

Literacy/Phonics

Comprehension

- To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

-To be able to anticipate key events in stories.

-To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

Whole class guided reading begins.

-To be able to read a range of graphemes and phonemes.

-To begin reading CVC words using known phonemes.

-To begin learning tricky red words in guided reading sessions.

Writing

-To be able to write with some control a range of phonemes.

-To begin writing CVC words using known phonemes.

-To become aware that writing communicates meaning and understand that thoughts can be written down.

-To begin to write their name independently with correct formation.

-To become confident with using the correct letter formation.

Physical Development

Gross motor skills

- Daily Yoga, Dances.

- To be able to move confidently in different ways.

- To practise fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.

-To be able to travel and balance in different ways, returning to defined space.

-To be able to move on the spot and around with some awareness of others.

-To continue the BEAM scheme – ball skills.

Fine motor skills

-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

-Use a range of small tools, including scissors, paintbrushes and cutlery.

-Begin to show accuracy and care when drawing.

-To be able to experiment with wide range of small equipment learning some degree of control.

To take part in Finger Gym activities, Dough Disco, Finger Aerobics.

Hooks

Diwali Week

Halloween/Bonfire Night

Christmas letter walk/Stay and Play Christmas Craft

Communication and Language

Listening, attention and understanding/Speaking

-Continue to develop their listening skills in familiar and new situations.

-Engage in story times and learn how to retell well-known stories.

-Learn how to ask questions, especially in planning and review sessions.

-Follow instructions with two parts.

-Take turns when speaking with others.

-To talk about different events and celebrations they have at home.

-To listen to others discuss their beliefs and thoughts.

-To learn to talk to their partner.

-To learn new vocabulary linked to celebrations.

What are celebrations and why are they special?



Through this question, the children will learn about a range of celebrations over the months of October, November, December. They will learn about their own community and others. This time of year is full of fun and celebrating others differences and similarities, which will be built upon from Term 1's question.

Understanding the World

Past and present

-To learn about old and new toys.

-To talk about traditions at home.

People, cultures and communities

-To learn about Christianity and Hinduism. To name and notice features about people who follow different religions.

-To learn about different celebrations across the months of October, November and December.

-To be able to recognise that people have different beliefs and celebrate special times in different ways.

-To know and understand that some places are special to members of their community.

-To know some historical facts and stories from different religions and celebrations

The natural world

-To listen to non-fiction texts about seasons and celebrations.

-To learn how to cook Gingerbread people.

-To learn about seasonal changes.

-To be able to explore the natural world around them, making observations and drawing pictures of animals and plants.

Personal Social and Emotional

Self-regulation

-To use their knowledge about feelings learnt in Term 1 to express themselves and consider others thoughts and feelings.

-To follow the school values and earn value points where necessary.

-To talk positively about themselves and others.

Managing self

-To learn how to put coats, gloves and hats on independently.

-To learn about the importance of sleep.

-To understand and explain how to keep themselves and others safe at school.

Building relationships

-To take turns effectively and share with others, using sand timers as support if needed.

-To respect others opinions and beliefs.

Maths

Number/Numerical Patterns

-To count objects, actions, and sounds.

-To subitise to 3.

-Representing numbers, 1, 2, 3, 4, 5.

-Composition and comparing of numbers, 1, 2, 3, 4, 5.

-To learn to use correct positional language.

-To learn about 2D shapes.

-To learn about time through night/day.

-To sing counting songs.

-To learn about one more/one less.

Expressive Art and Design

Creating with materials

- To learn about and create arts and crafts from different cultures e.g Rangoli patterns, Diva lamps, Christmas cards, Hanukah cards.

- To learn about transparent art.

- To learn to add features and detail to junk modelling.

Being imaginative and expressive

-To learn Christmas songs.

-To use small worlds to express knowledge of their own and others stories.

-To know that different music is played for different celebrations.

- To be able to learn to play percussion, instruments and to listen as they play to the sounds they make. To know that sounds can be changed by altering the way they are made

Key Vocabulary

Diwali

Christmas

Tradition

Festival

Hanukkah

Nativity

Firework

Bonfire

Occasion

Culture

Winter

Frozen/Freeze/Freezing