

Autumn Term 2 – Fantastic Fairy Tales

Communication and Language

- Learn new vocabulary.
 - Ask questions to find out more and to check they understand what has been said to them.
 - Develop social phrases.
 - Engage in story times.
 - Listen carefully to rhymes and songs, paying attention to how they sound.
 - Learn rhymes, poems and songs.
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|----------------|----------------------------|-------------------------|----------------------------------|
| Stories | • Autumn stories | • The Little Red Hen | • Goldilocks and the Three Bears |
| | • Autumn Information books | • The Three Little Pigs | • Christmas stories |
| | • Friendship stories | • The Gingerbread Man | • Mice |
| Poems | • Leaves are falling | • Who has seen the wind | • Shoes |
| | • Breezy Weather | • Cup of tea | |

Personal, Social and Emotional Development

- See themselves as a valuable individual.
 - Build constructive and respectful relationships.
 - Express their feelings and consider the feelings of others.
 - Manage their own needs – Personal hygiene
- Value – Friendship**
- What does friendship mean?
 - How can we be a good friend?
- Trick Box – Stand Tall**

Building Relationships – Special Relationships

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| - My Family | - I am unique |
| - Special People | - My interests |
| - Sharing | - Similarities and differences |

Physical Development

- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, co-ordination, balance and agility

Fundamentals

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| • To develop balance | • To develop jumping |
| • To develop running and stopping | • To develop hopping |
| • To develop changing direction | • To explore different ways to travel using equipment |

Physical Development – Fine motor skills

- 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.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Develop the correct pencil grip

Phonics

Introduce children to the phonemes/graphemes – ss h b f ff l ll j v w x y z zz qu ch

Introduce children to harder to read and write words – pull as his he she buses we me be

Read longer words, captions and sentences

Literacy

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| • Read individual letters by saying the sounds for them | • Begin to form some lower-case letters |
| • Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences | • Be able to write own name |
| • Read a few common exception words matched to the school's phonic programme | • Hear the initial sounds in a word |
| | • Begin to spell words by identifying the sounds and writing the sound with letter/s. (2/3 letter words) |

Mathematics

- Count objects, actions and sounds
- Begin to subitise
- Continue, copy and create repeating patterns
- Begin to understand the 'one more than/one less than' relationship between consecutive numbers.
- Link the number symbol (numeral) with its cardinal number value.

It's Me 1 2 3

Find 1 2 3

Subitize 1 2 3

Represent 1 2 3

1 more

1 less

Composition of 1 2 3

Circles and Triangles

Identify and name

Compare

Shapes in the environment

Describe position

1 2 3 4 5

Find 4 5

Subitize 4 5

Represent 4 5

1 more

1 less

Composition of 4 5

Composition of 1 2 3 4 5

Shapes with 4 sides

Identify and name

Combine

Shapes in the environment

My day and night

Daily Number – counting, subitizing 1-5 (tens frames)

Understanding the World

- Comment on images of familiar situations in the past.
- Describe what they see, hear and feel whilst outside.
- Draw information from a simple map.
- Understand the effect of changing seasons on the natural world around them.

Science

Senses

- What are our 5 senses?
- How do we use our senses?

Autumn

- What is a seasons?
- What happens in Autumn?
- How is Autumn different to summer/winter?
- What signs of Autumn can we see?

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Why do we have celebrations?

- Why do we celebrate different events?
- What do you celebrate?
- What is Diwali/Christmas and why is it celebrated?

Geography

Story Maps

- Draw simple story maps

History

Christmas Traditions

- What do we do to celebrate Christmas?
- How did people celebrate Christmas in the past?
- How did some Christmas traditions start?

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.

Art

- Autumn tree painting
- Art activities linked to fairy stories
- Art activities linked to Christmas

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Structure: Junk Modelling

- Exploring junk modelling
- Cutting and scissor skills
- Choosing resources
- Making models
- Evaluation and presentation
- Temporary joins

Music

Celebration Music

- Diwali music
- Hanukkah music
- Kwanzaa music
- Traditional Christmas music
- Christmas Action Songs

Autumn soup and bread making