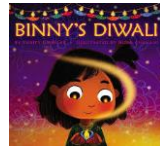
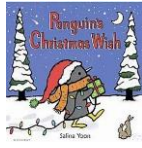
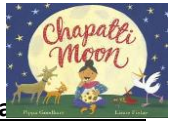


## Core Texts

'Chapatti Moon, Little Glow, Mrs Blackhat, Penguin's Christmas Wish, Binny's Diwali



Jolly Christmas postman by Alan Howard

When will it snow? By Alison Edgeson

It starts with a seed by Laura Knowels

Hedgehog needs a hug by Jen Betton

I want snow by Tony Ross

## PSED

Personal, social, emotion development- This is split into 3 areas:

Managing self, self regulation and building relationships.

We will be working on the following in this first half term:

- To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- To join in and play with one or more other children, extending and elaborating play ideas.
- To form closer friendships and seek them out to initiate play
- To increasingly follow the classroom and school rules and routines.
- Manage their own needs: to ask when they need the toilet, ask for a tissue and if they need

## Maths

Rote counting -Rote count on from a given number between 1 and 10

Counting objects - Understand that counting is to find out how many Use one to one correspondence when counting Understand the last number said is the number in the set

Number recognition -Select the numeral that represents a set of object..

Shape- Know that shapes can appear in different ways and be different sizes.

Build and make models with 3-D shapes

Space- Describe and recognise patterns made of objects, numbers and shapes

Create patterns made of objects, numbers and shapes.

## Communication and Language

We continue to use our new rich vocabulary on a daily basis.

- To start a conversation with an adult or a friend and continue it for many turns.
  - To use talk to organise themselves and their play.
- To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- To be able to talk about familiar books, and be able to tell a simple story.
  - To begin to understand how to listen carefully and why listening is important

## Curriculum Web

### Autumn 2

### Let's Celebrate

*Welcome to the second Autumn Term in EYFS! We have an exciting half term ahead that promise to enrich our learning with a variety of activities and experiences.*

## Understanding of the world

This is where we cover Science, Geography and history objectives. We cover people and our communities, the natural world and past and present.

- To talk about members of their immediate family and community.
- To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Begin to explore the natural world around them and seasonal changes – Autumn/ winter
  - To describe what they see, hear and feel whilst outside.

## English

English is split into three areas:

Comprehension :Listen to a story and comment on the events.

Name the characters from a familiar story.

Attempt to write their name in a way that they or others can recognise.

Writing: Write their name with correct formation.

Form Phase 2 letters recognisably.

Segment CVC words verbally.

Reading: Say a sound for all Phase 2

Blend CVC words verbally.

## Expressive Art and Design

Expressive arts is where we cover music, role play and creative art.

We have different themes each term to develop skills.

To remember and sing simple songs.

- To explore different materials freely, to develop
  - Use colours for a purpose
- their ideas about how to use them and what to make.
- Perform familiar sings/rhymes in small groups.

Participate in collaborative, creative activities, sometimes initiated by an adult.

## R.E

The Autumn terms unit is Special times.

This focuses on the how and why do we celebrate. What times are special to different people and why.

We will be looking at what children festivals children celebrate eg birthdays, Eid, Diwali, Christmas and To develop an awareness and mutual respect for celebrations and festivals from around the world.

Then we will move onto the Christian celebration of Christmas, looking at the Christmas Nativity story.

## Physical Development

This has 2 areas:

Gross motor – PE sessions- Balance, throwing under arm and to a target and jumping.

Fine motor skills.

To use one-handed tools and equipment, for example, making snips in paper with scissors.

- Uses scissors to cut out a simple shape independently