

## **Communication Language and Literacy**

- Listening to the topic of conversation and responding with appropriate and relevant comments
- Begin asking questions to find out more using: How, What, When, Why, Which starters
- Continue learning Phase 2 Letters and Sounds
- Writing for different purposes – letters, lists, recount of first hand experiences
- Handwriting – consolidation of the correct letter formation
- Looking at non-fiction texts and using them to find out about how people help us

## **Mathematical Development**

- Exploring the concept of 0
- Counting, identifying and ordering 0-20 in familiar contexts during play and during carpet sessions
- Finding one more / one less than a number within 20
- Estimating quantities and checking quantity by counting accurately
- Adding two groups together to find a total, noticing that the number gets bigger
- Subtracting from a quantity and finding a total, noticing that the number gets smaller
- Use everyday positional language to describe an objects position
- Exploring measure
- To explore money, coins and to discuss how it is used in charity events e.g. Children in Need

## **Physical Development**

- Awareness of self and space in the hall, playground environment and classroom
- Continue to wash and sanitise hands to help prevent the spread of the Coronavirus
- Using correct pencil grip when using mark-making utensils
- Holding and using scissors correctly
- Discussing how we keep healthy including washing, exercise and types of food that keep us healthy

## **Autumn term 2**

### **People who help us**

## **Personal, Social, Emotional Development**

- I will think about my feelings and share them with my friends and teachers
- Making friends and sharing and taking turns
- Revising the rules of the classroom (boundaries)
- Being confident to say own wants and needs
- Consider how our words and actions affect others
- Listening to what others say and responding appropriately

## **Understanding of the World**

- Discussing significant events in our lives
- Taking an interest in different occupations
- Discussing who helps us and how
- Daily reflections and discussion
- Notice and talk about our surroundings and how they have changed / are changing
- Complete a simple computer program
- Have an understanding of why people commemorate Remembrance Day
- Have an understanding of why people celebrate and acknowledge bonfire night

## **Religious Education:**

- Christianity - Christmas

## **Creative Development**

- Firework pictures – using chalk / paint
- Role playing different people who help us e.g. lollipop person, mummy, daddy, doctor, nurse, firefighter, teacher etc
- Painting – mixing colours and using them for a purpose
- Play dough to create different people who help us
- Collage to create a poppy for Remembrance Day
- Making props for our Christmas production