



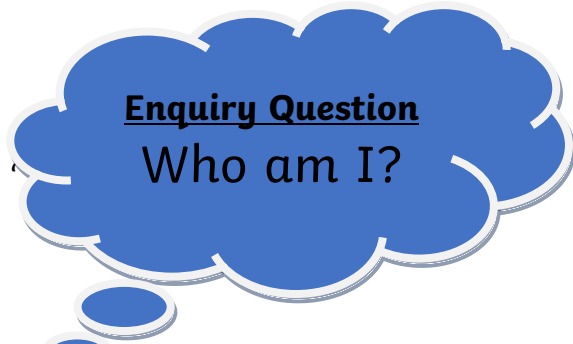
# Let's Celebrate

## Rational

Learning about ourselves is a fundamental part of child development, especially as children start to ask questions about who they are and how they are the same, or different, from others. For children to make sense of the world around them, they first need to have a good understanding of themselves as individuals.

We've spent the first half term learning about our families, our school and our homes, focusing on how they are similar and different to each other's. To further explore our uniqueness, and to respond to the many wonderful events that are happening around us, we are going to think about another aspect of what makes us who we are – our celebrations. We will be responding to the experiences the children bring to school, celebrating things that are familiar to them and moving on to introducing them to new celebrations. We will discover an array of different times that people celebrate and unpick why they are special to them. We will look for similarities and differences in people, traditions, and beliefs, and begin to see that it is these differences that give us the greatest scope to learn. They teach us new ways of viewing the world and empower us to grow as empathetic and open-minded individuals.

| Children's current knowledge, skills, interests and experiences   | Cultural Capital Opportunities  | Next steps..<br>(based on the needs of the children from our ongoing assessments)  |
|---|---|--|
| <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>*School routines</li> <li>*Awareness of interests</li> <li>*Phase 2 phonics</li> <li>*Counting, subitising and manipulating numbers to 5</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>*Growing independence and organisation skills</li> <li>*Confident to talk to each other and adults</li> </ul> <p><b><u>Interests</u></b></p> <ul style="list-style-type: none"> <li>*Marble runs</li> <li>*Digging</li> <li>*Messy play</li> <li>*Dressing up</li> </ul> <p><b><u>Experiences</u></b></p> <ul style="list-style-type: none"> <li>*All children have successfully attended school for the first half term</li> <li>*We visited the Book Fair</li> <li>*We have shown our grown ups around the EYFS base and shared what we have learnt since starting school</li> </ul> | <ul style="list-style-type: none"> <li>*Cooking</li> <li>*Woodwork</li> <li>*Sharing high quality texts</li> <li>*Jigsaw Genie's Birthday Party</li> <li>*Nativity Performance</li> <li>*Watching a travelling Pantomime</li> </ul> | <ul style="list-style-type: none"> <li>*Developing listening and attention skills</li> <li>*Continuing to develop independence in the environment</li> <li>*Practising recognising our names</li> <li>*Practising writing our names</li> <li>*Recognising phase 2 graphemes and hearing initial sounds in words</li> <li>*Orally blending words back together</li> <li>*Blending CVC words</li> <li>*Recognising phase 2 tricky words – the, to, I, no, go, into, is, as, his, has</li> <li>*Developing our gross motor skills to strengthen our shoulder, elbow and wrist pivots</li> <li>*Developing our fine motor skills to support with tripod pencil grip</li> <li>*Further opportunities to practise 1:1 counting and develop cardinality of numbers</li> </ul> |



| Communication and Language and Literacy   |   |
|---|---|
| We want children to know...<br>(Substantive Knowledge)  | We want children to know how to...<br>(Disciplinary Knowledge)  |
| <p><b>*New topic vocabulary.</b></p> <p>*The meaning of social phrases and use them</p> <p><b>*The difference between a fiction and non-fiction books.</b></p> <p><b>*Many rhymes and be able to talk about books</b></p> | <p>*Use new vocabulary in different contexts and throughout the day</p> <p>*Articulate my ideas and thoughts in well-formed sentences.</p> <p>*Connect one idea or action to another using a range of connectives.</p> <p><b>*Start a conversation with an adult or a friend and continue it for many turns</b></p> |

| Personal, Social & Emotional Development   |   |
|--|---|
| We want children to know...<br>(Substantive Knowledge)   | We want children to know how to...<br>(Disciplinary Knowledge)  |
| <p><b>*School rules</b></p> <p>*They experience a range of feelings</p> <p>*They are part of a larger group</p> <p>*Their needs may not be met instantly</p> <p>*What makes them special</p> | <p>*Show more confidence in new social situations</p> <p><b>*Increasingly follow the rules, understanding why they are important</b></p> <p>*Begin to take turns and share resources</p> <p>*Interact with peers – know what makes a good friend</p> <p>*Continue to form trusting relationships with familiar adults in school</p> <p>*Develop their sense of responsibility and community</p> <p>*Be increasingly independent in meeting their own care needs</p> <p><b>*Express their feelings and consider the feelings of others.</b></p> <p>*Identify and moderate their own feelings socially and emotionally.</p> |

| Physical Development   |   |
|--|---|
| We want children to know...<br>(Substantive Knowledge)   | We want children to know how to...<br>(Disciplinary Knowledge)  |
| <p>*Names of balances – pike, straddle, dish, arch, tuck</p> <p>*The steps of how to throw, kick, pass and catch</p> <p><b>OUTDOOR PE FOCUS: GAMES</b></p> <p><b><i>Throwing and catching and passing</i></b></p> <p>*Roll equipment in different ways</p> <p>*Throw underarm</p> <p>*Throw an object at a target</p> <p>*Catch equipment with 2 hands</p> <p>*Use a range of large and small apparatus indoors and outdoors</p> <p><b>INDOOR PE FOCUS: GYMNASTICS</b></p> <p><b><i>Travel and balances</i></b></p> <p>*Climb up apparatus</p> <p>*Stand on one leg, skip, hop and hold a pose</p> <p>*Stretch in different ways</p> <p>*Balance with control</p> <p>*Travel in different ways – tiptoe, step, jump, hop, bunny hop</p> <p>*Move around, under, over and through different objects</p> | <p>*Select tools to match the intended purpose</p> <p><b>*Hold one handed tools with increased independence – eg. squeeze scissors, paintbrushes</b></p> <p>*Use scissors to cut a continuous straight line</p> <p>*Develop pencil grip so that it is becoming a more standard grip. Use pencil grips to support if necessary.</p> <p><b>*Begin to do up zips and buttons and independently when putting on coats</b></p> <p>*Throw, kick, pass and catch</p> <p><b>*Use core muscle strength to achieve a good posture when sitting at a table or on the floor</b></p> <p><b>*Develop small motor skills and use a range of tools competently eg. pencils, paintbrushes, scissors, knives and forks</b></p> <p>*Develop a comfortable pencil grip</p> <p>Combine different movements with ease and fluency.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, jumping, climbing</p> <p>*Develop overall body strength, co-ordination, balance and agility needed to engage successfully in PE</p> <p>*Confidently and safely use a range of large and small apparatus indoors and outdoors</p> <p>*Develop body strength, balance, co-ordination and agility</p> <p>*Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming</p> |

**Phonics**

|                          |                  |                |
|--------------------------|------------------|----------------|
| <b>Autumn 2</b>          |                  |                |
| <b>Phase 3 Graphemes</b> |                  |                |
| <b>PHASE 3</b>           |                  |                |
| <b>Week 1</b>            | Set 6            | j v w x (ks)   |
| <b>Week 2</b>            | Set 7            | y z zz qu (kw) |
| <b>Week 3</b>            | Consonant Blends | ch sh th th    |
| <b>Week 4</b>            |                  | ng nk ai ee    |
| <b>Week 5</b>            | Vowel Digraphs   | igh oa oo oo   |
| <b>Week 6</b>            |                  | ar or ur ow    |
| <b>Week 7</b>            |                  | oi ear air ure |
| <b>ASSESSMENT WEEK</b>   |                  |                |

|                              |   |
|------------------------------|---|
| <b>Tricky Words</b>          | <b>High Frequency Words</b>                               |
| he, she, me, we, be, my, you | dad, had, back, and, get, big, him, not, got, up mum, but |

| <b>Literacy</b>   |  |
|---|--|
| We want children to know...<br>(Substantive Knowledge)  | We want children to know how to...<br>(Disciplinary Knowledge)   |
| <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>*Print carries meaning</li> <li>*Print can have different purposes</li> <li>*Awareness of what 'rhyming' is</li> <li>*Parts of the books and functions</li> <li>*Phase 2 graphemes in texts</li> <li>*Read phase 2 tricky words</li> <li>*Understand the VIPERS skills – vocabulary, inference, prediction, explain, retrieval and sequence</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>*Recognise rhymes</li> <li>*Continue a rhyming string</li> <li>*Describes main story setting, events and characters</li> <li>*Continue to orally blend words</li> <li>*Link letters to sounds</li> <li>*Use sound buttons to help decode unfamiliar words</li> <li>*Blend the sounds in Phase 2 cvc words</li> <li>*Recognise phase 2 tricky words in isolation and context</li> <li>*Use vocabulary that is influenced by books experienced</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>*Use some of their print and letter knowledge in their early writing – write initial sounds</li> <li>*Orally segment words, using phoneme fingers to support</li> <li>*Attempt to write CVC words</li> </ul> |

| <b>Topic Vocabulary</b>                               |  |  |
|---|--|--|
| <b>Anchor words</b><br>(key vocabulary for the topic) | <b>Goldilocks Words</b><br>(not too easy and not too hard, just right)               | <b>Step On Words</b><br>(more challenging and specific vocabulary) |
| Same    Not the Same                                  | Bonfire Night    Remembrance Day<br>Remember<br>Celebration Christmas Jesus Birthday | Believe<br>Christianity Judaism Hanukkah                           |

| <b>Key Nursery Rhymes and Songs</b>   |
|---|
| Autumn 2  |
| I'm A Little Teapot<br>The Grand Old Duke Of York<br>Ring O' Roses<br>Hickory Dickory Dock<br>Not Too Difficult<br>The ABC Song |

| <b>Quality Texts</b>   |
|--|
| Ava's Poppy<br>Jack and The Beanstalk<br>The Smartest Giant in Town<br>The Best Birthday Present Ever<br>Kipper's Birthday<br>The First Christmas<br>The Jolly Christmas Postman |

## Mathematics

| Autumn 2 | Number Theme  |
|----------|---|
| Week 1   | <b>Cardinality and Counting</b> <ul style="list-style-type: none"> <li><i>Focus on counting to 5</i></li> </ul> |
| Week 2   | <b>Comparison</b> <ul style="list-style-type: none"> <li><i>Comparisons by matching</i></li> </ul>              |
| Week 3   | <b>Composition</b> <ul style="list-style-type: none"> <li><i>Focus on the concept of a 'whole'</i></li> </ul>   |
| Week 4   | <b>Composition</b> <ul style="list-style-type: none"> <li><i>Focus on the composition of 5</i></li> </ul>       |
| Week 5   | <b>Cardinality and Counting</b> <ul style="list-style-type: none"> <li><i>Counting beyond 5</i></li> </ul>      |
| Week 6   | <b>Assessment and Revision of key knowledge</b>   |
| Week 7   | <b>Assessment and Revision of key knowledge</b>   |

## Shape, Space, Measure, Pattern Theme

|  |
|--|
| <b>2D Shape</b> <ul style="list-style-type: none"> <li><i>Identify similarities between shapes</i></li> </ul>  |
| <b>2D Shape</b> <ul style="list-style-type: none"> <li><i>Name simple 2D shapes – square, rectangle, circle, triangle, pentagon</i></li> </ul>           |
| <b>2D Shape</b> <ul style="list-style-type: none"> <li><i>Properties of 2D shapes – sides – corners</i></li> <li><i>Describing properties</i></li> </ul> |
| <b>2D Shape</b> <ul style="list-style-type: none"> <li><i>Develop an awareness of relationships</i></li> </ul>   |
| <b>Time</b> <ul style="list-style-type: none"> <li><i>Beginning to use time to sequence events – times of the day, visual timetable</i></li> </ul>       |
| <b>Time</b> <ul style="list-style-type: none"> <li><i>Calendar events – Birthday</i></li> </ul>  |
| <b>Time</b> <ul style="list-style-type: none"> <li><i>Experience specific time durations – 1 minute challenges, tidy up time</i></li> </ul>              |

## Understanding the World

|   |  |
|---|--|
| We want children to know...<br>(Substantive Knowledge)  | We want children to know how to...<br>(Disciplinary Knowledge)   |
| *What a celebration and belief are – a celebration is remembering a special time by taking part in an activity/gathering<br>*People have different beliefs and celebrate different things<br>*Remembrance Day is a time to remember those who have fought in wars<br>*Bonfire Night is a time to celebrate parliament and the King surviving an attack<br>*How to stay safe around fire<br>*Birthdays are a celebration of the day you were born<br>*Christians believe Christmas is the day Jesus was born<br>*Hanukkah is the Jewish festival of light<br>*Some places are special to members of their community<br>* <b>The names of common weather patterns</b> – fog, ice<br>* <b>The names of the seasons</b><br>*Spot the signs of Autumn and Winter<br>*The changing seasons effect the natural world around them<br>*About the natural world around them | *Comment on images of familiar situations in the past.<br>*Describe what they can see, hear and feel whilst outside. |

## Expressive Art and Design

|  |   |
|--|---|
| We want children to know...<br>(Substantive Knowledge)   | We want children to know how to...<br>(Disciplinary Knowledge)  |
| *Colour names<br>*Colours can be mixed to create new ones<br>*Equipment that can be used to join materials eg. Glue, Sellotape, hole punch<br>*Names of different emotions – happy, excited, sad, scared, angry<br>*Lyrics to repeated songs<br>*Songs have a pulse<br>*Names of common percussion instruments – tambourine, triangle, bells, maracas, castanets<br>*Lyrics to a growing number of songs | *To use percussion instruments like tambourines, triangles, bells, maracas, and castanets<br>*Sing the melodic shape of familiar songs<br>*Keep a steady pulse<br>*Sing in a group or on their own, increasingly matching the pitch and following the melody<br>*Explore and engage in music making and dance, performing solo or in groups<br>*Use line and shape to represent objects<br>*Draw with increasing complexity and detail<br>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>*Hold their pencil/paintbrush<br>*Use a knife for spreading<br>*Share their creations, explaining the process they have used. |

## Characteristics of Teaching and Learning

(The ways in which the children are learning from their environment, experiences and activities)

|                                  |   |
|----------------------------------|---|
| Playing and Exploring            | Acting out experiences in my play<br>show a 'can do' attitude<br>Use my senses to explore the world around me |
| Creating and Thinking Critically | Think of ideas<br>Planning, making decisions about how to approach a task, solve a problem and reach a goal   |
| Active Learning                  | Maintain focus for a period of time<br>Be proud of how things are accomplished                                |

### Partnership with Parents

Thank you for all your support during the children's first term of school. Here are some dates for your diary.

#### Birthday Photo Request

**Monday 17<sup>th</sup> November**

If you had photos of the children on each of their Birthdays over the years, this would be a brilliant way for us to look at how they've grown and changed over the years. It will reinforce our key learning, that each Birthday we are one year older and that Birthdays are a celebration of the day we were born.

#### Jigsaw Genie's Birthday

**Friday 28<sup>th</sup> November**

We will be planning and hosting a Birthday Celebration for Jigsaw Genie (our PSHE character) who will be turning big 5! To help enjoy the celebration, we would love for the children to come to school in their party clothes, ready for a day of fun and celebration 😊 We just ask that they wear sensible shoes as we will continue to go outside for playtimes.

#### Reception Nativity

**Monday 15<sup>th</sup> December am in the School Hall time tbc**

You are invited to join us for our Christmas Performance. Further information regarding this will be shared shortly.

### Home Learning Opportunities/Activities

- \*Share reading books and engage in other reading materials (reading books tbc)
- \*Respond to 'Learning News' updates on Tapestry with images and observations of your child demonstrating the skills they've learnt at school
- \*Practise your rainbow words
- \*Recognise small sets of objects by sight (subitise)
- \*Play games that involve using a dice to encourage quick recognition of amounts
- \*Practise counting objects up to 5/10/20 and recognise corresponding numeral
- \*Practise our Nativity songs and words at home

