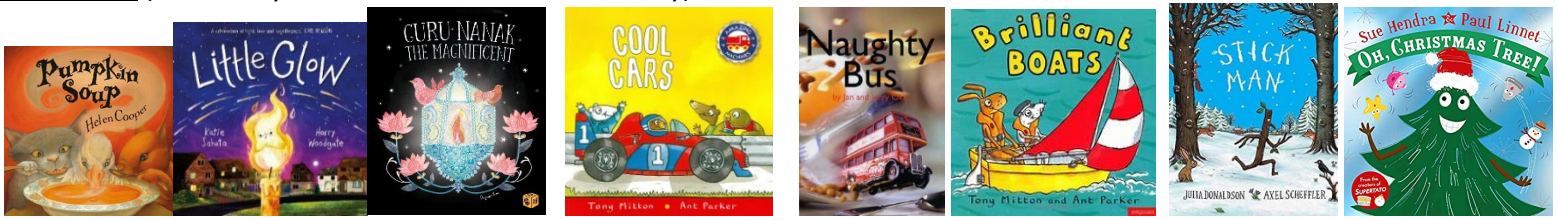
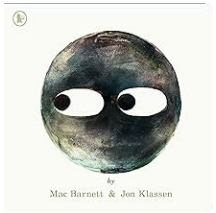
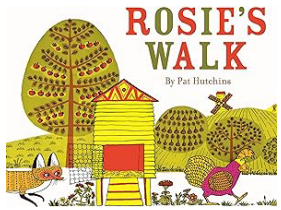
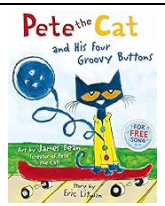
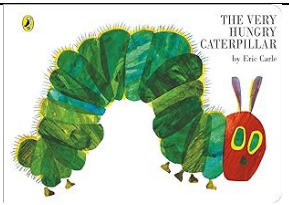
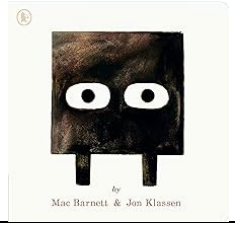
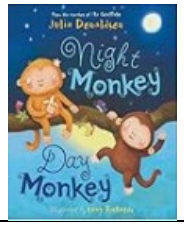
Autumn 2	Topic: Let's Celebrate (Diwali, Bandi Chhor, Guru Nanak Dev Ji's Gurpurab, Christmas) and Let's Go (transport) 
	Key Knowledge and Vocabulary
Communication and Language	I can listen to stories and take part with repeated parts. I can talk about my reading book. I can learn and use new words. I can understand and follow a two-part instruction. I can use longer sentences with joining words e.g. and/because. I can start a conversation with an adult or friend and continue it for several turns. I can use talk to organise my play. I can learn rhymes, poems and songs (also see Music for details). I can engage in non-fiction books (see UTW and Literacy). I can take on a role in our role play (see EAD)
PSED	I can select and use activities and resources. I can separate from my parents/carers with confidence. I can recognise and follow routines e.g. lining up, sitting on the carpet without reminders. I can play with one or more other children, extending and elaborating play ideas. I can follow rules and understand when they are important. I can find solutions to conflicts and rivalries by talking. I can begin to understand how others might be feeling. I can wash and dry my hands independently. I can put on and zip up my own coat. I can begin to make healthy choices about food, drink and activities. (continued over)

	<u>(Jigsaw: Celebrating difference)</u> I can identify something I am good at and understand that everyone is good at different things. I can understand that being different makes us all special. I know that we are all different but the same in some ways. I can talk about my **family.** I can tell you why I think my **home** is special to me. I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind. 
Physical Development	<u>Gross motor</u> I can crawl, walk, and jump, in different ways. I can begin to sit at a table with good posture. I can complete simple obstacle courses which include balancing, jumping etc.  *Dance* I can move with energy. I can follow dance moves. I can put together a series of dance moves. I can learn different types of dance moves inc bhangra and Bollywood. <u>Fine motor</u> I can to use **cutlery** to **cut** and eat my food. I can draw a simple **self-portrait**. I can use paint brushes and begin to paint with care. I can begin to draw other things e.g. animals and objects. I can begin to form my level 2 graphemes correctly. I can use scissors to cut in **straight** lines (see also EAD).

Literacy	(see also C&L) <u>Phonics (Word Reading)</u> I can orally blend(robot talk) CVC words. I can hear and say initial sounds I can orally segment CVC words. I can **blend** to read CVC words containing graphemes I know. I can use my **reading finger** to help me read words. I can read the level 2 tricky words: **I, the, go, no, to, into**. <u>Phonics (Writing)</u> I can write my name. I can form most Level 2 graphemes so they can be read by others. I can hear, say and write initial sounds. <u>Comprehension</u> I can engage in story times by joining in repeated refrains. I can ask and answer questions about books we are reading in a small group. I can begin to talk about stories I know well. <u>Focus books</u> (see weekly book sheets for focus vocabulary) 

Maths	I can orally **count** to 10. I can link numerals to amounts up to 5. I can begin to write numerals to 5. I can **subitise** objects to 5. I can solve real world problems with numbers up to 5. I can understand some position words inc **in, on, under, over, behind** and **through**. I can talk about and explore the 2D shapes **circle, triangle** and 4 sided shapes (**square, rectangle/oblong, diamond**). <u>*WRM: Circles and triangles*</u> I can identify and name **circles** and **triangles**. I can compare circles and triangles. I can recognise shapes in the environment. I can begin to describe position using words such as **' in', 'on', 'under ', 'over '**, 'beside', 'between', 'in front of', 'around', **'through'** and **'behind'**. *Maths books and stories*     <u>*WRM: 1, 2, 3, 4, 5*</u> I can find 4 and 5. I can **subitise** 4 and 5. I can represent 4 and 5. I can recognise and say **1 more**. I can recognise and say **1 less**. I can explore the composition of 4 and 5. I can explore the composition of numbers up to 5. (continued over) *Maths books and stories*

	  *<u>WRM: Shapes with 4 sides</u>* I can identify and name shapes with 4 sides. I can combine shapes with 4 sides. I can recognise shapes in the environment. I can talk about my **day** and **night**. *Maths books and stories*  
Understanding the World	<u>The Natural World</u> I can use my senses to explore the outdoors. *<u>Seasons – Autumn/Winter</u>* Seasons – I know that there are four seasons: Spring, Summer, **Autumn** and **Winter**. I know that the months of **September, October** and **November** are in the season of Autumn. I know that in **Autumn**, many leaves change colour to yellow, red and orange and fall off the trees. I can talk about some of the common weather in Autumn like **wind** and **rain**. I can talk about some of the clothes we wear and items we use in Autumn: **jacket/coat, wellies** and **umbrella**. 

	I know that the months of **December, January** and **February** are in the season of **Winter**. I can talk about some of the common weather in Winter like **ice** and **snow**. I can talk about some of the clothes we wear and items we use in Autumn: **hat, scarf** and **gloves**. I can begin to talk about how some animals store food to **hibernate** in **Winter**.  <u>People, Culture and Communities</u> <u>*Let's go: transport*</u> I can recognise and talk about different types of transport. I can talk about some of the people who help us and the transport they use (firemen in fire engines, police in policecars, paramedics in ambulances etc). *See also EAD for bus and train role plays and vocabulary* <u>UTW/Geography</u> (Kapow: Outdoor Adventures) I can explore natural objects using my senses. I can explore and make observations of the world around me. I can describe different weather. I can begin to talk about changing seasons. <u>*R.E./Sikhi: Believing*</u> I know my own **religion** and can talk about where I go to **pray**. I can talk about religious stories I like and explain why. I can talk about special books that belong to different religions. **Guru Granth Sahib Ji, Qu'ran, Vedas, Bible** I can talk about a special person to me and explain why. I can watch the Diwali/Bandi Chhor play and talk about it. I can ask questions to a person with a religious faith and ask what they believe and what is important to them. I can talk about the **Christmas Nativity** story of **Jesus**.  <u>Computing</u> I can explore and control BeeBots

	I can use the paint programme to draw on an iPad *<u>Important festivals and celebrations</u>* November: Diwali/Bandi Chhor Divas November: Bonfire Night November: Guru Nanak Dev Ji's Gurpurab December: Christmas Day: Jesus' birthday <u>Past and present</u> I can talk about things we did in school last term (in the past, through use of displays, class books etc.) I can talk about our week at school on Friday. 
Expressive Art and Design	<u>Music</u> (Kapow: Celebration Music) I know that there are special songs we can sing to celebrate events. I understand that my voice or an instrument can match an action in a song. I recognise that different sounds can be long or short. I can listen to songs and rhymes. I can react and move to music. I can identify and imitate sounds from a variety of music. I can listen to music from a wide variety of cultures and historical periods. Nativity performance I can listen attentively, move to and talk about music, expressing my feelings and responses. I can sing in a group. I can remember and sing entire songs. I can use my voice to join in with well-known songs from memory (music golden nugget, Nativity performance songs). (cont. over)

(Rhymes and songs)
I can sing and perform different songs:

- The wheels on the bus.
- Row, row, row your boat.
- 12345, once I caught a fish alive.





<u>Art/Design</u>
I can build and model with 3D shapes.
I can use 3D shapes to print in dough.

I can explore paint through finger painting.
I can use paint to express ideas and feelings.
I can experiment with colour, design and painting techniques.



<u>Role play</u>

<u>*Cafe*</u> *links also to UTW*
I can play with friends in the cafe.
I can act out **celebrations** in the home corner/cafe.
I can act out routines in our role play (e.g. cooking, eating together, cleaning,, waiter/ress/customer).
I can use role play words:
Café: **order, customer, waiter/ress,**

	<u>Bus</u> links also to UTW I can play with friends on the bus. I can be the **driver** or a **passenger**. I can use role play words: **train, bus, driver, passenger, ticket, 'all aboard', whistle/bell.** I can talk about **where** we are going on the bus/train. I can recognise some local pictures and talk about them 'We can go to…. on the bus' 