

## Autumn Term 2 2025

(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 – **where many children need support (in red)** and **where children need more extension and challenge (in blue)** and **both (in purple)**

Week Beginning	3.11.25	10.11.2025	17.11.2025	24.11.2025	1.12.25	8.12.25	15.12.25		
<b>Core Books</b>	'Brown Bear, Brown Bear, what do you see?' 'Three Little Pigs'				'Polar Bear, polar bear, what do you hear?' 'The Gingerbread Man'				
<b>Nursery Rhymes/ Songs</b>	Polly Put the Kettle on Tête, épaules, genoux et pieds On bonfire night				Feliz Navidad, When Santa got stuck up the chimney Jingle Bells	We wish you a merry Christmas Warming our Toes Away in a Manger			
<b>Poetry Basket</b>	A little house				Breezy Weather, freezy weather				
<b>Key interests/PitM /Projects/Themes /Provocations</b>	Sensory Play, Fireworks Night				Christmas crafts, stories				
<b>Special/Cultural Events/ Festivals</b>	Fireworks Night	Remembrance Sunday		St Andrews Day	Celebrating the story of Christmas and Christmas Festival Winter Solstice				
<b>Equality, Diversity and Inclusion (Anti –Racist Education/Gender, EAL, Disabilities, all abilities)</b>	Singing songs in different languages such as French song 'Tête, épaules, genoux et pieds', talking about foods from different countries in particular China whilst in the home corner role play area e.g. dim sum, dumplings, egg fried rice.				Singing songs in different languages such as Spanish song 'Feliz Navidad'				
<b>Personal Social Emotional Development Skills, Knowledge and Understanding Activities/Resources/ Opportunities</b>	Sensory Play including corn flour to promote involvement in soothing, calming play opportunities. Parachute games to foster following instruction, co-operation, collaboration and turn-taking playing games. Bucket Time and Sensory Circuit Games to support focus, attention and hence regulation. Feelings and Emotions Visuals to support children to show how they feel, name the emotion and talk about their feelings.				<i>Turn Taking Games to support sharing, turn-taking, co-operation and collaboration. Using words to assert boundaries, 'Stop, I don't like it because it makes me feel sad.' Being able to label emotions. Children being able to turn take to support children with conflict resolution skills. Using Turn-Taking Sand timer and also using Turn-Taking Wheel with children's photos for turn taking for 2 or more children.</i>				
<b>Toileting</b>	A key goal is to support children's independence. Staff should encourage children to do as much as they can for themselves (e.g., pulling up/down clothes, wiping, washing hands). Also supporting children who are in nappies to take initial steps to use the toilet independently e.g. sitting on toilet, flushing toilet.				A key goal is to support children's independence. Staff should encourage children to do as much as they can for themselves (e.g., pulling up/down clothes, wiping, washing hands). Also supporting children who are in nappies to take initial steps to use the toilet independently e.g. sitting on toilet, flushing toilet.				
<b>Physical Development Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</b>	Fine Motor Skills - Children continue to develop their cutting skills – correct hold and snips through thin strip. Physical Development Skills –running and chasing games 'What's the Time Mr Wolf?' and 'Hide and Seek'				Fine Motor Skills: Kneading, rolling, flattening, and sculpting the salt dough which strengthens children's hand and finger muscles, which is crucial for developing pencil control for later writing. Physical skills involved when doing races, running and labelling who comes first, second, third.				
<b>Makaton Sign(s) of the Week</b>	Run, Walk, Jump, Stand Up				Mummy, Daddy, Brother, Sister				
<b>Letters and Sounds</b>	Animal Sounds from 'Brown Bear, Brown Bear' and 'Old Macdonald' Playing musical instruments and tuning into play, stop, play faster, play slower, play quietly, play loudly				Animal Sounds from 'Polar Bear, Polar Bear' and 'Old Macdonald' Listening to instruments and matching sound to instrument.				

Week Beginning	3.11.25	10.11.2025	17.11.2025	24.11.2025	1.12.25	8.12.25	15.12.25
<b>Communication and Language</b> <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	'Playing Ready, Steady, Go' games to support listening and attention.	Parachute which include pausing to prompt children to request for more e.g. 'higher', 'lower'.	Repeated refrain in the <i>Gingerbread Man</i> story, 'Run, run as fast as you can. You can't catch me I'm the <i>Gingerbread Man</i> .' Also strong communication and language possibilities whilst baking the <i>Gingerbread</i> biscuits particularly when smelling scent of ginger as part of baking activities, using vocabulary such as 'dough', 'roll', 'cut', 'cutter'.				
<b>Literacy</b> <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	Bear Book, fiction and information Teddy Bear Books		Retelling story of the <i>Gingerbread Man</i> .  Gingerbread Men puppets and props  Photos of foxes.				
<b>Mathematics</b> <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	Compare the number of bricks on different piles or the number of rooms in the pigs' houses, using words like "more," "fewer," or "the same" Children doing races and stating who came first, second, third Chanting numbers – up to 10 particularly when playing 'Hide and Seek' Counting the number of children in a group using correspondence Counting the number of pigs, counting the number of houses, counting the number of bricks used to build a house. Subitising up to 3, subitising objects within play and through adult led activities Encourage children to quickly recognise small groups of objects (e.g., dots on a dice, fingers, or counters) without counting		Cardinal principle: Understanding that the last number counted represents the total quantity of the set (e.g., counting "1, 2, 3, 4, 5" and knowing there are 5 objects in total). Counting number of steps when playing 'What's the Time Mr Wolf' Using fingers to count to show what time it is in 'What's the Time Mr Wolf' Using a large dice to match number given for what time it is for 'what's the time Mr Wolf' Subitising up to 5, subitising objects within play and through adult led activities Encourage children to quickly recognise small groups of objects (e.g., dots on a dice, fingers, or counters) without counting Children using first, second, third, fourth, fifth, sixth, last when lining up or waiting to have a turn.				
<b>Understanding the World</b> <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	Children talking about their <b>experiences of Fireworks night</b> and seeing CBBC resources. Children <b>investigating cause and effect</b> as they use their senses to develop ideas on thinking through what, how and why things happen. Children learn about the process of change <b>by mixing different (wet and dry) materials/ ingredients</b> -e.g. when making playdough. They will do exploratory play having time to investigate what happens when mixing flour, oil, water, salt, water and developing understanding of concepts such as thick, thin, gooey, wet, dry. Outside – sand, water, soil, leaves. Children <b>investigating the changing season</b> seeing how leaves change colour and fall down. Children using their senses to explore and investigate windy, rainy and dry weather. Children looking at <b>materials that are best for building</b> houses e.g. paper, sticks, blocks.		When making salt dough decorations, Children explore the sensory and physical properties of the raw ingredients (flour, salt, water) and the resulting dough. They observe how the dry, powdery ingredients change into a pliable, malleable substance when mixed with water. They can describe textures (sticky, smooth, crumbly) and consistencies, and experiment with adding more water or flour to change these properties. Once baked, children see that there has been a non-reversible change where soft dough hardens into a solid, long-lasting ornament. Children can observe and discuss how the dough changes state from soft and mouldable to hard and rigid. These changes can also be seen when the children bake <i>Gingerbread Men</i> . Looking at photographs of different types of foxes.				
<b>Expressive Arts and Design</b> <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	Children use fingers, hands, and feet for a tactile sensory experience when painting. Children experience different textures when paint is mixed with other substances like sand or foam. Children enjoy painting using a range of different tools including sponges, paintbrushes, small world animals and vehicles. Children also paint collaboratively on a variety of surfaces including large cardboard. Children collaboratively build junk modelling structures for the Pig's Houses and then stick or glue different materials.		Children will have the chance to make their own instruments from household junk and paper mache – strings/bells and wind instruments.  Children develop creativity sculpting salt dough to make Christmas decorations				