



<p>Personal Social and Emotional Development</p> <p>Children will identify something they are good at and understand everyone is good at different things. They will understand that being different makes us all special. Children will have the opportunity to take part in the Reception Talent Show at the end of the term.</p> <p>Children will discuss how to be a kind friend.</p> <p>Children will know which words to use to stand up for themselves when someone says or does something unkind.</p> <p>Children will learn what happens when a baby is born and how birth is celebrated. They will think about gifts babies receive and why gifts are important. Children will carefully consider what they would give a new baby.</p>	<p>Communication and Language</p> <p>Children will use colourful semantics colour coding to create who/ what doing sentences using familiar story characters. They will build up to verbally creating a who/ what doing/ what sentence. Children will use function words, such as 'is' 'and' 'the' in their sentences.</p> <p>Children will be asked a range of targeted questions based on Blank's Levels of Questioning. These questions will focus on the book Meg and Mog.</p> <p>Children will continue to develop their working memory by holding a sentence and verbally repeating it. They will come up with their own sentences, responding to images from known stories and familiar situations.</p> <p>When reading together children will be encouraged to talk about the book, discussing characters, story setting and key events. Anticipating key events in stories, discussing what they think will happen next and how they think the story might end.</p>	<p>Physical Development</p> <p>Children will build upon their fundamental movement skills. They will develop their ability to run and stop, learning to take big steps to run and small steps to stop. They will then extend this skill by adding in a change of direction by bend their knee and push off in the opposite direction.</p> <p>Children will explore jumping and hopping. They will learn to bend their knees to jump and land and squeeze their muscles to help balance when landing</p> <p>Finally, children will bring all of these skills together to explore different ways to travel using equipment. They will explore jumping and landing, crawl using hands and feet, marching with high knees and sliding using different body parts.</p>	<p>Literacy</p> <p>Our key texts this term is: Meg and Mog</p> <p>Children will continue to practise their ability to blend sounds to hear the whole word, for example c-a-t = cat. They will apply this skill to read 3 letter words.</p> <p>In line with their Read Write Inc. stage, children will begin to read familiar words and match them to the corresponding pictures (for example; bat, hat, cat, rat, bug, fish, wish, bang)</p> <p>Children will learn how to segment words to hear the individual sounds, for example cat = c - a - t They will apply this skill to spell and then write words.</p> <p>Children will develop their ability to identify letters and count how many letters in words.</p> <p>Children will learn how to break the flow of speech into individual words. They will notice the space between words and be able to count how many words in a caption. Children will explore filling in missing words from a familiar phrase. They will use picture clues to help them.</p>
<p>It Was a Dark, Dark Night</p>			
<p>Characteristics of Effective Learning</p> <p>Active Learning- Motivation</p> <p>Children will be supported to choose their activities – what they want to do and how they will do it. Adults will stimulate children's interest through shared attention, and calm over-stimulated children. Children will become aware of their own goals, make plans, and to review their own progress and successes. Adults will describe what they see children trying to do, and encourage children to talk about their own processes and successes. Children 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>Mathematics</p> <p>Pupils will practice counting to 5, matching one object to one number, and understanding that the order of counting objects is irrelevant. They will answer "How many?" by applying the Cardinal Principle and count actions, sounds, or immovable objects.</p> <p>They will be introduced to or revisit 10 town characters and their corresponding numerals (1-5).</p> <p>Pupils will create and find different representations of numbers 1 to 5, match these to numeral cards, and use counting and subitising to check accuracy.</p> <p>They will learn to subitise, instantly recognizing groups of 1 to 5 items without counting, and understand different arrangements of the same number.</p> <p>Pupils will understand the concepts of 1 more and 1 less with numbers 1 to 5, using stories, songs, and manipulatives to explore these ideas.</p> <p>They will learn that numbers build by adding one more and reduce by taking one away, exploring different compositions and partitions of numbers 1 to 5.</p> <p>Pupils will identify and describe circles, triangles, rectangles, and squares, compare shapes, and learn how to combine shapes to make new ones.</p> <p>They will use positional language to describe object locations and apply this language in play and outdoor activities.</p> <p>Finally, pupils will distinguish between day and night events, use terms like 'first,' 'then,' 'after,' 'before,' 'day,' 'night,' 'morning,' 'afternoon,' 'today,' and 'tomorrow,' and measure time by counting days or sleeps until an event.</p>
<p>Expressive Arts and Design.</p> <p>Children will explore the painting 'Starry Night' by Vincent Van Gough. They will use paint to create their own representations of the night sky. They will use techniques, colours, tools and effects to represent stars and fireworks in the sky. They will develop their ability to create different effects, using a variety of techniques, including dots, scratches and splashes.</p> <p>Children use a range of dough tools and techniques to make salt-dough Diya Lamps linked to Diwali. Children will then decorate their salt lamps using paint and embellishments such as glitter and sequins.</p> <p>This half term, children will explore music through cultural celebrations. They will learn about Diwali by watching a video and dancing to traditional music, using scarves to emphasise tempo. They will practice Diwali dance moves and reflect on the celebration and its music, linking to Religious Education</p> <p>Children will learn about the significance of Christmas music, they will sing 'Jingle Bells' with sleigh bells and perform 'We Wish You a Merry Christmas' with actions.</p>		<p>Understanding the World</p> <p>Children will observe and interact with natural processes. They will explore the seasonal changes from Autumn to Winter. Children will sort and classify items associated with the different seasons.</p> <p>A firefighter will be invited into school to talk about fire safety. Children will listen to the stories about Fire Fighters to discover how people celebrate bonfire night. The children will carry out a historical enquiry to discover the differences and similarities between fire fighters now and fire fighters in the past.</p> <p>Children 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>Children will explore the religious festivals of Diwali and Christmas and learn that these are very special time for people who are Hindu and Christian. They will explore how Diwali and Christmas are celebrated and traditions associated with each festival. Children will listen to the story of Rama and Sita and the Christmas story.</p> <p>Pupils will explore making shadows and make their own shadow puppet</p>	



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