

Autumn Term 2 2022

(Please refer to the curriculum year plan for more detail about the intent, implementation and impact in each curriculum area.)

Additional ideas and activities from the assessments are added in italics.

Weeks	October 31 st – November 18 th			November 21 st – December 16 th
Core Book	The Lonely Firefly			‘The Gingerbread Man’
Other Books				‘Dear Santa’
Rhymes/ Songs	‘This Little Light of Mine’ ‘Dry Bones’ ‘Firework Song’			Extra Christmas Songs
Poetry Basket	Choppity Chop			‘Who has seen the Wind’
Key interests/PitM /Projects/Themes /Provocations	Festivals of Autumn Diwali, Halloween, Home Corner & Playdough Table			Transport and trains – maps and timetables Spider Webs Box construction
Special/Cultural Events/ Festivals	Back from Half-term What did you do during week?	Diwali Halloween	Autumn – Changes in weather and trees. Planting bulbs.	Christmas Festival Chanukah begins December 18 Change in Weather
Equality, Diversity and Inclusion (Anti - Racist Education/ Gender, EAL, Disabilities and Different abilities)	Learn each other’s names/about each other. Celebrating Diwali Displays regarding our celebrating Black History Visitors. Learn each other’s names/about each other.			What is a celebration? Christmas, remembering Diwali, Black History Talk about how we are all different and unique. Inclusive games and activities (including Bucket Time/SEN interventions). What have you been learning?
Personal Social Emotional Development <i>Skills, Knowledge and Understanding Activities/Resources / Opportunities</i>	Children coming back from break – welcome back conversations. Know children and their interests – form attachments. Provision to reflect children’s interests. Express, name and talk about feelings (eg. using empathy dolls, feelings charts, emotions books, solution cards). Lunchtime routines and calm lunches – children at same table. Support with transitions in the morning and knowing the nursery routine. Review Washing Hands – how do we do this? When and How? <i>Change in Weather</i>			Care for empathy dolls (linked to self-care). Tidying up Skills – linked with maths Try new activities/build on skills/extend skills/develop interests. Make positive relationships with – ‘thank you’ – ‘may I’ ‘please’ ‘Excuse me ‘sorry to interrupt you’ Support children to form friendships (eg. through having shared interests/people games). Know each other’s names – ‘My name is’ and who is under the blanket Encourage children to take turns and share resources, time and space. Modelling positive interactions with children and support them to be kind to others. (Forum role-play)

Physical Development <i>Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</i>	<i>Different ways of climbing/balancing/jumping and using equipment safely (such as in soft play).</i> <i>Music, dance and movement activities, some with ribbons/scarves.</i> <i>Action/number songs and rhymes.</i> <i>Manipulating malleable materials such as clay and dough.</i> <i>Encourage/support children to dress/undress and feed themselves.</i>	<i>Large scale mark making on horizontal surfaces, such as large pieces of paper on the floor.</i> <i>Mark make in play and role play.</i> <i>Finger Gym activities.</i> <i>Experiment with different ways of moving eg. slithering/hopping/skipping.</i> <i>Large and small scale artwork using finger, arm and hand movements.</i> <i>Use/manipulate different tools and materials (eg. snipping with scissors/cutting with a kiddicutter).</i>

Weeks		
Communication and Language <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	<p>Following teachers' lead in classroom routines – tidy up, washing hands. Listen to, join in with and respond to music, stories, rhymes and songs. Encourage listening to sounds in the environment/listening walks. Use a variety of communication skills/resources. Talk about friends and families – use LJ books as prompts. Express and talk about different feelings. Vocabulary linked to children's interests, friends, families and feelings.</p>	<p>Listen and respond to stories, rhymes and songs. <i>Encourage listening through interventions, eg. Bucket Time.</i> Support conversations between children. <i>Resources that spark imagination/encourage talk.</i> Listen and respond to stories, rhymes and songs. Listen to other children as they play/make friends. <i>Encourage language through play/role play.</i> <i>Support language and speaking skills through commenting and extending.</i> Vocabulary linked to children's interests, friends, families – similarities and differences.</p>
Literacy <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	<p>Share stories, songs, rhymes in the environment, using props/ actions/Makaton/acting them out – bringing them to life. <i>Share books linked to children's interests.</i> Listen and respond to core book – 'The Lonely Firefly' – explore the feeling 'lonely' – why we love to have friends. Looking at information books – fireflies, insects, following interests of children.</p>	<p>Share stories, songs, rhymes, using props/ actions/acting them out – bringing them to life. Listen/respond to book – Gingerbread Man'' Use info books to support play inside and outside. <i>Different media/materials for mark making in play, such as paint, pens, chalk and water.</i> <i>Mark making linked to role play and interests.</i></p>
Letters and Sounds	<p>Environmental Sounds: Drum outside using pots, pans, posts, buckets, etc. Listening walk in the garden. Animal Sounds of the animals in 'Brown, Bear Brown,</p>	<p>Environmental Sounds: Add sounds to story – the doorbell ringing in 'So Much' the sounds of the visitors as they greet and play with the baby. Use instruments to support keeping the beat during our songs and the rhythm of our stories. Sounds of the animals in 'Brown Bear'.</p>
Mathematics <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	<p>Number songs and rhymes (eg. using fingers/props, such as 5 Little Monkeys). <i>Count in everyday/real-life contexts (eg. children at snack, tidy up time).</i> Say counting sequence in play, forwards and backwards, eg. 'hide and seek'. Mathematical language involving space, shape and measures in the environment eg water (capacity), climbing (space), block play (shape). Sorting and matching – colours and picture dominoes.</p>	<p>Number songs and rhymes as we march and tap on our way to lunch hall. Counting the number of children in line. Matching pictures and colours in dominoes. Counting and measuring while cooking. Measuring with unifix cubes – dinosaurs.</p>
Understanding the World <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	<p>Weeding/composting in the allotment/mud kitchen. Explore the mud kitchen, water, dough, sand. Learn about our friends and families (eg. from family photos in LJ books/knowning and using each other's names). <i>Talk about home life and family, eg. by looking through LJ Book.</i> Explore signs of Autumn – conkers, acorns, leaves, pine cones.</p>	<p>Explore natural resources linked to Autumn – pine cones, conkers, acorns, pumpkins. Opportunities to cook, with our guests. – which countries are these foods cooked/popular. Opportunities to cook/explore vegetables, eg. cooking dumplings, chopping vegetables Learn about important people in Black History <i>Support interests in plants, insects, bugs and birds in the garden.</i> Explore natural resources linked to Autumn, eg. leaves (garlands) , pumpkins, sunflowers (seeds). Planting bulbs in our garden.</p>
Expressive Arts and Design <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	<p>Explore creative resources and learn/practise skills. Focus on colour through creative activities. Model role play in the homecorner/shop/café. Respond to music – dance/movement to the Brown Bear Song. <i>Develop imaginative play skills, linking up with others to play cooperatively, making props and using large-scale construction.</i></p>	<p>Painting techniques – cleaning brush, changing water, mixing paints, etc. Self-portraits – use mirrors to look at the detail of our faces. Use pencil/crayon/paint and clay to create self-portraits. Mixing skin tone paints/playdough. Art/painting inspired by Jennifer Packer and Lynette Yiadom-Boakye</p>

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