

## Literacy

Reading, writing and talking about celebrations and emotional responses reasons for celebrations and rituals / traditions creating topic book and word lists.

Shared reading books/

Letters and Sounds Phase 2/3

Design safety posters for fireworks night

Writing P.O-writing orders, writing labels, price lists, instructions to deliver parcels, writing directions to send the toys.

Developing letter formation and making grapheme/phoneme link.

Making Diwali cards and Mendhi patterns creating Rangoli pictures using a range of different materials.

Christmas activities e.g. writing Christmas cards, writing letters to Santa, addressing envelopes, posting letters, writing wish lists, writing Christmas stories.

## Communication and Language

Comparing family traditions -circle time activities

Role Play opportunities- Post Office /Santa's work/toy Shop/

Nativity Performance to parents.

Show and Tell opportunities

Talk Partners in small group/whole class.

## Expressive Art and Design

Exploring colour and texture experiment with different textures

choosing and using colours appropriate for pictures designing and making wrapping paper making musical instruments/Christmas Decorations

Make puppets of Diwali characters

Make clay diwali lamps (diwas) and decorate/Diwali cards

Make poppies for Remembrance Sunday

Sing songs relating to festivals e.g. "It's Diwali Festival of light", "Happy Birthday", various Xmas songs and carols

Make firework music to accompany dances

Set up a post office /post box for letters, cards and invitations

Small world play with puppets for Diwali, small world mat for Xmas etc.

**Let's Celebrate!**  
**Why is light so important to**

**Autumn 2**

**UOW**

Exploring light and sound: light sources; shadows; reflections; how sounds are made; changing the pitch and loudness of sounds  
Shadow puppets linked to Diwali.

Exploring celebrations related to historical events: Guy Fawkes

Visit the Post Office in the village to stimulate ideas for enhancing their own role play area.

Small world resources- Dolls house/animals/vehicles etc

## Maths

Measure, shape and space; numbers and calculations; data handling

Design rangoli and mendhi patterns for Diwali introduce concept of symmetry

Practice ordinal number by singing "the 12 days of Xmas"

Introduce properties of 2d and 3d shape in practical activities

Introduce money into Post Office

## Physical Development

Write Dance

Busy Feet

Gymnastics parachute games; movement and dance.

Fine motor skills to handle and use small pieces of equipment.- Busy Fingers activities.

Access to large outdoor equipment

Forest Schools activities/use of tools etc

Opportunities to promote health awareness/managing risks/transporting equipment through PE/Outdoor activities

Support to develop self help skills in such tasks as getting changed/personal hygiene and wht this is important.

## PSHE

Developing independence and self-confidence; recognising and identifying emotions

Finding out about different religions and their special 'days'; why these celebrations are important and what they mean to people from other cultures

Look at 'Children in Need' and why it is organised/who it raises money for.

Modelling play

Circle times to promote awareness of others feelings, why we need to share and take turns.

## How to help at home

Share stories and talk about them and create new endings/versions together

Attend the Phonics Workshop

Enrichment Opportunities

Post Office/Post Box walk

Reindeer visit

Christmas Tree Walk

## Communication and Language. Lets Celebrate.

- LA-** Listen to others one to one or in small groups, when conversation interests them.  
Listen to stories with increasing attention and recall.  
Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.  
To follow directions (if not intently focused on own choice of activity).  
To maintain attention, concentrates and sits quietly during appropriate activity.
- U-** To show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.  
To respond to simple instructions, e.g. to get or put away an object.  
To begin to understand how and why questions
- .S** To retell a simple past event in correct order (e.g. *went down slide, hurt finger*).  
To use a range of tenses (e.g. *play, playing, will play, played*).  
To use vocabulary focused on objects and people that are of particular importance to them.  
To build up vocabulary that reflects the breadth of their experiences.  
To use talk in pretending that objects stand for something else in play, e.g. *'This box is my castle.'*  
To use language to imagine and recreate roles and experiences in the play situations  
To use a narrative or storyline into play.

## Personal Social and Emotional Development

- MR** To demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults.  
Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  
Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults  
Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included.
- SC/SA** To be more outgoing towards unfamiliar people and more confident in new social situations.  
To be confident to talk to other children when playing, and will communicate freely about own home and community.  
To show confidence in asking adults for help.  
To be confident to speak to others about own needs, wants, interests and opinions.  
To describe self in positive terms and talk about abilities.
- MFB** Aware of own feelings, and knows that some actions and words can hurt others' feelings.  
Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  
Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.  
Can usually adapt behaviour to different events, social situations and changes in routine.  
Aware of the boundaries set, and of behavioural expectations in the setting.

## Physical Development

- MH** –To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping, catching a ball and standing on one foot.  
To draw lines and circles using gross motor movements.  
To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.  
To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.  
To copy some letters, e.g. letters from their name.  
To experiment with different ways of moving  
To run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  
To show a preference for a dominant hand.  
To begin to form recognisable letters using a range of tools.
- H&SC-**  
To observe the effects of activity on their bodies.  
To understand that equipment and tools have to be used safely.  
To dress with minimal support pull up own trousers, and pull up zipper once it is fastened at the bottom.  
To understand the need for a variety of food.  
To understand and have an awareness of need to keep safe when tackling new challenges.  
To understand how to transport and store indoor equipment safely

## Literacy

- R-** To enjoy rhyming and rhythmic activities.  
To show awareness of rhyme and alliteration.  
To listen to and joins in with stories and poems, one-to-one and also in small groups.  
To listen to stories with increasing attention and recall.  
To show interest in illustrations and print in books and print in the environment.  
To recognise familiar words and signs such as own name and advertising logos.  
Look at books independently and carefully  
To know that print carries meaning and is read from left to right and top to bottom.  
To hear and says the initial sounds in words  
To segment the sounds in simple words and blend them  
To read simple words and sentences.  
To gain an awareness that info can be retrieved from books and computers.
- W-** To sometimes give meaning to marks as they draw and paint.  
To ascribe meanings to marks that they see in different places.  
To give meaning to marks that they draw write and paint.  
To begin to break the flow of speech into words.  
To segment the sounds in simple words and blend them.  
To use clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence.

## Mathematics

- N-** To use some number names and number language spontaneously.  
To use some number names accurately in play.  
To recite numbers in order to 10.  
To know that numbers identify how many objects are in a set.  
To begin to represent numbers using fingers, marks on paper or pictures.  
To sometimes match numeral and quantity correctly.  
To compare two groups of objects, saying when they have the same number.  
To show an interest in numerals in the environment.  
To show an interest in representing numbers.  
To realise not only objects, but anything can be counted ,including steps,claps or jumps  
To recognise some numerals of personal significance.  
To recognise numerals one to five  
To count up to 10 objects accurately and select the correct numeral to represent them.
- .SSM-** To show an interest in shape and space by playing with shapes or making arrangements with objects.  
To show awareness of similarities of shapes in the environment.  
To use positional language.  
To begin to talk about the shapes of everyday objects e.g. round and tall.  
To use mathematical names/terms for 2d and 3d shapes  
To use everyday language related to money.

## Understanding of the World

- PC-** To know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family.  
To show interest in the lives of people who are familiar to them.  
To remember and talk about significant events in their own experience.  
To talk about and enjoy joining in with a variety of customs and routines from a variety of different cultures.
- W-** To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world  
To develop an understanding of growth, decay and changes over time.  
To gain an understanding of why things happen and how things work
- T-** To know that information can be retrieved from technology (computers tablets etc and how to use technology safely.  
To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  
To complete a simple program on a computer/tablet.

## Expressive Art and Design

- MM-** To enjoy joining in with dancing and ring games.  
To sing a few familiar songs. and begin to move rhythmically.  
To imitate movement in response to music.  
To tap out simple repeated rhythms.  
To explore and learn how sounds can be changed.  
To explore colour and how colours can be changed.  
To understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  
To use various construction materials.  
To join construction pieces together to build and balance
- BI-** To develop preferences for forms of expression.  
To use movement to express feelings.  
To create movement in response to music.  
To sing to self and makes up simple songs.  
To make up rhythms.  
To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  
To engage in imaginative role-play based on own first-hand experiences.  
To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.  
To use available resources to create props to support role-play.