

Theme: Let's Explore

Autumn 2

Themes	Journeys	Winter	Celebrations
Prime Areas			
CL	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day. Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> Learn rhymes, poems and songs. Engage in non-fiction books. 	<ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts. Develop social phrases.
PSED	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: 	<ul style="list-style-type: none"> Manage their own needs.
PD	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency. 	<ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Specific Areas			
L	<ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made 	<ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of 	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them.

	<p>up of known letter– sound correspondences.</p> <ul style="list-style-type: none"> ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. 	<p>known letter– sound correspondences.</p> <ul style="list-style-type: none"> ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s 	<ul style="list-style-type: none"> ● Read a few common exception words matched to the school’s phonic programme. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s.
M	<ul style="list-style-type: none"> ● Link the number symbol (numeral) with its cardinal number value. ● Count beyond ten. 	<ul style="list-style-type: none"> ● Link the number symbol (numeral) with its cardinal number value. ● Count beyond ten. 	<ul style="list-style-type: none"> ● Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ● Continue, copy and create repeating patterns
UW	<p>Draw information from a simple map.</p> <ul style="list-style-type: none"> · Recognise some similarities and differences between life in this country and life in other countries. · Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> · Understand the effect of changing seasons on the natural world around them. · Explore the natural world around them. 	<ul style="list-style-type: none"> · Understand that some places are special to members of their community · Recognise that people have different beliefs and celebrate special times in different ways.
EAD	<p>Develop storylines in their pretend play.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p>	<ul style="list-style-type: none"> · Watch and talk about dance and performance art, expressing their feelings and responses.
Characteristics of Effective Learning			
	Playing and Exploring	Active Learning	Creating and Thinking Critically
All Characteristics should be observed throughout the year, but focus	<p>Realise that their actions have an effect on the world, so they want to keep repeating them</p> <p>Plan and think ahead about how they will explore or play with objects.</p>	<p>Use a range of strategies to reach a goal they have set themselves.</p> <p>Begin to correct their mistakes themselves. For example, instead of using increasing force</p>	<p>Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup.</p>

<p>on these within Autumn 1 and 2</p>	<p>Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."</p>	<p>to push a puzzle piece into the slot, they try another piece to see if it will fit.</p> <p>Keep on trying when things are difficult.</p>	<p>Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.</p> <p>Review their progress as they try to achieve a goal. Check how well they are doing.</p> <p>Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</p>
<p>Ideas</p>			
	<p>Outdoor bear hunt experience - CL/L, UW Bear hunt small world tray -CL/PD/L Sensory trays/fine motor - PD / UW Materials to act out different parts of the story EAD/L/CL</p> <p>Make a costume for a dance/role play EAD</p> <p>Create a map PD/L/UW Cardinality counting parts of the story - M</p> <p>Count snowflakes, paw prints, twigs, etc. - M</p>	<p>Looking after themselves - what to wear in Winter UW, PSED</p> <p>Jigsaws - strip jigsaws change around PSED/UW</p> <p>Fuzzy felts - make a winter scene PSED/UW</p> <p>snowdough - sensory? PD/CL/L/EAD</p> <p>snowglobe UW/EAD</p> <p>activities to keep fit in the winter PD</p> <p>Snowman - name writing on circles CL/PD/L</p>	<p>salt dough decorations - fine motor and EAD</p> <p>pine cone weaving PD/CL</p> <p>Snowflake cutting PD/EAD</p> <p>Snowflake - tuff tray fine motor PD</p> <p>winter wonderland small world tray CL/PD/ L/UW/EAD</p> <p>Puppet theatre - own christmas show with small world characters CL</p> <p>Nativity small world - children to act out the story CL</p>

	<p>Initial sounds of objects in the story - match picture e.g. b -bear etc - L/CL</p> <p>make a cave den - role play - CL/PD/UW/L</p> <p>Dance - for different parts of the story - e.g. twirling for snowstorm EAD/L/PD</p>	<p>Melting snowman blow painting EAD/PD</p> <p>Ice painting CL/UW/EAD</p> <p>Tuff tray - snowman put the correct amount of objects on the snowman e.g. 3 buttons, 2 arms sticks M/UW/PD</p>	<p>Christmas tree craft - paper strips on top EAD</p> <p>Christmas list - smyths catalogues cut ad stick PD/CL/L/M/UW</p> <p>Design a christmas gift EAD/PD/CL</p> <p>Christmas cards - EAD/UW</p> <p>Bead threading on pipe cleaners - candy canes PD</p> <p>Christmas Tree rice krispies (cooking with Ms Coward) EAD/UW/M/CL</p> <p>Tuff tray - put baubles on the christmas tree PD/M</p>
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