

**Understanding The World****The World**

Seasonal Changes
Looking for signs of Winter.
Talk about ourselves, our families, babies and growing up.
Building and constructing.
Exploring the environment.
Features of our immediate locality.
Senses - sensory activities, feely bags, sound walk, listening games.
Looking at different materials.
Weather

People & Communities

Describe their immediate environment.

Past & Present

Compare things in the past and now.

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.

RE

F1: Why is the word God special to Christians?

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 continue with RWI.

We will be learning through a core books approach:

One Snowy Night, Lonely Polar Bear, Handa's Surprise, Off we go to Mexico

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.
Explore tools for painting; brushes, rollers, sponges, rags and fingers, use these tools to make space pictures
Self portraits
Experimenting with colours
Mixing colours
Making snow dough
Cutting snow flakes.
Ice pictures
Printing patterns/snowmen

Music

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

Computing

To give commands to make things happen and move beebots.
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

Shapes with 4 sides
Zero
Capacity
6,7,8
Composition of 6,7,8
Odds and evens

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

RHSE—Dreams and goals