



Curriculum subject	PSED	CLL	PD	Literacy	Mathematics	UW	EAD	R.E.
<b>Autumn 2</b>								
Nursery	<p>LF-Introduce self-registration.</p> <p>Focus child observation approach throughout year in both LF and Owl rooms.</p> <p>Circle times used to discuss and label a range of feelings.</p> <p>Exploring our own feelings and the feelings of others.</p>	<p>LF-We build listening skills using natural resources linked to Autumn (for example; listening walks).</p> <p>Songs and rhymes promote listening skills and encourage children to join in with actions.</p> <p>Song of the week.</p> <p>Owls-We will continue to teach phase 1 as a directs short activity and this half term will re-visit Aspect 1 and 2 and introduce Aspect 3: Body Percussion.</p> <p>We will share a variety of stories and begin to use simple question to encourage children to talk about what they have heard.</p>	<p>LF-Once settled and the children are ready. Go up to the hall for short sessions.</p> <p>Explore the hall</p> <p>Ring games</p> <p>Joining in with nursery rhymes and actions</p> <p>Moving to music.</p> <p>Little Owls - <b>Get Set 4 P.E</b></p> <p>Fundamentals: Units 1 - Skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.</p>	<p>LF-Quality texts are within areas of provision to encourage enjoyment of story/texts.</p> <p>Mark making opportunities throughout provision.</p> <p>Owls-T4W</p> <p>Continue with Nursery Rhymes Twinkle Twinkle.</p> <p>Encourage gross motor actions linked to this and model story maps.</p> <p>Select a story from TFW nursery list linked to childrens interests.</p> <p>To focus on gross motor exercises (move to write).</p> <p>To provide a wide range of mark making</p>	<p>Leading on from the children's interests and needs.</p> <p>In nursery we cover the following aspects during teacher led and from ITM experiences.</p> <p>Counting, comparison, beginning of shape.</p> <p>Begin to recognise some numbers and able to count quantifies 1,2 and 3. EX those who can.</p> <p>Lots of different vocabulary used and modelled.</p>	<p>LF-Our small world areas are influenced by the children's interests.</p> <p>Family photographs are used in our home corner in order to display home environments and promote different cultures and routines.</p> <p>Owls-Building on experiences and interests of the children.</p> <p>Begin to notice any seasonal changes.</p> <p>Science led from the interests of the children.</p> <p>Exploring ice, solid, liquid, hard and melting.</p> <p>Exploring different ICT equipment through play and interests.</p>	<p>Bonfire pictures using different materials and paints.</p> <p>Christmas crafts- exploring paints, how to attach things, printing.</p> <p>Going with the children's interest.</p> <p>Singing and dancing to Christmas songs.</p> <p>Joining in with songs. Playing musical instruments.</p> <p>Remembering and copying a sequence of actions to songs.</p>	<p>To share fiction and non fiction stories linked to religions, festivals and customs.</p> <p>Inc Christmas</p>

		<p>We will encourage children to share ideas using their voices and not always gestures.</p> <p>We will encourage chn to follow simple 1 and 2 step instructions.</p> <p>Extends vocabulary by grouping and naming objects and learning the meaning of new words.</p> <p>Uses language to imagine and create in play situations.</p>		<p>experiences. To begin to distinguish between the marks they make.</p>				
<p>Reception</p> <p>Topic/Theme: Space and Celebrations</p>	<p>Promote independence through continuous provision. Observe children's decision-making skills and confidence within their interactions with others. Are children beginning to follow school routines with</p>	<p>Continuing to focus on listening and attention through expectations and opportunities to listen and respond to others. Introduce the question generator to explore questioning skills through CLL.</p>	<p>Movement and Rhythm with Mr Clark</p> <p><b>Get Set 4 P.E</b> <u>Introduction to PE: Unit 2</u> Safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will</p>	<p>T4W texts; Meet the Planets by Caryl Hart (non-fiction) -Children retrieve information from books and develop topic based vocabulary to use in context</p> <p>Whatever Next by Jill Murphy -used as a key text to re-enact</p>	<p>CLIC focus- Autumn Term</p> <p>C-Saying numbers step 1 Actual counting step 1 L-Step 1 1+1, 2+2 C- Subitising 1,2,3,4, 5 The oneness of 1 The twoness of 2</p>	<p><b>Celebrations</b> Bonfire night Halloween Remembrance Day Christmas <b>Space</b> Explore the moon. Crater experiment using flour and marbles. How do we get to the moon? Who goes to the moon? Explore astronauts – what do they wear? Watch videos to explore astronauts on board the space station. Discuss with topic</p>	<p>Key skills- Printing – prints and patterns</p> <p>Collage – tearing and joining.</p> <p>Create own rockets using junk modelling</p> <p>Printing craters using textured paint.</p>	<p>The Nativity</p> <p>Enjoys joining in with family customs &amp; routines</p> <p>Diwali -story of Rama and Sita - Little Glow</p>

	<p>confidence and independence?</p>	<p>Listen to other children's ideas through play and practical learning. Observe interactions between peers and with adults.</p>	<p>also play simple games and begin to understand and use rules.</p> <p><u>Move to Write</u> A programme to support the early stages of writing.</p> <p>Daily big garden sessions to develop gross and fine motor skills through outdoor exploration.</p>	<p>story through role-play.</p> <p>Look up by -discuss story linking to own preferences. -enjoys a range of books.</p> <p>How to Catch a Star by Oliver Jeffers -can recall and discuss stories. -enjoys a range of books and can retell through story maps and written form.</p>	<p>The threeness of 3 The fourness of 4 The fiveness of 5.</p> <p>WRM- -move on to numbers 4 and 5. -one more and one less. -shapes with four sides. -day and night (daily routine).</p>	<p>vocab:gravity/launch/space station etc</p> <p>Share story 'Roaring Rockets' – explore parts of rockets</p> <p>Explore the story – 'Look Up' – explore famous astronauts over the years. Moon Landings Who landed on the moon first? When? (in the past) Who is Neil Armstrong? Make own rocket and investigate how far they travel. What effects how far they travelled?</p> <p>Explore the solar further through finding out about planets and stars.</p>		
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