

UTW

- Focused lessons on Autumn (through Forest School), Bristol past and present, Diwali, Thanksgiving, Hanukkah, Christmas, and RE.
- Talks about past and present events in their own life and in the lives of family members.
- Beginning to understand the importance and significance of family customs and routines.
- Remembers and talks about significant events in their own life and in the lives of those close to them.
- Recognises similarities and differences between themselves, friends and family
 - Begins to compare their own experiences with those of others around them.
- Developing an understanding of growth, decay and change.
- Looks closely at similarities, differences, patterns and change in nature.
 - Completes a simple program on electronic devices
- Operates ICT hardware to interact with age-appropriate software

Literacy

- Drawing Club, RE, Phonics, role-play, 1:1 reading and story times.
- Listens to and joins in with stories and poems when reading one-to-one and in small groups.
- Talks about events and principal characters in stories and suggests how the story might end.
- Recognises familiar words and signs such as own name, advertising logos and screen icons.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.
 - Begins to develop phonological and phonemic awareness
 - Hears and says the initial sound in words
 - Begins to segment the sounds in simple words and blend them and knows which letters represent some of them.
 - Reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.
- Gives meaning to the marks they make as they draw, write, paint and type.
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence.
- Uses their developing phonic knowledge to write things such as labels and captions.

Term 2 (Bristol past and present)

Key

Predominant learning subject/activity

EYFS composite

PD

- PE, Drawing Club, Dough Disco, Squiggle whilst you wiggle, fine motor activities and PSHE sessions
 - Builds their sense of body in chase games, tussling and creating collaborative physical challenges as well as in self-directed movement play.
 - Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement.
 - Begins to use anticlockwise movement and retrace vertical lines
 - Begins to form recognisable letters independently
 - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
 - Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.

PSED

- Jigsaw – Celebrating difference (PSHE), group times, in-the-moment opportunities and learning about germs.
- Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.
 - Recognises that they belong to different communities and social groups and communicates freely about own home and community.
 - Is more aware of their relationships to particular social groups and demonstrates acceptance of children who may be different to themselves.
 - Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.
 - Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
- Is aware of behavioural expectations and sensitive to ideas of justice and fairness.

EAD

- Constriction and small world toys, junk modelling, RE, Nativity play, Drawing Club and art opportunities.
- Uses increasing dexterity, knowledge and understanding of tools and techniques and growing expertise with key materials to explore their interests and enquiries and develop thinking
 - Develops their own ideas through experimenting with and combining diverse materials.
 - Uses the visual elements of line, colour, shape and space etc. with intention and purpose, in order to make visible their own ideas and share these with others.
 - Creates representations of imaginary and real-life ideas, events, people and objects
 - Introduces a storyline or narrative into their play

CL

- Drawing Club, group times, and story times.

- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity.
 - May indicate two-channelled attention, eg paying attention to something of interest for short or long periods; can both listen and do for short span.
- Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting the correct picture.
 - Responds to instructions with more elements.
- Beginning to understand why and how questions
 - Understands a range of complex sentence structures including negatives, plurals and tense markers.
- Beginning to use more complex sentences to link thoughts (eg using and, because)
 - Able to use language in recalling past experiences
- Can retell a simple past event in correct order • Uses talk to explain what is happening and anticipate what might happen next
 - Questions why things happen and gives explanations

Maths

- Maths lessons on: shapes, numbers to 5 and comparing shapes with 4 sides.

- Begin to recognise numerals 0 to 10
 - Subitises one, two and three objects (without counting)
- Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)
 - Links numerals with amounts up to 5 and maybe beyond
- Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers
- Beginning to use understanding of number to solve practical problems in play and meaningful activities
 - Beginning to recognise that each counting number is one more than the one before.
 - Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Predicts, moves and rotates objects to fit the space or create the shape they would like.
 - Explores and adds to simple linear patterns of two or three repeating items.
 - Uses informal language and analogies, (eg heart shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.

Term 2 subject/topic overviews

<u>Phonics</u>	<u>Literacy</u>	<u>Maths</u>	<u>RE</u>
<p><u>Learn:</u></p> <p>Single letter sounds: f, l, j, v, w, x, y and z</p> <p>Digraphs: ff, ll, ss, zz, qu, ch, sh, th, ng, oo and ar</p> <p>HFW words: he she we me be of if off for you my they will went from help was all her are too with yes said this that then them.</p> <p>Spell simple CVC words. Write simple dictated sentences.</p>	<p><u>Core books:</u></p> <ul style="list-style-type: none"> - The Gingerbread Man - Supertato - Stick Man - The Leaf Thief - The Jolly Christmas Postman <p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> - The Christmas Pine (poem based on how the Christmas tree tradition began) <p><u>DC – animations</u></p> <ul style="list-style-type: none"> - La Luna <ul style="list-style-type: none"> - Be able to form some letters correctly - To be able to identify all phonemes/graphemes learned so far - To be able to recognise most HFW learned so far. - To be able to blend orally - To be able to segment and spell a range of CVC words. 	<ul style="list-style-type: none"> - Composition of 1,2 and 3 - Identify, name and compare circles and triangles. - Shapes in the environment - Find, subitise and represent 4 and 5 - One more and one less within 5 - Composition of numbers 1-5 - Identify and combine shapes with 4 sides - Day and night (time) 	<p><u>Prophecy and promise</u></p> <ul style="list-style-type: none"> - Mary was chosen by God - Mary and Joseph travelled to Bethlehem - Jesus was born in a stable - The Shepherds visited baby Jesus - Advent is the time to get ready for Christmas - Jesus came for the whole world.
<u>PSHE - Jigsaw</u>	<u>UTW</u>	<u>EAD</u>	<u>Forest School</u>
<p>Celebrating difference</p> <p>1 – What am I good at</p> <p>2 – I'm special, I'm me</p> <p>3- Families</p> <p>4 – Homes</p> <p>5 – Making Friends</p> <p>6 – Standing up for yourself</p>	<p><u>Bristol, past and present</u></p> <ul style="list-style-type: none"> - Bristol – the city we live in - Bristol current - Bristol past <p>- Thanksgiving, Hanukah, Diwali and Christmas</p>	<ul style="list-style-type: none"> - Singing and performing songs. - Developing knowledge of musical rhythm. - Exploring building with loose parts. - Imaginative role-play – RE link 	<p>Books: Were going on a leaf hunt and Winters sleep</p> <ul style="list-style-type: none"> - Autumn scavenger hunt - Hibernation - Woodland animal homes