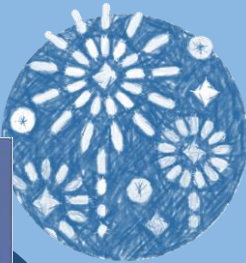
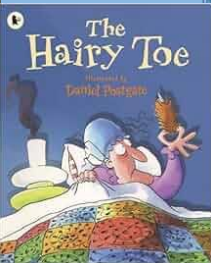
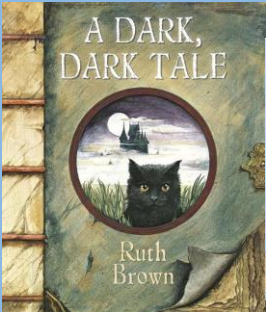


Experiences/visits/visitors

Camping  
Fire and dens  
Park visit - changes  
Church visit  
Community links

A Carpet of  
Colour with a  
Snap, Crackle  
and Pop

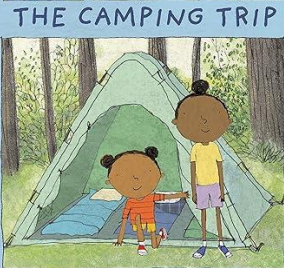
Bonfire



Seasons

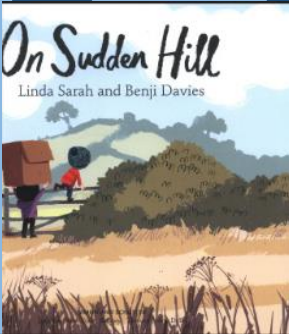
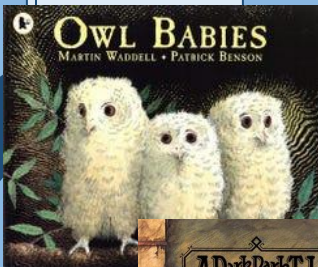


Camping

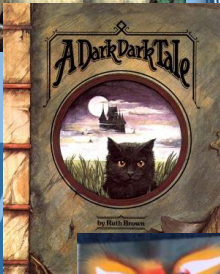


Jennifer K. Mann

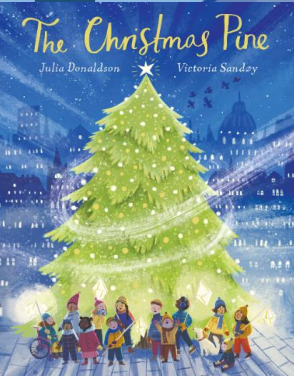
Footprints



My Favourite Place



Christmas



Communication and Language

By the end of Autumn 2, children will:

Listen to stories, rhymes, songs and one part instructions in whole class situations.

Use full sentences once modelled

Provide a verbal response

Greet others and respond to greetings

Use a clear and loud voice

Use newly introduced and modelled vocabulary

Use a wide range of nouns when communicating

Provide a wider range of examples for collective nouns

Use a wider range of adjectives

Recite simple rhymes and songs

Personal, Social and Emotional  
Development

By the end of Autumn 2, children will:

Understanding the zones of regulation  
and managing angry feelings

Understand and use Just Right language  
Be able to match feelings to past  
situations/given situations  
Be willing to have a go when faced with a  
new challenge, with adult support  
Follow the rules and learning behaviours  
with some adult support  
Will take care of personal needs  
independently (such as hand washing)

Friendship skills - Making up after falling  
out

Negotiate with peers in pairs and small  
group play with adult support  
Form some friendships, knowing their  
classmates' names  
Speak considerably on physical  
differences between themselves and  
others  
Use appropriate gestures to show  
friendship

Staying safe in school:

Learn about school fire drills  
Take turns in play and structured activities  
with minimal adult support

Language

By the end of Autumn 2, children will use a  
wider range of language associated with:

Bonfire  
Halloween  
Animals  
Night time  
Light and dark  
Nativity  
Diwali  
Living Classroom  
Zones of regulation

Key Texts:

Room on the Broom Julia Donaldson  
Can't You Sleep Little Bear?  
I Love Me! Marvyn Harrison  
My Hair Hannah Lee  
The Wolf, the Duck and the Mouse Mac Barnett  
Sam and Dave Dig a Hole Mac Barnett  
Three Billy Goats Gruff Mac Barnett  
Hats of Faith Madeia Cohan  
Eddie's Tent Sarah Garland  
Leaf Man Lois Elhert  
Owl Babies  
Nursery Rhymes, songs, poetry:  
A Treasury of Songs Julia Donaldson  
Smile Out Loud Joseph Coelho

Self – Regulation

By the end of Autumn 2, children will:

Zones of Regulation  
Routines – What's the same and what's  
different?

Indoors/Outdoors

Camp site  
Post office  
Grotto  
Dens

**Maths - A sense of 4**

By the end of Autumn 2, Children will:

- Identify and Organise numbers with a sense of 2 and a sense of 5
- Explore odd and even
- Flash numbers
- Identify distance from 5
- Describe the composition of 5
- Subitise 4 in regular and random form
- Use positional language when subitising
- Compare numbers to 4
- Visualise 4
- Know the cardinal value of 4
- Know the ordinal value of 4
- Use special reasoning with 4 (0 and 10)
- Work with patterns of 4
- Link 4 to squares
- Use one finger, one push on the Rekenrek
- Use a tens frame
- Use a PPW model



**Art and Design**

By the end of Autumn 2, children will:

- Use a range of tools to in their work and find multiple ways to use tools
- Discuss the process they followed to create their work, with adult support
- Develop their joining skills with adult modelling
- Confidently take part in purposeful role play
- Build up a repertoire of songs with adult support

**Literacy**

By the end of Autumn 2, children will :

- Comprehension:**
  - Understand print is used for different purposes
  - Make comments about the title, cover or illustrations
  - Know what an Author and Illustrator are
  - Show they understand the directionality of print in English by following words with their fingers or turning the page at the appropriate time
  - Develop a preference for particular books and stories
  - Shows engagement during longer shared stories
  - Gain confidence in their book talk e.g. “The Owl mummy flies away to hunt for food and the baby owls miss her. Percy is worried she won’t come back and Sarah is brave’
  - Confidently engage with new story vocabulary and start to apply in other contexts e.g. In the Artic role play they may say ‘we’re hungry polar bears *hunting* for fish’
  - Confident with Reading 2 Tier vocabulary – where, when, which
- Word Reading/ Phonics**
  - Continue to child spot and suggest rhymes
  - Develop their ability to Clap out syllables
  - Notice when words do and don’t with the same sound
  - Orally blend and segment longer words
  - Confident with reading individual letters by saying the corresponding sound
  - Begin to read groups of letters that represent one sound
  - Name the letters in the alphabet
  - Read CVC and CVCC by segmenting and blending
  - Read sight words (phase 2 and 3 exception words and familiar words like their name, mummy, daddy, shop logos)
  - Start to apply their phonics knowledge and sight reading skills to read simple captions and sentences within phase 2 and 3
- Writing**
  - Write all of their name with developing formation
  - Attempt the ‘nip, flip, grip’ approach - formation is developing
  - Write most of the phase two phonemes
  - Write some phase 3 digraphs
  - Begin to write individual VC and CVC words
  - Use early phonemic writing to communicate meaning e.g. copies tricky words, teacher’s board words
  - Begin to write initial sounds for whole words
  - Begin to understand they must start at the top of the page
  - Understand you can write for many purposes
  - Begin to understand that in English we write left to right

- Writing**
  - Diwali
  - How to look after a hedgehog
  - Where do you find hedgehogs?
  - Camping lists
  - Labels and captions

**Understanding of the World**

By the end of Autumn 2, children will:

- Past and Present: Past, then, a long time ago, now, important, future, change**
  - Use and understand sequencing language - before, after, first, next, then**
  - Know that there are months that repeat and go in order**
  - Know that each birthday is another year celebrated**
  - Create simple time lines (baby – child – adult – elderly / morning – lunch – dinner – bed)**
  - Make comments on image in the past within familiar contexts e.g. technology/ school/ home**
  - Engage with conversations about celebrations grounded in history – Christmas, Diwali**
- People Cultures and Communities: Unique, similar, belonging, worship/ Geography 2 Tier?**
  - Explore new occupations**
  - Develop a positive attitude to differences amongst their peers**
  - Recognise that people celebrate special times in different ways**
  - Understand the role of a church and other places that are special for some members of the community**
  - Understand the use of maps**
  - Know where they live and some local areas**
- Natural World: Question, investigation, change**
  - Explore how things work – e.g. torches, pooter, camera**
  - Explore different materials and notices differences and similarities (properties)**
  - Explore what happens when things are heated on a fire (at forest school)**
  - Knows that the seasons affect the change in temperature**
  - Engage in exploration in the natural world and talks about what they can see, hear and touch**
  - Know that there are different natural environments in our local area (forest, seaside, Downs, nature reserves)**
  - Talk about how we can tell plants and animals are living**
  - Show respect and care to the natural environment and all living things**

A Kind and Inclusive learning  
community with high  
expectations for all