

# Autumn 2 2023

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  11 <sup>th</sup> November	Nursery Rhyme Week  14-18 <sup>th</sup> November	Children in Need  18 <sup>th</sup> November
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Texts	Themed Books	
		
		
		

Autumn 2 Literacy texts		<p>+ Daily songs, nursery rhymes and poems from The Christmas Poetry Basket</p>
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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></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>

Can talk about what they are doing and why.

**Independence:**

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.

**Collaboration:**

Begin to share and take turns.

**Social skills:**

Continue to build constructive and respectful relationships.

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.

**PE**

**Social Cog Focus** – taking turns and sharing


**Dynamic balance to Agility skill:** Jumping and Landing

**Static Balance skill:** Seated balance

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

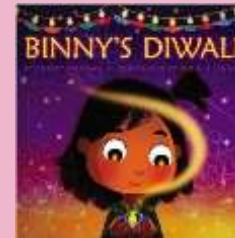
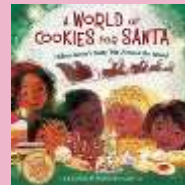
Continue to develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and

		other physical disciplines including dance, gymnastics, sport, and swimming.
<b>Literacy</b>	<p><b>COMPREHENSION</b> 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.</p> <p><b>WORD READING</b> 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, Phonics Shed.</p> <p><b>WRITING</b> <b>Emergent writing:</b> Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Knows some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. <b>Composition:</b> Knows how to orally compose a sentence and hold it in memory before attempting to write it. <b>Spelling:</b> Knows how to orally spell VC and CVC words by identifying the sounds. Knows how to write own name. <b>Handwriting:</b> Knows how to form letters from their name correctly. Knows that after a word there is a space.  <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.</p>	<p>Enjoy joining in with rhyme, songs, and poems (Christmas Poetry Basket)</p> <p>Re-read books to build up confidence in word reading, fluency, understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p>Develop listening and speaking skills in a range of contexts.</p>

	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.		
<b>Phonics</b>  (using Phonics Shed Accredited Scheme)	<b>Chapter 2:</b>  'h'/h/, 'b'/b/, 'f'/f/, 'l'/l/: – 'j'/j/, 'v'/v/, 'w'/w/, 'x'/'y'/y/, 'z'/z/, 'qu'/'ff'/f', 'll'/l/, 'ss'/s/, 'zz'/z/: <b>Additional Doubles</b> 'tt'/t/, 'pp'/p/, 'rr'/r/, 'mm'/m/, 'cc'/c, 'nn'/n, 'dd'/d/, 'gg'/g/, 'bb'/b/	Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.  Tricky words - Nonsense/alien words	
<b>Mathematics</b>	<b>Power Maths – White Rose Maths</b>  		
	<p style="text-align: center;"><b>Coverage</b></p> <p><b>Change within 5</b>          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 style="text-align: center;"><b>Ongoing Guidance</b></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,</p>	<p style="text-align: center;"><b>Key Vocabulary</b></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>

		enormous turnip, hungry caterpillar, 5 little ducks, 5 speckled frogs.	
	<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>
	<p><b>Shape and Space</b></p> <p>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</p>	<p>Positional language describes how items are positioned in relation to other items.</p>	<p>in, on, below, under, up, down, across, difference, left, right, above, same, in front of, behind, next to, forwards, backwards.</p>

**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.

**Printing:**

Know how to print with sponges and rollers, shapes.

Inspiration Mondrian (primary colours) & Kandinsky (shapes)

**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.

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



Develop storylines through small-world or role-play

**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

**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

**Tier 2 and 3 words for Room on the Broom**

purred	cried	wagged	searched	leapt
grinned	thundering	stormy	clutched	dripping
wailed	politely	laughed	shrieked	bounded
tumbling	planning	licking	planned	feathered
furred	spluttered	climbed	grateful	muttered
clambered				



**Tier 2 and 3  
words for  
Gruffalo**

terribly	underground	stream	poisonous	wonderfully
orange	purple	tongue	creature	scariest
afraid	walked	flew	crumble	

**Tier 2 and 3  
words for Stick  
Man**

family	home	children	chuckle	nest
river				