

A Carnival of Colour						
Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
High quality texts	Oi Frog!		Winnie the witch		The Jolly Postman	
Role Play	Witch's Castle, Elves Wrapping Station, Post office					
Key Dates	Diwali Halloween Guy Fawkes Night & Bridgwater carnival Remembrance Sunday Christmas					
<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Joins in with repeated refrains and anticipates key events/phrases in rhymes and stories. Begins to be aware of the way stories are structured, and to tell own stories. Talks about events and principal characters in stories and suggests how the story might end. Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print). <p>Word reading</p> <ul style="list-style-type: none"> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Begins to develop phonological awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Hears and says the initial sound in words – begins to segment and blend words to read in phonics. <p>Writing</p> <ul style="list-style-type: none"> Includes mark making and early writing in their play. Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. Write their own name, or other names. Begin to write other words, using some recognisable letters. Records the initial, final and some medial sounds when recording cvc words. 						
<p>Maths</p> <p>Number</p> <ul style="list-style-type: none"> Cardinality Subitises up to five objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which they ascribe mathematical meanings. <p>Composition</p> <ul style="list-style-type: none"> Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers <p>Numerical patterns</p> <ul style="list-style-type: none"> Comparison Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! To understand that when making comparisons you can have more items, fewer items or an equal amount of items. Counting May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 Counts up to and back from 10, beginning to recognise the one more one less relationship. <p>Extra - Begin to recognise, identify and sort 2D shapes. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <ul style="list-style-type: none"> To compare different times of day and use language to describe when events happen eg day, night, morning, afternoon, before, after, today and tomorrow. 						
P.S.E.D Personal, social and emotional development						

Self-regulation

• Become more outgoing with unfamiliar people, in the safe context of their setting. • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions. • Recognise that we can have things in common with others. • Be sensitive towards others and celebrate what makes each person unique.

Managing self

• Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Building relationships

• Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play Demonstrates skills in building friendships and cooperation • Knows the importance of showing care and kindness towards others • Begin to consider the feelings of others. Talks to other children freely about their home and community. • Joins in with family celebrations and customs. • Begins to understand that other children may have different customs and beliefs.

Communication and Language

Listening, Attention and Understanding

• Listen to stories with increasing attention and recall Understanding • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Has an understanding of prepositions such as under, on, top and behind. Engage in non-fiction books. Listen and talk about stories to build familiarity and understanding.

Speaking

• Can retell a simple past event in the correct order. • Uses vocabulary focused on objects and people that are of particular importance to them. • Develop their communication, address misconceptions with irregular tenses/plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Builds up vocabulary that reflects the breadth of their experiences - Use speaking and listening skills to find out about the lives of their peers and where they live

Physical Development

Gross motor

• Choose the right resources to carry out their own plan. For example choosing elements of the deconstructed role-play to create real or imaginary objects and places eg carnival carts. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. - Further develop the skills they need to manage the day successfully e.g. lining up, mealtimes, personal hygiene. - Begins to progress to a more fluent style of moving, developing control. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • I can balance on one leg. • Draws lines and circles using gross motor movements. Begins to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Fine motor

• Use large-muscle movements to paint and make marks. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. - Participate in activities to develop their pincer grip. - Begin to hold a pencil effectively in preparation for fluent writing. - Begin to develop the tri-pod grip. • Uses one handed tools and equipment, for example scissors to make snips in paper. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Understanding the world

Past and Present

• Shows interest in the lives of people who are familiar to them. • Can discuss significant events in their own experiences. • Have an awareness of the Christmas story. People, Culture and Communities • Recognises & describes special times or events for family or friends. • Joins in with family celebrations and customs. Begins to understand that other children may have different customs and beliefs.

The Natural World

• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Shows care and concern for living things and the environment. • Arouse awareness of features of the environment in the setting and immediate local area

Expressive art and design

Creating with Materials

• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Make imaginative and complex 'small worlds' such as their own local surroundings, with blocks and construction kits, such as the school, their house, the church and other features of Catcott and the local area. • Join different materials and explore different textures. Discuss what they plan to make and their final creation. Make adaptations where necessary • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour-mixing. Experiment making different marks with a range of tools and techniques.

Being Imaginative and Expressive

• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Sings a few familiar songs (Nursery Rhymes and Nativity) • Imitates movement in response to music. • Performs to an audience - Engages in imaginative role play based on own first-hand experiences. • Look at Art work by Andy Goldsworthy and create our own images using natural materials.