

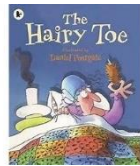
**What are we learning?**



# Let's Celebrate!

## Key Themes and Books

Remembrance Day, Diwali, Bonfire Night, Christmas, Decorations Day Seasonal changes - Winter.  
(May change with children's interests)



We will find out about the different festivals celebrated in the UK as well as in other countries around the world. We will understand how we must be respectful of other people's beliefs and traditions. We will develop our understanding that things exist even when we cannot see them (space). We will investigate seasonal changes as Autumn becomes winter for example explore the properties of ice.

## Key Vocabulary

<b>Festival</b>	A day or time of year when people might have a holiday from school or work to celebrate a special event.
<b>Celebration</b>	Is a special enjoyable event that people organise because something good has happened or it is someone's birthday or special day.
<b>Tradition</b>	An inherited, established or customary pattern of belief, action or behaviour
<b>Festive</b>	Having or producing happy and enjoyable feelings suitable for a festival or other special occasion
<b>Fireworks</b>	Small objects, lit by an adult on special occasions, that burn brightly in the sky and can make a loud noise
<b>Diwali</b>	A Hindu festival of light, remember Lakshmi, the Goddess of wealth
<b>Christmas</b>	A Christian festival celebrating the birth of Jesus.

## Personal Social and Emotional Development

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 using the Colour Monster Beginning to express their feelings and consider the perspectives of others.

Manage behaviour:

Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.

Self-awareness:

Can talk about what they are doing and why.

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.

Collaboration:

Begin to share and take turns.

## Year F Autumn Term 2



## Maths

Representing, Comparing, Composition and Formation 1,2,3 and 4

Subitise or count to find how many and make own collections of 1,2, 3 and 4 objects. Match number names to numerals and quantities. Count up to 4 objects in different 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, 3 and 4. Say which sets have more and fewer.




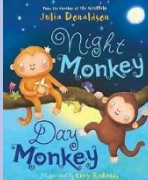
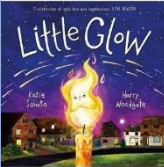
One more and less

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.

Circles and triangles

Circles have one curved side, triangles have 3 straight sides. Recognise these shapes in everyday life using a variety of different sized



<p><b>Social skills:</b> Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.</p> <p><b>Revisit/ ongoing throughout the year</b> Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary Listen to others, speak to peers and adults and engage in discussions in a positive way.</p>		<p>circles and triangles different orientations and sides with different lengths.</p> <p><b>Shapes with 4 sides</b> Squares (classes as special rectangles with 4 equal sides) and rectangles have 4 straight sides and 4 corners. Recognise these shapes in everyday life (represented in different sizes and orientations).</p> <p><b>Spatial awareness: Positional language</b> Hear and begin to use positional language to describe how items are positioned in relation to other items.</p> <p><b>Time: Night and Day</b> Talk about night and day and order key events in daily routines. Begin to measure time in simple ways e.g., counting number of sleeps, timers to measure durations.</p>  
<p><b>Communication and Language</b></p> <p><b>Listening:</b> Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment.</p> <p><b>Attention:</b> 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><b>Respond:</b> Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non-fiction book.</p> <p><b>Understanding:</b> Follow instructions or a question with 2 parts in familiar situations.</p> <p><b>Speaking:</b> Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. 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". Develop social phrases – "Good morning, how are you?"</p> <p><b>Revisit/ ongoing throughout the year</b></p>	<p><b>Understanding The World</b></p> <p><b>Causation:</b> Begin to know that they can compare characters from stories to themselves and their own experiences.</p> <p><b>Impact:</b> Know how to use the language of time when talking about past/present.</p> <p><b>Chronology:</b> Begin to know how to 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><b>Enquiry:</b> Know about some key historical events – know why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Carry out a science investigation. Observe closely, using simple equipment.</p> <p><b>Respect:</b> Know that that people have different beliefs and celebrate special times in different ways. Begin to know some similarities and differences between life in this country and life in other countries.</p> <p><b>Mapping:</b> Know how to use technology in exploring mapping - a Bee Bot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p> <p><b>Communication:</b> Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside.</p> <p><b>Revisit/ ongoing throughout the year</b> 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 making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</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

**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.  
 \*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.  
 \*Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing  
Revisit/ ongoing throughout the year  
 Continue to develop overall body-strength, balance, coordination, and agility through use of outdoor play equipment

**Literacy**

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.  
**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



**Expressive Art and Design**

Mark Making/Drawing: observational drawing - Know how to create closed shapes with continuous lines and begin to use these shapes to represent objects.  
Colour: Recognise and name colours.  
Painting: Explore that there are different paint types - watercolour, powder paint, acrylic, ready-mix paint.  
Printing: Know how to print with sponges and rollers, shapes to create a firework picture.  
Materials: Know how to use different materials for Junk modelling. Junk modelling will continue to be offered in continuous provision.  
3D Work: Know how to use simple joins when using different materials to create 3D work, e.g., Cellotape, masking tape, stick glue.  
Cutting Skills: Know how to use scissors to cut in a straight line.  
Revisit/ ongoing throughout the year  
 Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups



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 roleplay.

**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.

**Phonics - Phase 2**

Working on writing CVC words using a wider range of letters inc. consonant digraphs and double letters e.g., bell, chick. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences

**Revisit/ ongoing throughout the year**

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge

**Ways to support at home**

- \*Read and share stories every day (remember to write these in your reading record to earn extra dojos)
- \*Practice your sounds using your grapheme mat.
- \*Practice your tricky words
- \*Use your grapheme mat to practice reading simple words e.g. lay out 3 sounds (b-e-d, c-a-t, p-i-g) say the sounds and then blend to read the word.
- \*Practice writing your name using correct letter formation
- \*Birthday Knowledge: Your birthday is the day you are born and is celebrated once, on the same date every year. Can you design and write a birthday card for a family member? Can you bake a cake together following the recipe / instructions?
- \*Practise your song lyrics for our Christmas Carol service (will be sent home soon)
- \*Can you design, create and write a real Christmas card and post it using a stamp?
- \*Write and post a letter to Santa, you may even get a reply back!
- \*See how quickly you can get dressed in the morning?
- \*Look for numbers in the world around you, spot numbers on doors and buses
- \*Play some board games using dice or matching and sorting games e.g. can you find one exactly like mine or how quickly can you pair all the socks?
- \*Talk about what you celebrate within your family
- \*Bring in a photo or memorable object of a festival/special day that you have celebrated or share your celebrations with us on Class Dojo.

Grapheme mat showing letters and digraphs: j, qu, v, ch, w, sh, x, th, y, ng, z, nk. Includes a house icon.

**Tricky words**

is I the put pull full as  
and has his her go no to  
into she push he of we me be