

Autumn 2

Possible Themes & Interests
(Based on interests the children have had in past years)



Suggested Texts
Books following possible themes.




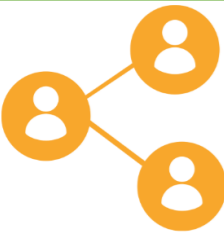


Autumn 2
Literacy texts



+ Daily songs,
nursery rhymes
and school/class
songs.

Child led interests covered during the half term:

PRIME AREAS

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Best fit assessment		
			On track	not on track	extra focus assessment needed
<p>Communication and Language</p> 	<p>Listening: Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment.</p> <p>Attention: Maintain attention in new situations e.g., whole school assembly or PE sessions in the hall. Shift attention when required e.g., when given a clear prompt - 'name'.</p> <p>Respond: Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Respond to others appropriately in play. <i>Engage in story times.</i> <i>Engage in non-fiction book.</i></p> <p>Understanding: <i>Follow instructions or a question with 2 parts in familiar situations.</i></p> <p>Speaking: Use intonation to make meaning clear to others. <i>Start a conversation with peers and familiar adults and continue it for many turns.</i> Use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a simple event e.g., how scratched knee' Recognise words that rhyme or sound similar E.g., "Cat and hat". <i>Develop social phrases – "Good morning, how are you?"</i></p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>			
<p>Personal, Social and Emotional Development</p> 	<p>Express feelings: Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they are feeling on the zone of regulation board. <i>Beginning to express their feelings and consider the perspectives of others.</i></p> <p>Manage behaviour: Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.</p> <p>Self-awareness: Can talk about what they are doing and why.</p> <p>Independence: Can independently choose areas they would like to play in or resources they would like to use. Can say when they help. With some support can get dressed and undressed for PE sessions. Can follow instructions with 2 parts.</p> <p>Collaboration: Begin to share and take turns.</p> <p>Social skills: <i>Continue to build constructive and respectful relationships.</i> Seek familiar adults and peers to engage in conversations and ask for help.</p> <p>Jigsaw Theme – Celebrating Difference Covering Identifying talents, Being Special, Families, Where we live, Making Friends, Standing up for yourself.</p> <p>Key Vocabulary: Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p> <p>Introduction of 3rd zone of regulation</p>  			

Books used –



Key Knowledge Taught:

- Know what being unique means
- Know the names of some emotions such as happy, sad, frightened, angry
- Know why having friends is important
- Know some qualities of a positive friendship
- Know that they don't have to be 'the same as' to be a friend
- Know what being proud means and that people can be proud of different things
- Know that people can be good at different things
- Know that families can be different
- Know that people have different homes and why they are important to them
- Know different ways of making friends
- Know different ways to stand up for myself

Social and Emotional Skills

- Recognise emotions when they or someone else is upset, frightened or angry
- Identify and use skills to make a friend
- Identify some ways they can be different and the same as others
- Identify and use skills to stand up for themselves
- Identify feelings associated with being proud
- Identify things they are good at
- Be able to vocalise success for themselves and about others successes
- Recognise similarities and differences between their family and other families

RE – F2 Which people are special and why?

Coverage - talk about people who are special to them, say what makes their family and friends special to them, identify some of the qualities of a good friend, recall and talk about stories of Jesus as a friend to others, recall a story about a special person in Sikhism and talk about what can be learnt from it.

Physical Development



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 spoon.

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

Complete separate fine motor writing assessment.

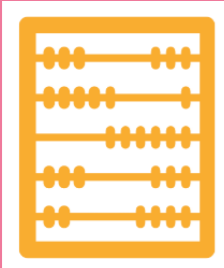
Assessment	Pre-Phonemic Stage					
	Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols	Letter strings move from L to R and move down the page	Separated by spaces to resemble different words	
Indicate initials below						
Aut 1						
Aut 2						
Spr1						
Spr2						
Sum 1						
Sum 2						

	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>REAL PE FOCUS</p> <p>Social Cog Focus – taking turns and sharing.</p> <p>Dynamic balance to Agility skill: Jumping and Landing</p> <p>Static Balance skill: Seated balance</p> <p>Social Cog - Real Dance - Friday</p>				
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Specific Areas

<p>Literacy</p> 	<p>COMPREHENSION Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> <p>WORD READING Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our phonic programme.</p> <p>WRITING Emergent writing: Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. Handwriting: Form letters from their name correctly. Recognise that after a word there is a space. Helicopter stories progression: Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	<p>Re-read books to build up confidence in word reading, fluency, understanding and enjoyment. Read books consistent with their phonic knowledge.</p>			
<p>Phonics</p>	<p>Level 3 Twinkl Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know high-frequency common words (the, to, no, go).</p>	<p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p> <p>Intervention groups x3 a week Revisit Level 2</p>			

Mathematics



White Rose
Maths



Coverage	Guidance (subject knowledge)
Representing 1,2,3	Subitise or count to find how many and make own collections of 1,2, 3 objects. Match number names to numerals and quantities. Count up to 3 objects in diff arrangements by touching each object as they count. Recognise that the final number they say names the quantity in a set. Use own mark making to represent 1, 2 and 3.
Comparing 1,2,3	Begin to understand as we count each number is one more than the number before. Similarly, as we count back, each number is one less than the previous number.
Composition of 1,2,3	Intro idea all numbers are made up of smaller numbers. Explore and notice diff compositions of 2 and 4.
Formation of 1,2,3	
Circles and triangles	Circles have one curved side, triangles have 3 straight sides. Recognise these shapes in everyday life. Show a variety of diff sized circles and triangles in diff orientations and sides with diff lengths.
Spatial awareness: Positional language	Hear and begin to use positional language to describe how items are positioned in relation to other items.



Coverage	Guidance (Subject knowledge)

Develop confidence in using manipulatives, graphical representations, subitising and exploring pattern.

Counting real life objects, subitising and counting objects that are identical before moving onto objects with slight differences such as size or colour.

Children encouraged to put objects into a line when counting so there is a clear start and end point.




Five frames used to support and compare numbers within 5.

Numerals introduced but not expected to write them at this stage.

Informal jottings/drawings to record thinking.

When counting continue to learn that the final number they say names the quantity of the set.

Continue to count, subitise and compare as they explore one more and one less.

	<p>Representing 4, Comparing 4, Composition of 4, Formation of 4</p>	<p>Count on and back to 4. Subitise up to 4 objects. Match number name to numeral and quantity. Say which sets have more and fewer.</p>				
	<p>One more and less</p>	<p>Use a five frame to represent numbers and predict how many there will be if they add one more or take one away. Understand the link between counting forwards and the one more pattern, then counting back and the one less pattern. Support with books and number rhymes e.g., 5 speckled frogs, 5 current buns, 5 little ducks.</p>				
	<p>Shapes with 4 sides</p>	<p>Squares (classes as special rectangles with 4 equal sides) and rectangles have 4 straight sides and 4 corners. Recognise these shapes in everyday life. Show these shapes in a variety of diff sizes and orientations.</p>				
	<p>Time: Night and Day</p>	<p>Talk about night and day and order key events in daily routines. Use language to describe when events happen e.g., day, night, morning, afternoon, before, after, today, tomorrow. Begin to measure time in simple ways e.g., counting number of sleeps, timers to measure durations.</p>				
<p>Understanding the World</p> 	<p>Chronology: Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.</p> <p>Continue to develop a sense of <i>continuity and change</i> by being able to compare characters from stories.</p> <p>Respect: Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>LYFTA - Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</p> <p>ICT- Icompute I am Logical, I make art, I can move, I make music</p> <p>Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p>	<p>Scientific skills – Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Explore the natural world around them by taking part in forest school inspired and making observations and drawing pictures of animals and plants.</p>				
<p>Expressive Arts and Design</p> 	<p>Develop storylines in their pretend play.</p> <p>Artist Study: Kusama, Mondrian, Kandinsky</p>  <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>				

Refer to Art and Design progression map to facilitate progression through child led interests.

Poetry basket:

Point Hat, Wise Old Owl, Who has seen the wind, Cup of tea, Mice and Shoes

Charanga – Music

My Stories:

I'm a little Teapot, The Grand Old Duke of York, Ring O Roses, Hickory, Dickory, Dock, Not too Difficult, ABC Song.