

This half term we aim to learn .....

Why does Mr  
Gumpy's car  
look different?

Why do we  
celebrate Bonfire  
Night?

How do  
you like  
to travel?

How did the  
Billy Goats  
cross the river?

How many different  
ways of travelling  
are there?

What vehicles  
travel on a  
road?

How can we let  
love in our  
hearts?

Why do we  
celebrate  
Christmas?

What will you do  
to celebrate at  
Christmas Time?

On this journey we hope to learn the following skills ...

### Self-regulation, Managing Self, Building Relationships

**Managing Self** To be more outgoing towards unfamiliar people and more confident in new social situations.  
To show confidence in asking adults for help  
To welcome and value praise for what I have done.

**Self Regulation** To be able to tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.

**Building Relationships** To continue to build constructive and respectful relationships. To begin to take steps to resolve conflicts with other children (supported)

**HeartSmart** – Don't forget to let love in!

**Wow  
Moment/Hook**  
A message  
from the Troll!!!  
**Adventure  
Island  
(Outside)**

### Listening, Attention & Understanding, Speaking.

**Listening, attention and understanding** To follow instructions using prepositions. To respond to a string of requests one after another (not quickly) To ask and respond to 'why' questions To follow a story with props and pictures. To be able to talk about family routines and special occasions.

**Speaking:** To explain in simple sentences, including ordering, stating what happened and what might happen. To use tense, intonation and rhythm to enhance meaning.

### Reading and Writing

**Comprehension:** To experience and respond to different types of books, To respond to questions linked to text and illustrations To make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. To sequence events from a familiar story, using puppets, pictures from book or role-play. Play is influenced by experience of books (small world, role play). To use picture clues to help read a simple text. To make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. To express a preference for a book, song or rhyme, from a limited selection. To be able to read simple words

**Word Reading:** To read individual letters by saying the sounds for them. To blend sounds into words, so that they can read **CVC** words made up of known letter-sound correspondences.

To read a few common exception words matched to the school's phonic programme. To link sounds to letters in the alphabet.

**Emergent writing:** To copy adult writing behaviour e.g. writing on a whiteboard, writing messages. To make and draw using increasing control. To know there is a sound/symbol relationship. To use some recognisable letters and own symbols. To use appropriate letters for initial sounds.

**Composition:** To use talk to link ideas, clarify thinking and feelings. To understand that thoughts and stories can be written down. To begin to write CVC words - phonic phrase related

**Spelling:** To spell to write VC and CVC words independently using Phase 2 graphemes.

**Handwriting:** To show a dominant hand. To form letters from their name correctly. To begin to form letters in print form using modelled rhyme.

**Autumn 2 – Are  
we there yet?  
&  
Autumn changes**

### Past and Present, People, Culture & Communities, The Natural World

**RE** – Why is Christmas special for Christians?

**History Focus:** -To visually represent their own day on a simple timeline.  
-To compare and contrast characters from stories, including figures from the past.

(Guy Fawkes) -To find out about key historical events and why and how we celebrate today. (Remembrance Day, Christmas, Diwali) -To comment on images of familiar situations in the past using books such as 'Mr Gumpy's Motorcar'

-To describe features of objects, people, places at different times and make comparisons (what is the same and different) – using artefacts/photos/pictures/videos

-**Geography Focus:** -To draw a simple map of my walk to school. To explore Google Earth and look for familiar landmarks (track santa)

**Science Focus:** -To talk about why things happen and how things work. (wind up/remote control cars)

### Gross and Fine Motor Skills

Daily Wake Up Shake Up  
Yoga

Weekly PE sessions -  
Dance

Large scale construction in  
the outdoor

Smaller scale construction  
indoors

Alongside a variety of many  
other

opportunities

The hub of provision 'The  
Message Centre'

**Focus Texts:  
Autumn – NON  
FICTION  
Three Billy Goats  
Gruff  
Mr Gumpys motorcar  
Mince Spices**

### Creating with Materials, Being Imaginative & Expressive

To make simple representations of familiar objects, people and events. Use drawings to tell a story and represent their ideas and thoughts

Painting - To explore what happens when they mix colours. To name some secondary colours

3D/Sculpture - To manipulate materials to achieve a planned effect. To build a construction/structure using a variety of materials and objects. To cut shapes using scissors. To cut shaped using other modelling tools

Printing – To use stencils to create a picture

Collage –To understand that different media can be used to create new effects

To safely use and explore a variety of materials tools and techniques

### Numbers, Shape, Measures and Patterns

Exploration of 1-3, 2d shapes, positional language, exploration of 4 and 5, one more and less

**MASTERING NUMBER PROJECT** - weekly