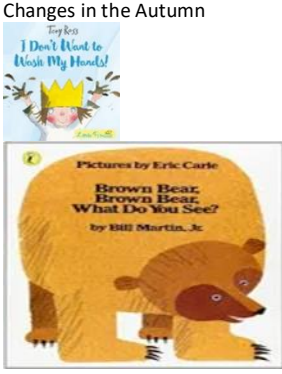

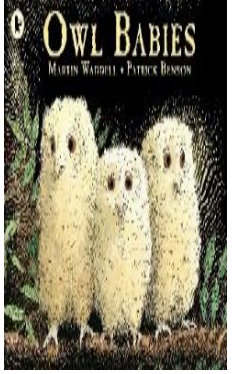











Autumn Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Focus book</p> <p>This is one of the books which is shared throughout the weeks during this term. However many other books are shared linked to the overall learning and development for the term.</p>	<p>Changes in the Autumn</p> 				<p>What happens at Christmas-celebrating</p> 	<p>What happens at Christmas-celebrating</p> 
<p>Communication and Language</p>	<p>Concept Cat</p> <p>Concept cat is a cat puppet who teaches children key vocabulary through fun videos and activities.</p> <p>Big / little Fast/slow</p> <p>Top/bottom tall/short</p> <p>Dry/wet In/out</p> <p>under/over heavy/light</p> <p>Loud/quiet in front/behind</p> <p>up/down empty/full/lots</p>		<p>Songs and rhymes- The following songs and rhymes are for this half term:</p> <ul style="list-style-type: none"> • Round and round garden • If you're happy and you know it • 12345 • One potato, two potato • Colours of rainbow • One two buckle my shoe • Here is the bee hive • Wind the bobbin up • Muffin man 		<p>Rhyme – words that have the same ending sound (not necessarily the same spelling e.g cheese and please)</p> <p>Syllable- the amount of beats in a word. They can also be known as claps or chunks in a word.</p> <p>Phonological Rhythm -rhyme exposure children need to learn to...</p> <p>Joins in songs and rhymes copying sounds, tunes etc</p> <p>Adult to point out when words rhyme and what rhyming means.</p> <p>claps syllables in a word</p> <p>Count words in a sentence spoken</p>	
<p>Literacy and Reading</p>	<p>Literacy Reading</p> <p>Remembers repeated words</p> <p>Listens to others in small groups</p> <p>Responds to what and where in pictures</p> <p>sequence events in stories</p> <p>Talks about beginning and end of story-events</p> <p>Hears the words print, text, writing at home</p> <p>Finds words and pictures in a book</p> <p>Know stories have a beginning and an end</p> <p>Re-tell some past events in the correct order from books and own experiences</p> <p>suggests own favourite recommended book</p>		<p>Inference and prediction</p> <p>Use talk to connect ideas in response to text from own experiences</p> <p>Begins to join in repeated refrains</p>		<p>Vocabulary</p> <p>Cover, front, back, spine, pages, upside down, print, words</p> <p>Toilet-poo, wee, wipe, clean germs</p>	

<p>Pre-writing shapes These are the main pre-writing shapes which children need to learn how to form. These can be practised using sand, large chalks and different textures such as ketchup, salt etc in a tray.</p>						
<p>Personal, Social and Emotional I like/I dislike Hungry/thirsty Morning/night</p>	<p>Who keeps me safe at home? I am feeling...angry, scared, worried, excited,</p>	<p>Who keeps me safe at school? I am feeling...angry, scared, worried, excited,</p>	<p>How do I keep safe when out and about? I am feeling...angry, scared, worried, excited, Vocabulary Trust, safe, rules, travel, strangers,</p>	<p>Scooter safety out and about Vocabulary Trust, safe, rules, travel, strangers, Crossing, road, pedestrians, stop, go, wait, listen, traffic</p>	<p>Give me 5 Magnet eyes Listening ears Lips still Brains switched on Smart sitting</p>	
<p>Physical Development Rules for travelling indoor, outdoor Safe- sharp</p>	<p>Physical Development Hangs own coat on peg Brushing my teeth Uses a Hoover, dustpan and brush Using the toilet</p>		<p>How to teach a child to put on their coat.</p> <ol style="list-style-type: none"> Place coat on the floor Tag/hood nearest to child's feet. Child's arms placed in arm holes Tip and flip coat over head 		<p>Using Tools and one-handed equipment Buttering slice of bread Peels own fruit Buttering slice of bread and makes jam sandwich Makes hot chocolate Mashes banana Vocabulary Mash, grate, knife, fork, smash, squeeze, cerated, chop, slice, peel, skin, spread, Peel, skin, core, pips, knife, spread, sharp, safe, control, safe</p>	
<p>Mathematical Development</p>	<p>Compares groups of objects up to 5 saying when they are the same Recognise when objects are taken away Gives 2/3 from a larger group</p>			<p>Vocabulary Line, same, fingers, changes, heavy, up, down, square, triangle, rectangle, circle, spots, stripes, pointy</p>		
<p>Knowledge and understanding of the world</p>	<p>RE Talk about different festivals: Diwali, Hanukah, Christmas Vocabulary Diwali- diva Christmas, presents, gifts, tree Hanukah, oil, lamp Lights, festival, seasons</p>		<p>Science- I have senses, talk about senses- sight, hearing, touch, taste and smell Talk about what happens in the Autumn and Winter? Light and dark places Explore where animals live- Which birds visit our nursery, home, local area?</p>		<p>Geography/History Locating different places in my classroom what do I see near and far? Remembering where things live Which part of the world do my extended family come from? Locating places in the garden How we travel from home to school? How things move?</p>	

<p>Expressive arts</p>	<p><u>Expressive Art and Design- Artist: Jackson Pollack - How can colour be changed?</u> I can see...name colours made Talk about how a colour was changed, what did you add?</p> <p><u>Vocabulary</u> Line, same, red, yellow, orange, green, black, white, blue, mix, spectrum, colour, marks, tools, sort, match, add</p>	<p><u>Expressive Art and Design-</u></p> <ol style="list-style-type: none"> 1. Draw a circle 2. Draw circles for the eyes and lines for eyebrows 3. Draw a nose, holes for nostrils Draw a mouth 4. Draw ears 5. Draw hair using different types of lines 	<p><u>Songs and rhymes</u> Black history month songs Fruit and veg songs/poems Celebration and festivals</p>
<p>Culture Capital: Culture Capital: Stamford Hill Library visits, school garden, local area /shop walk, scooter safety training, Little Angel Theatre visit Scooter Day, Christmas party</p>			