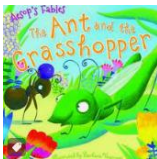

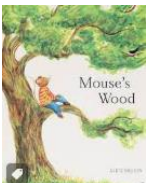

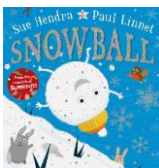
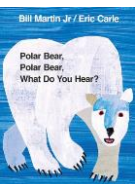


Autumn 2: Seasonal Changes							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
							Christmas themed texts throughout the week
Personal, Social and Emotional Development (PSED)	Children will discuss and recognise that boys and girls should both express their emotions and that boys and girls can do the same things.	Children will experience empathy and the perspective of another.	Children will show a sense of responsibility for the environment and understand the interconnectedness of all living things.	Children will recall strategies that help them have control over their own feelings.	Children will be discussing their talents and will demonstrate confidence in themselves.	Children will show compassion for all creatures – animals and humans.	Children will identify differences and similarities between families. We will celebrate our differences.
	I can put on and fasten my coat independently I can fasten my own shoes independently I can dress and undress myself with little adult support Take turns with support from an adult						
Physical Development (PD)	Gymnastics: Unit 2 Lesson 1 Objectives: - Hold shapes and balances for 5 seconds. - Squeeze your muscles when holding your shape or balance to help	Gymnastics: Unit 2 Lesson 2 Objectives: - Squeeze your muscles to help you to stay still.	Gymnastics: Unit 2 Lesson 3 Objectives: - Bend your knees when landing. - Keep your chest up tall so you don't fall forwards.	Gymnastics: Unit 2 Lesson 4 Objectives: - Keep your legs and feet together on the straight roll. - Stay curled up in the barrel roll.	Gymnastics: Unit 2 Lesson 5 Objectives: - Hold shapes and balances for 5 seconds. - Travel using different body parts.	Gymnastics: Unit 2 Lesson 6 Objectives: - Hold shapes and balances for 5 seconds. - Travel over, around and along the apparatus.	

	you to be still and strong.					- Travel using different body parts.	
	I can use a knife and fork to eat lunch I can hold a pencil correctly using a tripod grip I can cut in straight lines using scissors I can build creations using large construction e.g. duplo, mega blocks I can form letters in my name correctly						
Communication and Language	Teachers will encourage children to begin to engage in story time by asking the children to join in with repeated refrains / fill in rhyming words	Teachers will encourage children to begin to engage in story time by asking the children to join in with repeated refrains / fill in rhyming words.	When discussing books, the children will listen to and begin to talk about stories to build familiarity and understanding. They will discuss characters, events, setting etc.	Once new vocabulary has been introduced, the children will use it throughout the day.	Teacher will encourage children to begin to ask questions to find out more and to check they understand what has been said to them. Teachers will model these questions after instructions.	Teachers will model how to connect one idea or action to another using a range of connectives... <i>because, although, but.</i>	Teachers will model and encourage children to Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Focused and linked texts will be added to the small world area.
	I can use new vocabulary throughout the day I am beginning to talk in well-formed sentences I am beginning to use connectives to connect one idea or action to another						
Literacy	We will continue to use the sounds that we have learnt to write 3 letter 'cvc' words. With some support from a sound mat.	We will continue to use the sounds that we have learnt to write 3 letter 'cvc' words. With some level of independence.	We will continue to use the sounds that we have learnt to write 3 letter 'cvc' words independently.	We will begin to look at writing a few words together to make a caption. The teacher will heavily model how this is done.	We will begin to look at writing a few words together to make a caption. The teacher will heavily model how this is done.	Children will attempt to write a short caption with support from the teacher.	Children will attempt to write a short caption with support from the teacher.

Expressive Arts and Design	<ul style="list-style-type: none"> - Children will use oil pastels to create a piece of work in the style of Kandinsky 	<ul style="list-style-type: none"> - Children will print using sliced tubes to create a firework picture, commenting on the colours made when two primary colours are mixed together. - The children will use cotton wool balls to recreate clouds from our story 'Little Cloud'. 	<ul style="list-style-type: none"> - Children will use paint to make a seasonal tree painting. Using a taught finger painting method to add the paint. - Children will begin to learn songs that they will perform in the end of year Nativity. 	<ul style="list-style-type: none"> Children will collect leaves from our outdoor area to create an autumn tree. Attaching the leaves to the paper with glue and celotape. - They will use the craft materials to collage trees from other seasons. - Children will begin to learn songs that they will perform in the end of year Nativity. 	<ul style="list-style-type: none"> Children will ice paint using coloured ice they will move it around the paper to make a picture. - Children will begin to learn songs that they will perform in the end of year Nativity. 	<ul style="list-style-type: none"> Children will decorate and make Christmas cards for their family and friends. - Children will begin to learn songs that they will perform in the end of year Nativity. 	<ul style="list-style-type: none"> Children will take part in Christmas craft activities. - Children will begin to learn songs that they will perform in the end of year Nativity.
Rhyme of the Week	Three Blind Mice		1, 2, 3, 4, 5 Once I Caught a Fish Alive		5 Little Ducks		
Trips/visitors/enrichments						Children will perform the nativity to their parents. Singing songs they have learnt in class	Walk to Fletcher Moss