



# SPECIAL EVENTS

## Understanding The World

### **The World**

Seasonal Changes  
Looking for signs of Autumn and Winter  
Talk about ourselves, our families, babies and growing up.  
Self portrait / family portraits  
Building and constructing.  
Exploring the environment.  
Features of our immediate locality.  
Senses - sensory activities, feely bags, sound walk, listening games.  
Looking at different materials.  
Guy Fawkes  
Festival of Light—Diwali  
Christmas time

### **People & Communities**

Compare different religious communities in this country

### **Past & Present**

Learn about people around them and their roles in society.

### **Forest School**

Autumn walk— look for signs of spring. Paint draw and write to record observations. Making nests.  
Rules and routines in forest.  
Keeping safe.  
Becoming familiar with the space.  
Appreciating our Earth and how things can grow.

## Literacy

Sharing stories  
Name Recognition.  
Name writing.  
Retelling stories.  
Recognising print.  
Role Play.  
Hearing and using new vocabulary from stories, poems, and non-fiction texts.  
Sequencing stories.  
Identifying our favourite characters and settings in stories.  
Make predictions of what will happen next in a story.

### **Phonics**

Acorns will start with Phase 1 Phonics, listening to environmental sounds.  
Oak children will start to learn set 1 sounds from Read Write Inc.

### **We will be learning through a core books approach:**

The Christmas Story, Dipal's Diwali, Pumpkin Soup, The Very Last Leaf, The Big Book of Festivals, Let's Celebrate

## Physical Development

My space on the carpet.  
Body shapes— making shapes with our bodies.  
Explore body movements.  
Moving to music.  
Moving over obstacles.  
Pencil control.  
Yoga.  
Little Movers.  
Wiggle Squiggle  
Dough Disco  
Pen Disco  
Letter formation.  
Finger Gym daily activity

## Communication and Language

Talk about behaviour and feelings in stories/ characters.  
To respond to a variety of role play situations act out stories increasing vocabulary and learning to express themselves clearly  
Think about feelings, events, rules and routines  
Ask and answer questions about stories.  
Join in with stories and rhymes.  
Communication and language through story telling e.g. Retell favourite story and say why.  
Talk about story openings and endings—once upon a time, happy ever after do they always begin and end like this?  
Listen to others, both in adult initiated time and in choosing time.  
Share their opinions.

## Expressive Arts & Design

### **Art/DT**

Playing in the role-play area.  
Exploring alien slime  
Singing space songs  
Explore tools for painting; brushes, rollers, sponges, rags and fingers, use these tools to make space pictures  
Self portraits  
Experimenting with colours  
Mixing colours

### **Music**

Looking at music to express emotions - happy, sad music.  
Using percussion instruments.  
Music & Movement - use streamers and ribbons to dance  
Dancing and moving to music.

## Computing

To use ipad apps to combine pictures and own voices to record: eg sock puppets, story creator and morfo.  
Talk about good & bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you.  
Play appropriate games on the Internet.  
Talk about good and bad choices when using websites – being kind, telling a grown up if something upsets us & keeping ourselves safe by keeping information private.

## Maths

### **Acorns**

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').  
Recite numbers past 5.  
Say one number for each item in order: 1,2,3,4,5.  
Counting children at register time.  
Know that the last number reached when counting a small set of objects tells you how many there are in total.  
Show 'finger numbers' up to 5.  
Experiment with their own symbols and marks as well as numerals.  
**Oak**  
Comparing 1,2,3.  
Circles and triangles.  
Composition of 1,2,3.  
Representing numbers to 5.  
One more and one less

## Personal, Social & Emotional Development

Daily routines and routines  
Adults model how to use the classroom.  
Looking after the classroom.  
Tidying up and sticking to limitations in areas.  
Listening and following instructions.  
Talking about likes and dislikes/what we are good at, why we are special.  
Encourage turn taking, sharing & listening to others  
Circle Time:  
Being a good friend,  
Similarities and differences  
Likes and dislikes,  
What we are good at  
Why we are special  
Celebrating others