

The seven areas of learning and development that are used to shape our educational programme at The Meadows Primary School are as follows. All areas of learning and development are important and inter-connected. Many of these opportunities will be developed within children's daily purposefully planned play opportunities



Reception Autumn

Let's celebrate!



Intent	Implementation	Impact
• Learning about different celebrations that happen at this time of year-Bonfire night, Birthdays, Diwali, Christmas. • Talking about what we may celebrate at home and why • Discussing how we celebrate events differently to others • Learning about how Hindu's celebrate the festival Diwali and look at a variety of Hindu Artefacts • Think about kind and unkind actions and how to be a good friend during Anti-bullying Week • Exploring rhyme as part of Nursery Rhyme week • Learning about the Christian celebration of Christmas • Write letters to Santa and participate in a Christmas performance • Learn and sing traditional songs e.g. Jingle Bells, We Wish You a Merry Christmas • Continue to learn the way stories are sequenced by focussing on Stickman and The Gingerbread Man. • Scientific vocabulary will be taught. Scientific skills will be introduced e.g. testing a theory. Use of small tools will be modelled. • Children will notice the changes in seasons and understand why they are changing.	•All areas of learning are planned for explicitly as well as providing opportunity for knowledge and skills to develop during 'independent learning time' (Planning time Special events: Louis's 5th birthday Diwali Day- Sunita Patel dance workshop Nursery rhyme week and story café Christmas Godly Play Christmas Time together performance Anti-bullying week activities related to friendship and kindness. Opportunities for storytelling within all areas of the setting will be available Talk for writing strategy will be used to create story maps and develop retelling skills. Nursery rhymes will be used as a vehicle into song and rhyme. Children will explore waterproof and non-water proof materials. Children will develop fine motor control whilst using pipettes and small resources e.g. funnels, cylinders. Children will create diva lamps out of clay and explore Hindu artefacts. Have fun in the forest and learn the forest rules	Key Outcomes: Children know that they have similarities and differences from their friends and that this makes them special. Children have some strategies to invite others to play and begin to know how to behave in a friendly way. Children feel that they can stand up for themselves when a friend/peer says or does something they don't like. Children will talk about special celebrations they have celebrated with their families in the past. Children will understand that Christians believe that Jesus was born at Christmas. Begins to understand that not everyone believes and celebrates the same celebrations. Name the main places at Forest Schools (base camp, tree, forest entrance, back door and with support, follow the rules for keeping safe there. Know that light can be made by people and that without light it is dark. ☐ Know that some animals come out at night and have features to help them with this e.g. good hearing/large eyes Can use simple tools to add patterns into malleable materials. ☐ Can role play a familiar story Can sing songs, recite chants or rhymes and perform dances for others including their peers and family members.

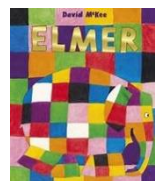
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Communication and Language – Prime Area		
Educational Programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	
Intent <i>Development Matters – Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>
Key Knowledge: To know rhymes, poems and songs •To know how to respond appropriately to others. •To know how to be an active listener.	Key Skills: To listen carefully to rhymes and songs, paying attention to how they sound. •To follow instructions using prepositions. •To sing a range of Nursery Rhymes •To explain in simple sentences, including ordering, stating what happened and what might happen.	Ongoing throughout Term 2: • Model good listening and how we show good listening • Daily circle time – Hello song, Days of the week, Weather, goodbye song • Reading areas with a range of key texts – inside and outside. Represent focus stories and story sacks from Term 1 in the environment • Mr Potato Head prop • Sunshine behaviour chart • Daily story and reflection time
Further Focus Points: Learn new topic-related vocabulary (see highlighted across page) • Begin to think about 'why' events happen. • Respond to some closed and open questions that are about things they know but aren't visible. Blank Level 2 examples:		Weekly story focus Term 2: • Birthday stories- Kipper's birthday party ORT • Elmer -Anti-bullying Week • Guy Fawkes, • Rama and Sita

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• What happened? • Who/What/Where is _____? (remembering information) • Develop confidence to explain thinking in front of a small group of children. • Usually follow instructions with 3-4 Information Carrying Words. • Identify and suggest rhymes during Nursery Rhyme week. • Enjoy listening to a story and can remember much of what happens. • Share a book with my friend talking through the pictures or repeating language heard when it was read to me. • Talk about and retell a range of familiar stories, with visual prompts. • Make predictions about a story using the relevant vocabulary with independence. Verbally tell another child if I want them to do something different. • Ask 'what, where' when exploring things in play • Describe events • Retell stories • Initiate a conversation with an adult which includes questions. • Verbally tell another child if I want them to do something different and why. • Use a range of adjectives to describe colour and movement Fireworks key vocabulary whizz, pop, bang, zoom, crackle, sparkle glisten • Clearly use talk to organise my play with others. • Enunciate most key sounds. • Begin to use tenses and plurals to extend my sentences (but may get the irregular ones a bit muddled). • Begin to make predictions about a story, sometimes supported by an adult with vocabulary.	• Gingerbread Man • Nativity Story • Stickman <u>Birthdays:</u> Talk about own birthday celebrations and those of others. Share stories about birthday parties and how characters may be feeling Read Kipper's birthday, Kipper's birthday party, The party in the sky. Provision in environment linked to birthdays as prompts for talk Celebrating Louis' birthday party <u>Bonfire night/Guy Fawkes</u> Read a range of Bonfire poems and songs- Learn whizz pop bang! As a class make up another verse Using key vocabulary including whizz, pop, bang, zoom, crackle, fizz, glisten. Retell Guy Fawkes story using props. Encourage children to do the same in provision. Order story of Guy Fawkes First, next, after that, Finally Add key vocabulary to word wall and encourage children to use words: historian, Guy Fawkes, House of Parliament, Gunpowder, plot. <u>Diwali:</u> Listen to the story of Rama and Sita being retold in our forest. Watch the shadow puppet show. Retell the Rama and Sita story using props following an adult modelling it as an enlivening story. Focus on Vocabulary: diva lamp, Rama, Sita, festival, light Watch CBeebies Let's Celebrate and discuss thoughts about the celebration.
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Anti-Bullying week activities. Read story of Elmer. Predict what might happen in story. Discuss similarities and differences amongst us all.

Make collage and talk about individual strengths. Key vocab: friend/ship, team. Kindness, different, same

Christmas:

Godly Play session. Key wondering questions:

If you were in my story what or who would you be?

What could you smell/hear in the stable?

What would you bring to the special baby?

What is the most precious thing you have ever held?

Key vocabulary: Bible, Christian, celebrate, advent, God, Jesus

Range of songs and costumes within performance area

- Circle times discussing how children may celebrate and what is special to them.
- Christmas performance
- Christmas activities and learning around this festival
- Echo reading
- Focus on nursery rhyme week and story café event with parents
- Sharing the way each family celebrates
- NELI groups following assessment
- Pre-learning for EAL focus groups.

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Personal, Social and Emotional Development - Prime Area			
Educational Programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>	
Key Knowledge To know and understand our value of the month. •To recognise different types of feelings using our feelings check in. To know the classroom rule of "it's time to stop now, let's all say, tidy up and pack away".	Key Skills To know how to ask adults for help. •To know and follow the classroom rule of "it's time to stop now, let's all say, tidy up and pack away". •To tolerate delay when needs are not immediately met and understand that wishes may not always be met.	• Ongoing: throughout Term 2 • Star of the day/Reward chart and class bear sent home weekly • Daily Routines and class/school rules • Independently follows daily routines using visual timetable • This term's school values - Peace, Compassion- reference made throughout the day. Certificates sent home if parents/carers notice value being used at home. • Well-being Wednesday - 5 to thrive focus on feelings • Daily reflection/collective worship • Feelings check-in to be moved throughout the day depending on feelings. Adults to support if a child feels sad or upset. • Enjoy a sense of belonging through being involved in daily tasks. • Further develop the skills they need to manage the school day successfully- lining up, lunch time, personal hygiene.	
Further Focus Points: <i>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement, anxiety, guilt and self-doubt.</i>		<u>Birthdays:</u> Celebrating Louis' birthday party, writing a list to "get ready" for the party, home corner props supporting party theme. Make a birthday card for Louis. Think about what he might like on the front of the card. <u>Bonfire Night:</u>	

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Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.
.To know and understand our value of the month.
•To recognise different types of feelings using our feelings check in.
•To know to ask adults for help.
•To know and follow the classroom rule of "it's time to stop now, let's all say, tidy up and pack away".
•To feel confident to talk to other children when playing and communicate freely about home and community.
Is sensitive to others' messages of appreciation or criticism.
To know how to be a kind friend and use kind actions.
To initiate play, offering cues to others to join.
Seeks out a friend to share experiences and play ideas.
Uses their experiences of adult behaviours to guide their social relationships and interactions.
Shares resources and toys in a small group.
Enjoys playing alone, alongside with others, inviting others to play and attempting to join others' play.

Discuss feelings when listening/watching fireworks.

<https://www.youtube.com/watch?v=buTaWNiii9U>

Paint to firework music.

Diwali:

- Learning about Diwali - other cultures- talk about similarities and differences when celebrating a festival.
- <https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali>
- Learn about and listen to how peers celebrate different events
- Getting themselves changed into costumes
- Diwali Day- Sunita Patel visit, dance workshop
- Make a diva pot

Anti-bullying week

Read Elmer. Talk about how everyone is different and that's ok!

Create an Elmer collage using different materials. Children to pick their own piece of material symbolising them.

Odd sock day. Design own odd socks.

Daily challenge- see Anti-bullying week plan.

Sort kind/unkind actions in teams

Team games- hoop game-don't break the chain

Read "Who pushed Humpty Dumpty"

Nursery Rhyme Week: *Class vote for favourite Nursery rhyme*

Humpty Dumpty team challenge- build a wall that he can't fall off

Incey Wincey Spider water challenge- work together as a team to help him come down the drainpipe safely.

Sharing time with family looking at learning journeys and reading rhymes/stories at our story café.

Key Vocabulary:

Different, special, similar, same, home, kind, would you like to play with me? Please stop that, I don't like it.

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Physical Development - Prime Area		
Educational Programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.	
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>
Key Knowledge Gross Motor: - To know to use alternate feet when climbing on the trim trail and up the trees in the forest. - To know our Forest Fun rules and conduct themselves safely - To know where to put the two parts of a zip together	Key Skills Gross Motor: - To use climbing equipment safely and competently. - To begin to negotiate space effectively. To begin to move rhythmically to music noticing changes in pace. - To initiate movements in response to music including Indian music, linked to Diwali. - To begin learn to get dressed for Forest Fun - Turning clothes in the right way and managing shoes and socks/tights independently. - To put of their coat independently and do up the zip.	Ongoing: - Gross motor skills development focus within outdoor environment - trolley containing hoops, scoops and small balls, large balls, frisbees, balance boards to allow all children whatever their developmental stage to access resources appropriate for them - The Meadow space, pallets, large open-ended resources e.g. planks, crates, blocks and bricks - Continued use of trim trail and playground at lunch times - Brain breaks - Squiggle Sessions x3 weekly

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	- To continue to further develop skills they need to manage the school day successfully: lining up, queuing, mealtimes and personal hygiene. - To find a space and be able to work in it to develop their core strength and balance.	
Further focus points: Revise and refine fundamental movement skills - running, jumping, walking, skipping, hopping. •Combine different movements with ease and fluency during planning time inside and outside, Squiggle and Forest Fun sessions.		- Introduction of playground games - lunch time e.g. What's the time Mr Wolf, duck duck goose - HFW/Number hopscotch - Splat games and aiming games - Phonics hoop/jumping game with CVC words - Skipping practise in outdoor area - Racing games with timer
Key Knowledge Fine Motor - To know how to make anticlockwise movement and retrace vertical lines. - To know which hand is dominant and match scissors according to ability	Key Skills Fine Motor - To use a pincer grasp. - To use a range of small tools competently and confidently- pencils, pens, scissors, pastels and knives. - To practise holding scissors safely and correctly when cutting	Ongoing: - Children to collect own hot dinners and use a knife and fork to eat with - Range of tools and equipment to support fine manipulative skills - Focus on: -scissors, thick/thin pens, pencils, pastels, knives, small/medium/large spoons - Discovery Den/Mud Kitchen gardening tools - Large chalks on playground/Meadow. - Squiggle/handwriting sessions x3 weekly;

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		Focus on Straight lines, curved lines, waves, hump, under hump- see Squiggle book for more detail
Further Focus Points: Create lines and circles pivoting from the shoulder and elbow-. •Manipulates a range of tools and equipment in one hand, tools including paint brushes, scissors, scarves and ribbons. To begin to show accuracy and care when drawing and painting. . To cut along a line showing improved accuracy. o use a range of small tools including clay tools and cutlery. To begin to form some letters of the alphabet correctly, holding the pencil in a secure grip.		• Introduction of letter/number formation within teaching - rhymes to support formation during maths times and Phonics times • Phonics table -practise writing graphemes and squiggle patterns • Funky Fingers/investigation table/sand: use of tweezers and pom poms, grabbers, hole punches, spring loaded scissors, • Streamers and scarves outside and during Squiggle sessions • Outdoor creative area children learn to make own mud paint, mixing using tools. Paintbrushes using sticks. Paper on board for upward and downward strokes to develop shoulder and elbow strength • Streamers when chasing the wind and exploring the effects of the wind in the environment • Junk modelling table- use of scissors and resources that require twisting and joining together. • Pipettes and Duplo. Droplets of liquid put inside Lego indented circles. • Funnels and pipes. Pouring resources with smaller handle/narrower spout uplevelled from term 1 • Grabbers and pegs in deconstructive/sand/water area • Diva lamp making using clay. Use of knives to mark make around the outside. Decorate with small sequins and craft bits. • Cars and ramps exploration • Mark making opportunities in all areas.

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Literacy - Specific Area		
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).	
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>
Key Knowledge Comprehension:	Key Skills: (comprehension)	On-going: - Well stocked reading and writing areas alongside books and mark making within all areas of provision. - Continuation of Monster Phonics programme - embedded in the environment - Phonic posters and writing prompts displayed in all areas inside and outside. - Monster phonics/Dandelion reader books sent home matched to phonics sounds taught. - Squiggle whilst you wiggle with name writing opportunities - Phonics games on IWB - Phonics workshop for parents and children - Use of seesaw to engage and update parents and provide learning at home opportunities that support the literacy and phonic learning in school - Virtual classroom - Introduction of e-books matched to Monster Phonics weekly home learning
To know how to sequence familiar stories	- To retell a familiar story - To express preference for books/ songs/ rhymes- Nursery Rhyme week	
Key Knowledge-word reading	Key Skills-word reading	
To understand how to blend sounds to read words.	- To read digraphs using one phoneme - Read the phonemes: f,ff,l,ll,ss,j,v,w,x,y,z,zz,qu,ch,sh,th,th, ng, oo, ar - To read common exception words taught - To begin to blend and segment in order to read Phase 2 words. - Re-read books to build confidence, fluency, understanding and enjoyment.	
Key knowledge-writing	Key Skills -writing	
To know that words are made up of graphemes.	To write initial sounds as captions for	

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To know how to hold a pencil using two fingers and thumb for control.	drawings To copy shapes, letters and pictures.	
Further Focus Points: Comprehension: Describe what is happening from a picture book. Use known vocabulary to tell a story in their own words Word Reading: Blend these sounds into words. - Read a few HFW words. - Read CVC words. Writing: Use print and letter knowledge in early writing. - Continue to mark make name with increasing letter-type shapes. Give meaning to drawings and paintings. Includes mark making and early writing in their play		Comprehension: - Sharing stories- key questions and predictions - Guided reading sessions 1-1 reading - Story tellers shelf- mini-mes to replay stories Word reading: - HFW and CVC word hunts - Rama and Sita CVC word hunt in forest - Jump in 3 hoops or across the river with sounds/CVC words - HFW sets sent home - Ideas for reading games sent home with words Writing: - Squiggle sessions- drawing curves, loops, humps, zig zags and crossing the midline - Labelling models and pictures, - Design paper in deconstructive area - Recipe cards in home corner - Explorers back packs and notebooks outside - Writing shopping lists in the home corner - Use HFW learnt e.g. it is a.....as a caption starter for a birthday present lift the flap book

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	• Use HFW learnt To and From to write a birthday card/Diwali card • Letters to Santa, Christmas cards, catalogues of toys and writing lists • Wish list writing • Story maps of focus story • Zig zag books of <i>Gingerbread Man</i> • Name on patch assessment
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Mathematics - Specific Area	
Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.
Intent <i>Development Matters - Focus points</i>	Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>
<i>Key Knowledge and Key Skills</i> •subitise within 5, perceptually and conceptually, depending on the arrangements. - continue to develop their counting skills •explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand •begin to count beyond 5 •begin to recognise numerals, relating these to quantities they can subitise and count. •explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot •explore the composition of numbers within 5. •compare sets using a variety of strategies, including 'just by looking', by subitising and by matching •compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	<i>Ongoing</i> To use relevant mathematical vocabulary when talking about learning. Singing number/days of the week songs. Recognising numerals in the environment Opportunities • Daily circle time incorporating a range of maths skills • Mastering number programme - 10 minutes daily focused maths sessions • Numberblocks • SSM focus1x weekly teaching session • High quality maths provision embedded within the environment to support both number and SSM • Maths Display - Number line with focus vocabulary • numbers/representations, working wall, vocab, maths in action • Nursery rhyme songs • Embedding number into the environment through classroom signs and labels • Counting songs and rhymes - familiar ones and introduce new ones - 5 little peas in a pea pod pressed, 12345, 10 green bottles. See Mastering Number Programme for more details

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	<i>Christmas chain count down for sleeps, Advent calendar,</i>
To know the names of 2D and 3D shapes- circle, triangle, rectangle, square, cube, cuboid, sphere, cylinder, cone.	
SSM • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. <i>*See Development Matters for further guidance</i>	• Rangoli Patterns- use 2D shapes and free hand Mehndi Patterns • Shape hunt in environment • Designing and printing wrapping paper- repeating patterns • IWB programs e.g. Top marks • Christmas Patterns (topmarks.co.uk) • Balance scales in environment e.g. sand/ investigation area with conkers and presents of different sizes. • Ribbons of different sizes to sort • Socks and tights in the sand pit outside- explore what happens • Shapes, buttons and natural objects with light box and in tuff spot with shape of Christmas tree. • Deconstructive area and construction areas - handling shapes and objects • Junk modelling opportunities to talk about properties of shape and pattern

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Understanding the world – Specific Area			
Educational Programme		Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	
Intent <i>Development Matters – Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>	
Key Knowledge Past and Present To know that some celebrations are specific to some cultures and that these celebrations originated in the past. Guy Fawkes story. Rama and Sita story. Nativity story Children will know that birthdays are special times for some people and that Christmas is when Jesus was born		Key Skills Past and Present - To talk about family celebrations and customs they have celebrated in the past. - To share their experience of special events/celebrations.	
Key Knowledge People, Cultures and Communities To know that people have different religions and celebrations (Diwali / Christmas)		Key Skills People, Cultures and Communities - To comment and ask questions about aspects of their familiar world such as the place where they live and the festivals that they celebrate. On-Going: - RE Focus- See RE scheme of work - Well-being Wednesday, PSHE group times - Daily collective worship - Introduce Forest and Forest rules - Daily weather – circle time - Listening to a range of multi-cultural stories Forest Fun, fire, base camp, brambles, nettles, tree, forest door/back door Hindu, Diwali, Christmas, Christian, Remembrance day, poppy, danger, safe, fire fighter, internet safety – Tell someone.	

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• To begin to understand why we have Remembrance Day and the significance of poppies. • To begin to be aware of how to keep safe on line.		Birthdays: Sort a range of cards and have a thought shower about what people celebrate and how they feel. Louis' birthday party-planning and delivery •Sharing pictures from special events on Seesaw including birthday celebrations and family occasions Bonfire Night Story of Guy Fawkes and why some people celebrate Bonfire night today Building campfires and pretend role play around bonfire night Talk about own experiences of fireworks and bonfire night Discuss dangers of fire and firework safety. Diwali: Forest fun- Diwali day setting. Read Story of Rama and Sita in forest. Rama and Sita word hunt -solve the clues by reading the CVC word to find Sita in the forest. Make diva lamps, rangoli patterns and mehndi patterns., Discuss sources of light and why the town lit the path for Rama and Sita to come home. Begin to introduce concept of good triumphing over evil. Diwali Day dance workshop and Diwali craft sessions. Safer Internet Day activities
Key Knowledge The World • To begin to know which materials are waterproof and water resistant • To know the vocabulary 'wet, dry, waterproof, water resistant, test, pipette, funnel' • To know that dark is the absence of light and that light can • be produced from different things e.g. sun, electric lights, fire	Key Skills The World • To select materials independently • To carry out a test. • To explore how the wind can move objects. • To explore how objects move in water. • To be able to identify the day's weather with increasing accuracy. • To begin to notice and talk about patterns e.g. days of the week/day, night.	Remembrance Day: Minute silence and poem with whole school outside. Discuss being respectful at that time. Watch Remembrance Day clip Discuss our value of peace and what it means to us as a school family and in the world Look at poppies and do craft activity - red stickers on poppy template. Nursery Rhyme Week-learn 5 new nursery rhymes, share rhyming games and activities, Incey Wincey Spider science experiment, explore pipes and funnels

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		SCIENCE ASSESSMENT- design a roof for Incey so that he doesn't get wet. Explore resources and materials before assessment and talk about which ones are waterproof/water resistant etc. Discuss what clothing or resources they have at home to keep them dry. Children to use pipettes to test their roof. Encourage prediction and analysis before and after testing. Christmas: Notebook slides about Advent meaning "getting ready". Brainstorm things they "get ready" for. Christmas Godly Play session- see key wondering questions in C and L Compare each other's experiences of Christmas traditions. Home corner set up with Christmas decorations etc to dress the tree Christmas cutters and props and chocolate/cinnamon playdough on malleable table Advent story and count down daily. Make iced snowman biscuits to sell at the Christmas Fair. Christmas time together performance and craft. Gingerbread Man focus story and activities. Stickman activities in the forest.
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Expressive Arts and Design - Specific Area			
Educational Programme		The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.	
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>	
To know how to use different media to create different effects.	- To use a range of resources to create own props to aid role play. - To manipulate materials to achieve a planned effect.	On-Going - Creative area with continuous provision and enhancements based on topic/interests/next steps - Performance area with CD player - Focus on familiar nursery rhymes and Christmas songs - Deconstructive area -props and materials - Funky Fingers	
	- To know how to use different media to create different effects. - To understand how to perform for an audience. To know how to use different media to create different effects.		
- Can make simple drawings, paintings and use printing tools. - With support can log on and use a basic painting programme - penguin, notebook to make pictures. - Can use simple tools to add patterns into malleable materials. - Can role play a familiar story		- Home corner, deconstructed role play, prop box with materials to make costumes - Storytelling through small world, story-tellers shelf, mini me's and construction play	

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- To retell and innovate familiar narratives and stories with their peers and teachers.
- To perform familiar songs, rhymes and chants and learn new ones linked to curriculum learning, Diwali or Christmas.
- To perform simple dances for their peers responding to the pace of the music
- Retell a familiar story using once upon a time or one sunny day.
- Can suggest changes when working with the teacher to innovate a familiar story and begins to apply this to independent play.

Key Vocabulary:

Clay, soft, hard, roll, squeeze, pinch, tools, programme, icon, pattern, print.

*Focus Artist this term:
Robert Delaunay Autumn 1/2*



- Weekly music sessions - Charanga/Music Express
- Diwali - Diya pots made from clay-focus on small tools to make marks round edges as well as skills of using thumb to make and mould the pot.
- Rangoli patterns using 2D shapes, coloured pens and objects on light box
- Mehndi patterns- design following watching clip on CBeebies.
- Powder paint mixing in puddles- explore changing/mixing colours
- Bonfire night - Firework pictures - use cotton buds and glitter to create pictures.
- Design pictures on IWB using notebook or penguin drawing program
- School Christmas performance- sing, dance, perform on stage
- Create a Christmas card and Christmas craft
- Stick man story - read in forest, collect sticks and recreate a stickman using masking tape and googly eyes
- Paper chains on funky fingers table
- watch animation
- Watch Christmas performances from other classes and Teaching staff Panto
- Learning about life and work of Robert Delaunay.
- Replicate artwork using shapes and collage. Then Introduce Modigliani and portraits and work done by this artist. Children to learn about his life and works and create own art work in his style.
- Stage areas outside prepped with show ticket provision etc for children to put on their own shows and make own props.

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Amadeo Modigliani Sculpture and shape Autumn 2 	
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