

## CL – Communication and Language

<p><b>By the end of this term children will have had the opportunity to:</b>  <i>Starting to use talk with familiar adults and peers creating sentences in their play</i>  <i>Following instructions</i>  <i>Answering questions (what, who, where, when)</i></p>		<p><i>Use short sentences to explain</i>  <i>Listen to stories and songs with interest and engagement</i>  <i>Using a wide range of words appropriately and in context</i></p>
<p><b>I spy games</b>                  Play I-spy, support children to look at their surroundings (especially of it is a new environment). You could even go out into the local area to play and draw children’s attention to things around them.</p> <ul style="list-style-type: none"> <li>• Help children to identify a range of objects to use for the game</li> <li>• Model how to play “I spy”</li> <li>• Support and prompt listening skills</li> </ul>	<p><b>Story time</b>                  Listening to a wide variety of stories about self, families and homes. Sharing opinions and ideas. Retell favourite stories using small world objects and role play.</p> <ul style="list-style-type: none"> <li>• Introduce children to a range of stories</li> <li>• Use stories that reflect the lives and experiences of children- diverse range of texts</li> </ul>	<p><b>Senses</b>                  Using our senses to explore the environment. Feely bags and trays- gloop, etc. Smelly bottles- essential oils, herbs, spices etc. Torches- what can you see in the boxes? Small boxes with pictures inside- use torch to light up. Sound Bingo – listen to sounds in our environment.</p> <ul style="list-style-type: none"> <li>• Prompt children to use their different senses to explore</li> <li>• Model using a wide ranging vocabulary to describe the experience and explain how it feels, smells, looks, tastes</li> <li>• Scaffold children who need additional support to access the activities (particularly those with sensory issues)</li> </ul>
<p><b>DIY telephones</b>                  Create a telephone (string and plastic cups) to listen to one another- share ideas.</p> <ul style="list-style-type: none"> <li>• Model turn taking, listening skills, speaking in sentences</li> <li>• Support children by rephrasing and remodelling language into full sentences</li> </ul>	<p><b>Structured show and tell</b>                  My favourite toy                  My family                  My friends                  Things I like</p> <ul style="list-style-type: none"> <li>• Model turn taking</li> <li>• Model speaking skills- full sentences, adding in detail, speaking clearly, etc</li> </ul>	

**PSED – Personal, Social and Emotional Development**

<p><b>By the end of this term children will have had the opportunity to:</b>  <i>Rules and responsibilities linked to feelings</i>  <i>Healthy lifestyles (inc teeth, food, exercise)</i></p>		<p><i>Friendships</i>  <i>Working together and building play</i>  <i>Developing sense of community</i></p>
<p><b><u>The big question</u></b></p>	<p><b><u>Who am I? – weave into group time</u></b></p>	
<p><b>What is Unique?</b>                  Talk about what it means to be unique- create hand and finger prints together and talk about these being unique. Share some of the things that make you unique.</p> <ul style="list-style-type: none"> <li>• Model vocabulary and explanations</li> <li>• Share own ideas and support children with formulating their own (self esteem building)</li> </ul>	<p><b>Stand up, sit down</b>                  Recognising all the things that make me, me! Ask children to stand up and sit down- then stand up if you have brown hair, blue eyes, wearing shorts etc. Some things are the same about us and some are different- we are all special. Extend to personality e.g. helpful etc.</p> <ul style="list-style-type: none"> <li>• Model game</li> <li>• Encourage turn taking</li> <li>• Extend ideas to personality- challenge children’s thinking</li> <li>• Scaffold with question stems.</li> </ul>	
<p><b>Keeping children safe – PANTS rule</b>                  Share book – Private parts are private + NSPCC PANTS song</p> <ul style="list-style-type: none"> <li>• Model vocabulary and explanations – What can we say if we don’t want a hug?</li> <li>• Discuss privacy and their body belonging to them. No one should ask to touch or see their private parts</li> <li>• Remind chn who the safe adults are at home and at school for them to talk to if they need to.</li> </ul> <p>Share own ideas and support children with formulating their own (self esteem building)</p>		
<p><b>Emotional well being</b>                  Discuss names for some feelings e.g. happy, sad, angry, worried, frustrated. Can children show some of the emotions on their face and show others? Show a friend an emotion and see if the children could label it. Provide mirrors to explore in the provision.</p> <ul style="list-style-type: none"> <li>• Provide vocabulary</li> <li>• Model how some emotions can make you feel</li> <li>• Share some ideas of how our bodies might feel when we feel some emotions</li> </ul>	<p><b>Excercise</b>                  Outside do various activities and observe the effect on our bodies. Heart rate, breathing etc. How does this keep us healthy? Model game</p> <ul style="list-style-type: none"> <li>• Prompt children to try different exercise</li> <li>• Engage with children to highlight the way our bodies change as we exercise</li> </ul>	
<p><b>Getting to know you games</b>  <u>Pass the bear</u>-On the first day Barnaby Bear will be given to a child. The child then tells us their name. The class repeat their name. The child passes the bear to someone else and the game is repeated. After the first day the game is changed to an adult asking “Can you pass the bear to ...?”  <u>Bug in a rug</u>- A child is chosen to close their eyes. Another child is chosen to be the bug and hide under a blanket. When the first child opens their eyes they get clues as to who is under the rug. Can they tell us who it is?</p> <ul style="list-style-type: none"> <li>• Model game</li> <li>• Encourage turn taking</li> <li>• Scaffold by providing qualities and sentence stems</li> </ul>	<p><b>What makes us special? – Introduce WRNS values</b>                  Discuss what makes him special- what is special about them? What can they do in the classroom really well? Are they good at building towers or drawing pictures or being kind. Each share their special skill.</p> <ul style="list-style-type: none"> <li>• Model vocabulary and explanations</li> <li>• Share own ideas and support children with formulating theirs (self esteem building)</li> <li>• Scaffold children through sentence stems</li> </ul>	

**PD – Physical Development – Gross Motor Focus groups in the garden**

<p><b>By the end of this term children will have had the opportunity to:</b>  <i>Demonstrate different ways of moving</i>  <i>Use of large-scale movements and balancing</i>  <i>Develop the skills needed to get through the school day e.g. lining up</i></p>		
<p><b>Introduction to expectations for outdoor area</b></p> <p>Share expectations for using the outdoor area and re-visit and reinforce as required for the whole term. Spend time outside listening, looking, touching, smelling. What do you like about being outside? Encourage children to spend time being quiet and still- relax! Look at clouds, spot shapes, etc.</p> <ul style="list-style-type: none"> <li>• Model using the outdoor space to help with self regulation</li> <li>• Prompt children to explore the outdoors with all their senses</li> <li>• Continue to revisit and reinforce the rules</li> </ul>	<p><b>Ball skills</b></p> <p>Play with balls and compare the way they move when they are thrown and kicked. Which parts of our body can we use to make the ball move?</p> <ul style="list-style-type: none"> <li>• Talk about the importance of looking when playing with balls and bats. During freplay, encourage chn to always keep their eyes on the ball</li> </ul>	<p><b>Simon Says</b></p> <p>Play ‘Simon says’ emphasising names of body parts in the instructions</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Travelling and balancing</b></p> <p>Experiment with travelling and balancing using different body parts</p>	<p><b>Outdoor circle time</b></p> <p>Select a pretty stone or some other symbol- go around the circle and encourage children to hold the object and share one fact about themselves. e.g. I have a sister, my favourite food is...I love football... Once expectations have been established. Encourage chn to tell their friend a fact that they share e.g Lyra likes cats, Hugo likes spiderman, etc</p> <ul style="list-style-type: none"> <li>• Encourage chn to show respect for each other and their point of view.</li> <li>• Model to children talking in full sentences and listening carefully</li> <li>• Support good listening behaviours</li> <li>• Prompt children to share ideas (remind them that they don’t have to if they would rather not)</li> </ul>	<p><b>Set expectations for using the mud kitchen for exploration</b></p> <p>Provide herbs or a herb garden for children to explore- they could even use the herbs in the mud kitchen. Add clipboard for writing as well and model use.</p> <ul style="list-style-type: none"> <li>• Prompt and encourage children to explore</li> <li>• Question: how does it feel? How does it smell? Do you like it?</li> <li>• Model writing perfume or meal recipes including the herbs</li> </ul>
<p><b>Movement and following instructions</b></p> <p>Play a game where coloured card/ mats are used to signify an action e.g. jump, walk or hop. Encourage chn to keep a close eye on the colour card and change their action when the card changes</p>		

**PD – Physical Development – Fine Motor Focus groups in Rm1**

**By the end of this term children will have had the opportunity to:**

*Using one handed tools and equipment  
Use a range of small tools effectively- drawing with accuracy  
Developing a comfortable pencil grip*

**Haircuts!**

Give a cardboard tube character some paper hair and then give him/ her a haircut!

**Hair dos!**

Make a ball of play dough, skewer it with spaghetti/pipe cleaners/ straws and thread on cheerios or beads. Encourage chn to use a pinch between the finger and thumb

- Support children with scissor grip • Provide different types of scissors to support children • Observe children’s scissor and fine motor skills and note next steps • Support children with pincer grip

**Squeeze it, pinch it, splat it!**

Use playdough and manipulate in hands, give children different instructions e.g. squeeze it, pinch it, splat it, roll it etc

- Model a variety of ways of manipulating playdough • Provide a range of vocabulary to describe what is happening
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**Nuts and bolts game – encourage chn to take turns and know they will all have a turn – if not today then on another day!**



**Pegs and colour match**



**Threading**



## L – Literacy – Focus groups in Rm2

<p><b>By the end of this term children will have had the opportunity to:</b>                  Developing mark making skills through gross motor movements                  Join in with stories, rhymes and songs</p>		<p><i>Developing play linked to stories and retelling</i>  <i>Sequencing and retelling stories</i>  <i>Developing print knowledge</i></p>
<p><b>My Family</b>                  Discussing who is in their family – Link to ‘Family’ books, Goldilocks (3 Bears Family), Red Riding Hood (Granny and mum). Chn’s individual family picture display. Encourage chn to draw their family and support with the names of the people in their family</p> <ul style="list-style-type: none"> <li>• Prompt discussions and facilitate (Provide ground rules and boundaries for talking about families – mutual respect)</li> <li>• Support mark making – provide resources - sound mats, letter cards, etc</li> <li>• Scribe for chn to see how words convert to writing.</li> </ul>	<p><b>Self portraits</b>                  Encourage chn to look in the mirror and draw a self portraits. Chn to add marks to represent their names.</p> <ul style="list-style-type: none"> <li>• Support mark making – provide resources - sound mats, letter cards, etc</li> </ul> <p>Scribe for chn to see how words convert to writing.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• by providing additional resources</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## M – Maths – Focus groups in Rm 2

<p><b>By the end of this term children will have had the opportunity to:</b>                  Subitise up to 2                  Recite numbers past 5                  Make comparisons between objects- size, length, weight and capacity                  Use shapes for building thinking about their properties e.g. flat sides for stacking                  Spot patterns and talk about them e.g. stripes on a scarf</p>		<p><i>Experiment with their own symbols and marks</i>  <i>Link numerals and amounts to 3</i>  <i>Count to 3</i>  <i>Use shapes for building thinking about their properties e.g. flat sides for stacking</i>  <i>Describe familiar routes</i>  <i>Discuss routes and locations- positional language</i></p>
<p><b>What do you do? – whole group time</b>                  Visual timetable- discuss what is happening in the day and use time language- observe if children do the same. Set up a class calendar and a class registration system- great resources for the rest of the year and a good way to get to know names and settle in!</p> <ul style="list-style-type: none"> <li>• Model vocabulary • Model calendar use • Provide opportunities to discuss the passing of time in everyday contexts • Use class calendar and registration</li> </ul>	<p><b>Size</b>                  Draw around children’s hands, feet or even their whole body. Support them to follow this up in the provision. Cut out the shape and then compare the size- who has the biggest foot?</p> <ul style="list-style-type: none"> <li>• Model vocabulary • Model measuring • Prompt children to use language of comparison</li> </ul>	
<p><b>Shape person</b></p>	<p><b>Treasure hunt</b></p>	

<p>With 2D shapes encourage children start to create representations of themselves and manipulate the shapes to create a person.</p> <ul style="list-style-type: none"> <li>• Model using mathematical and shape vocabulary</li> <li>• Model using shapes</li> </ul>	<p>Go on a walk around the environment and see what can be found. Encourage chn to collect items in a bag and count the objects when you get back to RM2. Can chn find 2 things that are green? 4 things that are straight?. 3 things that are round? etc</p>
<p><b>My Favourite Five! – After treasure hunt has been modelled.</b> Provide each child with a basket and ask them to go around the environment (indoors or outdoors) and find their 5 favourite things (could be toys, flowers, leaves, etc). See if the children can count out 5. Extend by providing number cards and seeing if the children can match to the number of objects.</p> <ul style="list-style-type: none"> <li>• Support children with using number names</li> <li>• Prompt children with questions e.g. what can you see? How many can you see?</li> <li>• Support with counting and numeral recognition</li> <li>• Model counting and spotting numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Support children with using number names</li> <li>• Prompt children with questions e.g. what can you see? How many can you see? Support with counting and number recognition. Model counting and spotting numbers. Use number names in context. Subitise and recognise groups of objects e.g I can see 4 green leaves.</li> </ul>

**UW – Understanding the World – Focus groups for Past and Present + People, Culture and Communities in Rm 2; The Natural World -Garden**

<p><b>By the end of this term children will have had the opportunity to:</b>  <i>Begin to make sense of their own life story</i>  <i>Show interest in different occupations</i>  <i>Seasonal Change</i>  <i>Understanding of community, cultures and people through diverse books and stories</i></p>	<p><i>Talk about what they see using a wide vocabulary</i>  <i>Explore how things work</i>  <i>Continue to develop positive attitudes about the differences between people</i></p>
<p><b>My Family</b>                  Who is special in your life? Read stories about diverse families- The Great Big Book of Families, And Tango Makes Three, Topsy and Tim, Jojo and Gran-Gran, etc. Discuss who the family members are- ask children to identify important people in their life and who is in their family. Look at photos of families and discuss the different family members.</p> <ul style="list-style-type: none"> <li>• Set boundaries and facilitate respectful discussions • Question and prompt to encourage children to look at similarities and differences or for self-reflection. Support chn to describe and talk about significant people in their life.</li> </ul>	<p><b>Look how I've grown!</b>                  Ask children to bring in photos of them when they were little- share some ideas but what they could/ couldn't do and how that has changed. Use the story "Once there were giants" <a href="https://www.youtube.com/watch?v=MIK2NjSvvDg">https://www.youtube.com/watch?v=MIK2NjSvvDg</a></p> <ul style="list-style-type: none"> <li>• Support children's vocabulary about how they have grown and changed • Prompt understanding of how you grow and change</li> <li>• Make sense of their own and their family's story Understand how things and people start to grow and change</li> </ul> <p><b>Community</b>                  You are part of a family- a community. What other groups are you part of? Class, school, friends, extended family, Beavers, gymnastics club, etc. Discuss how people who are a community care and respect one another.</p> <ul style="list-style-type: none"> <li>• Support children's ideas- give prompts • Share photos and examples • Lay down values- respect, care, shared understanding, shared interests e.g. football club- you like all playing football- finding familiar interests</li> <li>•</li> </ul> <p><b>Senses Walk -</b>                  Go for a 'senses walk' around the nursery. Encourage chn to stop and think about what they can see, hear and feel.</p> <ul style="list-style-type: none"> <li>• Use a range of stories and images to show different houses, homes and places to live • Model vocabulary use • Facilitate times to explore the local environment</li> </ul>
<p><b>Where Do I live?</b>                  Linked Stories: Three little pigs, That pesky rat, The house in the woods, etc. Map your route to school, talk about surroundings, go for a walk in your local area, discuss whether you live in a city, town, village, house, bungalow, caravan and then share some other places to live.</p> <ul style="list-style-type: none"> <li>• Facilitate time to use senses • Prompt using senses e.g. what can you hear? Touch? See?</li> <li>• Use the senses for exploration Explore the world around them Engage in hands on exploration</li> </ul>	

**EAD – Expressive Arts and Design – Focus groups in Rm1-**

<p><i>By the end of this term children will have had the opportunity to:</i>  <i>Explore the use of colour and design</i>  <i>Explore tools and their uses</i>  <i>Colour identification</i>  <i>Colour mixing</i></p>		<p><i>Invent and adapt stories through their role play and small world play</i>  <i>Remember and sing entire songs</i>  <i>Drawing with accuracy</i>  <i>Selecting tools for a purpose</i></p>
<p><b>Finger Prints</b>                  Use finger/ hand prints to make pictures. Take the opportunity to discuss how unique our finger print is!  <ul style="list-style-type: none"> <li>Model using your finger and hand to make various pictures</li> <li>Provide support and encouragement to explore the materials, resources and techniques</li> </ul> </p>		<p><b>Artists and Art faces</b>  <b>Picasso</b> <a href="https://www.youtube.com/watch?v=bf0mj-mGYpU">https://www.youtube.com/watch?v=bf0mj-mGYpU</a>                  Look at the work of Picasso- explore how shapes are put together to create faces. Cut and stick different features and shapes to make a self-portrait Draw a picture and use collage materials to decorate Use mirrors to look at self in the mirror  <ul style="list-style-type: none"> <li>Question- what can you see in the picture? Why do you think the artist chose to use...? What will you choose to show the nose/ mouth, etc.</li> <li>Support with fine motor skills- scissor selection etc.</li> <li>Prompt and support children when selecting materials</li> </ul>   <b>Giuseppe Arcimboldo</b>  <a href="https://www.youtube.com/watch?v=MffWsJhibiM">https://www.youtube.com/watch?v=MffWsJhibiM</a>                  Look at the work of Giuseppe Arcimboldo and explore how he had placed fruit to create a portrait. Explore collage materials and transient art (see outdoor learning). Make your own paper plate face- can you make your friends face?  <ul style="list-style-type: none"> <li>Question- what can you see in the picture? Why do you think the artist chose to use...? What will you choose to show the nose/ mouth, etc.</li> </ul> </p>
<p><b>Paint station</b>                  Set up the paint station- introduce ground rules.                  Powder paints, water, paintbrush selection- children to use to create own picture  <ul style="list-style-type: none"> <li>Model creating paint and colour mixing</li> <li>Support children to mix up paint and use tools</li> </ul> </p>	<p><b>Houses and homes</b>                  Look at photos of different houses and homes (encourage children to share some pictures of where they live). Discuss what they look like etc. and provide materials for children to have a go at making their own version with different materials.  <ul style="list-style-type: none"> <li>Spend time discussing materials etc.</li> <li>Prompt children to try different materials for different purposes</li> <li>Model using vocabulary</li> <li>Explore materials and techniques – what is best to join cardboard? Why?</li> </ul> </p>	
<p><b>Explore colour</b>                  Hunt for leaves of different colours and compare them to paint colour charts – can you recreate some of the colours using colour mixing and make your own autumn pictures?  <ul style="list-style-type: none"> <li>Provide and model vocabulary linked to colour and colour mixing.</li> </ul> </p>	<p><b>Roleplay</b>                  Support chn with rules and expectations for the roleplay area. How to use items and tidy away when finished.  <ul style="list-style-type: none"> <li>Facilitate play</li> <li>Support vocabulary</li> <li>Engage to scaffold and challenge children in their play</li> </ul> </p>	<p><b>Leaf printing</b>                  Paint the reverse of Autumn leaves and use them to print. Explore patterns, shape, size and the veins of the leaf – link to maths and Utw  <ul style="list-style-type: none"> <li>Support chn to follow the process for printing.</li> <li>Model how to print to chn – using paint lightly so the print shows through; pressing onto paper and lifting off gently.</li> </ul> </p>

<ul style="list-style-type: none"> <li>Facilitate open exploration</li> </ul>	<ul style="list-style-type: none"> <li>Model using the space to help with regulation.</li> </ul>	
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### Further enhancements

Focus Texts	<p><b>I'm starting nursery</b>  <b>Starting school</b>                  Lulu's First Day                  Why should I brush My Teeth?                  Room on the Broom                  Dogger                  Oliver's Fruit Salad                  Daisy, Eat your peas!                  The Big Book of Families                  Elmer                  The Colour Monster                  Oliver's vegetables                  Handa's Surprise                  Sam's Sandwich                  My Daddies                  Daddy do my hair- Beth's Twists                  And Tango Makes Three                  We are all neighbours                  We are together                  The Proudest Blue                  What happened to you?                  All are welcome                  Big Feelings                  The Perfect Fit</p> <p><i>+ books from the LRE topic box</i></p>	<p>Key questions                  Who are we?                  What do we look like?                  Do we look the same?                  What is my body?                  Names of simple body parts.                  Where do we live?                  Who can help me?                  What are senses?</p>	<p>Key vocabulary                  Family, friend, boy, girl, name, mum, dad,                  brother, sister, teacher, child, hair, eyes,                  nose, mouth, face, skin, tall, short, curly,                  straight, different, same, colour, big, small,                  tall, short, head, arms, legs, hands, feet,                  fingers, toes, tummy, back, neck, head, hair,                  eyes, ears, mouth, nose, hands, feet, fingers,                  toes, house, home, garden, street, town,                  village, flat, cottage, room.</p>
Nursery Rhymes	<p>Aut1                  Twinkle twinkle, Little Star                  I can sing a rainbow                  12345 Once I caught a fish alive                  Hickory Dickory dock                  5 little monkeys jumping on the bed                  Incy Wincy Spider                  Wind the Bobbin up                  10 little monkeys jumping on the bed                  Row, row, row your boat                  Ten green bottles (5 green bottles if you need it to be shorter)</p>	<p>Aut 2                  Old MacDonald had a farm                  The big ship sails on the Alley Alley Ou                  I'm a little teapot                  The Grand Old Duke of York                  5 Little Speckled Frogs                  I'm a little snowman                  Twinkle, Twinkle Christmas star                  Christmas songs</p>	Extra Ideas

Jack and Jill went up the hill		
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# How do we Celebrate

## CL – Communication and Language

<p><b>By the end of this term children will have had the opportunity to:</b>                  Starting to use talk with familiar adults and peers creating sentences in their play                  Following instructions                  Answering questions (what, who, where, when)</p>		<p>Use short sentences to explain                  Listen to stories and songs with interest and engagement                  Using a wide range of words appropriately and in context</p>	
<p><b>Questioning</b>                  There is the opportunity to learn lots of new words about animals and their habitats, it could be their names, hibernation or habitats.</p> <ul style="list-style-type: none"> <li>Model quality interactions</li> <li>Model a range of vocabulary</li> <li>Question children to guide understanding</li> </ul>	<p><b>Vocabulary Building</b>                  Lots of opportunity for adult vocabulary modelling and conversation. Language of change, size, shape, colour, etc.</p> <ul style="list-style-type: none"> <li>Model new vocabulary</li> <li>Explicitly teach vocabulary as it arises. Model how to listen-active listening</li> </ul>	<p><b>Investigation Station</b>                  Set up an investigation station in the classroom. Provide interesting objects that are signs of Autumn e.g. leaves of different colours, sticks, pine cones, acorns, conkers. Encourage conversation, description and questioning</p> <ul style="list-style-type: none"> <li>Model quality interactions</li> <li>Model a range of vocabulary</li> <li>Question children to guide understanding</li> </ul>	
<p><b>Opportunities to share experiences</b>                  Talk to the children about their own experiences of Bonfire Night- provide a safe talk space.</p> <ul style="list-style-type: none"> <li>Question and prompt to scaffold and challenge as appropriate</li> <li>Model using good quality vocabulary to support children</li> </ul>	<p><b>Christmas Sounds</b>  <a href="https://www.youtube.com/watch?v=1YypzFH_lXU">https://www.youtube.com/watch?v=1YypzFH_lXU</a> Listen to this recording of a range of winter/ Christmas Sounds! Can you identify what each sound is?</p> <ul style="list-style-type: none"> <li>Model what you can hear by identifying the different sounds made to the children</li> </ul>	<p><b>Christmas Circle time</b>                  Conversation Starters: What do you like most? What do you do with your favourite? How do you celebrate Christmas?</p> <ul style="list-style-type: none"> <li>Support talk and sentence structure</li> <li>Remodel sentences to support</li> <li>Question and provide sentence stems to prompt and challenge</li> </ul>	

## PSED – Personal, Social and Emotional Development

<p><b>By the end of this term children will have had the opportunity to:</b>  <i>Rules and responsibilities linked to feelings</i>  <i>Healthy lifestyles (inc teeth, food, exercise)</i></p>		<p><i>Friendships</i>  <i>Working together and building play</i>  <i>Developing sense of community</i></p>
<p><b><u>The big question</u></b></p>	<p><b><u>How do we celebrate? – weave into group time</u></b></p>	
<p><b>Taking care of ourselves</b>                  In autumn, the weather starts to get colder, and the nights get darker. What can we do to keep ourselves healthy and safe? Talk about staying warm, being seen when the mornings and nights are a bit darker and ways to keep safe.</p> <ul style="list-style-type: none"> <li>Facilitate a safe space for conversation</li> <li>Model how we stay safe and keep warm</li> </ul>	<p><b>Festivals</b>                  Diwali, Bonfire night, Christmas is celebrated by some people in the autumn/ winter – If chn talk about Halloween answer honestly but respect the fact that some parents may not want this taught due to religious or cultural reasons</p> <ul style="list-style-type: none"> <li>Model vocabulary linked to feelings and emotions</li> <li>Support children with discussion</li> <li>Facilitate a safe space</li> </ul>	
<p><b>Likes and dislikes</b>                  Some people love fireworks- who loves fireworks? What do you like about them? Other people don't like fireworks- if you don't like them can you say why? <a href="#">Bing - Series 1: 1. Fireworks - BBC iPlayer</a> What does Bing think about fireworks? How do his friends help him feel better?</p> <ul style="list-style-type: none"> <li>Model and share ideas</li> <li>Facilitate a safe space for discussion</li> <li>Support children to identify some of the feelings they have</li> </ul>	<p><b>Animals on Bonfire night</b>                  How do you think pets feel on Bonfire night? How can we help them to feel safe and still have a fun time?</p> <ul style="list-style-type: none"> <li>Model vocabulary and explanations</li> <li>Share own ideas and support children with formulating theirs</li> </ul>	
<p><b>Firework safety</b>                  Firework Safety <a href="https://www.youtube.com/watch?v=JTqb8JLgiew">https://www.youtube.com/watch?v=JTqb8JLgiew</a> In this short dedicated episode of Fireman Sam the dangers and need for safety around Fireworks is explained.</p> <ul style="list-style-type: none"> <li>Question and prompt to challenge and scaffold</li> </ul>	<p><b>The gift of giving</b>  <a href="https://www.youtube.com/watch?v=A9vigNt3_Fo">https://www.youtube.com/watch?v=A9vigNt3_Fo</a> Watch the story of the cheerful giver and then talk about the joy of giving at Christmas. Who do you like to give gifts too? Do they have to be big gifts? No it is the joy of sharing what you have and seeing others happy!</p>	

	<ul style="list-style-type: none"> <li>• Share ideas</li> <li>• Facilitate a safe space for discussion</li> <li>• Support children to identify some of the feelings they have</li> </ul>
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**PD – Physical Development – Gross Motor Focus groups in the garden**

<p><b><i>By the end of this term children will have had the opportunity to:</i></b>  <i>Revise and use fundamental movement skills e.g. run, jump hop</i>  <i>Use core muscle strength to achieve good posture (start to develop handwriting posture)</i></p>		
<p><b>Cleaning up</b>                  Provide rakes and brooms for the children to “sweep up” and collect fallen leaves.</p> <ul style="list-style-type: none"> <li>• Model using various tools e.g. brooms, dustpan and brush, etc.</li> </ul>	<p><b>Puddle jumping</b>                  Go on a walk and do some puddle jumping! Make the biggest splash you can! How high can you jump? Can you jump over the puddle?</p> <ul style="list-style-type: none"> <li>• Model safe ways of moving</li> </ul>	<p><b>I am a Firework</b>                  Can you move like a firework? Twist, spin and shoot off at speed! Show us your best fireworks! Play some music or a firework display and use this as a stimulus for adding in new movements.</p> <ul style="list-style-type: none"> <li>• Model movements to music</li> <li>• Encourage children to try a variety of movements</li> </ul>
<p><b>Tree walking</b>                  Use green electrical tape (or colour in masking tape) and tape out the shape of a Christmas Tree. Can the children balance along the lines? Can they hop along them? Jump with two feet together? Walk backwards?</p> <ul style="list-style-type: none"> <li>• Model movements</li> <li>• Support children to move in different ways</li> </ul>		<p><b>Putting out fires</b>                  On Bonfire Night the fire service can be very busy putting out fires- explore ways of transporting water e.g. pipes, guttering, hosepipes, etc.</p> <ul style="list-style-type: none"> <li>• Support children to work together</li> <li>• Support with creating designs</li> </ul>
<p><b>Rudolphs Nose</b>                  Provide a cut out of Rudolph’s head and play “Pin the nose on Rudolph” using a scarf for a blindfold and a large red post-it for a nose</p> <p>Model movements</p> <ul style="list-style-type: none"> <li>• Support children to move safely in different ways</li> </ul>		

**PD – Physical Development – Fine Motor Focus groups in Rm1**

<p><b>By the end of this term children will have had the opportunity to:</b>  <i>Develop dominant hand for pencil control</i>  <i>Using one handed tools and equipment</i>  <i>Use a range of small tools effectively- drawing with accuracy</i>  <i>Developing a comfortable pencil grip</i></p>	
<p><b>Leaf cutting</b>                  Provide large leaves of different shapes and scissors for children to explore cutting along veins etc.  <ul style="list-style-type: none"> <li>Support scissor grip</li> <li>Model using with precision</li> </ul> </p> <p><b>Leaf Kebabs</b>                  Use sticks to create leaf kebabs. Encourage chn to thread the leaves onto the sticks as carefully as they can.  <ul style="list-style-type: none"> <li>Model placing leaves on sticks safely</li> <li>Model mathematical vocabulary linked to patterns</li> </ul> </p>	<p><b>Tuff Tray escape</b>                  Cover a tuff tray (or any open tray) with strips of masking tape- to make a spider’s web. Use tweezers to rescue the conkers and acorns scattered on the tray underneath.  <ul style="list-style-type: none"> <li>Model tool use</li> <li>Support children to use tools effectively</li> </ul> </p>
<p><b>Playdough sky</b>                  Make up some black playdough using food colouring (or use pre brought) and add in sequins, gems, etc. Encourage children to use their “pinching” fingers to create night sky scenes in the playdough. Create black and light coloured playdough- place colourful loose parts into it- great for developing comparative language too!  <ul style="list-style-type: none"> <li>Model pincer grip</li> <li>Support children to knead the dough in different ways and select correct equipment</li> </ul> </p>	<p><b>Firework colanders</b>                  Turn colanders upside down and insert pipe cleaners through the holes to create fireworks!  <ul style="list-style-type: none"> <li>Model pincer movements and support</li> </ul> </p>
<p><b>Balancing Baubles</b>                  Provide cardboard tubes of varying lengths (wrapping paper tubes, toilet roll tubes, kitchen roll tubes, etc.) and see if the children can balance them upright with a bauble on top.  <ul style="list-style-type: none"> <li>Support children to balance</li> <li>Model the activity</li> </ul> </p>	

## **L – Literacy – Focus groups in Rm2**

<p><b>By the end of this term children will have had the opportunity to:</b>  <i>Developing mark making skills through gross motor movements                  Join in with stories, rhymes and songs</i></p>		<p><i>Phase 1- strong focus on segmenting and blending orally                  Developing play linked to stories and retelling                  Sequencing and retelling stories                  Developing print knowledge</i></p>
<p><b>Sound and letter matching</b>                  Identify some of the natural materials that you can see around you in the autumn. Can you match them to their initial sound? Conker- c, leaf- l</p> <ul style="list-style-type: none"> <li>• Model saying and writing the sounds</li> <li>• Support children to segment to hear initial sounds</li> </ul>	<p><b>Firework Poems</b>                  Read lots of firework poems with onomatopoeic language. Talk about how the words make the sound e.g. crash, bang etc.</p> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Spend time discussing and sharing ideas</li> </ul>	<p><b>Firework Words</b>                  Create a firework and use brightly coloured pens to write your own firework word! You could use different colours for every letter!</p> <ul style="list-style-type: none"> <li>• Model</li> <li>• Support with segmenting and blending</li> <li>• Provide support such as sound mats</li> </ul>
<p><b>Rhyming Paper Chains</b>                  Write rhyming words on paperchains and match the correct rhymes together.</p> <ul style="list-style-type: none"> <li>• Support with segmenting and blending</li> <li>• Provide support such as sound mats</li> </ul>	<p><b>Invitations</b>                  Create invitations to encourage family members to watch the Christmas Performance or Carol Concert. Take them to a post box and post them. You could even ask parents/ carers to reply to the letters.</p> <ul style="list-style-type: none"> <li>• Model creating messages</li> <li>• Support with mark making</li> </ul>	<p><b>Christmas Lists</b>                  Can you write a Christmas list to deliver to Santa so he knows what you would like? And/OR...</p> <p>Create and write some handmade Christmas Cards to your family and friends. Focus on the tricky words</p> <ul style="list-style-type: none"> <li>• Support with segmenting and blending</li> <li>• Provide support such as sound mats</li> </ul>

## **M – Maths – Focus groups in Rm 2**

<p><b>By the end of this term children will have had the opportunity to:</b>  <i>Subitise up to 2                  Recite numbers past 5                  Make comparisons between objects- size, length, weight and capacity</i></p>	<p><i>Experiment with their own symbols and marks                  Link numerals and amounts to 3                  Count to 3                  Use shapes for building thinking about their properties e.g. flat sides for stacking</i></p>
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<p><i>Use shapes for building thinking about their properties e.g. flat sides for stacking</i>  <i>Spot patterns and talk about them e.g. stripes on a scarf</i></p>	<p><i>Describe familiar routes</i>  <i>Discuss routes and locations- positional language</i></p>
<p><b>Measuring</b>                  Look at leaves. Describe their size and shape. Are you able to order the leaves from smallest to biggest? Can you say which is the longest</p> <ul style="list-style-type: none"> <li>• Model using mathematical vocab • Support chn • Question to scaffold and extend understanding</li> </ul>	<p><b>Patterns</b>                  Provide loose parts for children to explore creating patterns of colour, size and object. Provide opportunities to model, discuss and explain. Seek to draw out mathematical vocabulary</p> <ul style="list-style-type: none"> <li>• Model using mathematical vocabulary • Support children • Question to scaffold and extend understanding</li> </ul>
<p><b>10's frame counting</b>                  Counting to 5. Provide children with loose parts to use as counting tools. You could make stick tens frames for the children to use to show different numbers using conkers/ acorns etc. Turn over a number card and match it to the correct number of items.</p> <ul style="list-style-type: none"> <li>• Support children to count • Model counting and counting together • Question- what about if you did one more/ one less to extend understanding of number system</li> </ul>	<p><b>Firework shapes</b>                  Use pattern blocks to create your own fireworks pictures Create shapes on large sheets of paper that look fireworks and encourage children to fit numicon (or any other maths resource) inside them.</p> <ul style="list-style-type: none"> <li>• Model using mathematical vocabulary • Model using resources to create designs and patterns e.g. patterns on a circle, symmetrical patterns, etc.</li> </ul>
<p><b>Candy Canes</b>                  Create patterned candy canes using pony beads and pipe cleaners</p> <ul style="list-style-type: none"> <li>• Support children to identify pattern rules • Provide scaffolding for continuing patterns • Question to scaffold and challenge as appropriate</li> </ul>	<p><b>Addition tree</b>                  Create a green tree – playdough or laminated. Roll the dice and encourage chn to put the correct number of bead baubles on and match to the correct numeral</p> <ul style="list-style-type: none"> <li>• Question to scaffold and challenge • Model careful counting • Model matching numeral and quantity</li> </ul>

**UW – Understanding the World – Focus groups for Past and Present + People, Culture and Communities in Rm 2; The Natural World - Garden**

<p><b>By the end of this term children will have had the opportunity to:</b>  <i>Begin to make sense of their own life story</i>  <i>Show interest in different occupations</i>  <i>Explore maps</i></p>		<p><i>Talk about what they see using a wide vocabulary</i>  <i>Explore how things work</i>  <i>Continue to develop positive attitudes about the differences between people</i></p>
<p><b>Weather chart</b>                  Record a weather chart and document how the weather changes as we go through Autumn. Does it get warmer or colder? How does this affect what we wear?  <ul style="list-style-type: none"> <li>• Question to prompt and challenge • Model using scientific vocabulary</li> </ul> </p>	<p><b>Using Light</b>                  How many celebrations can we think of that use lights?                  Birthday                  Christmas                  Diwali                  Bonfire Night                  Explore light and why it is important  <ul style="list-style-type: none"> <li>• Question to prompt and challenge thinking • Support discussion • Share ideas • Model using vocabulary in play.</li> <li>• Set boundaries and facilitate respectful discussions</li> </ul> </p>	
<p><b>The Christmas Story</b>                  Discuss the Christmas story with the chn and link to the Bible and other faiths. Discuss religion, people, communities and respect  <ul style="list-style-type: none"> <li>• Question to prompt and challenge thinking • Support discussion • Share ideas • Model using vocabulary in play • Provide a safe space for discussion</li> </ul> </p>		<p><b>Make a Hibernation home</b>                  It could be a hibernation den for hedgehogs, a cave for a bear or a nest for a squirrel. Use Ipad to find out where the animal lives and what hibernation is and encourage the chn to tell you what they need to make the hibernation home.  <ul style="list-style-type: none"> <li>• Question to prompt and challenge • Model using scientific vocabulary • Develop vocabulary linked to story telling</li> </ul> </p>
<p><b>Christmas around the world</b>                  Look at Christmas traditions around the world- think about Feliz Navidad in Spain, the coming of Saint Nicolas in Germany, etc.  <ul style="list-style-type: none"> <li>• Set boundaries and facilitate respectful discussions</li> <li>• Understand that there are similarities and differences in the way people celebrate Respect different ways of life and traditions Draw on own experience of celebrations to help them understand others</li> </ul> </p>		<p><b>Guy Fawkes</b>                  Bonfire Night is a celebration that Guy Fawkes plan to blow up the houses of parliament was foiled. <a href="#">What happened to Guy Fawkes? - BBC Bitesize</a> this animation from the BBC is a great introduction.  <ul style="list-style-type: none"> <li>• Provide a framework for children to ask questions • Prompt and scaffold as appropriate</li> </ul> </p>

**EAD – Expressive Arts and Design – Focus groups in Rm1-**

<p><i>By the end of this term children will have had the opportunity to:</i>  <i>Explore the use of colour and design</i>  <i>Explore tools and their uses</i></p>	<p><i>Invent and adapt stories through their role play and small world play</i>  <i>Remember and sing entire songs</i></p>
<p><b>Leaf Man</b>  Read the Leaf Man story and use this as a stimulus to make your own art with different coloured leaves.</p> <ul style="list-style-type: none"> <li>• Model new techniques</li> <li>• Model using a variety of resources</li> </ul>	<p><b>Floating like autumn leaves</b>  Explore movement and dance to music by providing some music (this is a great choice <a href="https://www.youtube.com/watch?v=-eM12fTJaNg">https://www.youtube.com/watch?v=-eM12fTJaNg</a> and encourage children to create their own dances and movements</p> <ul style="list-style-type: none"> <li>• Support children to move in response to music</li> <li>• Model using different movements for children to copy</li> <li>• Encourage children to use different parts of their body</li> </ul>
<p><b>Rubbings</b>  Take some paper and wax crayons out on a walk and encourage children to take rubbings of the various items and textures they can find in the autumn. Use these to create their own art in the classroom.</p> <ul style="list-style-type: none"> <li>• Provide a range of materials</li> <li>• Model exploring different materials for paintbrushes</li> </ul>	<p><b>Powder paint</b>  Explore powder paint as a way of creating fireworks. Put powder onto a tuff tray and encourage chn to explore and mix it with paint brushes. Chn can make patterns and explore what happens to the paint as they mix colours together and even add water!</p> <ul style="list-style-type: none"> <li>• Model creating different colours, Share ideas for creating different colours, question chn to scaffold understanding</li> </ul>
<p><b>Cut and stick – Pumpkins or fireworks</b>  Provide cut out paper shapes for children to create paper firework/halloween art. You can create rockets, Catherine wheels, straight line fireworks etc. Great opportunities for discussion regarding shapes and their properties. Provide small stickers- circular spots and shiny stars work well and allow the children the freedom to create their own fireworks/ Halloween picture!</p> <ul style="list-style-type: none"> <li>• Model technique to children</li> <li>• Support</li> </ul>	<p><b>Snowflakes</b>  Create your own snowflake decorations using folded white paper and scissor skills</p> <ul style="list-style-type: none"> <li>• Model scissor skills</li> <li>• Support children to try folding the paper different ways</li> </ul> <p><b>Christmas cards</b>  Design your own Christmas Cards for friends in your class or for your family. What will you put on them? How will you make them special?</p> <ul style="list-style-type: none"> <li>• Model different ways to create art</li> <li>• Provide a wide range of materials</li> <li>• Encourage children to explain their artwork</li> </ul>

### Further enhancements

<p>Focus Texts</p>	<p>Penguin and pumpkin                  Goodbye summer, hello Autumn                  Pumpkin Soup                  Room on the Broom                  The magic and mystery of trees                  The leaf thief                  Leaf Man                  Little Accorn                  Marney's pumpkin mix up                  Fox's Favourite Autumn                  Autumn Feast                  Hello Autumn                  Winter                  Diwali                  Fireworks                  Christmas                  Halloween</p> <p><i>+ books from the LRE topic box</i></p>	<p>Key Questions</p> <p style="text-align: center;">                     What is a celebration?                      What do you celebrate at home?                      How do we celebrate birthdays?                      Who do you celebrate with?                      Do we all celebrate in the same way?                      Let's explore celebrations - Baptisms,                      Christmas, Diwali, Remembrance Day, and                      Bonfire Night.                 </p>	<p>Key Vocab</p> <p>Party, fun, happy, special, exciting, event, dress up, decorations, food, games, music, home, family, love, dinner, cake, presents, together, sharing, favourite, birthday, cake, candles, sing, blow, wish, gift, card, invite, friends, balloons, party hat, games, mum, dad, brother, sister, friend, family, everyone, teacher, different, same, costumes, music, dance, food, lights, presents, tradition, special, church, water, baby, family, godparents, priest, Christmas tree, star, presents, Jesus, Nativity, Santa, lights, light, candles, Rangoli, dance, colours, sweets, family, India, poppy, soldiers, remember, peace, quiet, heroes, bonfire, fireworks, sparkles, noise, loud, Guy Fawkes, celebration.</p>
<p>Nursery Rhymes</p>	<p>Aut1</p> <p>Twinkle twinkle, Little Star                  I can sing a rainbow                  12345 Once I caught a fish alive                  Hickory Dickory dock                  5 little monkeys jumping on the bed                  Incy Wincy Spider                  Wind the Bobbin up</p>	<p>Aut 2</p> <p>Old MacDonald had a farm                  The big ship sails on the Alley Alley Ou                  I'm a little teapot                  The Grand Old Duke of York                  5 Little Speckled Frogs                  I'm a little snowman                  Twinkle, Twinkle Christmas star</p>	<p>Extra Ideas</p> <p>Aut 2 – Linked to festivals: Bonfire Night, Diwali, Halloween, Christmas</p>

Year B Aut1&2 - Key worker groups

Room 1

Room 2

Garden

	10 little monkeys jumping on the bed Row, row, row your boat Ten green bottles (5 green bottles if you need it to be shorter) Jack and Jill went up the hill	Christmas songs	
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