

<p style="text-align: center;"><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b>          Listen carefully and sing a large repertoire of songs          Know many rhymes, be able to talk about familiar books and be able to tell a long story (Helicopter Stories)          Understands how to listen carefully and why listening is important          Follow instructions          Engage in story times and non-fiction books</p> <p><b>Speaking</b>          Use talk to organise themselves and their play          Start conversations with an adult/friend          Use a wider range of vocabulary          Develop social phrases          Ask and answer simple questions          Start a conversation with an adult or a friend and continue for many turns</p>	<p style="text-align: center;"><b>Key Texts</b>          Pumpkin Soup          Nocturnal Animals          Scarecrow’s Wedding          Little Glow          The Best Diwali Ever          Amma Tell Me About Diwali          I want two Birthdays          Dear Santa          Christmas Story          T’was the Night Before          Christmas</p>	<p style="text-align: center;"><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b>          See themselves as a valuable individual.          Talk about their feelings using words like ‘joyful’, ‘unhappy’, ‘annoyed’ or ‘nervous’, ‘frightened’          Self-Registration using the Zones of Regulation</p> <p><b>Managing Self:</b>          To continue to manage our own needs, e.g toileting , zipping up coats          Increasingly follow rules, understanding why they are important.          Select and use activities and resources to help achieve a chosen goal          Develop their sense of responsibility and membership of a community -          Looking after resources including tidying away</p> <p><b>Building Relationships</b>          Understand gradually how others might be feeling          Find solutions to conflicts and rivalries          Play with one or more other children, extending and elaborating play ideas.          Become more outgoing with unfamiliar adults and children</p>
<p style="text-align: center;"><b>Theme:</b>  <b>Let’s Celebrate!</b></p> <p style="text-align: center;"><b>Autumn, Bonfire Night, Birthdays, Christmas+ cultural celebrations related to class/year group</b></p>	<p style="text-align: center;"><b>Children’s Interests</b>          Building, Ball Games, Creating at the craft table, bugs, nature, Making Pizzas, Toy Story, Sonic, Dinosaurs</p>	<p style="text-align: center;"><b>Identified needs for this cohort</b></p> <p>PSED: Building relationships, sharing, making good choices, modelling of suitable play (rough play is common)          C&amp;L: using words to express our wants, needs and feelings          Toileting</p>
<p style="text-align: center;"><b>Physical Development</b></p> <p><b>Gross Motor Skills:</b> ABC Gross Motor Programme, Gymnastics (P.E Focus), Funky Fingers Programme, skip, hop and stand on one leg,          Collaborate with others to manage large items, such as moving a long plank safely or carrying large hollow blocks</p> <p><b>Fine Motor Skills:</b> Funky Fingers Programme, Pen Disco, Scissor skills</p>		<p style="text-align: center;"><b>New Vocabulary</b></p> <p>Sign language: Learn a sign per week          Autumn: Pumpkins, conker, pine/fir cone, harvest, acorn, changing          Diwali: Light, Lamp, Diwa, Rama, Sita          Fireworks: Bonfire, whizz, bang, crackle, sparkle          Christmas: Manger, Angel, sleigh, journey, nativity language</p>

	<b>PE Focus</b>  Movement for Learning Gymnastics – basic shapes and apparatus
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<b>Literacy</b>  Introduce Helicopter Stories  <b>Comprehension</b> Engage in extended conversations about stories, learning new vocabulary  <b>Word Reading &amp; Phonics</b> Understand the 5 key concepts about print Recognise own name Develop phonological awareness, e.g rhyme, syllables, alliteration Hear and say initial sounds in words Blending and segmenting Read a few common exceptions words Read individual letters by saying the sounds for them  <b>Writing</b> Mark making Writing has meaning e.g List writing To use some of their print and letter knowledge in their early writing Introduce the correct letter formation for each grapheme taught To write some or all of their name Identify, read and write some single phonemes Hear and say initial sounds in words Blending and segmenting	<b>Maths</b>  <b>Mastering Number Programme</b>  <b>Number</b> Recognising 1-5 and understanding that the numbers are made of different parts Introduce the concept of whole  <b>Numerical Patterns</b> Using and recognising different representations of the same quantity  <b>SSM</b> Revision of 2D shapes Introduce 3D shapes Language to describe shapes Exploration of simple repeating patterns - ABABAB
<b>Understanding the World</b>  <b>Past and Present</b> Comment on images of familiar situations in the past (birthday, Christmas, bonfire night)  <b>People, Culture and Communities</b> Continue to develop positive attitudes about the differences between people To know that there are different countries in the world and talk about the differences they have experienced or seen in photos Understand that some places are special to members of the community	<b>Expressive Arts and Design</b>  <b>Creating with Materials</b> Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures Explore colour and colour mixing Draw with increasing complexity and detail  <b>Being Imaginative and Expressive</b> Begin to develop complex stories using small world equipment

<p>Recognise some similarities and differences between life in this country and life in other countries</p> <p><b>The Natural World</b>  Autumn Walk  Noticing changes in the natural world  Explore the Natural World around them  Describe what they see, hear and feel in the outside world</p>	<p>Remember and sing entire songs  Create their own songs or improvise a song around one they know  Play instruments with increasing control to express feelings and ideas</p> <p>Music – Rainbow Fish (HMS Planning)</p>
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**Possible Learning Journey**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Autumn</b> – local walk, signs of autumn, autumn loose parts art nocturnal animals, night and day	<b>Bonfire Night:</b> Keeping safe, how we celebrate, firework painting, role play enhancements – garden	<b>Diwali (or other class festivals)</b> Where is it celebrated? Why? How? By Who?	<b>Birthdays:</b> Why we celebrate, how we celebrate, planning a party for class teddy	<b>Birthdays:</b> Making cards, planning games, creating gifts Class party	<b>Christmas</b> Elf on the shelf Christmas story	<b>Christmas</b> Performance