

Autumn 2 2022 Overview

Value: Friendship

Marvellous Me!

	WB 31.10.22	WB 7.11.22	WB 14.11.22	WB 21.11.22	WB 28.11.22	WB 5.12.22	WB 12.12.22
What's happening in the whole school	INSET DAY Anti-bullying workshops Open morning wander 1 st Nov 2 nd Nov anti bullying workshops (all day) 3 rd Nov SENCO walk around 3 rd Nov Outdoor classroom day 4 th Nov Challenge Visit	OWLS ASSEMBLY Friday 11 th Nov Remembrance Day	HEDGEHOGS ASSEMBLY Inclusive Individuals Week/Anti-bullying week	Parents evening - 22 nd /23 rd	Data due in 2 nd Decemeber	CHRISTMAS PRODUCTIONS Pupil progress meetings	PANTO 13.12.22
Books for story time	It's Okay to be Different Todd Parr	Giraffes can't Dance - Giles Andreas	Hairy Maclary from Donaldson's Dairy	Naughty Bus	The abilities in me - Epilepsy	Elmer - David Mckee	Can Bears Ski - Raymond Antobus
PSED/PSHE- Jigsaw	Circle time - Jigsaw planning - Celebrating difference - EYFS - Celebrating Difference - What am I Good At?, I'm Special I'm Me, Families, Houses and Homes, Making Friends, Standing Up For Yourself. Circle time - Jigsaw planning - Celebrating difference - Y1 & Y2 - Celebrating Difference - The Same As, Different From, What is 'Bullying?', What Do I Do About Bullying?, Making New Friends, Celebrating Difference Celebrating Me. Self-Regulation - Zones of Regulation in class IL - Working in a group, turn taking						
Objectives	Use eye contact and facial expression to develop contact with people, To develop listening skills and maintain attention, Play cooperatively - Enjoys joining in games and taking turns, sharing resources with support Know that some people are different from themselves Being kind - hand can be used kindly and unkindly Make the classroom a happy place						

	Identify and know the names of an range of emotions - happy and sad	
PD Fine Motor Skills - Focus on one skill per week during IL/CP	Indoor PE - Real Dance EYFS - Unit 1 Outdoor PE- Real PE Foundation - Unit 2 / EHCP target specific	
	Various activities including: Cutting scissor skills-snips paper and cut along lines- FMS Worksheet, Cut out shapes- square and triangle. Painting patterns on paper straight and curved. Snip around paper to create a mat. Name writing - my name book - Draw a cross and square activity- copy the directions of an adult. Threading Objects and tweezers - Numbered bowls to place the bugs in with the tweezers. Elastic bands and boards. Jigsaws Creating patterns with dotted stickers- zig-zag, spirals etc	
Objectives FMS objectives permeate through all activities.	Shows control in using different tools. Uses a 3 finger3 (tripod) grip Uses one handed tools to snip/cut along lines. Shows control in using small tools. Uses an affective pincer grip Traces over patterns using a firm pencil grip.	
	Gross Motor Skills	
	Write Dance Playdough Disco Target practice with toys and beanbags, basket ball. Weaving with ribbons ,Bikes and scooters- riding around a taped road, obstacle course, hopscotch Jumping over ropes (pre skipping skills)	
CAL	Scrapbooks, Shape Coding, Phonics, S&L	
Literacy	Whole Class: Scrap Books Talk for writing (Year 1& 2 as appropriate) Daily Story Time Daily Phonics	
Objectives	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why') (C&L) Listen and respond to a simple instruction. Establish their sense of self (PSED) Enjoy drawing freely. (Lit) Add some marks to their drawings, which they give meaning to. For example:That says mummy." Make marks on their picture to stand for their name. Write some letters accurately Make connections between the features of their family and other families. (UTW) Notice differences between people.	Enjoy listening to longer stories and can remember much of what happens. (C&L) Listen to simple stories and understand what is happening, with the help of the pictures. Enjoy sharing books with an adult. (Lit) Pay attention and responds to the pictures or the words. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props Write some letters accurately Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Talk about what they see, using a wide vocabulary. (UTW) Show interest in different occupations.
Phonics	See Individual plans for Phonics Groups - RWI	

Maths	<p>EYFS Numbers to 5, Sorting into groups, Comparing groups, Comparing quantities of identical objects, Comparing quantities of non-identical objects, Change within 5, One more, One less, Time - My Day https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/11/Phase-2-Its-Me-123.pdf</p> <p>White Rose Reception and Year 1 Autumn Block 1 Place value and Addition and Subtraction (within 10) https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/08/Year-1-Full-Autumn-Term.pdf</p>					
Science/History/Geography (taught with links to Science) and Understanding the World.	Learn the story of the gun powder plot	Follow a map of the school grounds to find some treasure (Peter Pan story to be amongst the treasure)	Collection of old and new objects in treasure chest for children to explore, why do they think they are old?	Create a pictorial map of forest school. Look closely at a picture of Neverland and our school grounds. Discuss the differences between the two environments.	Introduction to Christmas through Little Robin Red Vest	
Objectives	NC- Observe and use pictures, photographs and artefacts to find out about the past. EYFS-To learn about Firework night - Why do we have firework night?	NC- Using locational and directional language (near/far/left/right) , describe the location of features and routes, for example; how to walk from the classroom to Forest school or the car park. (GSF) EYFS- Draw information from a simple map	NC- To sequence and organise a collection of objects by placing the oldest on the left through to the newest object on the right. EYFS- Draw information from a simple map	NC- Using locational and directional language (near/far/left/right), describe the location of features and routes, for example; how to walk from the classroom to Forest school or the car park. (GSF) EYFS- Draw information from a simple map	NC- See RE EYFS- Pupils in EYFS will explore the idea of 'celebration' as an important religious concept, the starting point being the celebrations that are a part of the pupils' lives.	
Science/Understanding the world	Hairy Macklary and the rumpus at the vets-identifying animals and describing		Hairy Macklary and the rumpus at the vets-comparing animals			
Learning objectives	NC- Identify a variety of common animals Describe and compare the structure of a variety of different animals (mammals, fish, birds, reptiles, amphibians, vertebrates and invertebrates) EYFS- Begin to understand the need to respect and care for the natural environment and all living things.		NC- Identify a variety of common animals Describe and compare the structure of a variety of different animals (mammals, fish, birds, reptiles, amphibians, vertebrates and invertebrates) EYFS- Begin to understand the need to respect and care for the natural environment and all living things.			

Expressive arts and design/Art and DT and ICT/Technology				Use the ipads to take photos of the different areas we pass during forest school. (These will then be used to support our pictorial map)		Make pop-up Christmas cards
Objectives				NC- Know how to access technology to create and store digital content EYFS- Can apply their knowledge of these technologies for a purpose i.e. take photos, create a picture		NC- Create simple designs for a product. Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. EYFS- Know how to join materials using different methods such as sticky tape, clicking together, glue, string, treasury tags and split pins.
Music	(EYFS) Singing: Children will have a variety of singing opportunities to embed the joy of music. Listening: Children will know how to listen attentively, using give me 5.		Y1 Singing: Sing simple songs, chants and rhymes at the same pitch ,responding to visual direction, (stop,start, loud, quiet). Listening: I can concentrate and listen to piece of music. Classical: Mozart - Rondo alla Turca Blues- Ma Rainey Run away blues Develop a pupil's shared knowledge and understanding of the origin, tradition, history and social context of the music they are listening to.		Y2 Singing: Sing songs regularly with a pitch range of do-so with increasing vocal control. Listening: 20th Century: Ravel - Bolero 21st Century: Anna Clyne - Night Ferry Mark the beat of bolero by tapping or clapping recognising tempo and changes in tempo. Develop a pupil's shared knowledge and understanding of the origin, tradition, history and social context of the music they are listening to.	
Objectives	Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Play instruments with increasing control to express their feelings and ideas.					
RE	(EYFS) Why do we have celebrations? Knowledge Pupils in EYFS will explore the idea of 'celebration' as an important religious concept, the starting point being the	(Y1) What do Christians believe God is like? Knowledge To help children to share their own thoughts and ideas about God, and begin to understand that words, pictures and images can convey deep meanings. To investigate some images of	(Y2)What does the Christmas story tell Christians about Jesus? Knowledge To explore the Christmas nativity account for clues (e.g. angels, visit of the Magi, new star) that Christians believe show Christians who Jesus is and why he was born. You may wish to focus on one clue in more depth in order to deepen pupils' understanding.			

	<p>celebrations that are a part of the pupils' lives. (SMSC - Cultural - Respect and tolerance)</p>	<p>God contained within the Bible and think about how these help to show Christians who God is. Many of these images are shared by Jews. Why is Christmas important to Christians? <u>Knowledge</u> To explore the key events in the Christmas narrative and consider why Christmas is such an important celebration for Christians.</p>	Sparkfish Christmas Story visit.				