










Autumn 2 People Who Help Us

Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Expressive Arts and Design	Understanding the World
<p>*Children will gain a stronger sense of self as they build up stronger relationships. They are confident at listening and responding to one another whilst playing independently. (See C&L)</p> <p>*Play involves respect for one another which is highlighted through circle time and CW.</p> <p>*Chn are able to talk about how they feel and through their play, are stronger at dealing with conflict and resolution (Link to Shared Reading Zog and the Flying Doctors)</p> <p>*Children are confident to talk about their families, their history and show the same respect to</p>	<p>*Children enjoy singing and are learning many different songs over the half term.</p> <p>*Children will retell Funny Bones with confidence and independently whilst learning through play.</p> <p>*Through independent learning, children will be able to sequence the story and discuss what they like and dislike.</p> <p>*Children to play 'Guess the character game. For example, "My character has 4 legs and a tail". Model using the language and speaking in full sentences focussing on the correct tense</p> <p>'The dog ran.' if children are confused with tense, model and have children repeat.</p>	<p>*Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p> <p>All these activities are part of independent learning in the outdoors, regular opportunities are put in place to practise these activities.</p> <p>Provided is a choice of open-ended materials to play that allow for extended, repeated and regular practice of physical skills like lifting, carrying, pushing, pulling,</p>	<p>*Children are becoming more confident with the phonics they are learning, and this is having a positive impact on reading and writing.</p> <p>*Blending to read words independently is having an impact on the focus reading, with books that are matched to children's individual phonic ability.</p> <p>*Tricky words are taught daily to read and spell until children are able to read them independently.</p> <p>Introduce children to reading simple sentences and phrases as part of their focus reading. Keep re-reading until children are confident with what they are reading to help develop fluency.</p>	<p>Children will develop their number sense and have a deep understanding of numbers to 5.</p> <p>-Sorting objects</p> <p>-Subitising</p> <p>-Matching numeral and quantity</p> <p>*Find 1 more and 1 less than any given number to 5.</p> <p>*Explore composition of numbers to 5.</p> <p>*Explore 2D shapes: (Circles, Triangles, Squares and Rectangles)</p> <p>-Sorting shapes</p> <p>-Make shape pictures</p> <p>-Circles and Triangles with real life objects</p> <p>-Shape Hunt</p> <p>*Positional language – where's teddy?</p>	<p>*Focussing on the artist Picasso - children to draw faces, showing different emotions in their drawings – happiness, sadness, fear etc</p> <p>*Linking with the theme of the story and using a range of instruments children will play with increasing control to express their feelings and ideas.</p> <p>*Children will build on knowledge of making music to listen attentively to music from different cultures, move to and talk about music, expressing their feelings and responses. (If possible, ask for a musician to visit.)</p>	<p>*Explore the natural world around them. Through the story of Funny Bones and Bats at the Beach/Night Animals encourage children to explore Night and Day/light and dark.</p> <p>*Let children explore how to make a shadow and what light looks like when travelling through transparent material. Use torches.</p> <p>*Encourage children to understand the effect of the changing seasons on the natural world around them. Watch how autumn moves into winter as the days get colder and darker.</p> <p>Seasonal change (Winter) Link to the shared reading story</p>

<p>others. (Circle times and CW) *Children will be more confident to meet new people. Police, fire fighters, etc. Visitors that come into school will talk and share what they do and because of a positive sense of self children can listen and respond confidently (Link to Non-Fiction Shared Reading Texts: Nurses, Doctors, Fire Fighters) *Children respond to other children's emotions by helping and supporting their peers during play (Link to Peace at Last)</p>  <p>Children:</p> <ul style="list-style-type: none"> • are more aware of themselves and others. • are respectful to their friends and peers in the class and will support each other without being told too. • are more confident at 	<p>*Through shared reading focus on children's listening skills. Prompt questions that will encourage good listening skills and deeper thinking about the story. *Always respond to children in a positive manner to encourage confidence.</p> <p>*Continue to build children's confidence with discussion, debating and embedding the use of sentence stems so that they can become confident at expressing a point of view and debate when they disagree. This will be achieved through shared reading and learning through play. The skill of listening will also be enhanced through debating. Encourage children to use complex sentences to link thoughts.</p> <p><u>Communication Week:</u> Theme – Christmas</p>	<p>constructing, stacking and climbing. * Progress towards a more fluent style of moving, with developing control and grace by introducing yoga bugs-developing children's core strength that will impact on how children sit, stand and move. *As part of developing the children's physical ability, use picture books and different resources to explain how physical exercise has a positive impact on the body.</p> <p>PPT of Health eating and Living *Discuss the importance of sleep and how it impacts on what you are able to do the following day.</p>  <p>Children</p>	<p>*Through focussed writing children will start to form the graphemes they are learning correctly. *Children will be provided with opportunities to practice writing independently across the curriculum.</p> <p>Funny bones Voyage and return *Immersion *Imitation *Innovation- substitution of characters and scene. *Invent- creating scene, characters and plot orally through the mystery story box.</p> <p>Additional Literacy Story (Doctor Duck) <u>Writing</u> – Hears and uses initial sounds.</p> <ul style="list-style-type: none"> • Basic skills (Capital letters, finger spaces, full stop). • Sentence structure <p><u>Reading</u> – Describe setting, character and events.</p> <ul style="list-style-type: none"> • Innovation using mystery story box. • Role-play and small world retell. 	<p>*Positional language – obstacle course *Day and night Sequencing events - Link to Shared Reading Text -Peace at last.</p>  <p>Children:</p> <ul style="list-style-type: none"> • will develop their skills in counting following the 1:1 principle • develop their skills in subitising to 5 • will understand the cardinal value of a number • will match numeral and quantity to 5 • will identify 1 more/1 less than numbers to 5 • are developing the skill of estimation before counting to clarify. • are becoming confident at knowing numbers to 5 - 	<p>*Firework Art. Pop Artist James Rosenquist. Imitate – Using paint. Innovate – Change media (chalk). Invent: Change pattern; use spirals, zig-zags, swirls etc. link the art to express Diwali. *Develop storylines in their pretend play. Being Imaginative - Engage in role-play and imitate adults. Children to role play what they learnt through the topic 'People who help us.' Ensure there are costumes or material for them to make their own dress code. Reinforce language relating to their profession - focus on doctors Link to the Shared Reading Texts</p> <p><u>Focus Songs:</u> Going to bed song, Fireworks Katie perry with instruments, Bats, Bats, Bats, Space Song Rocket Ride Barefoot Books</p>	<p>Non –Fiction on Winter texts *Show interest in different occupations Link to the Shared Reading Texts -People Who Help Us.</p> <p>Invite different people to visit from a range of occupations, such as a dentist, plumber, fireman, a vet, a member of the emergency services or an author. Plan and introduce new vocabulary related to the occupation and encourage children to use it in their talk and play. Remember and describe significant events.</p> <p>Link to the Shared Reading Texts -People Who Help Us.</p> <ul style="list-style-type: none"> • Talk about when children may have visited the doctors/hospital. What was their experience like? How did it make them feel? • People who help
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<p>resolving issues without intervention from adults.</p> <ul style="list-style-type: none"> • can talk about themselves and their family with confidence. • are confident to talk to visitors and people who are not familiar to them. <p>Unicef Rights of the Child</p> <p>Right to be listened to and taken seriously</p> <p>Right to make friends</p> <p>Right to play</p>  <p>Individual Liberty: all children have the right to healthy eating provisions</p>	<p>Link to shared reading texts: Jolly Postman & Busy Christmas</p>  <p>Children:</p> <ul style="list-style-type: none"> • will be confident to sing the songs they have learnt. • will be confident to retell the story of Funny Bones. • will be able to respond to questions about the story with correct sentence structure and use of tense. • will use their listening skills to be able to respond to questions that deepen understanding of a story or learning that is occurring. • will become more confident at responding using sentence stems. • will be able to talk about people who help us because of good listening and questioning skills. 	<ul style="list-style-type: none"> • are happy to be active and are thinking about the improvements they are making to their bodies and building skills-see above. • are becoming confident with yoga and building up their core strength. • are becoming confident at discussing the impact of exercise on their body and the importance of sleep. <p>Developing fine motor Plan a handwriting exercise in the mornings focusing on number formation one day and letter formation on another. Use whiteboards and pens.</p>	<ul style="list-style-type: none"> • Understanding the characters and setting with props <p><u>Non-Chronological report</u> Shared reading Jolly Postman Facts about the post man Post man in to visit Chn visit post office and post the letters.</p> <p>Poetry Dem Bones/Castle Poem</p>  <p>Children:</p> <ul style="list-style-type: none"> • are confident during their phonic sessions and are able to sound words clearly, blend to read words they are learning and are beginning to read phrases and simple sentences. • are able to read and spell the tricky words they are being taught. • are able to form letters correctly. 	<p>identifying numerals</p> <ul style="list-style-type: none"> • are becoming more confident with exploring number compositions to 5 • are able to solve problems from the well-thought through provocations that are put in place to deepen understanding. • will use positional language through play and highlight when used in stories. • Will begin to develop their understanding of 2D shapes and their properties. • Will be able to sequence everyday simple events. 	<p>Singalong, Space Song Rocket Ride Barefoot Books Singalong, When Santa Got Stuck up the Chimney</p>  <p>Children:</p> <ul style="list-style-type: none"> • have more knowledge about artist and artistic style and reflect this in their own art. • are expressing themselves through art and music • are developing their role play skills, relating them to real life experiences. (Doctor surgery) 	<p>us provocations: Fire station, (outdoors) doctor's surgery, (indoors)police station, Restaurants. Have costumes and props available for children to act out different scenarios</p> <ul style="list-style-type: none"> • Festivals (Christmas) <p>*Independent application- People who Help us Provision. labelling body parts, making x-ray machines, doctor facts, Shared Reading The Christmas Story (PPT) (Discussion on what Christians believe at this time. Jolly Postman Christmas Christmas theme provocation, different independent creative writing (letters to Santa, post cards, cards for loved ones, wrapping presents).</p>
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<p>Pupil Voice Provide opportunities for children to talk about which make them happy, sad or they find scary. Discuss their worries and how to solve problems.</p> 		<p>Educational Visits Think Tank Fire Engine visit</p>			<p>Parent Workshop Physical Development</p>	