

## Topic Themes

### Phonics based Learning

**Ourselves –I am special, my family, my home, my friends (2, 3, 4, 5)**

**Christmas– story of Christmas, family celebrations (6, 7, 8)**

## Educational Programme–Communication and Language

**ELG Listening, Attention and Understanding**

**Speaking**

**Funny bones/nonfiction on ‘the body’/special visitors (2. 3)**

Learn and use new vocabulary.

Describe events in some detail.

Engage in story times.

Listen to and talk about stories to build familiarity and understanding.

Engage in Non Fiction Books

**Nativity Play (6, 7)**

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

**Classroom rules and routines**

Understand how to listen carefully and why listening is important.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Develop social phrases.

## WOW events!

Grandparents day

Dentist visit

Christmas crafts with parents

Nativity performance



## Personal Social and Emotional Development

**ELG: Self-Regulation**

**Managing Self**

**Building Relationships**

**I am special/how I've grown (2, 3)**

See themselves as valuable individuals

Show resilience and perseverance in the face of a challenge

Encourage to moderate their own feelings socially and emotionally

**I am healthy: Community visit from the Dentist & doctor (3)**

Manage their own needs

Know about different factors that support their overall health and well-being:

physical exercise, healthy eating, toothbrushing, good sleep.

**MY special family/Friendships (4, 5)**

Express their feelings and considers the feelings of others.

Think about the perspective of others.

Build and construct respectful relationships .

ELG BR Work and play co-operatively and takes turns with others

ELG BR Form positive attachments to adults and peers



## Autumn Two



## Understanding the World

**ELG Past and Present**

**People, Culture and Communities**

**The Natural World**

**I am special/how I've grown (2, 3)**

**Media video (2 3)**

Comment on images of familiar situations in the past

ELGK P&P now some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

**Photos from the past/Birthdays/grandparents focus/Family tree (3, 4, 5)**

Talk about members of their immediate family and community

Name and describe people who are familiar to them.

Compare and contrast characters from stories including figures from the past.

ELG P&P talk about the lives of people around them and their role in society.

**Bonfire night/Guy Fawkes/keeping safe/family traditions (1)**

**Diwali/family traditions (1)**

**Christmas celebrations/Nativity story (5, 6)**

Recognise that people have different beliefs and celebrate special times in different ways.

Understand that some places are special to members of their community.

ELG PCC Know some similarities and differences between different religious and cultural communities I this country, drawing on their experiences of what they have read I the class.

## Physical Development

**ELG: Gross Motor Skills**

**Fine Motor Skills**

**P.E. Sessions– Movement and Dance (1, 2, 3, 4)**

**Nativity (5, 6, 7)**

Fundamental Movements

Fluent style of movement with developing control

ELG GM Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Healthy eating and routines (3)**

Know and talk about the different factors that support their overall health and well being.

**Daily Handwriting sessions**

Develop small motor skills using tools

Use a range of small tools, including scissors, paint brushes and cutlery; – Begin to show accuracy and care when drawing.

**Daily Carpet sessions**

Use core strength

**Managing self Care**

Develop skills and self care for daily routines

## Literacy

**ELG Comprehension**

**Word Reading**

**Writing**

**Little Wandle Phonics Programme (phase 2&3)**

Read individual letters by saying the sounds for them

Blends sounds into words, so they can read short words made up of known letter-sound correspondence

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

Read a few common exception words

**Daily Story time**

Anticipate where appropriate key events in stories

Understand key concepts about print (3/4 yrs)

Engage in extended conversations about stories learning new vocabulary (3/4yrs)

**Daily Handwriting**

Write some or all of their name (3/4yrs)

Write some letters accurately (3/4yrs)

Start to spell words by identifying the sounds

**Ongoing provision**

Show print and letter knowledge in their early writing

## Mathematics

**ELG Number**

**Numerical Patterns**

**White Rose Maths (1, 2, 3, 4, 5, 6, 7)**

Count & recite Numbers to 5 (3/4)

Counts objects actions and sounds.

Subitise.

Compare numbers.

Link the numeral with the cardinal number value.

Understand one more than and one less than.

**Measuring our friends (4)**

•compare length

**ICT/Snowman repeating patterns (7)**

Continue, copy and create repeating patterns

**Shape exploration (3, 6)**

Shows interest in shapes in the environment.

Talk and explore 2&3D shapes (3/4years)

Selects shapes appropriately (3/4years)

## Expressive Arts and Design

**ELG: Creating with Materials**

**Being Imaginative and Expressive**

**Creative topic work: Diwali lamp/self portrait/family tree**

Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

**Phonics based crafts**

•Represent and refine ideas linked to previous learning

**Ongoing provision/role play/small world**

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

Create collaboratively, sharing ideas, resources and skills.

Develop storylines in their pretend play.

**PE–Movement/Dance (1, 2, 3, 4)**

Listen attentively, move to and talk about music, expressing their feelings and responses.

**Charanger (1–7) Nativity songs/Performance (4, 5, 6, 7)**

Listen attentively, move to and talk about music, 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 a solo or in a group.