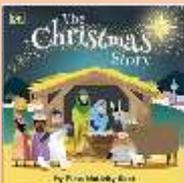


## Autumn 2 2022

Our Curriculum is designed around high-quality texts to ensure Tier 2 and 3 vocabulary

Themes, interests, possible lines of enquiry	Autumn	Halloween	Bonfire Night	Diwali	Christmas	Remembrance Day	Nursery Rhyme Week	Children in Need
Suggested Texts						 <p>11<sup>th</sup> November</p>	 <p>14-18<sup>th</sup> November</p>	 <p>18<sup>th</sup> November</p>
Autumn 2 Literacy texts						<p>+ Daily songs, nursery rhymes and poems from The Christmas Poetry Basket</p>		
Themed Books								

Area of learning	Knowledge and Skills (Know how, know that, know the)	Revisit/ongoing throughout the year
<b>Communication and Language</b>	<p><b>Listening:</b> Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment.</p> <p><b>Attention:</b> Maintain attention in new situations e.g., whole school assembly or PE sessions in the hall. Shift attention when required e.g., when given a clear prompt - 'name'.</p> <p><b>Respond:</b> Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Respond to others appropriately in play. Engage in story times. Engage in non-fiction book.</p> <p><b>Understanding:</b> Follow instructions or a question with 2 parts in familiar situations.</p> <p><b>Speaking:</b> Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a simple event e.g., how scratched knee' Recognise words that rhyme or sound similar E.g., "Cat and hat". Develop social phrases – "Good morning, how are you?"</p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs.</p>
<b>Personal, Social and Emotional Development</b>	<p><b>Express feelings:</b> Know how to show concern for others and show awareness of how their actions may impact on others. Express their feelings and consider the feelings of others.</p> <p><b>Manage behaviour:</b> Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.</p> <p><b>Self-awareness:</b> Can talk about what they are doing and why.</p> <p><b>Independence:</b> Know areas they would like to play in or resources they would like to use and independently access. Know they can say when they help. With some support, know how to get dressed and undressed for PE sessions. Can follow instructions with 2 parts.</p> <p><b>Collaboration:</b> Begin to share and take turns.</p> <p><b>Social skills:</b> Continue to build constructive and respectful relationships.</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>

Know familiar adults and peers to engage in conversations and ask for help.  
**SCARF lessons – Me and my friends**  
 Covering acceptance, recognise that there are differences and similarities between themselves, celebrate their friends and include them when playing, problem solving, kind words, using compliments and understand people have different cultures and religions.

Books used –



**Physical Development**

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  
  
 Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Continue to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

**PE**  
**Social Cog Focus** – taking turns and sharing  
**Dynamic balance to Agility skill:** Jumping and Landing  
**Static Balance skill:** Seated balance

Continue to develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

**Literacy**

**COMPREHENSION**  
 Engage in conversation and can answer questions when reading wordless fiction and nonfiction books.  
 Know how to respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.  
 Know how to talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.

Enjoy joining in with rhyme, songs, and poems (Christmas Poetry Basket)

**WORD READING**  
 Read individual letters by saying the sounds for them.  
 Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  
 Read a few common exception words matched to our phonic programme.

Re-read books to build up confidence in word reading, fluency, understanding and enjoyment.  
 Read books consistent with their phonic knowledge.

**WRITING**  
**Emergent writing:**  
 Copies adult writing behaviour e.g., writing on a whiteboard, writing messages.  
 Makes marks and drawings using increasing control.

Develop listening and speaking skills in a range of contexts.

	<p>Know there is a sound/symbol relationship.          Knows some recognisable letters and own symbols.          Write letters and strings, sometimes in clusters like words.</p> <p><b>Composition:</b>          Knows how to orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b>          Knows how to orally spell VC and CVC words by identifying the sounds.          Knows how to write own name.</p> <p><b>Handwriting:</b>          Knows how to form letters from their name correctly.          Knows that after a word there is a space.</p> <p><b>Helicopter stories progression:</b>          Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation.          Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	
<p><b>Phonics</b>   <b>(using Supersonic Phonic Friends Accredited Scheme)</b></p>	<p><b>Phase 2 re-cap</b>          The Basics two teaches children at least one spelling for the 18 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 to start to recognise the spellings for the sound with Sam, segment and build with Seb and Bill, read and blend with Rex and Ben and write with Ron. They will learn the early concepts of Choose to Use with Suze for a handful of multiple spellings for sounds. At the end of this Phase children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple CVC words with the 18 spellings for sounds. They will be able to read decodable texts with The Basics 2 spellings and make phonetically plausible attempts in their emerging stages of spelling in their writing journey.</p> <p><b>Phase 3</b>           The Basics 3 teaches children the spellings for the further 26 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 and The Basics 2 skills to continue to recognise the spellings for the sound with Sam, segment and build with Seb and Bill, read and blend with Rex and Ben and write with Ron. They will continue to learn the early concepts of Choose to Use with Suze for some further multiple spellings for sounds and an introduction to Switch it with Mitch for alternative pronunciations of spellings for sounds. Children will learn their tricky words with Tess and read nonsense words with Nan. At the end of this phase children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple and complex CVC words with the 44 spellings for sounds. They will be able to read decodable texts with The Basics 2 and 3 spellings and make phonetically plausible attempts in their early stages of spelling in their writing journey.</p>	<p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p> <p>Tricky words          Nonsense/alien words</p>



Coverage	Ongoing Guidance	Key Vocabulary
<p><b>Shape (3D and 2D shapes)</b></p> <p>Exploring properties of everyday shapes                      Describing 3D shapes using their common properties                      Exploring, describing and comparing the properties of 3D shapes                      Similarities and differences between 3D shapes                      Reflecting on the properties of 3D shapes and applying sorting rules                      Exploring properties of everyday shapes                      Naming 2D shapes and identifying 2D shapes in different contexts                      Identifying 2D shapes and describing similarities and differences                      Identifying 2D shapes within 3D shapes</p>	<p>Show a variety of different sized circles and triangles in different orientations and with sides of different lengths.                      Show a variety of different sized squares and rectangles in a variety of different sizes and orientations.</p>	<p>roll, stack, push, curved, straight, round, corners, face, edge, sides, square, rectangle, circle, triangle, sphere, cube, cuboid, cylinder, cone, big, little, flat, like a box, like a can, slides, pointy, odd one out, same, difference, different properties, characteristics</p>
<p><b>Change within 5</b></p> <p>Begin to know that as we count each number is one more than the one before.                      Begin to know as we count back each number is one less than the previous number.                      Exploring one more, with numbers to 5                      Ordering one more stories                      Applying one more stories                      Finding one less                      Finding one less with number stories                      Exploring one less, with numbers to 5                      Ordering one less stories and applying one less stories</p>	<p>Cardinality – know that the final number they say names the quantity of the set.                      Correspondence – counting different arrangements by touching each object as they count.                      Graphical representations – encourage own marking to represent 1, 2, 3, 4 and 5.                      Link to birthdays as children will soon be 5 and link to number songs and rhymes.                      Encourage putting objects into a line when counting so there is a clear start and end point.                      Use books and rhymes to support one more one less e.g., gingerbread man, enormous turnip, hungry caterpillar, 5 little ducks, 5 speckled frogs.</p>	<p>one, two, three, four, five, 1, 2, 3, 4, 5, none, zero, count, forwards, backwards, how many, first, then, now, one less, one more, order, fewer, take away, add, altogether, number story, represent, five frame</p>
<p><b>Number bonds within 5</b></p> <p>Splitting a group of objects into two groups                      Breaking a whole into two distinct parts                      Recognising different representations of two parts                      Finding different ways to break groups into parts                      Finding number bonds to 3, 4 and 5</p>	<p>Explore composition of larger numbers in play.                      Graphical representations – encourage own marking to represent 1, 2, 3, 4 and 5.                      Cardinality – know that the final number they say names the quantity of the set.</p>	<p>one, two, three, four, five, 1, 2, 3, 4, 5, group, whole, parts, how many, counting, part-whole model, count, same, different, more than</p>

### Shape and Space

Understanding positional and directional language in practical contexts  
Using positional language to describe the position of items  
Describing movement using the language up, down and across  
Using directional and positional language to describe a route

Positional language describes how items are positioned in relation to other items.

in, on, below, under, up, down, across, difference, left, right, above, same, in front of, behind, next to, forwards, backwards.

### Understanding the World



#### Causation:

Begin to know that they can compare characters from stories to themselves and their own experiences.

#### Impact:

Know how to use the language of time when talking about past/present.

#### Chronology:

Begin to know how to use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

#### Enquiry:

Know about some key historical events – know why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.

#### Respect:

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

Begin to know some similarities and differences between life in this country and life in other countries.

#### Mapping:

Know how to use technology in exploring mapping - a Bee Bot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.

#### Communication:

Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside.

Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions.

#### RE - Which people are special and why? Christmas – Puddles and the Christmas Play and 'Why does Christmas matter to Christians?'

Coverage – talking about people who are special to them, what makes their family and friends special to them, identifying some of the qualities of a good friend, talking about stories of Jesus as a friend to others.

What the Bible says about Jesus, connect the baby Jesus with the adult Jesus. Christians believe that Jesus was a special baby because he came from God; Christians believe that Jesus was God born as a baby... Listen to the nativity story from the Bible.

### Expressive Arts and Design

#### Mark Making/Drawing:

##### Colour:

Recognise and name colours.

##### Painting:

Explore that there are different paint types - watercolour, powder paint, acrylic, ready mix paint.

#### Ongoing

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

Take part in simple, pretend play often based on familiar experiences, e.g., making dinner.

**Printing:**

Know how to print with sponges and rollers, shapes.  
Inspiration Mondrian (primary colours) & Kandinsky (shapes)

**Materials:**

Know how to use different materials for Junk modelling. Junk modelling will continue to be offered in continuous provision.

**3D Work:**

Know how to use simple joins when using different materials to create 3D work, e.g., Sellotape, masking tape, stick glue.

**Cutting Skills:**

Know how to use scissors to cut in a straight line.

**Songs and Rhyme Knowledge**

World Nursery Rhyme Week:  
The Big Ship Sails  
12345 (Once I Caught A Fish Alive)  
Five Little Speckled Frogs  
BINGO  
Twinkle, Twinkle

**Christmas Poetry Basket Songs:**

Know the following songs –  
I'm a little elf  
In My Christmas Den  
Out of the Corner of My Eye  
Robin is my name  
Whether the weather

**Autumn Charanga Songs:**

Pat-a-cake  
1, 2, 3, 4, 5, Once I Caught a Fish Alive  
This Old Man  
Five Little Ducks  
Name Song  
Things For Fingers

Uses available resources to create props or creates imaginary ones to support play.

Develop storylines through small-world or role-play



**Word of the week** - to help practice vital phonics skills whilst developing children's understanding of early vocabulary.



<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
less	sunset	jam	vat	vixen	buzz	quack
hug	packet	jet	vet	exit	zigzag	liquid
bug	pocket	jog	cobweb	yap	quiz	chop
fill	rocket	jacket	wicked	yell	quit	chug
dull	carrot	van	mix	zip	quick	rich