

### Communication and Language

- ◆ Making bread—following instructions
- ◆ Describing Autumn objects—describe what they experience using all of their senses.
- ◆ Go on an Autumn walk and describe what they can see/ find
- ◆ Sharing own knowledge and asking questions.
- ◆ Hot seating— The Little Red Hen characters

### Personal, Social and Emotional

- ◆ Role play (Bakery and Christmas Workshop) play co-operatively
- ◆ Circle time to talk about what we like about Autumn, Bonfire Night, Halloween, Christmas
- ◆ Harvest Festival— taking changes to routine in their stride
- ◆ Christmas Nativity— developing confidence

### Physical Development

- ◆ Threading leaves and conkers
- ◆ Picking up autumn objects using tongs
- ◆ PE- Pretending to be autumn leaves, fireworks
- ◆ Harvest dance
- ◆ Kneading dough
- ◆ Autumn playdough
- ◆ Cutting, sticking and writing— Book making

### Understanding the World

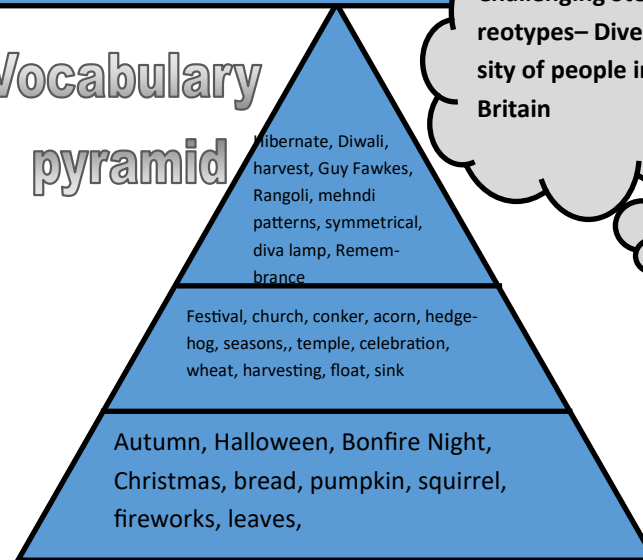
- ◆ Discuss the seasons and the natural changes that occur
- ◆ Hibernating animals/ how animals prepare for winter
- ◆ Take part in a Harvest Festival— where does our food come from? The church as a special place for Christians.
- ◆ Learn about different celebrations—Harvest, Diwali, Christmas, Remembrance, Bonfire Night, Halloween
- ◆ Autumn walk to collect natural objects— look at a map of area to be explored (environmental area).
- ◆ Explore natural objects using all of their senses
- ◆ Comparing woodland and non- woodland animals

# Light up the Sky

Ogden Trust Science Talk— Fizzy Candy canes, Bobbing Apples (floating and sinking)

Challenging Stereotypes— Diversity of people in Britain

## Vocabulary pyramid



Key texts: The Little Red Hen, Leaf Man (Lois Elhert), non fiction Diwali books, The Christmas Story, Can't you Sleep Little Bear, One Snowy Night.

### Expressive Arts and Design

- ◆ Observational drawing of Autumn objects
- ◆ Clay hedgehog and a nest for them to hibernate in
- ◆ Autumn trees using finger painting technique
- ◆ Dance— like autumn leaves, fireworks, Indian dance
- ◆ Watch and respond to different forms of dance— focus on Indian Dance
- ◆ Wax resist technique— Fireworks pictures.
- ◆ Design a rangoli pattern— sand art/ coloured rice
- ◆ Harvest Festival and Christmas Nativity
- ◆ Craft activities related to different celebrations— Fireworks in a glass
- ◆ Artist study- Cai Guo-Qiang, firework artist

### Mathematics (additionally see White Rose plan)

- ◆ Making a repeating pattern using autumn objects
- ◆ Counting autumn objects and matching to number
- ◆ Comparing objects in relation to size, length, weight and capacity.
- ◆ Adding autumn objects— number bonds to 5.
- ◆ Numbered hedgehogs and matching pegs
- ◆ Making 'Numicon Patterns' using Autumn objects— Subitising
- ◆ Symmetry and pattern— Rangoli patterns
- ◆ Advent calendar— counting forwards and backwards, one more, one less.

### Literacy

- ◆ Read 'Little Red Hen'. Learn to re-tell the story with actions and story mapping (Pie Corbett style)- Focus on the five key concepts about print
- ◆ Autumn Book independent writing
- ◆ Information topic books
- ◆ Outdoor writing opportunities
- ◆ Little Red Hen story boards
- ◆ Making information books— Diwali
- ◆ Writing Christmas lists

### Communication and Language– Working towards all ELGs

#### Listening, Attention, and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

#### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

### Personal, Social and Emotional– Working towards all ELGs

#### Self– Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

#### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

### Physical Development– Working towards all ELGs

#### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

### Understanding the World

Draw information from a simple map. Understand that some places are special to members of their community. 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. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. **Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**

# Light up the Sky

This is a topic exploring the seasons with a focus on autumn and winter festivals. The children will learn about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter. They will also learn about harvest.

They will take part in a Harvest Festival at the local church and perform in their Nativity. They will also learn about the celebration Diwali and the significance of Bonfire Night, Halloween and Remembrance Day.

### Mathematics

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Make comparisons between objects relating to size, length, weight and capacity.

Extend and create ABAB patterns – stick, leaf, stick, leaf. Talk about and identifies the patterns around them

Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value.

Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.

Continue, copy and create repeating patterns. Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5

### Expressive Arts and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups.

**Make use of props and materials when role playing characters in narratives and stories.**

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

### Literacy

Understand the five key concepts about print: print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom.

Engage in extended conversations about stories, learning new vocabulary.

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 some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

**Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Read words consistent with their phonic knowledge by sound-blending.**