differences between themselves and others’ traditions. ZP to talk about her Muslim traditions. Link to Diwali (Hinduism)**  **Observes patterns of change – autumn into winter.**  **Children go on a autumn/winter walk and take part in a scavenger hunt, looking for the changing signs of autumn into winter.** |

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| **Mathematical Development**  1 more (1 week)  Positioning – Spatial awareness (1 week)  1 less (2 weeks)  2D shape (1 week)  Comparing quantities (2 weeks)  Time – my day (1 week).  Also continue to discuss the day, date, numbers 0-5, regular counting on and back, finding numbers in the environment and finding different ways to make 3, 4, 5. |

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| **Autumn Term 2**  **Diwali, Halloween, Bonfire Night, Nursery Rhymes and Christmas** |

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| **Worship/R.E**  Link Christmas to birthdays.  Talk about the ways in which the children will be celebrating Christmas.  Tell and retell the story of the nativity several times using different storytelling techniques.  Clearly emphasise that Christmas is a celebration of the birth of Jesus.  Look at the ways in which the local church is going to celebrate Christmas. Invite the vicar/minister and/or a member of the congregation to visit and describe the celebrations. |

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| **Expressive Arts and Design :**  **Teach the children new songs. Christmas, ‘Dem Dry Bones’ for Funnybones, classical music linked to ‘fire’ for Bonfire night**  <http://www.classical-music.com/article/six-best-pieces-music-firework-night>  **Children use a variety of musical Instruments and changing the sounds. Can they make music to accompany a firework display, Christmas? How will the instruments be different? How will we play them differently?**  **Look at choosing colours for a purpose: Christmas (red, green sparkle); Bonfire night (black, bright colours, sparkle). Ask children to give reasons for their creative choices.** |

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| **Literacy**  Complete phase 2 phonics – s, a, t, p, i, n, m, d, b, g, o, c, k, ck, e,u, r, h, b, f, ff, l, ll, ss.  Begin phase 3 phonics – j, v, w, x, y, z, zz, qu, ch, ch, th, ng.  Begins to read words and simple sentences.  Spell VC and CVC words using magnetic letters and by writing phonemes introduced  Write initial sounds in words, and some final/medial sounds.  Can segment sounds in simple words.  Writes own name and other things like labels and captions.  Whole class reading daily, guided reading weekly and home reading. |

**Characteristics of Effective Learning:**

***Playing and exploring, Active learning****,* ***Creating and thinking critically.***

**Adults role**: tune in, show genuine interest, respect children’s own decisions, recap, offer personal experience, clarify ideas, remind, use specific praise and speculate.