

## Communication and Language

- Share own experiences and memories of birthdays, Christmas etc, join in Circle Times.
- Describe Autumn objects—describe what they experience using all of their senses.
- Go on an Autumn walk and describe what they can see/ find
- Share own knowledge and asking questions.
- Retelling Rama and Sita story and acting it out with own words. Be supported to act out stories exploring ways to change voice with different pitch, volume etc.

## Personal, Social and Emotional

- Role play (Cafe and Christmas Workshop) play cooperatively
- Diwali retelling, Christmas Nativity – developing confidence in performing to class then in front of wider audience.
- Circle time to talk about what we like about Autumn.
- Bonfire Night, Halloween, Christmas – recognise we all celebrate in different ways, and that some children have different “special times” from ours.
- Motivation (School's EMERGE theme) preparing for festivals, working hard, trying our best.

## Physical Development

- Threading leaves and conkers
- Picking up autumn objects using tweezers.
- Precision placing, pouring, manipulating, pressing down— Rangoli and Andy Goldsworthy patterns.
- Diva lamps – handling clay, moulding to simple lamp
- Wrapping presents
- PE- Pretending to be autumn leaves, fireworks
- Jasmine PE – Working with others - Balance - Jumping and landing.

## Understanding the World

- Discuss the seasons and the natural changes that occur
- Learn about different celebrations—Harvest, Diwali, Christmas, Remembrance, Bonfire Night, Halloween
- Autumn walk to collect natural objects— look at a map of area to be explored (Jericho Valley Woods). Compare with map of London. How is life different for children there? Where do they walk and play? Addresses on Christmas cards home. Local area map and that we are all part of Cornwall – and its place in the world.

# Special Times

Ogden Trust Science Talk— Fizzy Candy canes, Bobbing Apples (floating and sinking)

Vocabulary pyramid

Diwali, Rangoli, mehndi, symmetrical, diva lamp, Remembrance, Nativity, Bible, city, village.

Festival, church, conker, acorn, hedgehog, seasons,, temple, celebration, wheat, harvesting, float, sink, London

Autumn, Halloween, Bonfire Night, Christmas, map, woods, leaves, red, yellow, brown, orange, squirrel.

Key texts: Room on the Broom; Sparks in the Sky; Dival's Diwali; Ladybird -The First Christmas;

Awareness that children have different cultures and experiences

## Expressive Arts and Design

- Observational drawing of Autumn objects.
- Dance— like autumn leaves, fireworks, traditional Indian/bhangra dance.
- Watch and respond to different forms of dance— focus on Indian Dance
- Wax resist technique and blending chalk pastels— Fireworks pictures.
- Design a rangoli pattern— sand art/ coloured rice
- Natural pattern with Autumn objects – Andy Goldsworthy style, Photos.
- Harvest Festival and Christmas Nativity
- Craft activities related to different celebrations— diva lamps, stained glass windows etc
- Artist study- Andy Goldsworthy

## Mathematics (additionally see White Rose plan)

- Making a repeating pattern using autumn objects, sorting into groups and comparing quantities. Adding 1 more, finding 1 less.
- Counting autumn objects and matching to numerals. Making 'dice and Numicon patterns', using Autumn objects— Subitising.
- Comparing objects in relation to size, length, weight and capacity.
- Adding autumn objects— number bonds to 5.
- Symmetry, 2D shape and pattern— Rangoli patterns.
- Advent calendar— counting forwards and backwards, one more, one less. Finding numerals on 100-square.
- Counting 1p and £1 coins in roleplay cafe.

## Literacy

- Writing Christmas lists, have-a-go writing in Father Christmas's workshop, writing cards to each other with key words.
- Menu writing and play writing in café, taking orders, some phonetic correspondence.
- Speech bubbles – have-a-go writing in Rama and Sita story.

### Communication and Language– Working towards all ELGs

#### Listening, Attention, and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

#### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

### Personal, Social and Emotional– Working towards all ELGs

#### Self– Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

#### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

### Physical Development– Working towards all ELGs

#### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

### Understanding the World

Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. **Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**

# Special Times

This is a topic exploring the seasons with a focus on Autumn and winter festivals. The children will learn about the natural changes that happen during the season of Autumn. They will also share their own experiences and memories of Christmas, Bonfire Night, Halloween and their own birthdays. They will learn about the stories, traditions and celebrations linked to these. They will find out about Diwali, and about how children around the world might have different "special times" to their own, and have different birthday traditions etc.

### Expressive Arts and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.  
Watch and talk about dance and performance art, expressing their feelings and responses.  
Sing in a group or on their own, increasingly matching the pitch and following the melody.  
Explore and engage in music making and dance, performing solo or in groups.  
**Make use of props and materials when role playing characters in narratives and stories.**  
Sing a range of well-known nursery rhymes and songs.  
Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

### Mathematics

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  
Make comparisons between objects relating to size, length, weight and capacity.  
Extend and create ABAB patterns – stick, leaf, stick, leaf. Talk about and identifies the patterns around them  
Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value.  
Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.  
Continue, copy and create repeating patterns. Subitise (recognise quantities without counting) up to 5.  
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5

### Literacy

Understand the five key concepts about print: print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom.  
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.  
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Read words consistent with their phonic knowledge by sound-blending.