





## Autumn 2

		SUPERHEROES	AUTUMN	HALLOWEEN	BONFIRE NIGHT/FIRE SERVICE	DIWALI	CHRISTMAS	REMEMBRANCE DAY	CHILDREN IN NEED
Themes/Interests / Lines of Enquiry									
Suggested Texts	Books following a possible theme								
	Autumn 2 Literacy texts								

Area of learning	Knowledge and Skills (Know how, know that, know the)	Planned Teaching & Learning	Revisit/ongoing throughout the year
<p><b>Communication and Language</b></p> 	<p><b>Listening:</b> Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. Know how to listen carefully and why listening is important.</p> <p><b>Attention:</b> Maintain attention in whole class and small group contexts for a short time.</p> <p><b>Respond:</b> Know how to respond appropriately when asked e.g. ‘tambourine = freeze &amp; show me 5’ (classroom rule) Make relevant comments when listening to a story. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Can understand and 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 and while engaged in another activity. Engage in story times. Engage in non-fiction book.</p> <p><b>Understanding:</b> Know how to follow instructions or a question with 2 parts in familiar situations.</p> <p><b>Speaking:</b> Use intonation to make meaning clear to others. Know how to start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in talk to link thoughts ‘and’ ‘because’. Use multisyllabic words such as ‘pterodactyl’, ‘investigation’ ‘terrible’ or ‘celebration’</p>	<p><b>Planned teaching &amp; learning:</b> Teach, model and practice active listening skills – in teaching sessions and within provision Establish clear expectations of what “Being ready to learn” looks like (facing the right way, sitting still, hands to ourselves, looking at the person talking) – practice and highlight, role model Books in the book corner should reflect children’s interests, fiction books from the reading spine, different versions of traditional tales, non-fiction and fiction books linked to Understanding of the World, a selection of reading books matching children’s phonics level. Daily story time - copies of books to be available in the book corner for children to look at independently and for adults to share. Focus on orally retelling a short story, talking about characters and settings (Key texts – Supertato, Funnybones, Owl Babies, Stickman, Dear Santa, The Jolly Christmas Postman, The Nativity). Non-fiction books linked to texts - e.g. Bonfire Night – Guy Fawkes Teach new vocabulary linked to seasonal changes, Bonfire Night, Nativity, stories and non-fiction – model using the vocabulary throughout the day. Daily poetry time – learn 1 rhyme per week provide time for children to perform Access to the nursery rhymes and props in the classroom. Continue to model and encourage children to use daily social phrases – e.g. “Good morning, how are you?”, answering the register, please, thank you.</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. Use talk to organise themselves and their play.</p>

Use talk to organise themselves and their play: "Let's go on a bus... You sit there... I'll be the driver."  
Use longer sentences of six words or more. "I liked it when he ran away." "I am a fireman because I put out fires."

Personal, Social and Emotional Development



**Express feelings:**

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.

Begin 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 need 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.

**Social skills:**

Continue to build constructive and respectful relationships.

Seek familiar adults and peers to engage in conversations and ask for help.

Review class expectations and - what does a good learner look like? Review strategies to support good quality interactions with 'learning/talk partner.' Highlight and celebrate "in the moment" examples.

Talk about school values for the half term – Independence - Freedom, Individuality, Motivation

Circle Time sessions – Discuss feelings & emotions at given times/circumstances. Consider the needs and feelings of others. Celebrating differences  
Learning reflection time – opportunities to share learning with a small group/whole class  
Role Play group activities to develop collaboration, sharing, turn taking and confidence – role-play area, puppets, small world  
Friendships

Feelings and Behaviour - focus on developing meaningful, respectful friendships, taking turns and sharing, being kind towards each other. What does a good friend look like?

Continue to embed clear routines to support children to manage their own needs, managing their belongings, getting ready for home time  
Putting on a coat and zipping/buttoning it up  
Putting on/taking off a jumper

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.

Introduction of 3<sup>rd</sup> zone of regulation

Blue Zone	Green Zone	Yellow Zone
Sad	Happy	Nervous
Upset	Excited	Awkward
Hurt	Calm	Embarrassed
Tired	Proud	Shy

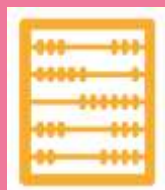




	<p><b>Jigsaw Theme – Celebrating Difference</b> Covering: Identifying talents, Being Special, Families, Where we live, Making Friends, Standing up for yourself.</p>	<p>Have the confidence and ability to ask for help when required (either from familiar adults or peers) Continue to embed table manners at lunchtimes (e.g. eating with our mouths closed, waiting turns to talk in a conversation) and how to use a knife and fork if having a school dinner.</p>	
<p><b>Physical Development</b></p> 	<p>Develop their fine 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.</p>	<p>Continue to 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 and games (sports). Daily “Funky Fingers” activities – e.g. using tweezers to pick up and move small objects, threading buttons and beads, sewing cards, small peg boards, elastic band boards Name writing activities - tracing over name, copying name card Continue to support to develop pincer grip Practise forming Phase 2 letters as they are taught providing models that show starting points and direction on each letter Scissor control activities – correct positioning in hand and cutting straight and curved lines Copying and creating large and small scale patterns – chalk, felt tips, paint, pencils, sand, shaving foam Practice using a knife and fork – adult support to hold correctly (cutting Play dough and eating school dinner) Focus on gross motor skill development in the outdoor area (use of climbing frames, bridge, group games) and during indoor PE sessions – spatial awareness. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	
<p><b>Literacy</b></p> 	<p><b>COMPREHENSION</b> Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Know how to respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. Know how to talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.</p>	<p>Enjoy joining in with rhyme, songs, and poems.  Small world – linked to stories. Join in with repeated refrains Learn and recite poems from the Poetry Basket Use Nursery rhyme puppets</p>	
	<p><b>WORD READING</b> Read individual letters by saying the sounds for them.</p>	<p>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.</p>	

	<p>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><b>WRITING</b> <b>Emergent writing:</b> 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.</p> <p><b>Composition:</b> Knows how to orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Knows how to orally spell VC and CVC words by identifying the sounds. Knows how to write own name.</p> <p><b>Handwriting:</b> Knows how to form letters from their name correctly. Knows that after a word there is a space.</p>	<p>Develop listening and speaking skills in a range of contexts.</p> <p>Writing name to go with paintings / models /work produced Scribe how to stay safe on Bonfire Night Name &amp; label the parts of a skeleton Design/label own superhero Speech bubbles – Owl Babies Write adjectives to describe Owl Babies What does Santa have in his sack? Christmas list / Letter to Father Christmas Christmas cards – Write Christmas greeting for insert of card Story maps – Funnybones (town, zoo etc.) / The Jolly Christmas Postman Post boxes –how to use them</p>
<p><b>Phonics</b></p>	<p><b>Phase 2</b> Know grapheme phoneme correspondence of all 26 letters of alphabet. Know digraphs: sh, ch, th, qu, Know consonant clusters: ng, nk, ll, ff, ss, zz Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know high-frequency common words (I, the, to, no, go, into, he, she, we, me, be, her)).</p>	<p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting. Follow the Little Wandle phonics scheme (Autumn 2)</p>

Mathematics



WRM – It's Me ... 1, 2, 3 (Phase 2)



Coverage

**Representing 1,2,3**

Know how to identify representations of 1, 2 and 3.  
Know how to subitise or count to find out how many.  
Know how to make their own collections.  
Know how to match the number names we say to numerals and quantities.

**Comparing 1,2,3**

Begin to know that as we count each number is one more than the one before.  
Begin to know as we count back each number is one less than the previous number.

**Composition of 1,2,3**

Begin to know that all numbers are made up of smaller numbers.

**Formation of 1,2,3**

**Circles and triangles**

Know that circles have one curved side.  
Know that triangles have three straight sides.  
Know how to recognise these shapes on everyday items

**Positional language**

Begin to know how to use positional language.

Ongoing Guidance

Cardinality – know that the final number they say names the quantity of the set.  
Correspondence – counting different arrangements by touching each object as they count.  
Graphical representations – encourage own marking to represent 1, 2, 3.

Use a range of representations to support understanding.  
Support children to make comparisons in different contexts as they play.

Explore composition of larger numbers in play.

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

Show a variety of different sized circles and triangles in different orientations and with sides of different lengths.

Positional language describes how items are positioned in relation to other items.

Begin to know how to represent real places they have visited with models, drawings, or maps

**WRM - Light & Dark (Phase 3)**



**Coverage**

**Guidance (Subject knowledge)**

**Four**

Know how to count on and back to 4.  
Know how to count or subitise sets of objects up to 4.  
Know how to match the number names we say to numerals and quantities.  
Know which sets have more or fewer.

Cardinality – know that the final number they say names the quantity of the set.  
Correspondence – counting different arrangements by touching each object as they count.  
Graphical representations – encourage own marking to represent 1, 2, 3, 4

**Five**

Know how to represent up to 5 objects on a five frame.  
Know that if a five frame is full then there are 5.

Link to birthdays as children will soon be 5.  
Link to number songs and rhymes.  
Encourage putting objects into a line when counting so there is a clear start and end point.

**One more one less**

Begin to know the link between counting forwards and the one more pattern and counting backwards and the one less pattern.

Use books and rhymes to support one more one less e.g., gingerbread man, enormous turnip, hungry caterpillar, 5 little ducks, 5 speckled frogs.

**Shapes with 4 sides**

Know that squares and rectangles have 4 straight sides and 4 corners  
Know how to recognise these shapes on everyday items

Show a variety of different sized squares and rectangles in a variety of different sizes and orientations.  
NOTE: Squares are classed as special rectangles with 4 equal sides.



	<p><b>Time - Night and Day</b></p> <p>Know how to order key events in daily routines.</p> <p>Know language to describe when key events happen e.g., day, night, morning, afternoon, tomorrow, before, after.</p> <p>Begin to know how to measure time in simple ways e.g., counting the number of sleeps to an important event, using timers to measure duration of events.</p>	<p>Link to the countdown to Christmas.</p>	
<p>Understanding the World</p> 			
	<p><b>Chronology:</b></p> <p>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></p> <p>Use secondary sources of evidence to find out about key historical events and why and how we celebrate today? Bonfire Night, Remembrance Day</p> <p>Ask questions, use different sources to find answers including books, internet.</p> <p>Comment on images of familiar situations in the past.</p> <p>Continue to develop a sense of continuity and change by being able to compare characters from stories.</p> <p>Talk about key roles people have in society both in the present and past.</p> <p>Name and describe people who are familiar to them within their community e.g. police, fire service, doctors, dentist.</p>	<p>Talk about themselves and their immediate family members (how families can be different to each other). Share photos of family</p> <p>Learn about the season of Autumn, leading into the onset of winter</p> <ul style="list-style-type: none"> <li>- nature walk within school grounds – collecting and taking photos of natural objects/seasonal changes</li> </ul> <p>Talk about the weather daily and how it changes</p> <p>Talk about the significance of Diwali to Hindus and Sikhs and why and how it is celebrated.</p> <p>Talk about the significance of Bonfire Night and why and how it is celebrated.</p>	<p><b>Scientific skills/Communication:</b></p> <p>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.</p> <p>Explore the natural world around them by taking part in weekly forest school inspired ‘Nature School’ sessions and make observations and draw pictures of animals and plants.</p>



	<p><b>Respect:</b> Know and begin to understand that people have different beliefs and celebrate special times in different ways. Talk about why and how people celebrate religious events - Diwali and Christmas Begin to know some similarities and differences between life in this country and life in other countries.</p> <p><b>Cultures &amp; Communities:</b> Look closely at and make comparisons between this country and the lives of people in other countries within the world. Know some similarities and differences.</p> <p><b>Mapping:</b> 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><b>RE – F2 Which people are special and why?</b> 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.</p>	<p>Talk about the significance of Remembrance day and how we commemorate this day. Talk about the significance of Christmas to Christians and why and how it is celebrated.</p>	
<p><b>Expressive Arts and Design</b></p> 	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Recall and recite song words for Christmas Nativity songs.</p> <p><b>Mark Making/Drawing:</b> Know how to grip a pencil comfortably and make marks, create lines and shapes to draw simple pictures/patterns that reflect their ideas and experiences. Skill: observational drawing - Pumpkins Know how to create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><b>Colour:</b> Know the names of light colours and dark colours. Know how colours can be changed using light and dark colours.</p>	<p>Use chalks, natural materials, collage materials and paint to create Rangoli patterns. Use chalks, paints and collage materials to create firework, bonfire night pictures/ paintings. Draw Mehndi patterns. Use clay to make a pinch pot clay diva lamp. Use collage materials to make 3D fireworks.</p> <p>Use collage materials and paints to create a piece of artwork in the style of Mondrian / Kandinsky. Combine, shape, line, patterns.</p> <p>Make simple puppets and use to retell and invent stories</p>	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner.</p> <p>Uses available resources to create props or creates imaginary ones to support play.</p> <p>Develop storylines through small-world or role-play Daily access to self-selecting “Creative trolley” to use a range of materials and media to create pictures and models</p>

**Painting:**

Explore that there are different paint types - watercolour, powder paint, acrylic, ready mix paint.

**Painting/Collage:**

Artist Study: Mondrian: Know that Mondrian used red, yellow, blue, white and black lines to create many of his most famous pieces of artwork.

Artist study: Kandinsky: Know that Kandinsky was an abstract artist and used lots of colours and shapes to create his work.



Experiment with a range of collage media and materials.  
Know how glue works and how to use it for sticking papers, fabric and natural materials.

**Materials:**

Know how to use different materials for Junk modelling. Junk modelling will continue to be offered in continuous provision.

**3D Work:**

Experiment with properties of clay, plasticine and dough. Know how to make a pinch pot (clay diva lamp).

**Cutting Skills:**

Know how to use scissors to cut in a straight line

Daily nursery rhymes/ Poetry Basket  
Learn songs for the Christmas Nativity

Storytelling through small world and construction play

Daily role play opportunities indoors and outdoors - linked to key texts and children's innovated stories, role play areas in the classroom, mud kitchen outdoors

Possible role play areas:

1. Hospital/Vet's surgery
2. School
3. Fire station
4. Dentist
5. Police station
6. Santa's workshop

Small World:

Linked to the stories  
Woodland – Owl Babies / Stickman  
Town/zoo - Funny bones  
Winter wonderland  
Nativity scene – props & characters

Songs and Rhyme Knowledge

**Poetry Basket**

Know the following rhymes –

Pointy Hat

Wise Old Owl

Breezy Weather

Shoes

World Nursery Rhyme Week: 14<sup>th</sup> – 18<sup>th</sup> November 2022

The Big Ship Sails

12345 (Once I Caught A Fish Alive)

Five Little Speckled Frogs

BINGO

Twinkle, Twinkle

**Songs**

Five Green Bottles

One Elephant Went Out to Play

The Hokey Cokey

Songs related to Christmas Nativity

Christmas carols





## Our Curricular Goals 2022-2023

Our curricular goals highlight all the things that we want children to know, experience and be able to do as a result of their time in Reception. Much of the time the children will guide their own learning but we are mindful of the outcomes we want our children to reach, and guide our children towards them.

### COMMUNICATION & LANGUAGE



**ASK** a relevant question, make a relevant comment  
**CONVERSE** in a back and forth exchange with friends and teachers  
**EXPRESS** ideas and feelings with confidence

### PERSONAL, SOCIAL & EMOTIONAL



Show **EMPATHY** to others  
Show **DETERMINATION** to complete a goal  
Show **RESILIENCE** in the face of challenges  
Show **CURIOSITY** about the world around them

### PHYSICAL DEVELOPMENT



**USE** cutlery with confidence  
**HOLD** a pencil effectively  
**RIDE** a two wheeled bike

### LITERACY



**RETELL** a story through play  
**READ** simple sentences and books containing phase 2 and phase 3 sounds  
**WRITE** simple phrases and sentences that can be read by others

### MATHEMATICS



**UNDERSTAND** in depth numbers to 10, including number bonds  
**RECOGNISE** the pattern of the counting system  
**COMPARE** quantities in different contexts

### UNDERSTANDING THE WORLD



**KNOW** their own family tree  
**CARE** for a animal  
**APPRECIATE** different religious and cultural communities in their own hometown, and around the world  
**UNDERSTAND** how to read a simple map

### EXPRESSIVE ARTS & DESIGN



**CREATE** a painting through musical inspiration.  
**PERFORM** a story, song, poem or rhyme to an audience