



Prime Areas: Autumn Two

As communicators, speakers and listeners our children will: (Communication and language)

- o Enjoy listening to longer stories and can remember much of what happens.
- o Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- o Can start a conversation with an adult or a friend and continue it for many turns.
- o Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Types of quality first teaching: Word Aware sessions – learning new vocabulary and concepts. 'Voting' Story station and regular story times.

Types of provision: Circle times and small group discussions. Social groups and facilitated adult led play.

As our "Fantastic Growing selves" our children will: (Personal, social and emotional development)

- o Play with one or more other children, extending and elaborating play ideas.
- o Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- o Increasingly follow rules, understanding why they are important.
- o Do not always need an adult to remind them of a rule.
- o Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
- o Begin to understand how others might be feeling

Types of quality first teaching: Circle times, friendship stories, songs, rewards and positive praise boards.

Types of provision: Mini Mash PSHE games, Calm tent, Emotions corner, story books and mood monsters.



As movers and shakers our children will: (Physical Development)

- o Use one-handed tools and equipment, for example, making snips in paper with scissors.
- o Use a comfortable grip with good control when holding pens and pencils.
- o Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- o Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- o Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Types of quality first teaching: Spiral PE teaching, dough disco, brain breaks and Music Express teaching.

Types of provision: Funky fingers challenges, outdoor painting wall, outdoor threading frame, outdoor climbing frame, outdoor PE equipment, indoor balance beams, indoor 'big' construction, music area.

In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:

P.E. – Spiral (Weeks 8 → 14)

Music – Music Express – Unit: Growth and Change

RE – Leeds Agreed Syllabus – Unit: How do people celebrate in Autumn?

Computing – Range of Mini Mash Activities



Specific Areas: Autumn Two

As Writers and Readers our children will: (Literacy)

- Use some of their print and letter knowledge in their early writing.
- Write some or all of their name
- Write some letters accurately
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- 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 some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme

Types of quality first teaching: Shared writing (lists, labels and captions), story sequencing, wanted posters, character drawings.

Types of provision: Mini Mash name writing games, sand and salt trays, roll out paper, notebooks and pens, painting wall, phonics games and challenges, such as bingo, word hunts and obstacle courses.

Types of Texts: Mad about Mini Beasts, The Very Hungry Caterpillar, The Teeny Weeny Tadpole, the Traditional Nativity Story, (Christmas time)



Specific Planned Content
Across The Curriculum

As Mathematicians our children will: (Mathematics)

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Compare quantities using language: 'more than', 'fewer than'
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. •
- Combine shapes to make new ones - an arch, a bigger triangle etc.

Types of quality first teaching: White Rose Maths input activities (It's me 1,2,3 & Light and Dark)

Types of provision: White Rose Maths and NCTEM enhancing provision activities, Mini Mash Maths Games, natural loose parts, access to all Maths resources in play.

Types of Texts: 1, 2, 3 at the Zoo, Number Farm, One Bear at Bedtime, Me on a Map, The Little Bear and the Wish Fish, Three Little Firefighters, Round is the Moon Cake.



Specific Areas: Autumn Two

As children of the world our children will: (Understanding of the World)

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people

Types of quality first teaching: Studying and exploring Minibeasts and their habitats, Pond dipping, forest Minibeast hunting and worm farms.

Types of provision: Minibeast investigation lab, Pond life area supported by non-fiction texts and Minibeast Small World area.



As explorers and creators our children will: (Expressive Arts and Design)

- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Join different materials and explore different textures Play instruments with increasing control to express their feelings and ideas.

Types of quality first teaching: Minibeast houses and habitats using creative resources, Music Express units Growth and Change, Mini Beast Clay Sculptures

Types of provision: Paper plate Minibeasts, firework painting and printing, Mini Mash drawing and painting activities, Christmas cards and crafts.



PE: Threshold Concepts (Highlight focus areas for Half Term)

Reception and KS1

Agility	Balance	Co-ordination
Body Awareness Dodging and Evading Flexibility and Movement Reaction Rotation Travelling	Balancing Equipment Dynamic Balance Generating Force Through Transfer of Weight Points of Contact Static Balance Understanding Base	Combination of Skills Differentiating Force Organising Limbs Receiving Sending Timing

Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
This half term there will be a whole school focus on Respect through assemblies, circle and discussion times.	We will revisit our learning throughout this half term with the use of knowledge organisers and quick quizzes. We will also continue our Word Aware sessions, learning a wide range of new vocabulary.	This half term, we will study the job of a Scientist and explore how they investigate animals and humans to help us learn about them.	This half term in our RE lessons, we will learn about people of different faiths and how they celebrate Autumn. We will link this to our own experiences of our life stories so far.