



<u>EYFS</u>	<u>Autumn Term: 2</u>	<u>Enquiry question: How do we celebrate different events?</u>	
	Essential knowledge:	Essential vocabulary	Reception
<u>Personal, Social and Emotional Development</u>	<u>Building relationships</u> To know how to build constructive and respectful relationships. To know a range of feelings. To understand that everyone is different and that people might think or feel different to them. To know how to solve a problem. Know how to share and take turns.	Friends Sharing Taking turns Be kind Feelings-happy, sad, upset, scared, excited, angry, worried Right Wrong Similar Different opinion	To build and form positive, constructive and respectful relationships with other children within the setting. Work and play cooperatively and take turns with others. To share. To think about the perspectives of others and understand how others might be feeling.
	<u>Self-Regulation</u> To know a range of their feelings and how to express this. To know that others have feelings. To understand how to treat other children with respect.	Let's share Can I have ago Please? Thank you My turn next Can you help me please?	Express their feelings and consider the feelings of others. To be able to moderate their own feelings emotionally and socially. Welcomes and value praise for what they have done. Enjoy responsibility of carrying out small tasks.



			<p>Confident to talk to other children when playing , and will communicate freely about own home and community.</p> <p>Shows confidence in asking adults for help.</p>
	<p><u>Managing Self</u></p> <p>To learn and follow class rules.</p> <p>To know why they are valuable.</p> <p>To know about resilience and perseverance.</p> <p>To know how to manage own needs.</p>	<p>Hands feet and objects to your self</p> <p>Carpet rules</p> <p>Good listening</p> <p>Good sitting</p> <p>Hands up</p> <p>No shouting out</p> <p>Carpet voice</p> <p>Walk sensibly</p> <p>Stand smartly</p> <p>Resilience</p> <p>Perseverance</p> <p>independently</p>	<p>See themselves as a valuable individual.</p> <p>Manage their own needs.</p> <p>Can select and use activities and resources.</p> <p>Show resilience and perseverance.</p> <p>To go to toilet independently when needed.</p> <p>To be able to dress self.</p>

<p>Communication and Language</p>	<p><u>Listening, Attention and Understanding</u></p> <p>To know how to listen carefully.</p> <p>To know how to ask questions.</p> <p>To know what a rhyme and song is.</p>	<p>One, two, three</p> <p>all eyes on me.</p> <p>Repeat after me.</p> <p>Talk to your partner.</p> <p>Listening.</p> <p>Questions.</p> <p>Why</p> <p>Rhymes</p> <p>songs</p>	<p>To understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>
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	<p><u>Speaking</u></p> <p>To know how to articulate their ideas and thoughts when talking about things and know the meaning of new words.</p>	<p>Sentences Tell me Describe Explain</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Develop social phrases.</p>
<p><u>Physical Development</u></p>	<p><u>Gross Motor Skills</u></p> <p>To know how to throw and catch objects.</p> <p>To know a range of ways that you can move.</p>	<p>Throw Underarm Overarm Catch Drop Ball Beanbag Big Small Groups/partner Move Roll Spin Skip Jump Climb High Point balance Heart Beat pumps blood Breath Carefully Sensibly</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>
	<p><u>Fine Motor Skills</u></p> <p>To learn how to cut using scissors.</p> <p>To know how to hold a pencil correctly.</p>	<p>Thumb in top fingers in bottom Safely Healthy</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for</p>



	<p>To know how to form letters during phonics.</p> <p>To know some of the foods that are healthy for us.</p> <p>To know how to hold and use a knife and fork.</p> <p>To know how to keep in a line.</p>	Fruit	<p>drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Hold a pencil effectively in preparation for writing-using the tripod grip in almost all cases.</p> <p>To eat independently using a knife and fork.</p> <p>To be able to talk about the effects of eating healthy foods including our fruit.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>
<u>Literacy</u>	<u>Comprehension</u> <p>Know that print has a meaning and we read from left to right.</p> <p>To know that books are enjoyable.</p>	Words Print Re read	<p>To be able to answer basic questions based on what was read.</p> <p>Begin to recognise and be able to read some simple phase 2 words.</p>
	<u>Word Reading</u> <p>To know the sounds of letters.</p> <p>To be able to look at and talk about features of books.</p> <p>To know how to blend sounds into words.</p>	<p>Christmas story</p> <p>Non-fiction books</p> <p>Author</p> <p>Illustrator</p> <p>Blurb</p> <p>Front cover</p> <p>Sentence</p> <p>Start, end</p> <p>Blend</p> <p>Sounds</p> <p>Letters</p>	<p>Read individual letters by saying the sounds of them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>



	<p><u>Writing</u></p> <p>To know how to correctly form some lower case and capital letters.</p> <p>To know the initial sounds in words.</p>	<p>Capital letters</p> <p>Lower case letters</p>	<p>Form some lower-case and capital letters correctly.</p> <p>To begin to recognise the initial sound in words.</p>
<u>Mathematics</u>	<p><u>Number</u></p> <p>Recognise, count and order numbers 1-5.</p> <p>To know 1 more and 1 less up to 5.</p> <p>To be able to complete addition and subtraction up to 5.</p> <p>To know how to problem solve up to 5.</p>	<p>One, two, three, four, five, six, seven, eight, nine.</p> <p>Count, order, 1 more, 1 less, add, subtract, altogether, how many left</p> <p>Part whole</p> <p>Number stories</p> <p>subitise</p>	<p>To be able to recognise numbers 4, 5, 6,7,8,9.</p> <p>To be able to count objects, actions and sounds.</p> <p>To link the number symbol with its cardinal number value.</p>
	<p><u>Numerical Patterns</u></p> <p>To know what more and less means.</p> <p>To recognise and name 2D and 3D shapes and their properties.</p> <p>To know what would come next in a repeated pattern.</p> <p>To know how to create a repeated pattern.</p>	<p>Shapes - Circle, triangle, square, rectangle, cuboids, cubes, sides, corners, flat, straight, curved, round, big, small</p> <p>More than/less than</p>	<p>Understand the one more/one less than relationship between consecutive numbers</p> <p>To be able to talk about and explore 2D and 3D shapes.</p> <p>To continue, copy and create repeating patterns.</p>
<u>Understanding the World</u>	<p><u>Past and Present</u></p> <p>To know what the word past means.</p>	<p>Past</p> <p>Bonfire night</p>	<p>Comment on images of familiar situations in the past.</p>



	<p>To know why we celebrate Remembrance Day.</p> <p>To know why Christmas is celebrated.</p>	<p>Birthday celebrations</p> <p>Remembrance</p> <p>Solders</p> <p>Poppy</p> <p>Christmas</p> <p>Christingle</p>	
	<p><u>People, Culture and Communities</u></p> <p>To know that people are different and to celebrate this.</p> <p>To know that people have different beliefs.</p> <p>To know that people celebrate lots of different events in different ways.</p> <p>To know the meaning behind Christingles.</p> <p>To know about the celebration of Diwali.</p> <p>To know who and why Christmas is celebrated.</p>	<p>Celebration</p> <p>Religion</p> <p>Diwali</p> <p>Party</p> <p>Family</p> <p>Friends</p> <p>Culture</p> <p>Same</p> <p>Different</p> <p>Compare</p> <p>Fireworks</p> <p>Diva lamp</p> <p>Light</p> <p>Hindus</p> <p>Gifts</p> <p>Festivals</p> <p>Rama Sita</p> <p>Food</p> <p>Presents</p> <p>Lantern</p> <p>Mehdi pattern</p> <p>Sparklers</p> <p>Guy Fawkes</p> <p>Toffee apples</p> <p>Candy floss</p> <p>Fire</p> <p>Christmas</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To be able to talk about some festivals or special events and say how these are celebrated.</p>

Autumn 2



		Christians Christmas story- Mary, Joseph, Jesus Christingle	
	<p><u>The Natural world</u></p> <p>To know what our senses are and to use these.</p> <p>To know the different seasons and what these look like.</p>	<p>Senses-see, hear, feel Autumn, winter, spring, summer</p>	<p>Understand the effect of changing seasons on the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside.</p>

<p><u>Expressive Arts and Design</u></p>	<p><u>Creating with materials.</u></p> <p>To know what materials to use for the best effect.</p> <p>To know what fireworks, rangoli patterns, poppies look like and the best colours to use.</p> <p>To know how to mix colours and what the outcome will be.</p>	<p>Fireworks-Pop, bang wiz Crackle Poppies Rangoli patterns Colour mixing Christingle Decorating biscuits Christmas cards Calendars</p>	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>To create artwork linked to topic work using the correct media and colours.</p>
	<p><u>Being imaginative and Expressive</u></p> <p>To know a range of songs to sing.</p> <p>To know a range of dance moves.</p>	<p>Dressing up Christmas play Rehearse and perform Pitch Melody</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>



<u>Linked texts</u>	<u>Explicit SMSC</u>
Remembrance Poem Rama and Sita Kippers Birthday Father Christmas Story The Christmas Story Christmas around the World Santa is coming to Hull Christingle Story	Tolerance of different beliefs-Diwali Remembrance Day Children In Need Day Christians-Christmas Story, Christingle