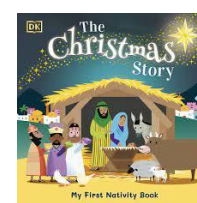
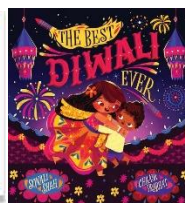
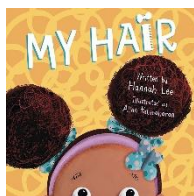
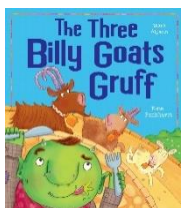
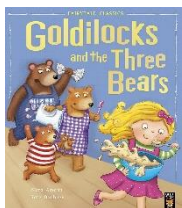


## Autumn 2 Overview 2023/24




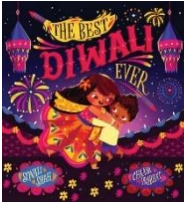
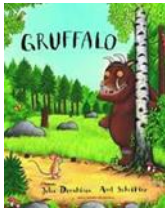
### Celebrations and events:

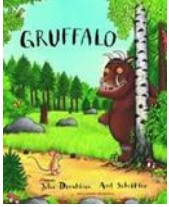



Black History Month - Oct  
 Halloween - 31<sup>st</sup> October  
 Bonfire Night – 5<sup>th</sup> November  
 Remembrance Day – 11<sup>th</sup> November  
 Diwali - 12<sup>th</sup> November  
 Anti Bullying week-13<sup>th</sup> November  
 Hannukah - 7<sup>th</sup> Dec  
 Christmas

C&L- Listening , Attention and Understanding	PSED: Managing self	UTW: Past and Present
<p>I can turn to listen to my friends or my teacher.</p> <ul style="list-style-type: none"> <li>• I can listen to and then follow an instruction.</li> <li>• I can remember and join in with rhymes and stories I like.</li> <li>• I can find the right tool for a job.</li> <li>• I can follow instructions using prepositions.</li> <li>• I can respond to a string of requests one after another (not quickly)</li> <li>• I can ask and respond to 'why' questions.</li> <li>• I can follow a story with props and pictures.</li> <li>• I can show interest in the lives of other people or events.</li> <li>• I can see some similarities and differences between people.</li> <li>• I can operate a CD player or MP3 player and show understanding of the remote controls.</li> <li>• I can show interest in other technological items.</li> </ul>	<p>I can select and use activities and resources with help.</p> <ul style="list-style-type: none"> <li>• I enjoy the responsibility of carrying out small tasks.</li> <li>• I am confident to talk to other children when playing, and will communicate freely about my home and community.</li> <li>• I am outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• I can show confidence in asking adults for help</li> </ul>	<p>I can remember and talk about significant events in my own experience</p>
C&L- Speaking	PSED: Building relationships	UTW: People, Culture and Communities

<ul style="list-style-type: none"> <li>• I can start to link simple sentences.</li> <li>• I can explain in simple sentences, including ordering, stating what happened and what might happen.</li> <li>• I can use tense, intonation and rhythm to enhance meaning.</li> <li>• I can use vocabulary to express imaginary events in play.</li> <li>• I can engage in imaginary role play sometimes building stories around toys and objects.</li> </ul>	<p>I can initiate play, offering cues to my friends to join me.</p> <ul style="list-style-type: none"> <li>• I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</li> </ul>	<p>I can show interest in the lives of people who are familiar to me.</p> <ul style="list-style-type: none"> <li>• I can talk about some of the things I have observed such as plants, animals, natural and found objects.</li> </ul>
<b>Physical Development: Fine motor</b>	<b>Literacy: Reading</b>	<b>UTW: The Natural World</b>
<ul style="list-style-type: none"> <li>• I can use a pincer grasp.</li> </ul>	<p><b>Word reading:</b></p> <p>Know set 1-7 letters</p> <p>Read tricky words</p> <p><i>the, to, go, no, I</i></p> <p><i>He, she, we, me, be, was, my, you</i></p> <p>Blend and segment CVC words and apply knowledge in the classroom environment</p> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• I can hold a book, turn the pages and indicate an understanding of pictures and print.</li> <li>• I can tell a story to friends.</li> </ul>	<p>I can ask questions about aspects of my familiar world such as the place where I live or the natural world.</p>
<b>Physical Development: Gross motor</b>	<b>Literacy: Writing</b>	<b>EAD: Creating with materials</b>
<p>I can start to use a range of equipment to show a range of skills beginning to show confidence and control (hoops, large tennis balls, footballs, beanbags)</p> <p>I can move confidently in a range of ways showing precision, balance and good posture.</p> <p>I can start to use a two-wheeled pedal bike using our feet to aid balance.</p> <p>I can sit on a chair comfortably and correctly. I can sit on the floor for at least 5 minutes comfortably.</p>	<p><b>Handwriting:</b></p> <p>I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</p> <ul style="list-style-type: none"> <li>• I can use tools for mark making with control.</li> <li>• I can grip using five fingers or preferably two fingers and thumb for control.</li> <li>• I can use pincers, tweezers and threading equipment with increasing control and confidence.</li> <li>• I can copy shapes, letter and pictures.</li> </ul> <p><b>Composition:</b></p> <p>I can tell an adult what I have drawn or painted.</p> <ul style="list-style-type: none"> <li>• I can give meaning to my marks as I write.</li> <li>• I can create representations of people, events and objects</li> </ul> <p><b>Spelling:</b></p>	<p>I can enjoy joining in with dancing and ring games.</p> <ul style="list-style-type: none"> <li>• I can sing a few familiar songs.</li> <li>• I can begin to move rhythmically.</li> <li>• I can imitate movement in response to music.</li> <li>• I can tap out simple repeated rhythms.</li> <li>• I can explore colour and how colours can be changed.</li> </ul>

	<p>I can identify sounds from my own name in other words.</p> <ul style="list-style-type: none"> <li>• I can ascribe meaning to other marks like on signage.</li> </ul> <p><b>Punctuation and Grammar:</b></p> <ul style="list-style-type: none"> <li>• I can recognise a capital letter at the start of my name</li> </ul>	
<b>PSED- Self-Regulation</b>	<b>Maths:</b>	<b>EAD: Being imaginative and expressive</b>
<ul style="list-style-type: none"> <li>• I am aware of my own feelings and know that some actions and words can hurt others' feelings.</li> <li>• I can accept the needs of others and I can take turns and share resources, sometimes with support from others.</li> <li>• I can tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.</li> </ul>	<p><b>Number</b></p> <p>I can count up to three or four objects by saying one number name for each item.</p> <ul style="list-style-type: none"> <li>• I can count objects to 10 and begin to count beyond 10.</li> <li>• I can count out up to six objects from a larger group.</li> <li>• I can select the correct numeral to represent 1 to 5, then 1 to 10 objects</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• I can recognise some numerals of personal significance</li> </ul> <p><b>Shape, Space and Measures:</b></p> <p><b>Measurement:</b></p> <p>I can talk about the routine of the day and use language like before, after.</p> <ul style="list-style-type: none"> <li>• I can use comparative language like taller, shorter, the same.</li> </ul> <p><b>Geometry/Shape</b></p> <p>I can start to identify shapes in the environment.</p> <ul style="list-style-type: none"> <li>• I can start to find appropriate shapes for certain tasks.</li> </ul> <p><b>Geometry/Position and direction</b></p> <p>I can start to make more meaningful pictures, patterns and arrangements with shapes.</p>	<p>I can sing to myself and makes up simple songs.</p> <ul style="list-style-type: none"> <li>• I can engage in imaginative role-play based on own first-hand experiences</li> </ul>

<p>Week 1 6/11/23</p> <p>Bonfire Night</p> 	<p><b>C&amp;L: L</b> - Listen and follow the story with pictures.  <b>C&amp;L: S</b> - Talk about own experiences of bonfire night, encouraging new vocabulary.  <b>UTW: P&amp;C</b> - How and why bonfire night is celebrated. / Learn about fire safety.  <b>Writing</b> – firework sound writing.  <b>Number</b> – count the firework sounds (numbers to 10).</p> <p><b>Key Vocabulary:</b>  Gunpowder, bonfire, fireworks, Guy Fawkes, Houses of Parliament, prison, fireworks, bonfire night, fire safety, bonfire toffee, toffee apples, parkin</p>
<p>Week 2 13/11/23</p> <p>Diwali Anti-Bullying week</p> 	<p><b>Reading / Speaking</b> – Order pictures of the Rama and Sita story.  <b>UTW: P&amp;C</b> – Learning about another culture's festivals and how it is celebrated.  <b>Writing</b> – mendi hand designs.  <b>Phys: FM</b> – making Diva lamps with playdough.  <b>Phys: GM</b> – Diwali Yoga.  <b>Maths: SSM</b> – Make rangoli patterns.  <b>PSED: BR</b> – Anti-Bullying week activities.</p> <p><b>Key Vocabulary:</b>  Diwali, Festival of lights, divas, sweets, presents, fireworks, rangoli, prayers, dance, Rama, Sita, Hanuman, Ravana, lanterns</p>
<p>Week 3 20/11/23</p> 	<p><b>C&amp;L: L&amp;A</b> – Remember and join in with rhyming words in the story.  <b>Writing</b> – Woodland creature labels.  <b>Phys: FM</b> – Woodland creature dot to dots.  <b>Phs: GM</b> – travelling through the wood in different ways.  <b>Exp Arts</b> – Make homes for woodland animals (construction / crates / blocks / woodwork / Lego)</p> <p><b>Key Vocabulary:</b> Gruffalo, mouse, wood, fox, tusks, claws, jaws, rocks, owl, knees, toes, nose, wart, stream, snake, eyes, tongue, prickles, lake, creature, afraid, laughter</p>
<p>Week 4 27/11/23</p>	<p><b>C&amp;L: Speaking</b> – Acting out parts of the story.  <b>Writing</b> – Draw their own terrible woodland creature.</p>

	<p><b>UTW: NW</b> – Explore similarities and differences between our outside area and the wood in the story / signs of Autumn.</p> <p><b>Exp Arts</b> – (Mud kitchen) Make the Gruffalo's favourite food.</p> <p><b>Key Vocabulary:</b> Gruffalo, mouse, wood, fox, tusks, claws, jaws, rocks, owl, knees, toes, nose, wart, stream, snake, eyes, tongue, prickles, lake, creature, afraid, laughter</p>
<p>Week 5 4/12/23</p> <p>Hannukah</p> 	<p><b>C&amp;L: Speaking</b> – Look at the front cover and talk about what they think the story might be about? Pause throughout reading the story to ask what they think might happen next in the story?</p> <p><b>Pys: FM</b> – (Pencil control) robin drawing and colouring.</p> <p><b>Exp Arts: CM</b> – Paper plate robins.</p> <p><b>UTW: NW</b> – Learn facts about robins.</p> <p><b>Key Vocabulary:</b> Robin, Christmas, excited, ironed, vests, frosty, pond, mole, chest, mouse, squirrel, woolly, otter, frog, rabbit, hedgehog</p>
<p>Week 6 11/12/23</p> 	<p><b>C&amp;L: L&amp;A / Exp Arts: CM</b> – Listen and follow instructions to make a bird feeder.</p> <p><b>UTW: NW</b> – Learn interesting facts about other winter birds and identify some winter birds when bird watching / Look at signs of winter.</p> <p><b>Pys: FM</b> – (Pencil control) winter themed drawing and colouring.</p> <p><b>Key Vocabulary:</b> Robin, Christmas, excited, ironed, vests, frosty, pond, mole, chest, mouse, squirrel, woolly, otter, frog, rabbit, hedgehog</p>
<p>Week 7 18/12/23</p> 	<p><b>C&amp;L: Speaking</b> – Use vocabulary from the story in imaginative play.</p> <p><b>Writing</b> – Copying / writing letters in their names for a Christmas card.</p> <p><b>Maths: Shape</b> – Presents and patterns in wrapping paper.</p> <p><b>PSED: MS / Exp Arts: CM</b> – Show confidence in performing Christmas songs and dances.</p> <p><b>UTW: PC</b> – Talk about how we celebrate Christmas and learn about how Christmas is celebrated around the world.</p> <p><b>Key vocabulary:</b> Christmas, Nativity, Bethlehem, Mary, Joseph, baby Jesus, gold, frankincense, myrrh, donkey, angel, manger, shepherd, king, wise men, Santa,</p>