





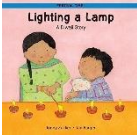

Autumn 2 – Sparkle and Shine



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<b><u>Themes</u></b>	Autumn	Feelings/Emotions linked to events	Diwali	Firefighters (People Who Help Us)
<b><u>Possible lines of enquiry.</u></b>	Celebrations	Bonfire Night	Christmas	
	Festivals	Remembrance Day	Families	


<b><u>Literacy texts</u></b>	Embedded in classroom life - daily story times, nursery rhymes, poems and songs.			
	 (No Outsiders Text)			


<b><u>Maths texts</u></b>								
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Autumn 2 – Sparkle and Shine




<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p><b><u>Communication and Language</u></b></p> 	<p>*Understand how to listen carefully and why listening is important. *Learn new vocabulary. *Use new vocabulary through the day.            *Ask questions to find out more and to check they understand what has been said to them. *Use new vocabulary in different contexts.            *Articulate their ideas and thoughts in well-formed sentences.            *Connect one idea or action to another using a range of connectives. *Describe events in some detail.            *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.            *Develop social phrases. *Engage in story times.            *Listen to and talk about stories to build familiarity and understanding.            *Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.            *Listen carefully to rhymes and songs, paying attention to how they sound. *Learn rhymes, poems and songs.            *Engage in non-fiction books.            *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<p><b><u>CL provision, activities, enhancements.</u></b></p>	<p>Talking tins. Circle times. Adult led learning times. Daily story times, nursery rhymes and poems. Word of the day/week.</p>

<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p><b><u>PSED</u></b></p> 	<p>*See themselves as a valuable individual. *Build constructive and respectful relationships. *Express their feelings and consider the feelings of others.            *Show resilience and perseverance in the face of challenge.            *Identify and moderate their own feelings socially and emotionally. *Think about the perspectives of others.            *Manage their own needs – personal hygiene. *Factors to support and talk about their overall health and wellbeing.</p>
<p><b><u>PSED provision, activities, enhancements.</u></b></p>	<p>NO OUTSIDES TEXT: My Family Book</p>



Autumn 2 – Sparkle and Shine




<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p><b><u>Physical Education</u></b></p> 	<p>*Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p> <p>*Progress towards a more fluent style of moving, with developing control and grace.</p> <p>*Develop the overall body strength, co-ordination, balance and agility...</p> <p>*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.</p> <p>*Combine different movements with ease and fluency. *Confidently and safely use a range of large and small apparatus...</p> <p>*Further develop and refine a range of ball skills...</p> <p>*Develop confidence, competence, precision, accuracy when engaging in activities that involve a ball.</p> <p>*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>*Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>*Further develop the skills they need to manage the school day successfully... lining up and queuing, mealtimes.</p>
<p><b><u>PD provision, activities, enhancements.</u></b></p>	<p>PE, 6 weeks.</p> <p>Daily mark making/handwriting – SQUIGGLE WHILST YOU WIGGLE. DOUGH DISCO.</p> <p>Traditional playground games.</p> <p><b>Funky Fingers (possible ideas)</b></p>



Autumn 2 – Sparkle and Shine




<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p><b><u>Literacy</u></b></p> 	<ul style="list-style-type: none"> <li>*Read individual letters by saying the sounds for them.</li> <li>*Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>*Read some letter groups that each represent one sound and say sounds for them.</li> <li>*Read a few common exception words matched to the school’s phonic programme.</li> <li>*Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>*Re-read these books to build up their confidence in word reading, fluency, understanding and enjoyment.</li> <li>*Form lower case and capital letters correctly. *Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>*Write short sentences with words with know letter-sound-correspondences using a capital letter and full stop.</li> <li>*Re-read what they have written to check it makes sense.</li> </ul>
<p><b><u>Literacy provision, activities, enhancements.</u></b></p>	<p>My Family Book (No outsiders)</p> <p><b><u>PHONICS</u></b></p> <p><u>Phase 2 phonics</u></p> <p>s, a, t, p  i, n, m, d  g, o, c, k  ck, e, u, r  h, b,f , ff, l, ll</p> <p style="text-align: center;">Blending focus, with Phase 2 phonemes.</p> <p style="text-align: right;">Tricky words (phase 2) I, the, to, go, no, into</p> <p><u>Phase 3 phonics</u></p> <p>j, v, w, x  y, z, zz, qu</p> <p style="text-align: right;">Tricky words (phase 3) he, me, be, we, she etc</p>



Autumn 2 – Sparkle and Shine




<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p data-bbox="170 292 255 320"><b><u>Maths</u></b></p> 	<ul style="list-style-type: none"><li data-bbox="353 292 779 320">*Count objects, actions and sounds.</li><li data-bbox="353 328 465 357">*Subitise.</li><li data-bbox="353 365 1155 394">*Link the number symbol (numeral) with its cardinal number value.</li><li data-bbox="353 402 584 430">*Count beyond 10.</li><li data-bbox="353 438 591 467">*Compare numbers.</li><li data-bbox="353 475 987 504">*Understand the one more/one less than relationship.</li><li data-bbox="353 512 869 541">*Explore the composition of numbers to 10.</li><li data-bbox="353 549 1178 577">*Automatically recall number bonds for numbers 0-5 and some to 10.</li><li data-bbox="353 585 1171 614">*Select, rotate, manipulate shapes to develop spatial reasoning skills.</li><li data-bbox="353 622 1805 651">*Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i>, just as numbers can.</li><li data-bbox="353 659 913 687">*Continue, copy and create repeating patterns.</li><li data-bbox="353 695 819 724">*Compare length, weight and capacity.</li></ul>
<p data-bbox="100 794 324 895"><b><u>Maths provision, activities, enhancements.</u></b></p>	<p data-bbox="353 794 600 823"><b><u>White Rose Maths</u></b></p> <p data-bbox="353 850 943 983">It's Me. 1,2,3 Representing 1,2,3 Composition 1,2,3 Geometry and spatial thinking: circles &amp; triangles</p> <p data-bbox="353 1042 1010 1174">Light and Dark Numbers to 5 (Focus, number 4 &amp; shapes with 4 sides) Numbers to 5 (5) Measurement – Time, Night and Day</p>



Autumn 2 – Sparkle and Shine




<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p data-bbox="107 292 318 357"><b><u>Understanding the World</u></b></p> 	<p data-bbox="353 292 1106 320">Talk about members of their immediate family and community.</p> <p data-bbox="353 328 981 357">Name and describe people who are familiar to them.</p> <p data-bbox="353 365 1025 394">Comment on images of familiar situations from the past.</p> <p data-bbox="353 402 1283 430">Compare and contrast characters from stories, including figures from the past.</p> <p data-bbox="353 438 801 467">Draw information from a simple map.</p> <p data-bbox="353 475 1223 504">Understand that some places are special to members of their community.</p> <p data-bbox="353 512 1406 541">Recognise that people have different beliefs and celebrate special times in different ways.</p> <p data-bbox="353 549 1509 577">Recognise some similarities and differences between life in this country and life in other countries.</p> <p data-bbox="353 585 831 614">Explore the natural world around them.</p> <p data-bbox="353 622 981 651">Describe what they see, hear and feel whilst outside.</p> <p data-bbox="353 659 1272 687">Recognise some environments that are different to the one in which they live.</p> <p data-bbox="353 695 1279 724">Understand the effect of changing seasons on the natural world around them.</p>
<p data-bbox="107 732 318 836"><b><u>UW provision, activities, enhancements.</u></b></p>	<p data-bbox="353 732 584 761">R.E = Special Times</p> <p data-bbox="353 769 450 798">Autumn</p> <p data-bbox="353 805 539 834">Light and Dark</p> <p data-bbox="353 842 517 871">Bonfire Night</p> <p data-bbox="909 732 987 761">Diwali</p> <p data-bbox="909 769 1128 798">Remembrance Day</p>



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<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p><b><u>Expressive Arts &amp; Design</u></b></p> 	<ul style="list-style-type: none"><li>*Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>*Create collaboratively, sharing ideas, resources and skills.</li><li>*Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>*Watch and talk about dance and performance art, expressing their feelings and responses.</li><li>*Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>*Develop storylines in their pretend play.</li><li>*Explore and engage in music making and dance, performing solo or in groups.</li></ul>
<p><b><u>EAD provision, activities, enhancements.</u></b></p>	