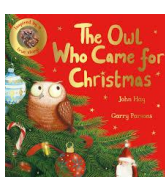
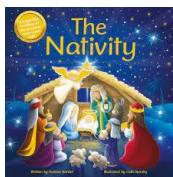
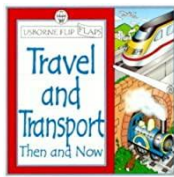
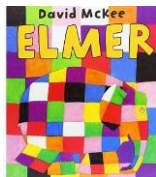
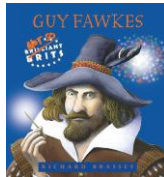



<p><u>In Communication, Language and Literacy we will:</u></p> <ul style="list-style-type: none">● Secure more complex rhymes● Secure agreed rules for conversational turn taking in small and larger groups.● Ask "Tell me more" to extend responses.● Formulate and respond to "Why?" and "How/" questions.● Follow two step instructions.● Recall and define specialist vocabulary for the half term <p><u>Key Vocabulary</u> Simple nursery rhymes. Stop, look, listen, quiet, talking, magnet eyes, who, where, what, why, when, how</p>	<p><u>Which books will help children secure and think more deeply about the knowledge in this block?</u></p> <div></div>	
<p><u>In Literacy we will:</u></p> <p><u>Comprehension</u></p> <ul style="list-style-type: none">● Anticipate events in stories● Name different parts of books● Look for cues in illustrations.● Memorise and perform more complex action rhymes and nursery rhymes. <p><u>Writing</u></p> <ul style="list-style-type: none">● Use some letters in sequence to convey meaning, including CVC words.● Listen to and hear sounds in cvc words● Begin to break speech into words● Write name● Write labels, lists and captions. <p><u>Word Reading</u></p> <ul style="list-style-type: none">● RWI Set 1 - know single letter set 1 sounds (group B)● Orally blend (group C)● Read cvc words containing sounds taught so far - word books/ green words <p><u>Key Vocabulary</u> action rhymes, phonics, sound, blend, Fred, Fred Talk, Fred Fingers, magnet eyes, good listening, good looking, good sitting See 'Get Up, Stand Up Vocabulary' linked to Literacy texts.</p>	<p><u>In Mathematics we will:</u></p> <p><u>Number</u></p> <ul style="list-style-type: none">● Practise counting each object, action or sound once to 5 (1:1 correspondence).● Say and make numbers to 5 on their fingers.● Make collections of 5 in different ways.● Practise subitising amounts to 4.● Use their fingers to represent quantities to 5 and to begin to represent quantities to 10.● Remember that the 'stopping number' tells us how many we need altogether.● Begin to recognise numerals to 5. <p><u>Numerical Pattern</u></p> <ul style="list-style-type: none">● Count 5 and 5 to make 10 altogether.● Revisit 'more than' or 'fewer than' by looking.● Compare groups of up to 3 objects by matching them 1:1● Say when there is an equal number, too many or not enough.● Hear, identify and use the language of 'whole' and 'parts'.● Investigate ways to compose & de-compose sets of 2,3,4,5.● Hear and join in with the counting sequence to 10, including using songs and rhymes.● Represent quantities in more abstract ways, such as by clapping or jumping.● Begin to understand that when a set of objects is rearranged, its quantity remains the same. <p><u>Key Vocabulary</u> one, two, three, four, five, more, fewer, equal, part/part/whole, count, subitise,</p>	<p><u>In Understanding the World we will:</u></p> <p><u>Past and Present</u></p> <ul style="list-style-type: none">● Comment on images of familiar situations in the past - transport then and now.● Understand how events and people in the past impact on the present day - Remembrance Day and Guy Fawkes. <p><u>People Culture and Communities</u></p> <p>Draw and comment on simple maps - journey to school, name simple street furniture e.g. traffic light, post box etc.</p> <p>Understand that some places are special to people in their community - church/ mosque. (visit)</p> <p>Recognise that people have different beliefs and celebrate different times in special ways - Diwali, Hanukkah Christmas</p> <p>Describe family traditions.</p> <p>Extend basic greetings in different languages</p> <p><u>Natural World</u></p> <p>Describe changes to trees and woodland plants in autumn observe how animals behave differently as seasons change</p> <p>Note and record the weather.</p> <p>Know and demonstrate how to plant bulbs. Predict how it will grow.</p> <p>Talk about change of state of materials - salt dough, sugar, chocolate, marshmallows</p> <p><u>Technology</u></p> <ul style="list-style-type: none">● Use an ipad to take a photograph and ask consent● Select and use apps on an ipad● Explain why something has worked/not worked <p><u>Key Vocabulary</u> festivals, Guy Fawkes, gunpowder plot, houses of parliament, treason, christmas tradition, nativity, season, autumn, turning, changing, hibernate, crunchy, veins, deciduous, evergreen remembrance, peace,</p>

<p><u>In Personal, Social and Emotional Development we will:</u> Follow wider school regimes Articulate and demonstrate teeth cleaning. Work in pairs to succeed in a challenge. Perform confidently to an audience in a simple adult structured presentation..</p> <p><u>Jigsaw 2 Celebrating Differences</u> Know emotions: happy, sad, frightened, angry. Understands that children can be better at different things. Can be proud of themselves. Know that not all families are the same. Talk about what they are good at. Share their successes and celebrate other children's successes.</p> <p><u>Key Vocabulary</u> feeling, happy, sad, frightened, angry, family, difference, similarity, I am, amazing, good, proud</p>	<p><u>Expressive Arts and Design we will:</u> Creating with Materials</p> <ul style="list-style-type: none"> Primary colour mixing - predict and narrate the effects of colour mixing and follow step by step instructions Develop their own ideas and then decide which materials to use to express them (enterprise/christmas card workshop) Constructs using components which allow movement including wheeled vehicles and arrays of gears. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Generate short narratives in small world and role play. Mark the beat and imitate rhythms with tapping and striking instruments. Perform a small repertoire of short repetitive songs - nativity. Know further action songs and story ring games by heart. Watch and talk about dance and performing art - nativities/pantomimes <p><u>Key Vocabulary</u> rhythm, dance, pulse, mix, change, difference, join, fasten, attach, stick, equipment, cut, snip</p>	<p><u>In Physical Development we will:</u> Physical Development</p> <p>Travel in different ways with control and coordination - simple obstacle courses Jump in different ways - develop overall body strength, balance, coordination Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Dig with trowels and hand forks Parachute Games - large arm movements, safely travelling over and under the parachute, participating in team games and turn taking activities</p> <p>Fine Motor Skills</p> <p>Forest School woodwork - hammer and nails Join & separate small construction kit components by clicking & twisting. Refine threading techniques Use squashing techniques incl. rolling pins to achieve desired effects. Cut and turn along outlines. Use large brushes for painting and colour mixing</p> <p><u>Key Vocabulary</u> Stack, build, on top, next to, Cut, straight, line, Hand action rhymes, forwards, backwards, sideways, under, over, through, jump</p>
<p><u>How will we enhance our curriculum with FOREST SCHOOL:</u></p> <ul style="list-style-type: none"> Plan, do, review (listening and attention skills) speaking, learning new vocabulary and developing conversational skills Using natural materials, creatively to learn about Autumn and Christmas develop gross and fine motor skills Learn to care for living things (hedgehogs) Develop transporting skills develop maths skills through mud kitchen, potion stations by measuring, comparing quantities and counting. Build with a range of natural materials - shapes Winter vocabulary explored and expanded Develop questioning skills centred around their CIP in PDR <p><u>Key Vocabulary</u> - size, colour, texture, seasons, weather, autumn, leaves, families, me, my likes and dislikes, exploring, nocturnal</p>	 <p><u>The strategies to support our most vulnerable learners are:</u></p> <ul style="list-style-type: none"> ❖ Use of Support Plans and Interventions: RWInc Keep Up, WellComm, SAL, Writing Club (Handwriting), Over and Over ❖ Pre-teaching vocabulary approach ❖ Ensure all children participate in trips and experiences ❖ Additional reading time / short burst immediate interventions following whole class teaching 	<p><u>How will we enhance our continuous provision to extend learning through independent enquiry?</u></p> <ul style="list-style-type: none"> Daily story vote - children choosing their favourites - encouraging 'Book Chat' Nursery Rhyme Spoons Home Corner - Witch's Kitchen / Winter Wonderland / Santa's Grotto Gardening equipment following harvest in digging pit Large scale construction outside Investigation station to explore changing nature outside Interest table with topic related items Reading area - topic books, decodable reading scheme books
<p><u>We will involve our families in our learning by</u></p> <ul style="list-style-type: none"> ❖ Reading tasks ❖ Personality Patchwork Project ❖ Trip to local church ❖ Seesaw ❖ Nativity performance 		<p><u>Which visits, visitors and experiences will we organise to help secure children's knowledge?</u></p> <ul style="list-style-type: none"> ❖ Nature Zone with Forest School Leader ❖ Local Church visit ❖ Visits from outside agencies including Road Safety Heroes