

**Topic web-
Autumn 2: special
times**

Communication, Language and Literacy

- Listening to songs/rhymes; joining with actions and sounds
- Using and responding to new topic related vocabulary in play with peers (using single word/two-word phrases)
- answers who, what and where questions
- listens to stories with increasing attention and focus
- joins in with short conversations with at least one other, lasting at least one exchange
- uses gesture to support own speech
- developing understanding of simple and contrasting concepts

Personal, Social and Emotional development

- Learning to take turns and share with peers
- developing own relationships with adults and peers, showing preferences, friendships and interests in others
- recognising and joining in with special celebrations
- Recognising and learning to accept and tolerate difference and diversity
- Developing a greater sense of self- learning to express own interests, wants and choices
- becoming more independent, managing personal needs and belongings

Physical development

- Practicing dressing skills- getting changed for PE, taking on and off own coats, shoes, hats and scarfs
- Learning to accept and try new foods and drinks- linked to special celebrations
- Toileting skills- becoming more independent and aware of own personal hygiene needs
- Fine motor:**
 - Noticing the marks we make during mark making using paints, chalks, pen and pencil
 - learning to use pre-writing shapes such as lines, circles and squares in our mark making
 - developing finger strength so we can use tools such as knives, forks, biscuit cutters and tweezers with control.

Expressive arts

- Exploring songs and music related to special times
- joining in with special events using movement, dance and song
- using media to create cultural and special gifts such as cards, lanterns and diva lamps
- using media to capture our experiences
- developing our sense of imagination to enable us to recreate and act out our real-life experiences
- learning to use real-life props to support our imaginative play

Literacy

- following simple, pictorial instructions such as recipes linked to special times
- Writing/ copying/ tracing our names in cards and invites
- listening to a variety of fiction and non-fiction books, learning new words
- using pictures of special events to mark make and talk about our experiences
- Books/rhymes and songs:**
 - Let's celebrate
 - Eight candles to light
 - Lighting a lamp
 - It's my birthday
 - Dear Santa
 - The enormous turnip

Mathematics

- joining in with counting sequences, to and from 10
- learning to recognise special numbers to me (my age, my door number etc)
- Counting groups of objects to match numerals
- learning to recognise size, becoming familiar with the language of size and use size appropriately- gifts
- learning the names of common shapes and recognising these in images
- Recognising patterns and creating our own- cards, wrapping paper, fireworks
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Songs/music:

- <https://nancymusic.com/Som-Cat.htm>
- **Happy birthday song**
<https://www.youtube.com/watch?v=KZU6M4EisyA>
- <https://www.youtube.com/watch?v=JFKzkq5sYcM>
- <https://www.youtube.com/watch?v=mZPaB5BXP7U>
- **Twinkl, twinkl little star**
- **Christmas songs- traditional and modern**

Characteristics of Effective Learning

- Observing pupils interest in the world around them; in special times and grouped events
- Observing pupils curiosity about special events, celebrations and parties
- Observing pupils investigative skills and developing their attention to detail
- observing pupils problem solving skills- learning through trial and error and making simple links between their experiences

Understanding the world

- Sharing pictures of ourselves, our families and special times for me
- Looking at cultural and celebration images, videos and media and learning to talk about the times we celebrate.
- Exploring special cultural times- Christmas, Hanukah, birthdays, harvest festival, Diwali (Eid and Chinese new year)
- Joining in with special events and celebrations positively
- Exploring our outside environment to look for signs of autumn and cultural events
- Learning to make simple observations of changes in sound, colour and state such as fireworks

Topic web- Autumn 2: animals

Communication, Language and Literacy

- Listening to songs/rhymes; joining with actions and sounds
- Using and responding to new topic related vocabulary in play with peers (using single word/two-word phrases)
- answers who, what and where questions
- listens to stories with increasing attention and focus
- joins in with short conversations with at least one other, lasting at least one exchange
- uses gesture to support own speech
- developing understanding of simple and contrasting concepts

Personal, Social and Emotional development

- Learning to take turns and share with peers
- developing own relationships with adults and peers, showing preferences, friendships and interests in others
- showing care and concern towards others and for living creatures around us
- Recognising and learning to accept and tolerate difference and diversity
- Developing a greater sense of self- learning to express own interests, wants and choices
- becoming more independent, managing personal needs and belongings

Physical development

- Practicing dressing skills- getting changed for PE, taking on and off own coats, shoes, hats and scarfs
- Learning to use playground equipment with increasing skill
- Toileting skills- becoming more independent and aware of own personal hygiene needs
- Fine motor:**
 - Noticing the marks we make during mark making using paints, chalks, pen and pencil
 - learning to use pre-writing shapes such as lines, circles and squares in our mark making
 - developing finger strength so we can use tools such as knives, forks, biscuit cutters and tweezers with control.

Expressive arts

- Exploring animal sounds in our play
- using small world toys and scenes with increasing imagination- learning to create simple narratives in our play
- learning to use puppets and book props to retell familiar stories
- learning to use different media forms to create simple animal pictures
- exploring new textures in our artwork and learning how these can be used for design and purpose such as feathers and wool

Literacy

- listening to simple stories with increasing attention and recall
- learning to retell familiar stories using puppets, props and repeated language
- learning to read and use symbols related to books in our mark making
- use symbols, pictures, mark making and letters to represent key events and characters from books
- Books/rhymes and songs:**
 - The owl babies
 - We're going on a bear hunt
 - My first pets
 - Dear zoo
 - The monkey puzzle

Mathematics

- joining in with counting sequences, to and from 10
- learning to recognise special numbers to me (my age, my door number etc)
- Counting groups of objects to match numerals
- learning to recognise size, becoming familiar with the language of size and use size appropriately
- learning the names of common shapes and recognising these in images
- Recognising patterns and creating our own—patterns in nature (animals, leaves, shells, fireworks)
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Songs/music:

- Baa, baa black sheep
- 5 speckled frogs/5 little ducks
- Down in the jungle where nobody goes
- Old McDonald had a farm
- <https://www.youtube.com/watch?v=7kEjZHKXLDg>
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Characteristics of Effective Learning

- Observing pupils interest in the world around them; changes in seasons and weather
- Observing pupils curiosity about animals in the environment
- Observing pupils investigative skills and developing their attention to detail
- Observing pupils problem solving skills- learning through trial and error and making simple links between their experiences

Understanding the world

- Exploring changes in seasons
- Exploring animal habitats
- Exploring our local environment and learning about the animals who live near us
- making observations about the movement, behaviour and sounds of animals
- Learning about the needs of animals and how to care for them
- Learning about special animals such as therapy dogs, service animals and learning to interact positively with Rumi