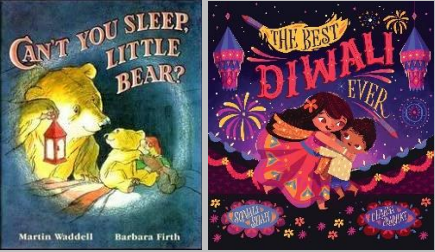
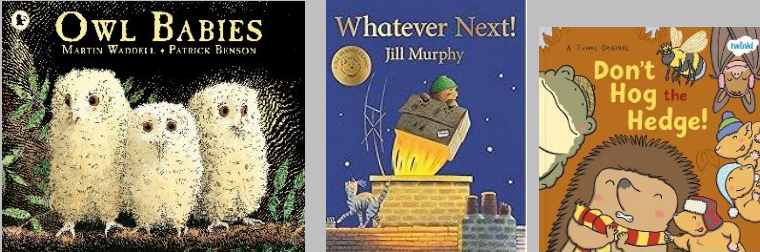
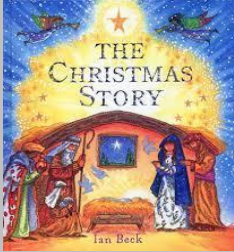


Autumn 2 Light and Dark Organizer

Important Jobs					Whole School Trip to the Pantomime	Christmas Bizarre	
TOPIC	'Diwali' (2 weeks)		Nocturnal Animals (3 weeks)			Christmas (2 weeks)	
Lead Text							
Topic Knowledge	<p>Diwali Diwali is a festival of lights celebrated by Hindus and Sikhs across the world. Diwali means 'row of lights'. Diwali is a festival that lasts five days. Diya lamps are used to celebrate good over evil. Rangoli patterns are placed outside houses to welcome the gods and bring good luck. Diwali celebrates the story of Rama and Sita.</p>		<p>Nocturnal Animals Nocturnal animals are animals that sleep during the day and are active at night. Some nocturnal animals can be seen during the day, but most of them spend their whole day resting. Examples of nocturnal animals include bats, foxes, badgers and rabbits. They hunt for their prey during the night. Nocturnal animals usually have either excellent eyesight for the dark or very sensitive hearing to help find their prey. Diurnal animals are animals that are active during the day. These include hens, dog, most livestock some birds and humans.</p> <p>Hibernation Seasonal changes a lack of food, light and warmth means some animals hibernate. Hibernation is when some animals go to sleep in winter. They gather food and over eat to last the winter months. Their breathing becomes low. They make nests to sleep in, these can be made of leaves, under rocks or in burrows. Animals that hibernate are bats, hedgehogs, toads and insects such as bees, and ladybirds.</p>			<p>Christmas Christmas is a time that Christians celebrate the day that Jesus was born. Christians believe Christmas is the birthday of Jesus. Angel Gabriel told Mary she was going to have a baby. Mary and Joseph travelled to Bethlehem on a donkey. Jesus was born in a stable. Shepherds and Three Kings came to visit Jesus. Incarnation means the birth of Jesus. 7. Jesus is the Son of God.</p>	
Topic Book	The Best Diwali Ever		Owl Babies			The Christmas Story	
Personal, Social and Emotional Development							

Disciplines

Self-Regulation

Feelings and behaviour regulation

- Identify a range of different feelings

Working for goals

- Keep on trying when I find something difficult

Focused attention

- Start to sit and listen more consistently during adult focus time
- Listen and respect others
- Follow simple instructions

Managing Self

- Start to try new activities
- Start to be aware of rules in the school and classroom
- Begin to zip and button coats.
- Start to know ways to stay healthy
- Know and talk about the different factors that support their overall health and wellbeing:
 - being a safe pedestrian (school trip to the theatre and church)

Building Relationships

- Play with a small group of children, sharing ideas
- Start to form good relationships with the familiar adults in my class
- Express and identify my feelings
- Express my basic needs to familiar adults e.g. ask to go to the toilet, etc.



Kapow PSHE

Building Relationships, Special Relationships

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

Role of the adult

Encourage children to talk about their experiences. Take the opportunity to get to know them and their interests.

Encourage children to listen to each other as well as staff.

Ensure play involves sharing and cooperating with others.

Praise children who are showing kindness.

Encourage children to access all areas of the classroom and try new activities.

Encourage children to ask for help if needed.

Support children to get changed for Forest School and organise their belongings.

Encourage friendships/collaboration with others during play.

Other Information

- Begin weekend news. Children to ask who why where questions.

Disciplines

Listening, Attention and Understanding

- Demonstrate good listening behaviours
- Understand how to listen carefully and why listening is important.
- Follow simple instructions (with two or more parts) reliably
- Engage in story times
- Join in with familiar songs and rhymes
- Wait and take turns in conversation

Speaking- ELG

- Start to share ideas with familiar adults
- Talk to others (adults and children)
- Use talk to organise thoughts
- Listen to and talk about stories, rhymes and non-fiction
- Share ideas using talk as a tool
- Say how you feel using talk as a tool

Role of the adult

Back and forth interactions with the children – engage in talk LOTS
Model café talk in role play area – take on different roles
Model active listening skills eg. "Let me face you so I can see you."
Make deliberate mistakes to highlight that sometimes you get things wrong.
Encourage children to talk about their problems and create solutions to solve them.

Continues to build vocabulary on feelings
Sad, glum, upset, blue, miserable, devastated.
Happy, great, wonderful, amazing, phenomenal, cool, proud.

Continue with listening games in Forest School
Facilitate children to become more independent in following and giving instructions.



Woodland Scene



Nativity Small World



Café



Santa's Workshop

Provision Enhancements

Role Play area

- Turn into a café (take on different roles)
- Add in menus, writing orders, fill, money, food, tea cups
- Open/closed signs
- Cafe manager (to ensure correct running of café)

Role Play area

- **Santa's Workshop**
- Wrapping presents
- Writing letters to Santa
- Christmas list

Small World

- **Woodland Scene**
- Nocturnal animals including owl babies
- pumpkins
- Nocturnal and Diurnal sort
- Clipboard animal spotter
- **Nativity**
- Stable
- Characters
- Animals

Disciplines

Gross Motor

- Use lots of different ways of moving appropriately
- Climb over, under and through obstacles
- Progress towards a more fluent style of moving, with developing control and grace.
- Watch and talk about dance and performance art, expressing their feelings and responses.

Fine Motor

- Show good pencil control when mark making and drawing
- Use cutlery and other one handed equipment



Dancing ribbons



Using tools/one handed equipment

Rhino









Dance

- Unison and levels
- Canon and jumps
- Travel and repetition
- Speed and mirroring
- Formation and acoustics
- Rehearsal and peer feedback



Provision Enhancements

Drawing Skills:

 <p>Scribbles just made of lines.</p>	 <p>Scribbles made of lines and enclosed shapes.</p>	 <p>Marks including simple pre-writing shapes.</p>	 <p>Over-simplified representations of people.</p>
 <p>Marks including more complex pre-writing shapes.</p>	 <p>More detailed representations of people.</p>	 <p>Detailed pictures of other objects using shapes.</p>	 <p>More detailed representations of multiple objects.</p>

Disciplines

Set 1 Sounds: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k

Reading

Comprehension

(Understanding & retelling)

- Retell the key events in stories
- Start to recall facts from non-fiction

Comprehension (Prediction)

- Talk about what has happened in the story so far

Comprehension

(Vocabulary)

- Listen carefully to stories, rhymes, non-fiction and songs

Word Reading

Grapheme- Phoneme matching

- Recognise some of the set 1 speed sounds
- Recognise some red tricky words

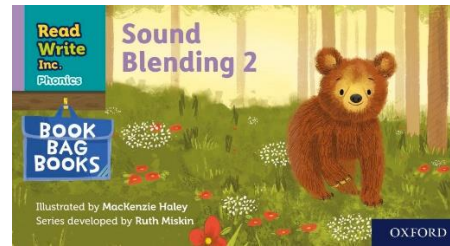
Blending and Segmenting

- Say the sounds in CVC words
- Orally blend CVC words
- Blend CVC words
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Begin to read short captions (2-3 words)

RWI

Sound Blending Books

- Speed Sounds
- Word Time



Other Information

- School trip to the Theatre



Provision Enhancements



Match and spell game



match the word



find and read the tricky words

Provision Enhancements



Alphabet matching to lowercase



CVC Fishing game

Disciplines

Writing

Letter Formation

- Form some lower case letters correctly
- Form some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)

Spelling

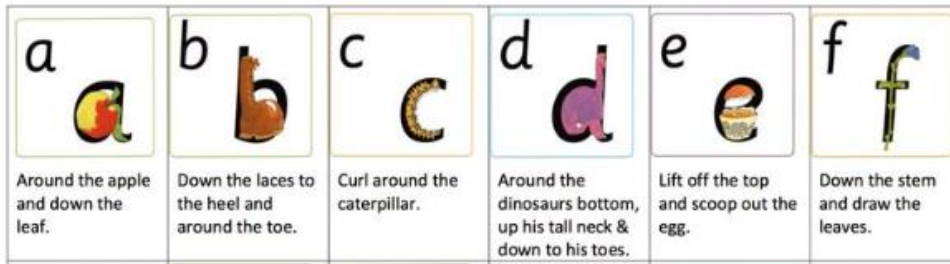
- Write Set 1 letters in response to sounds
- Recognise and write the initial sound in words

- Write CVC words and labels e.g. c-a-t (Set 1: m – h)

Composition

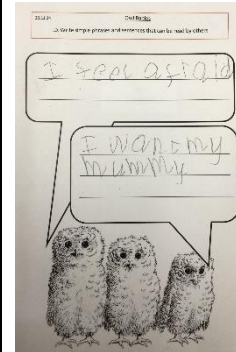
- Write simple labels
- Begin to write 2-3 word captions
- Hold a simple sentence for writing (oral and count words)

Letter Formation



- Refine letter formation
- Writing on the lines and finger spaces between words
- Add capitals and full stops

Writing opportunities



Speech bubble



Writing in the frost

Role of the adult

Encourage writing in different areas:

- Role play
- Construction
- Small world etc.

Writing lists

Writing labels

Writing captions




Magnetic letters



Clipboards



Outdoor White Board

<p>White Rose</p> <p>Block 5: 1 2 3 4 5 Block 6: Shapes with 4 sides</p> 	<p>Objectives</p> <p>One more and one less within 5 First, then, now stories</p> <p>Using 5 frames, cards, and objects to represent groups and bonds to 5 If 3 and 2 make 5, then 2 and 3 must make 5</p> <p>Subitise up to 5 Count objects actions and sounds</p> <p>Link the number symbol with its cardinal number value</p> <p>Identify and name shapes with four sides. Combine shapes with 4 sides Talk about and explore 2d and 3d shapes</p>
<p>Disciplines</p> <p>Number</p> <p>Numbers to 10 and subitising</p> <ul style="list-style-type: none"> •Count to 5 using different mathematical resources •Match numeral and quantity to 5 •Quickly say how many there are (up to 3) in different arrangements <p>Calculation</p> <ul style="list-style-type: none"> •Start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this <p>Numerical patterns</p> <p>The Number System</p> <ul style="list-style-type: none"> •Count to 10 by rote <p>Comparison</p> <ul style="list-style-type: none"> •Compare manipulatives (e.g. saying when one tower is bigger/smaller) •Find one more/ one less using resources <p>Patterns</p> <ul style="list-style-type: none"> •Continue and copy patterns •Create my own patterns 	<p>Provision Enhancements</p> <p>5 frames Cubes Double sided counters Washing line and pegs Mini whiteboards Numerals 1-5</p> <p>Part whole models Cubes Hoola hoops and beanbags Pens and pencils</p> <p>2D and 3D shapes Dolls house and furniture Equipment box – PE</p>

Discipline

Past and Present

- Talk about changes that have happened to me throughout my life
- Talk about my family and people in the community and their roles
- Become more aware of the past linked to myself and my family and how it has changed
- Talk about what I can see in pictures and artefacts of the past and order them
- Vocabulary: Old, older, oldest, newer, most recent, quite old, new, newest, modern.

People, cultures and communities

- Make detailed observations of the world around me thinking about my senses- feel, hear, see, smell
- Start to explore the natural world
- Talk about how different people celebrate
- Start to use stories and pictures to talk about differences in life in other countries

The Natural World

- Describe what I can see, hear and feel outside
- Talk about the area I live in, including the weather and seasonal changes etc.

Diwali

Diwali is a festival of lights celebrated by Hindus and Sikhs across the world.

Diwali means 'row of lights'.

Diwali is a festival that lasts five days.

Diva lamps are used to celebrate good over evil.

Rangoli patterns are placed outside houses to welcome the gods and bring good luck.

Diwali celebrates the story of Rama and Sita.



Christmas

Christmas is a time that Christians celebrate the day that Jesus was born.

Christians believe Christmas is the birthday of Jesus.

Angel Gabriel told Mary she was going to have a baby.

Mary and Joseph travelled to Bethlehem on a donkey.

Jesus was born in a stable.

Shepherds and Three Kings came to visit Jesus.

Incarnation means the birth of Jesus. 7.

Jesus is the Son of God.



RE –

Theme: Christmas

Key Question: How do Christians celebrate Christmas?

Religion: Christianity

Christian concept: Incarnation

Begin to learn about Christian Symbols.

Other Information

Children attend church for Christingle



Armistice Day

Know that this is a day of remembrance that happens on the 11th day of the 11th month on the 11th hour.

People went to war leaving their children behind.

Teddies were made wearing military uniform.

Miniature teddies were made to fit in servicemen's pockets to remind them of their children.

A poppy is a symbol of remembrance.

Other information

Children make and lay wreath at village memorial



Disciplines

Creating with materials

- Use various tools for artwork and design e.g. playdough tools
- Select my own art and design materials to create with
- Tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.
- Starting to recreate familiar stories (with adult support)

Being imaginative and expressive

- Recount and retell familiar stories with my friends and adults (small world/ role play)
- Role play imaginary scenarios linked to experiences
- Know some popular songs and sing them supported by an adult
- Listen and respond to sounds
- Sing with others and supported by an adult

Kapow Music

Celebration Music

.Diwali Music

Hanukah Music

Kwanzaa Music

Traditional Christmas Music

Christmas Action Songs



A variety of songs for the Nativity performance

Other information

Christmas Nativity – Production to parents
Learn poem for Armistice Day ' I Wear a Little Poppy'

Provision Enhancements

Malleable area – clay (diva lamps)

- Use tools to make marks.
- Selecting resources needed to make lamps.
- Explain to an adult how they have made it.
- Decorate by applying pre taught patterns from maths



Rangoli patterns



Fireworks



Poppies



Christmas Crafts/Cards

DT – Joining

Glue

- Using glue to stick two surfaces together
- Glue sticks, PVA, flour and water
- Discuss differences between each of the glues (eg. glue sticks are quicker, easier to apply etc.)
- Materials with flat surfaces to make joining easier

Knowledge

What is drawing?

- Know that drawing tools create marks.
You can make different lines with drawing tools and by applying pressure.
Straight, zigzag, wavy, dotted, curly
- Name some drawing tools.

Pencil

Crayon

Felt tip

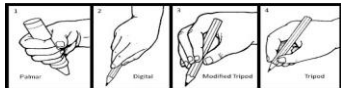
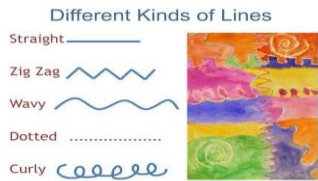
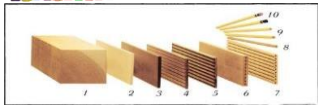
- Know the names of different drawing tools.

Chalk

Charcoal

Pastels

- Know where chalk and pencils come from.
Chalk is a soft, white rock. It is normally formed underwater. Pencils are made of wood and come from trees.



Disciplines

- Explore making different marks with different resources, begin to compare lines and pastel smudges.
- Develop effective grip using smaller crayons, pencils and pens.
- Begin to colour in-between lines with increasing accuracy.
- Talk about their marks and patterns.
- Draw from memory and observation.

