

## Personal, Social and Emotional Development

### PSED Scheme: Family and Friends, including Anti-Bullying.

Consistent use of class rules and school behaviour expectations.  
Continue developing confidence.  
Establishing friendships and extending play ideas.  
Finding solutions to solve conflicts. Continue discussing feelings and emotions.  
Becoming independent with their own care needs.

### CURRICULUM

#### Self-Regulation

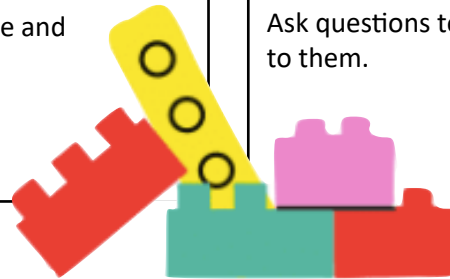
Identify and moderate their own feelings socially and emotionally.  
Think about the perspectives of others.

#### Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

#### Building Relationships

See themselves as a valuable individual.  
Build constructive and respectful relationships.



**ENRICHMENT** : Newarke Houses - Toys - Past and Present Trip  
Pantomime at Loughborough Town Hall

## Literacy

Focusing on listening carefully to familiar stories and reciting repeated refrains.  
Retelling stories using actions.  
Continuing to learn letter formation.  
Continuing to learn to write from left to right, top to bottom.  
Hearing and writing the initial sounds in words.  
Writing CVC words by identifying the sounds.  
Continuing a rhyming string.  
Writing short simple sentences.  
Daily phonics sessions - Phase 2 - l, f, b, j, qu, z, w, v, y, x, ck, ss, ll, zz, ff.

### CURRICULUM

**Writing** : Write some letters accurately.

#### Word Reading

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.

#### Comprehension

Anticipate (where appropriate) key events in stories.

## Communication and language

Developing a wider range of vocabulary.  
Understanding instructions that have two parts.  
Singing a large repertoire of songs.  
Developing their communication during adult led activities.  
Using longer sentences when expressing their point of view.

Role Play - Home Area: Introduce a plant the children care for.

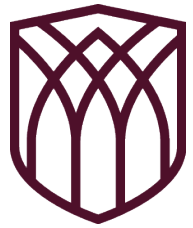
### CURRICULUM

#### Listening, Attention and Understanding

Understand how to listen carefully and why listening is important.  
Learn new vocabulary and use new vocabulary through the day.  
Ask questions to find out more and to check they understand what has been said to them.

#### Speaking

Use talking to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences.



**EARLY YEARS**  
**AUTUMN TERM 2**  
**2022-2023**

## TOYS - PAST & PRESENT

## Mathematics

Developing fast recognition of up to 3 objects. Reciting numbers past 5. Saying one number for each item in order: 1,2,3,4,5. Knowing that the last number reached when counting a small set of objects. Solving real world mathematical problems with numbers up to 5. Discussing and exploring 2D shapes, using informal and mathematical language. Understanding position through words alone. Selecting shapes appropriately. Combining shapes to make new ones.

### CURRICULUM

#### Numbers

Count objects, actions and sounds.  
Subitise.  
Link the number symbol (numeral) with its cardinal number value.  
Selects the correct numeral to represent 1 to 5.

#### Numerical Patterns

Understand the 'one more than/one less than' relationship between consecutive numbers.

#### Shape, Space and Measures

Discussing 2D shapes, Compare length, weight and capacity.

## Throughout the whole year children will:

Develop a love of books, stories and reading through story time, guided reading and home reading.

### Possible Focused Texts

**Fiction:** Christopher Pumpkin, Toys in Space, Lost in the Toy Museum, Kipper's Toy Box, Traction Man

**Non-Fiction:** In the Past: Toys by Dereen Taylor

### Understanding the World

Children will explore the materials that toys and other objects are made from and will begin to understand that toys have changed over time. They will compare different toys and consider what makes them move or work. They will begin to appreciate why toys long ago were different to today's toys. The children will investigate how magnets work and use these to sort objects.

### Science

Distinguish between an object and the materials from which it is made Identify and name a variety of every day materials including wood, plastic, glass, metal. Compare and group together a variety of everyday materials on the basis of their simple physical properties.

### Weekly Investigations

Inseparable books, D.I.Y trumpet, floating ghosts, shaky changes, Archimedes takes a bath, reversing glass, hanging crystals, water volcano in a bottle.

### CURRICULUM

#### The Natural World

Explore the natural world around them.

#### Past and Present

Know some similarities and differences between toys in the past and now, drawing on their experiences and what has been read in class.

#### People, Culture and Communities

Different celebrations around the world. Celebrate Diwali and Christmas.

## RE

### Unit F2 - Why do Christians perform nativity plays at school?

This unit starts by connecting the baby Jesus with the adult Jesus – often a huge confusion for children – and explores the idea that for Christians, Jesus is not just a baby, but God. Christians believe he was God born as a baby.

Children will begin to understand that different people believe different things and will understand that everyone's ideas and beliefs should be respected. The children will find out about the celebrations of Diwali and Christmas.



## Poetry Basket concludes with weekly 'Performance Friday'

Five Little Pumpkins, Who Has Seen the Wind? Cup of Tea, Mice, Shoes.  
The Christmas Poetry Basket

### Expressive Arts and Design

Children will create a variety of toys and games by using different joining techniques and cutting and shaping materials.

The children will be learning to sing together, both familiar and new songs and will be learning songs for our Christmas production.

**Artist of the term** - Wassily Kandinsky - children will create their own spinning top using his work as inspiration.



### CURRICULUM

#### Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

#### Being Imaginative and Expressive

Explore and engage in music making and dance, performing solo or in groups. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

### Physical Development

Personal hygiene (washing our hands)

Putting shoes and socks on and off.

Fine motor activities such as dough disco.

Continuing to develop gross motor skills.

Comfortably holding and showing good control when using pens and pencils.

Learning to safely use one-handed tools and equipment.

Movement for Learning sessions

### CURRICULUM

#### Gross Motor Skills

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

#### Fine Motor Skills

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.