



<p><b>Personal Social and Emotional Development</b></p> <p>Pupils will learn how to be a kind and identify different ways of showing kindness to their friends. Each class will have an 'acts of kindness' chart which pupils will use to help show kindness to their peers. Through collective worship pupils will discuss how they were kind to others and how they felt when others were kind to them.</p> <p>Pupils will identify what they are good at and understand that everyone is good at different things. They will explore the differences between themselves and others and learn that being different makes us all special</p>	<p><b>Communication and Language</b></p> <p>Pupils will describe familiar events in some detail, taking about their experiences at home and in school, for example a trip to the theatre. Pupils will sequence key events from their trip. Pupils who celebrate Diwali will be encouraged to talk about their experiences.</p> <p>Pupils will engage in new experiences to develop their vocabulary. They will visit Forest School and listen to stories around the camp fire.</p> <p>Pupils will look back at photographs from past experiences in reception and talk about their experiences.</p> <p>Pupils will be provided with sentence starters to support their ability to articulate their ideas and thoughts in well-formed sentences. For example, "Meg put in...." when talking about Meg making a magic potion in the story. Pupils will then use this sentence starter to create their own magic potion.</p> <p>Pupils will learn new vocabulary linked to our key story and be encouraged to use new vocabulary throughout the day. Pupils will be explicitly taught the following Tier 2 vocabulary; shrieked, zoom, invitation, boil, magic, gloomy, horrible. This vocabulary will be used across a range of different contexts.</p>	<p><b>Physical Development</b></p> <p>Pupils will continue to take part in weekly PE lessons where they will follow the Real PE programme. This term, pupils will work through unit 2 (social). During this unit pupils will develop their jumping and landing skills.</p> <p>Pupils will take part in Write Dance activities to develop their capability and motivation to write; Through this programme they will develop and master whole body fine and gross motor movements required for writing</p> <p>Pupils will practise writing their names.</p> <p>They will continue learning the formation of letters through following the Read Write Inc. scheme.</p>	<p><b>Literacy</b></p> <p><b>Key Texts this term are:</b></p> <p><b>Meg and Mog- Helen Nicoll and Jan Pienkowski</b></p> <p><b>Room on the Broom- Julia Donaldson</b></p> <p>Pupils will sequence key events from a familiar story (beginning, middle and end). They will then retell familiar stories in their own words, using familiar language structures and story language.</p> <p>Pupils will develop their ability to identify words and count how many words in a caption or sentence. Pupils will explore filling in missing words from a familiar sentence and putting mixed-up words in order to form a sentence.</p> <p>Pupils will continue to learn systematic synthetic phonics through the Read Write Inc. Programme.</p>
<p><b>It was a dark, dark night</b></p> 			
<p><b>Characteristics of Effective Learning</b></p> <p><b>Active Learning- Motivation</b></p> <p>Pupils will be supported to choose their activities - what they want to do and how they will do it. Adults will stimulate pupils's interest through shared attention, and calm over-stimulated pupils. Pupils will become aware of their own goals, make plans, and to review their own progress and successes. Adults will describe what they see pupils trying to do, and encourage pupils to talk about their own processes and successes. Pupils will become deeply involved in learning activities as they will be provided with new and unusual resources, linked to their interests for them to explore.</p>	<p><b>Expressive Arts and Design</b></p> <p>Pupils will listen to and then learn the song 'The Wrong Spell'</p> <p>Pupils will listen to and then learn the song 'I'm a little Diva Lamp'</p> <p>Pupils will be exposed to a range of different textures, such a play dough, cornflour, jelly, shaving foam, porridge/oats etc. They will be encouraged to explore textures with a range of senses. They will also investigate these textures with a range of tools, including; dough shape cutters, rolling pins, crinkle cutters, extruders, knives and cutting tools. Pupils will be exposed to vocabulary which will enable them to describe and talk about textures and materials, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft', 'hard' 'sticky' 'slimy'.</p> <p>Pupils will learn a bank of structures songs (verse chorus, verse chorus etc) and be able to sing the entire song. They will be able to sing the melodic shape (moving melody, e.g. up and down, down &amp; up) of these songs. They will perform these songs to an audience at the winter performance.</p>	<p><b>Understanding the World</b></p> <p>Pupils will explore a range of cultural festivals and celebrations and begin to understand that not all people celebrate the same festivals. Pupils will learn that Christians celebrate Christmas and they will hear the Christmas Story. Pupils will also learn that Hindu's celebrate Diwali and hear the story of Rama and Sita.</p> <p>Pupils will explore the seasonal changes from Autumn and Winter. They will explore materials in different states (e.g- observing Ice freezing and melting).</p> <p>Pupils will explore shadows, learning how a shadow is made and how it can be changed.</p> <p>Pupils will visit Forest School to listen to a story and sing songs around the fire. They will observe how a fire is lit and the characteristics of a burning fire</p>	<p><b>Mathematics</b></p> <p>Pupils will continue to work their way through 10 Town. They will learn one number over the course of approximately 2 weeks; focusing on counting, comparison, composition and change for each number. This term, pupils will be introduced to; Freddie Four/4, and Fiona Five/5</p> <p>Pupils will learn number bonds to 5 using manipulatives in conjunction with pictorial representations.</p> <p>Pupils will learn that adding can be the change of sets into one new group and that the new group is a larger quantity than either of the original sets. Pupils will learn that subtraction can be separating a set to identify what is remaining and that both of the sets are smaller quantities than the original group.</p>