

Personal, Social and Emotional Education

Learning Intentions:

Training my Brain!

I understand that I have different parts of my brain that look after my body, my feelings and areas that help me to think and learn at my best.
I know that to be at my best, my body and feelings brain have to feel good.
I understand that when my needs are not met, they become stressors.
I understand my own basic body needs and can explain these to others.
I understand when my basic body needs are being met and I have a plan when my basic body needs are not being met well.
I understand my own sensory needs and can explain these to others.
I understand when my sensory needs are being met and I have a plan when my sensory needs are not being met well.
I understand that I have emotional needs and can explain these to others.
I understand when my emotional needs are being met and I have a plan when my emotional needs are not being met well.

Learning experiences:

- Circle times, stories, puppet play, games, art and craft, coaching

Maths

Learning Intentions:

I can count objects accurately.
I can find one more or one less than 10 objects.
I can create and recreate patterns.
I can use everyday language to talk about time.
I can use the vocabulary of addition and subtraction.
I can name and describe 2 and 3 dimensional shapes.
I can order two items by weight.
I can use everyday language to talk about weight, to compare quantities and objects and to solve problems.

Learning experiences:

- Estimate and count autumn treasures and match amounts to numbers
- Recognise and order numbers to 10
- Subitise numbers to 10
- Part part whole - number bonds to 10
- Firework problem solving – more or fewer
- A shape hunt around the school
- Symmetrical Rangoli patterns for Diwali
- Repeating patterns – making wrapping paper
- Weighing presents for Father Christmas

Communication and Language

Learning Intentions:

I can maintain my attention during whole class and group activities.
I can listen to and respond to my friends in play.
I can use exciting words to imagine and recreate roles in play.
I can explain my experiences clearly.
I can build up my vocabulary linked to the topic.

Learning experiences:

- Classroom listening routines – carpet time, group time, assembly, show and tell
- Sharing experiences – firework night, birthday and Christmas celebrations
- Telling stories during role play and small world play
- Learn exciting words to describe autumn treasures, fireworks, light and dark – link to the senses.



Physical Development

Learning Intentions:

I can negotiate space successfully when playing racing games with other children.
I show good control and co-ordination in large and small movements.
I can form letters correctly.

Learning experiences:

- Chalk fireworks on playground – large mark making
- Handwriting – curly caterpillar letters – c, o, a, d, g and long ladder letters – l, i, t, j, u, y
- Making a clay diva lamp
- Gymnastic skills – travelling in different ways

Expressive Arts and Design

Learning Intentions:

I can create simple representations of events and objects.
I can experiment with colour and texture.
I understand that different media can be combined to create new effects.
I can construct with a purpose in mind.
I can use simple tools and techniques appropriately and competently.
I can introduce a storyline or narrative into my play.
I can learn new songs and dances.

Learning experiences:

- Autumn leaf man picture/leaf rubbings/ dance
- Firework collage and dance
- Colour mixing – light/dark colours
- Storytelling – Pumpkin Soup
- Nativity songs and dances
- Making Santa's sleigh
- Charanga- My Stories – exploring festivals, Christmas, Once upon a time and superheroes through music and song

Literacy: Reading and Writing

Learning Intentions:

I can sound out all the letters of the alphabet.
I can read 3 letter words and short captions.
I can write sounds in sequence in three letter words.
I can write labels, lists and short captions.

Learning experiences:

- Daily phonic sessions linked to 'Letters and sounds' programme
- Individual reading
- Story times linked to topic
- Developing early writing skills through guided activities linked to core texts/ topic/ phonic sessions:
Labels – writing labels to describe autumn leaves and fireworks
Lists – party food list, Christmas list
Captions – linked to phonic sessions and topic writing
- Consolidate writing name with correct formation

Understanding of the World

Learning Intentions:

I know similarities and differences between living things and objects.
I can talk about past and present events in my life.
I know about similarities and differences between myself and others, and amongst communities and traditions.
I can comment and ask questions about aspects of my familiar world such as the place where I live.
I can talk about the features of my own immediate environment.

Learning experiences:

- Compare autumn leaves
- Look at autumn objects under a microscope
- Talk about, and compare, how we celebrate birthdays, fireworks night and Christmas
- Find out about how Hindus celebrate Diwali
- Find out about how people celebrate Christmas around the world
- Explore light and dark – dark tent, torches, colour filters
- Explore night and day animals
- Use laptops to create firework pictures in 2Simple and complete phonic games in Espresso and Phonics Play

Visits/ Visitors/Experiences

Stunning start – An Autumn nature trail
Marvellous middle – An owl visit - tbc
Fabulous finish – Our Nativity!

Core Texts

Percy the Park Keeper stories, Leaf Man, Ferdie and the Fallen Leaves, Pumpkin Soup, Firework poems, The Story of Rama and Sita, Kipper's Birthday, The Owl who was afraid of the dark, Harvey Slumfenburger's Christmas Present, The Nativity

Role Play

Indoor: Home corner – birthday/ Christmas themed
Outdoor: Percy the Park Keeper's shed