

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	<p>Autumn 1 Harvest- How we celebrate festivals</p> <p>Own experiences of visiting bonfires and fire work displays</p> <p>Comprehension- listening to stories Engages in extended conversations about stories, learning new vocabulary.</p> <p>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</p> <p>LA&U Enjoys listening to longer stories and can remember much of what happens</p>	<p>Focus teaching / group activities *Listening to and recap the 'Gunpowder plot' *Watch a video of a fire work display *Discussing Bonfire night traditions</p> <p>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</p> <p>*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)</p> <p>*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 Handel's 'Music for the Royal Fireworks' *Listen to topic themed stories: 'Sparks in the Sky' 'Remember Remember the Fifth of November' 'Firefighter Fred's Bonfire Night Safety Show'</p> <p>Continuous provision activities *Drawing fire work pictures/ labelling *Writing firework sounds *Chalk firework pictures</p>	<p>Past and Present To know about characters from stories, including figures from the past.</p> <p>Comprehension Demonstrates an understanding about what has been read to them.</p> <p>Speaking Is able to articulate ideas and thoughts in well -formed sentences (talking about own experiences)</p> <p>L, A & U Learns new vocabulary</p> <p>Engages in non- fiction texts and story times</p> <p>Listens to and talks about stories to build familiarity and understanding</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound Learns rhymes, songs</p> <p>Being imaginative and Expressive: Listen attentively, moves to music, expressing feelings and responses.</p> <p>Watches and talks about performance art expressing feelings and responses.</p> <p>Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p>	<p>Bonfire night Gun Powder Plot Guy Fawkes London Houses of Parliament</p> <p>Fireworks Celebration Tradition</p> <p>Instrument names</p>	<p>*To know why we celebrate Bonfire night</p> <p>*To talk about ways Bonfire night is celebrated</p> <p>*To be able to talk about their own experiences of bonfire night</p> <p>*To join in with a class performance of a bonfire night song.</p>	<p>Art: Chalk- firework pictures Colour mixing (red and yellow) Finger painting fireworks Drawing fireworks Exploring different painting technique.</p> <p>Design Technology Junk model rockets Using constructio n resources to make fireworks</p> <p>PSHE: Talking about their own experience of Bonfire night and</p>

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

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

	<p>*Choose to follow the learning Charter.</p> <p>Jigsaw themes Autumn 2</p> <p>* Accept that everyone is different. <i>I can identify something I'm good at and understand everyone is good at different things</i></p> <p>* Include others when working and playing. <i>I'm special, I'm me! I understand that being different makes me special.</i></p> <p>This weeks focus</p> <p>* Know how to help if someone is being bullied. <i>Families/I know we are all different but the same in some ways.</i></p> <p>Ethos within Reception to respect other children and staff and celebrate differences.</p> <p>Own experiences of celebrating children in need and own understanding of why we raise money</p>	<p>*Anti bullying week PowerPoint</p> <p>*Listen to and join in with the song 'I am special'</p> <p>*Children in need dress up day to raise money</p> <p>*Children in need PowerPoint</p> <p>* Watch and discuss: Tchaikovsky – Swan Lake</p> <p>Circle time: Introduce the words 'unique' and 'special'. What makes you 'unique' and 'special'?</p> <p>Stories: The Smeds and the Smoos – Julia Donaldson The Ugly Duckling Each Peach Pear Plum- Janet and Alan Ahlberg</p> <p>Continuous provision Smeds and Smoos / Anti bullying</p> <p>*Draw a picture of what you are good at</p> <p>*Same/ different pictures</p> <p>*All different all equal colouring</p> <p>*Make smed and smoo masks (Cutting and joining)</p> <p>*Make an alien planet (colour mix) (paint)</p> <p>*Explore colour using food colouring and pipettes</p> <p>* Decorate your planet</p> <p>*Make a large- scale map of a planet for the smeds and smoos.</p> <p>*Salt dough smeds and smoos/ flowers plants on the planet.</p> <p>*Make a paper chain of people and decorate each one differently.</p> <p>*Smed and Smoo puppets</p> <p>*Decorate a person template to look like you.</p> <p>Children in need</p> <p>* Children in need colouring / designing odd socks</p>	<p>Being imaginative and Expressive: (Swan)</p> <p>*Listen attentively, moves to music, expressing feelings and responses (Rec).</p> <p>* Watches and talks about performance art expressing feelings and responses (Rec).</p> <p>People, Culture and Communities</p> <p>*Is continuing to develop positive attitudes about the differences between people (Nurs).</p> <p>Building relationships:</p> <p>*Builds constructive and respectful relationships (Rec).</p> <p>*Thinks about the perspectives of others (Rec).</p> <p>Self-regulation:</p> <p>Expresses his/her feelings and considers the feelings of others (Rec).</p> <p>Managing self:</p> <p>*Sees himself/herself as a valuable individual (Rec).</p> <p>Comprehension</p> <p>*Demonstrates an understanding about what has been read to them.</p> <p>Speaking</p> <p>*Is able to articulate ideas and thoughts in well- formed sentences (talking about own experiences and ideas.)</p> <p>L, A & U</p> <p>*Learns new vocabulary</p> <p>*Engages in story times</p> <p>*Listens to and talks about stories to build familiarity and understanding</p> <p>*Listens carefully to rhymes and songs, paying attention to how they sound</p> <p>*Learns rhymes, songs</p>		<p>build familiarity</p> <p>Music: Learning and performing a song 'I am special' Tchaikovsky-watch and respond.</p> <p>Art: Drawing pictures / colouring</p> <p>Colour mixing (blue and red paint Diluted food colouring and pipettes Salt dough</p> <p>Decorating a person template to look like themselves</p> <p>Design Technology:</p> <p>Designing a large scale planet</p>
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	<p>Previous Julia Donaldson stories shared in Autumn 1</p> <ul style="list-style-type: none"> *Sharing a shell *Scarecrows wedding *Gruffalo <p>Songs previously practiced and performed (Nursery rhymes / Bonfire song)</p>	<ul style="list-style-type: none"> * Pudsey colour by numbers *Make a Pudsey hat (repeating pattern) <p><u>Links to positional language when through out the week:(link to maths)</u></p> <p>Skills and medium have previously been introduced in Art/ Design Technology themes</p>				
Winter/ Frozen	<p>Autumn 1- Autumn season focus</p> <p><u>The Natural World</u> Knows about autumn and the different changes.</p> <p>Understands the effect of changing seasons on the natural world around him/her – autumn.</p> <p>Own experiences of exploring the local environment at Winter time</p> <p>*Stories told in Autumn 1 and 2</p>	<p><u>Focus teaching/ group activities</u></p> <ul style="list-style-type: none"> *Read ‘Ten little lights’- consider how we know the season it is set in. *What do we know about Winter – Record ideas on mind map. *‘All about Winter PowerPoint’ *Sing: The Winter Cokey- practice and perform. *Signs of Winter PowerPoint (Recap what we know about Linter)- add to mind map. *learn songs for the Christmas play <p><u>Focus group activity: Science investigation</u></p> <p>Show different size ice cubes with winter animals frozen inside. How can we free them? What needs to happen to the ice? How can we melt</p>	<p><u>The Natural World</u> Knows about Winter and the different changes.</p>	<p>Vocabulary related to the season of Winter</p> <p>Cold, weather, Winter, Season Snow Frozen Melt Freeze Liquid Solid</p> <p>Hibernate</p>	<p>*To identify some ways that they know it is Winter.</p> <p>*To suggest a way to melt ice</p>	<p>Science: Seasons Seasonal changes</p> <p>Investigation s- how to rescue toy animals frozen in ice.</p> <p>Materials: Exploring cloud dough</p> <p>English: Ten little light story/ role play and small world</p>

		<p>the ice quicker? Take suggestions from children and record</p> <p><u>Circle time</u></p> <p>My home is special to me because... (jigsaw link)</p> <p><u>Stories</u></p> <p>Ten little lights – Twinkl original</p> <p><u>Continuous provision</u></p> <p>*Ten little lights colouring/ pencil control</p> <p>*Label items of Winter clothing / design Winter clothing</p> <p>*Draw a winter picture and label</p> <p>*Winter landscape picture</p> <p>Kapow Art- Painting and Mixed Media- Paint my world- Landscape collage</p> <p>*Make a paper snow flake (cutting)</p> <p>*Snowman body names</p> <p>*Wax crayon water paint frosty pictures</p> <p>*Make a house for the animals in 'Ten little lights'</p> <p>*Make a Christmas decoration</p> <p>Kapow Art- Seasonal craft- salt dough decorations</p> <p>*make snowflakes using construction</p> <p>*'Ten little lights- small word and role play</p> <p>* fake snow to explore, diggers, cars, tools, mould and cutters</p> <p>*Sparkly cloud dough</p> <p>* Pipe cleaner and beads- snowflake</p> <p>Kapow Art- seasonal craft- threaded snowflakes</p> <p>*Look for signs of Winter (outside)</p>	<p>Understands the effect of changing seasons on the natural world around him/her – autumn.</p> <p><u>L, A & U</u></p> <p>Learns new vocabulary and uses it through the day.</p> <p>Engages in story times</p> <p>Listens to and talks about stories to build familiarity</p> <p>Engages in non- fiction texts</p> <p>Listens to and talks about non fiction to develop deep familiarity with new knowledge and vocabulary (Rec)</p> <p><u>Speaking</u></p> <p>Is able to articulate ideas and thoughts in well-formed sentences</p> <p>Can connect one idea to another using a range of connectives</p> <p>Can talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p>			<p>Music: The winter Cokey- practice and perform</p> <p>Art: Drawing and labelling winter pictures</p> <p>Make a paper snowflake</p> <p>Wax crayons water paint- frosty pictures</p> <p>Landscape collage</p> <p>Threading Salt dough</p> <p>Design Technology: Junk modelling a house for the animals in the 'Ten little lights' story.</p>
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		Skills and medium have previously been introduced in Art/ Design Technology themes				
Winter- Arctic Animals	<p>Autumn 2- Season – Autumn (recognising signs of Autumn)</p> <p>Previous week focus on Winter.</p> <p>*To identify some ways that they know it is Winter.</p> <p>*To suggest a way to melt ice</p>	<p>Focus teaching/ group activities</p> <p>*What can you tell me about where you live? What do you see when you look out of your window? What animals and animal homes do you see/hear in Bromsgrove?</p> <p>*Look at Google Earth</p> <p>*Locate England</p> <p>*Look at local area photos</p> <p>Brain storm ideas- What can you see?</p> <p>*Introduce the Arctic. What do you know about the Arctic</p> <p>*Locate Arctic on Google Earth</p> <p>*What animals would live there?</p> <p>*What would the animals need to live in the Arctic?</p> <p>*Compare the weather/ animals from local area to Arctic.</p> <p>*Sorting activity- Where do the animals live? Why?</p> <p>*Introduce Antarctic</p> <p>Circle time</p> <p>A good friend is.....</p>	<p>The Natural World</p> <p>Explores the natural world around them.</p>	<p>Vocabulary related to local environment:</p> <p>Bromsgrove House, car, animals (birds, cats, dogs, hedgehogs....)</p> <p>Vocabulary related to the Arctic</p> <p>Snow, cold, ice, Winter, Arctic animals- polar bear, hare, fox, owl.</p> <p>Google Earth Sea, land, countries, England, Bromsgrove,</p>	<p>*To know they live in the town of Bromsgrove</p> <p>*To know some things, they see in their local environment</p> <p>*To know not all environments are the same</p> <p>*To make some comparisons between Bromsgrove and the Arctic.</p>	<p>English: Non fiction texts (Arctic/ Antarctic)</p> <p>Geography: Google Earth England Bromsgrove Local Environment Arctic/ Antarctic Making comparisons to their local environment</p> <p>Science: Animals in the local area Animals in the Arctic Making comparisons</p>

		<p>Song: Let friendship grow. https://www.bbc.co.uk/cbeebies/watch/cbeebies-house-songs-let-friendship-grow</p> <p><u>Stories</u> Winter animals and friendship stories Snow friends A friend for little bear. One snowy night – Nick Butterworth Poles Apart</p> <p>Animals in Winter (non- fiction) <u>Continuous provision</u> *Cut out Arctic animals to make an Arctic environment picture / add labels (Cutting and joining) *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)</p> <p><u>Skills and medium have previously been introduced in Art/ Design Technology themes</u></p>	<p>Describes what they can see outside Recognises some environments that are different to the one in which they live (Rec)</p> <p><u>L, A & U</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)</p> <p><u>Speaking</u> Is able to articulate ideas and thoughts in well-formed sentences Can connect one idea to another using a range of connectives</p>	town, local environment		
Christmas (week 6 and 7)	RE link – see RE section below.	<p><u>Focus teaching and group activities</u> See Religious Education below</p> <p>Make Christmas card and calendar Card: Kapow Design Technology- seasonal project- sliding Santa</p>	See Religious Education	See Religious Education	See Religious Education	Religious Education: Nativity story Talking about own

		<p>Sing and perform Christmas songs:</p> <ul style="list-style-type: none"> *We wish you a Merry Christmas *Christmas Pudding *Jingle bells *When Santa got stuck up the Chimney *Christmas play songs. <p>Stories:</p> <p>The Nativity T'was the night before Christmas I'm not Santa- Jonathan Allen</p> <p>Chritmas Party day Christmas dinner Theatre trip.</p> <p>Continuous provision activities:</p> <ul style="list-style-type: none"> *Make a Christmas list by cutting up magazines and label (cutting skills) *colouring nativity story characters and adding to a stable background and label. *Free writing *What special gifts would you send to someone and why? * Make a Christmas bauble (tree decoration) *Make a paper plate Santa *Paper plate wreath * Straw Christmas tree (different lengths of straws) * Fingerprint nativity scene *Cone Christmas tree (cutting and joining) *Build a stable- add the animals (junk) * Tableau scene and story sack and masks *Santa's grotto role play *Nativity scene role play *Paper chains 				<p>experiences of celebrating Christmas.</p> <p>English: Nativity story Nativity Role play / small world Santa's grotto role play</p> <p>Art: Making Christmas themed crafts (see continuous provision)</p> <p>Design Technology Making Christmas themed crafts - (see continuous provision)</p> <p>PSHE: Sharing, taking turns, following rules of games, accepting winning and losing.</p> <p>Music:</p>
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		<p>*Split pin santa (joining)</p> <p>Skills and medium have previously been introduced in Art/ Design Technology themes</p>				<p>Singing and performing Christmas play songs and Christmas carols.</p> <p>Responding to Christmas themed music P.E: Dancing to Christmas songs / music</p>
Jigsaw	Jigsaw sessions Autumn 1	<p>* Accept that everyone is different. <i>I can identify something I'm good at and understand everyone is good at different things</i></p> <p>* Include others when working and playing. <i>I'm special, I'm me! I understand that being different makes me special.</i></p> <p>* Know how to help if someone is being bullied. <i>Families/I know we are all different but the same in some ways.</i></p> <p>* Try to solve problems. <i>Houses and homes/I can tell you why I think my home is special to me.</i></p> <p>* Try to use kind words. <i>Making friends/I can tell you how to be a kind friend.</i></p>	<p><u>Specific curriculum links</u></p> <p>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.</p> <p>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.</p> <p>Building Relationships, Nursery. Is beginning to understand how others might be feeling.</p> <p>Self-Regulation, Nursery. Is developing his/her sense of responsibility and membership of a community.</p> <p>Self-Regulation, Nursery. Helps to find solutions to conflicts and rivalries. Is developing appropriate ways of being assertive.</p>	<p><u>Vocabulary</u></p> <p>Similar Different Proud Special Family Friend Kind Unkind</p>	<p><u>What we want the children to remember</u></p> <p>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.</p>	<p>PSED P, C & C: talking about different houses from around the world, using photos from different countries.</p>

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

	<p>Developing balance (holding positions)</p> <p>Developing coordination and body strength (skipping/ hopping/ jumping/ bunny hopping/ bear walks (opposite hand to foot) rolling (in a stretch position)</p>	<p>Sliding beanbag (to a target)</p> <p>Throwing beanbag underarm</p> <p>Rolling a medium ball (to a target/ partner)</p> <p>Hitting a bean bag with a racquet</p>	<p>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)</p> <p>Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming (Reception)</p> <p>Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball (Reception)</p>	<p>Accurate Technique</p> <p>Opposite Release</p> <p>Knee</p> <p>Arm</p> <p>Leg</p> <p>Hand</p>	<p>cone) using a good technique: <i>Underarm, opposite arm to leg, bend the front knee- staying in line with the shoulder. Back knee to touch the floor.</i></p> <p>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.</p> <p>To demonstrate good hand and eye coordination to hit a bean bag with the hand (as in when using a racket) Drop and hit.</p>	<p>Basic movements- running. Jumping, throwing, catching agility and coordination .</p> <p>Participate in team games</p>
Forest school	<p>Own experiences of visiting outdoor environments with family/ nursery</p> <p>* Autumn 1 – Autumn topic – Understanding the seasonal changes in Autumn</p> <p>* Following classroom/ school rules</p> <p>* Playing with friends in a classroom/ outside classroom environment</p>	<p>Introduction to Forest School</p> <p>Getting changed</p> <p>Forest School ethos</p> <p>Forest school song</p> <p>Introduce the Forest school area</p> <p>Establish boundaries and rules</p> <p>Look for risks</p> <p>Explore the Forest school area.</p> <p>Looking for seasonal clues</p> <p>Collect sticks for firewood</p> <p>Have a fire</p> <p>Tool use:</p> <p>Trowel (digging- Link to Julia Donaldson- Superworm)</p> <p>Listening basecamp games:</p> <p>Eye spy/ listen for what you can feel/hear</p>	<p>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:</p> <p>Managing self</p> <p>Sees him/herself as a valuable individual</p> <p>Manages own needs around personal hygiene</p> <p>Shows resilience and perseverance in the face of a challenge</p> <p>Knows about different factors that support his/ her overall health and well being- regular physical exercise</p> <p>Gross Motor skills</p> <p>Revising fundamental movements- walking, jumping, running, climbing</p> <p>Developing overall body strength, coordination and balance</p>	<p><u>Areas of forest school</u></p> <p>Base camp</p> <p>Fire pit</p> <p>Mud kitchen</p> <p>Swing</p> <p>Dens</p> <p>Stage</p> <p>Obstacle course</p> <p>Pond</p> <p><u>Seasonal / Environment</u></p> <p>Autumn</p> <p>Trees</p> <p>Leaves</p> <p>Name of any Autumn</p>	<p>*The Forest School song</p> <p>*To move around basecamp without going in the middle</p> <p>*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.</p> <p>* To begin to look for risks</p>	<p>Science:</p> <p>Seasonal changes</p> <p>Understanding what is needed to make a fire (spark, oxygen, fuel)</p> <p>Geography:</p> <p>Exploring a local environment</p> <p>PSHE:</p>

	<p>* Using scissors (tool use)</p> <p>*Singing topic related songs</p>	<p>What can you see Leaf whispers Sing topic related songs/ read topic related stories around basecamp.</p> <p>Painting Outdoors (Kapow Art- painting and mixed media - Paint my word)</p>	<p>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</p> <p>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</p> <p>Expressive arts and design</p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p><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.</p>	<p>treasures they find Animal/ insect names. Weather / cold / freezing</p> <p>Clothing Hats Gloves/ mittens Waterproof trousers/ coat Wellies/ boots Scarf</p> <p>Tools Trowel Non- working hand glove</p> <p>Fire Fuel, spark, oxygen, water, burn.</p> <p>Texture, pattern, mix, natural (Kapow Art)</p>	<p>*To know what is needed to light a fire (spark, fuel, oxygen)</p> <p>*To begin to think about and explain how to be safe around a fire.</p> <p>*To use secateurs with support to make a stickman</p> <p>*To use a handrill with support to make a hole in a piece of wood.</p> <p>*To Paint using natural materials</p>	<p>Managing risks and following established rules Design Technology: Tool use trowel)</p> <p>Art: Painting with natural materials</p> <p>P.E Moving around in outdoor environment – fundamental movements- running, jumping, skipping, hopping climbing</p>
Reading and Writing	<p>Word reading- Reception</p> <p>Word reading:</p> <p>Read individual letters by saying the sounds for them.</p> <p>Autumn 1</p> <p>S a t p i n m d g o c k c k e u r s s s h b f f l l</p> <p>Is able to blend sounds into words,</p>	<p>Essential Letters and Sounds</p> <p>Intervention groups for:</p> <p>Oral blending</p> <p>Grapheme – phoneme correspondence</p> <p>Blending for reading</p> <p>Writing focuses:</p> <p>*Bonfire night. (label a picture/ write a caption) *What makes me special?</p>	<p>Word reading Nursery</p> <p>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</p>	<p>Autumn 2 grapheme names</p> <p>Use the correct vocabulary in lessons:</p> <p>Letter Sound Phoneme Grapheme Blend Segment Diagraph</p>	<p>Word reading:</p> <p>Read individual letters by saying the sounds for them.</p> <p>Can read some letter groups that represent one sound and say the sound for them.</p> <p>Autumn 2</p> <p>Y v w x y z zz qu ch sh th ng nk ai ee igh oa es</p> <p>Is able to blend sounds into words, so that he/she can read</p>	

	<p>so that he/she can read short words made up of known letter- sound correspondences.</p> <p>Is able to read simple phrases and sentences made up of words with known letter- sound correspondences.</p> <p><u>HRSW:</u></p> <p>Can read a few common exception words matched to the schools phonic programme</p> <p>I the no put of is to go into pull as his</p> <p><u>Writing</u> <u>(Reception)</u></p> <p>To use the handwriting patters to form some letters correctly.</p> <p>To spell words by identifying the sounds and then writing the sound/s with letters</p>	<p>* Christmas card inserts (handwriting / pencil grip focus)</p> <p>*Writing sentences for the Nativity story</p>	<p>Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother</p> <p>Reception</p> <p>Reads individual letters by saying the sounds for them</p> <p>Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences</p> <p>Can read some letter groups that each represent one sound and say the sounds for them</p> <p>Can read a few common exception words matched to the school's phonic programme</p> <p>Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Writing</p> <p>Nursery</p> <p>Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy</p> <p>Writes some or all of his/her name</p> <p>Writes some letters accurately</p> <p>Reception</p> <p>Can form lower-case and capital letters correctly</p> <p>Is able to spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Handwriting:</p> <p>Patter to support formation.</p> <p>Starting at the top of the letter.</p> <p>Where to start on the writing frame.</p>	<p>short words made up of known letter- sound correspondences.</p> <p>Is able to read simple phrases and sentences made up of words with known letter- sound correspondences.</p> <p><u>HRSW:</u></p> <p>Can read a few common exception words matched to the schools phonic programme</p> <p>he she buses we me be push was her my you</p> <p><u>Writing</u></p> <p>To use the handwriting patters to form some letters correctly.</p> <p>To spell words by identifying the sounds and then writing the sound/s with letters</p> <p>Can write short sentences with words with known sound-letter correspondence.</p>	
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<p><u>Mathematics</u></p> <p>Children are taught mathematics during daily sessions. These sessions are taught discretely in order to build on the children's next steps.</p> <p>Children do one Maths focus activity each week. Activities are planned for the maths table and in other areas in the continuous provision, inside and outside, to continue to promote and embed the learning.</p>	<p><u>Number and Numerical patterns- Autumn 1</u></p>	<p>White Rose</p> <p>Week 1 – It's me 1,2,3 – Steps 1-3</p> <p>Week 2 – It's me 1,2,3 – Steps 4-6</p> <p>Week 3 – Circles and Triangles</p> <p>Week 4 – 1,2,3,4,5 – Find 4 and 5 / Subitise 4 and 5</p> <p>Week 5 – 1,2,3,4,5 - Represent 4 and 5 / 1 more/ 1 less/ Composition of 4 and 5</p> <p>Week 6 – Shapes with four sides</p> <p>Week 7 – Shapes with 4 sides – My Day and night</p> <p style="text-align: center;">Circles and Triangles – Describe position</p>	<p><u>Number</u></p> <p><u>Nursery</u></p> <p>Displays fast recognition of up to 3 objects, without having to count them individually</p> <p>Recites numbers past 5</p> <p>Can say one number for each item in order: 1,2,3,4,5</p> <p>Knows that the last numeral reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Can show 'finger numbers' up to 5</p> <p>Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5</p> <p>Can compare quantities using language such as; 'more than', 'fewer than'</p> <p><u>Reception</u></p> <p>Is able to compare numbers</p> <p>Can count beyond ten</p> <p>Counts objects, actions and sounds</p> <p>Is able to subitise</p> <p>Is able to link the number symbol (numeral) with its cardinal value.</p> <p>Understands the one more than and one less than relationship between consecutive numbers</p> <p>Explores the composition of numbers</p> <p>Automatically recalls number bonds to 5.</p> <p><u>Numerical patterns</u></p> <p><u>Nursery</u></p> <p>Can talk about and explore 2D shapes, using informal and mathematical language 'sides' 'corners' 'straight' 'flat' 'round'.</p> <p>Can describe a familiar route</p> <p>Is able to discuss routes and locations</p> <p>Combines shapes to make new ones</p> <p><u>Reception</u></p> <p>Can select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Investigates composing and decomposing shapes and recognises a shape can have other shapes within it.</p>	<p><u>Highlighted vocabulary – expected that children will remember</u></p> <p>Cardinal principle</p> <p>Subitise</p> <p>More than / fewer than</p> <p>One more / one less</p> <p>Numeral</p> <p>Compare</p> <p>Altogether</p> <p>2D</p> <p>Shape</p> <p>Circle</p> <p>Triangle</p> <p>Square</p> <p>Rectangle</p> <p>Curved</p> <p>Straight</p> <p>Sides</p> <p>Corners</p> <p>Describe equal length</p> <p>Positional vocabulary – under, in front, behind. Next to, beside, between, above, below.</p> <p>Journey</p> <p>Day, night, nocturnal</p>	<p><u>Mathematics</u></p> <p>To identify a range of representations of 1-5</p> <p>To compare numbers 1-5.</p> <p>To say one more than and one less than a number 1-5 (using objects if necessary)</p> <p>Begin to explore the composition of numbers to 5 e.g. 2+1=3</p> <p><u>Numerical Patterns</u></p> <p>To name a circle, triangle, rectangle and square and use mathematical language to describe e.g. sides, corners, straight, curved.</p> <p>To uses language to describe a route e.g. past the pond, between the trees, under the branch, over the log.</p> <p>To identify different activities that we do during the day and night.</p>
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<p><u>Religious Education</u></p> <p>Lessons are planned in accordance to NATRE scheme of work</p> <p>Children have 1x30 minute RE lesson each week With activities planned as part of continuous provision to continue to support and embed learning.</p>	<p><u>Autumn 1</u></p> <p>Unit 1- Why is the word God so important to Christians</p> <p>*To know Christians, believe that God created the world. *Christians believe that the Earth and everything in it belong to God. *Jesus told stories about how much God loves them</p> <p><u>Family experiences,</u> Experience of special occasions such as birthdays, Christmas, festivals</p>	<p>Unit 2: Why do Christians perform Nativity plays at Christmas?</p>	<p><u>People, culture and communities</u></p> <p>Reception Recognises that some places are special (church)</p> <p>Recognise that some people have different beliefs:</p> <p><i>Not all families/ religions celebrate Christmas</i> <i>Different family Christmas traditions</i></p> <p><i>Different traditions for Birthday celebrations</i></p> <p>Recognises some similarities and differences between life in this country and life in other countries</p>	<p>Christians Christmas Birthday Celebration Jesus Mary Joseph Shepherd Angel Star Manger Nativity Birth Gift Bible</p>	<p>To understand that Christians celebrate Christmas to celebrate the birth of Jesus.</p> <p>To recall some events of the Nativity story.</p> <p>To talk about ways that they celebrate Christmas (or another celebration that they celebrate)</p> <p>To know that not all families/ religions celebrate Christmas</p>	<p><u>R.E</u></p> <p>Nativity Story</p>
<p><u>Outdoor P.E</u></p> <p>Children have access to outdoor resources and equipment. They move round the activities during their outdoor games afternoon. (Thursday)</p>	<p><u>Autumn 1</u> <u>Access to:</u></p> <p>*Adventure play area *Sensory area *Bikes and trikes *Large balls</p> <p>Fundamental movements-</p> <p>To move from one movement to another with fluency when climbing, running between obstacles, using small and large equipment (agility)</p>	<p>Introduce the climbing wall into the activities that children have access to.</p> <p><u>Week 1-2</u></p> <ol style="list-style-type: none"> Adventure: To encourage climbing, jumping, walking and managing own risks Sensory: To encourage walking responsibly, jumping, climbing, hopping across stepping stones. <p>Bikes and Trikes: Develop movement, balance, develop overall body strength and co-ordination using large apparatus</p> <p><u>Week 3-4</u></p> <ol style="list-style-type: none"> Adventure: Climbing wall: To encourage climbing with fluency and ease. 	<p><u>Managing self - ELG</u></p> <p>Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG)</p> <p><u>Physical Development - Reception</u> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity (Reception)</p> <p>Is revising and refining fundamental movement skills</p> <p>Is developing overall body-strength, balance, co-ordination and agility (Reception)</p>	<p>walk, run, jump, hop, climb, over, under, though, balance, aim, accurate, target</p>	<p>Gross Motor Reception</p> <p>Continue to perfect Fundamental movements- running, jumping, hopping, skipping.</p> <p>To move from one movement to another with fluency when climbing, running between obstacles, using small and large equipment (agility)</p> <p>Developing balance on bikes and trikes, climbing equipment.</p> <p>Develop body strength to use the climbing wall.</p>	<p><u>P.E</u></p> <p>Fundamental movements</p> <p>Developing balance and coordination</p> <p>Ball skills- developing accuracy when throwing a ball.</p>

	<p>Developing balance on bikes and trikes, climbing equipment</p> <p>Developing coordination and body strength (skipping/ hopping/ jumping/running/climbing)</p> <p>Develop a range of ball skills using large balls.</p>	<p>Develop overall body strength and co-ordination.</p> <p>Ball skills: Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball – including throwing, catching</p> <p><u>Week 5-6</u></p> <p>Adventure, sensory, Bikes and Trikes</p>	<p>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)</p> <p>Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming (Reception)</p> <p>Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball (Reception)</p>		<p>Developing coordination and body strength (skipping/ hopping/ jumping/running/climbing)</p> <p>Further develop ball skills that involve throwing and catching. Become more accurate when throwing a ball.</p>	
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Maths: Check this is now what we taught this year. (taken from Continuous provision)

Jigsaw: add curriculum links/ vocabulary and what we want the children to remember

Notes for Autumn 2 Continuous Provision:

Week 1: Continuous provision – group firework picture

Week 2: painting to music- (could use wax crayons for practicality)- The focus is responding to the music.

Painting Diva lamps (painting sculptures)

Week 5: Continuous provision: Arctic landscape collage

Salt dough decorations – Simple shapes- e.g. star.

Threaded snowflakes

Week 6/7: Sliding Santa's – (cards) Design Technology