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

Topic web-
Autumn 2: animals/ celebrations

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:
- Framyard Hullabaloo
- We're going on a bear hunt
- Dear zoo
- Optional UW books: kippers birthday, Dear santa, Let's celebrate series, hats of faith

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
exploring the artists Matisse

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, leafs, shells, fireworks)

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 animal habitats
- 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
- recognising special times of celebrations for ourselves and others
- joining in with special celebrations e.g- religious festivals and events