

## Autumn 2



## Topic Journeys

### Prime Areas

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p><b><u>Listening and Attention</u></b> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <b>(30-50m)</b></p> <ul style="list-style-type: none"> <li>• <b>Listens</b> to others one to one or in small groups, when conversation interests them. <b>(30-50m)</b></li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others. <b>(30-50m)</b></li> <li>• Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play <b>(40-60m)</b></li> <li>• <b>(40-60m)</b></li> </ul> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>• <b>Listens</b> and responds to ideas expressed by others in conversation or discussion. <b>(40-60m)</b></li> </ul>	<p><b><u>Moving and Handling</u></b></p> <ul style="list-style-type: none"> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control <b>(30-50m)</b></li> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. <b>(30-50m)</b></li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. <b>(40-60m)</b></li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <b>(40-60m)</b></li> </ul> <p><b><u>Health and Self Care</u></b></p> <ul style="list-style-type: none"> <li>• Observes the effect of activity on their bodies <b>(30-50m)</b></li> <li>• Understands that equipment and tools have to be used safely <b>(30-50mm)</b></li> <li>• Shows some understanding about how healthy eating contributes to good health <b>(40-60m)</b>.</li> </ul>	<p><b><u>Self Confidence and Self Awareness</u></b></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions</li> <li>• Communicates freely about own home and community <b>(30-50m)</b></li> </ul> <p><b><u>Managing Feelings and Behaviour</u></b></p> <ul style="list-style-type: none"> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support <b>(30-50m)</b></li> <li>• Aware of own feelings and that some actions and words can hurt others feelings <b>(30- 50m)</b></li> </ul> <p><b><u>Making Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play with other children <b>(30-50m)</b></li> <li>• Initiates conversations, attends to and takes account of what others say <b>(40-60m)</b></li> </ul>
<p>Gingerbread man – Pie Corbett Talk for Writing. Discussions about different methods of transport. Guided role play. Travelling Ted – listening to each other and asking appropriate questions. All about me bag. Puppets in book corner. Small group storytelling activities in book corner. Partner planning.</p>	<p>Name tracing, letter formation sheets. Writing letters with different media – i.e. glitter, chalks etc. Threading, cutting, peg boards, construction, stencils, tracing, tweezers, chopsticks and range of other fine motor skills during phonics continuous provision. <b>PE</b> : Real PE – Unit 2. PE: Dance unit 1 (for Christmas performance) Bikes and scooters, obstacle courses, PE trolley during continuous provision. Discussions in PE lessons about changes to body during PE. Snack group discussions about using equipment safely. Snack group discussions about importance of healthy eating.</p>	<p>Introduction of Plan Do Review All About Me bag Cooperative games and building projects (modelled and supported) Guided role play – baby clinic, Christmas train station <b>PHSE</b> Seal – Getting on and falling out- circle times and snack My special people – families Introduction to RRR.- families</p>

## Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Art and Design
<p><b>Reading</b> Beginning to be aware of the way stories are structured and suggests how stories might end <b>(30-50m)</b> Hears and says the initial sound in words. <b>(40-60m)</b> Describes main events, settings and principal characters <b>(30-50m)</b> Can segment the sounds in simple words and blend them together and knows which letters represent some of them <b>(40-60m)</b></p> <p><b>Writing</b> Gives meaning to marks they make as they draw, write and paint <b>(40-60m)</b> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence <b>(40-60m)</b></p>	<p><b>ORAL COUNTING</b> Recite numbers 0— 10 1:1 counting of objects 1— 5 accurately 1:1 counting of objects 1— 10 accurately Make sets of a given number from 1-10 Introduce Numicon</p> <p><b>READING NUMBERS</b> Recognise some numbers of personal significance Recognise numbers 0—5 Recognise numbers 0-10 Begin to order numbers to 10 Match sets of objects to correct numbers Introduce number track to 10</p> <p><b>WRITING NUMBERS</b> Begin to learn how to write numbers 0—10 Begin to order numbers to 10</p> <p><b>SHAPE — Pupils can:</b> Recognise and name some 2D shapes—flat shapes Recognise and name some 3D shapes—solid shapes</p> <p><b>SPACE—Pupils can:</b> Use some positional language appropriately</p> <p><b>MEASURES — Pupils can:</b> <b>Length—</b> Find the longest / shortest <b>Capacity—</b> Introduce full / empty <b>Time— Pupils can:</b> Begin to use everyday language related to time <b>Mass— Pupils can:</b> Identify heavy / light objects <b>MONEY— Pupils can:</b> Recognise coins can be different colours / sizes / shapes</p>	<p><b>The World</b> • Talks about why things happen and how things work <b>(30-50m)</b> • Looks closely at similarities, differences, patterns and change <b>(40-60m)</b></p> <p><b>People and Communities</b> • Recognises and describes special times or events for family or friends <b>(30-50m)</b> • Remembers and talks about significant events in their own experiences. <b>(30-50m)</b></p> <p><b>Technology</b> • Completes a simple program on a computer <b>(40-60m)</b> • Uses ICT hardware to interact with age-appropriate computer software <b>(40-60m)</b></p>	<p><b>Exploring and Using Media and Materials</b> • Explores and learns how sounds can be changed <b>(30-50 m)</b> • Sings a few familiar songs.<b>(30 – 50m)</b> • Taps out simple repeated rhythms <b>30 – 50m)</b></p> <p><b>Being Imaginative</b> • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words <b>(30-50m)</b> Plays cooperatively as part of a group to develop and act out a narrative <b>(40-60m)</b> Explores how colours can be changed <b>(40-60m)</b></p>
<p>Daily phonic lessons – phase 2-3 letters and sounds Books – The Gingerbread Man, The Train Ride, The Christmas story – information books and stories about transport. See literacy planning <b>Continuous provision</b> – book corner, opportunities to look at books independently and with friends</p>	<p>*Daily mathematics lesson - see planning <b>Continuous provision</b> – number sequencing, numbered counting pots, 2D and 3D shapes, sorting hoops, feely bags. Opportunities to use money – train station, Christmas shopping. Weighing and ordering Christmas presents. Further development of outside maths area. Number ordering along fence and on outside washing line Making repeated patterns using various different mediums.</p>	<p>Makes playdough and salt dough, exploring similarities, differences and changes. Travelling Ted and All about me bag Uses computer program to make Christmas Cards. Programming Beebots. Logging in using individual passwords. RE- Celebrating Birth</p>	<p>Music – Parachute dances (see planning) Christmas show, dancing and singing. Dancing to Christmas music in role play area. Continuous provision in art area. Making props for role play area. Guided role play Decorating salt dough gingerbread man using textiles and colour mixing the paint.</p>

<p>Story sacks, puppets Writing areas – writing cards, writing letters, writing labels for Christmas presents, writing Christmas lists, writing opportunities in role play train station, speech bubble writing.</p>		<p>Science - Exploring magnets and how magnets can be used to make things move – i.e. small-world trains, using magnets with cars etc Planting bulbs Exploring floating and sinking (toy vehicles) Cbeebies and Poison Rouge websites, 2 simple software.</p>	<p><b>ART</b> - Collaging animals for manger. <b>DT</b> –Constructing sleigh together</p>
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	<b>Main topic/book</b>	<b>Small group learning activities</b>	<b>Continuous provision</b>
<b>Week 1</b>	God/Creation Our wonderful world	Pictures and writing about how to look after our wonderful world Who is God? (children to paint own picture) Care for animal posters Visit to All Saints church	Role play house and baby clinic to continue Minibeasts in finding out and outside area Exploring outside area and minibeast habitats (wellie walks) Playdough animals, junk modelling animals
<b>Week 2</b>	The Gingerbread Man	Sequencing the story -(Using Pie Corbett gestures as prompts) Making salt dough gingerbread men (to later be given as Christmas present to families)	Role play gingerbread men masks Playdough and gingerbread cutters, rolling pins – in house
<b>Week 3</b>	The Gingerbread Man	Writing speech bubbles for gingerbread man, imagining other patterns – i.e. hop, hop as high as you can ... Making a boat for GBM to cross the water. Decorating gingerbread men biscuits. (picnic on Friday with these).	Role play gingerbread men masks Playdough and gingerbread cutters, rolling pins – in house
<b>Week 4</b>	The Train Ride	Writing postcards, imagining they are at the end of the journey. Guided train station role play Making train tickets and posters	Role play trains (using big blocks from hall) Small world – trains Transport stencils - making own pictures with these
<b>Week 5</b>	Mary and Joseph's journey – the Christmas Story	Making cards for family using computer program Writing inserts for cards Writing letters to Santa	Role play stable and Christmas house Wrapping presents and making labels Decorating house for Christmas Making cards, decorations etc. Christmas music to sing and dance to Collaging animals for the stable role play
<b>Week 6</b>	Mary and Joseph's journey – The Christmas Story	Decorating salt dough gingerbread men and wrapping up as present (writing name labels) Sequencing the Christmas story	Role play stable Wrapping presents and making labels Decorating house for Christmas Making cards, decorations etc. Christmas music to sing and dance to
<b>Week 7</b>	Christmas	Christmas art activities Joint construction project making a big sleigh Drawing and writing part of Christmas Story	Role play stable Wrapping presents and making labels Decorating house for Christmas

			Making cards, decorations etc.
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