

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

How do we  
know it is  
Winter?

How do the police  
and fire services  
help us?

What  
do they  
use?

What is a  
superhero?

What jobs do  
people do that  
help us?

How can we  
show love to  
others?

How is Chinese New  
Year celebrated?

What job  
would you like  
to do when you  
grow up?

Who helps us if  
we are ill?

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

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

**Managing self** - To willingly participate in a wide range of activities. To show enthusiasm and excitement when anticipating and engaging in certain activities. To be confident in speaking in front of a small group. To see themselves as a valuable individual.

**Self-regulation** - To understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them. To be able to express their feelings and consider the feelings of others.

**Building relationships** - To be able to start conversations, attend to and take account of what others say. To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

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

**RE** - Being special: where do we belong?

**Geography Focus** - To show a good understanding of the roles of different members of society eg. Police officer, nurse, shop assistant

**Science Focus** - To ask questions about aspects of their familiar world, such as the place where they live or the natural world.

### Creating with Materials, Being Imaginative & Expressive

**Singing** - To join in with pitch-matching singing games. To learn new songs, matching the melody and singing along with others. To perform familiar songs/rhymes in small groups.

**Music/Instruments** - To listen attentively, move to and talk about music, expressing their feelings and responses. To listen to music from different cultures, faiths and countries

**Drama/Dance/Narrative** - To use movement to express feelings. To develop imaginative story lines in my pretend play using a wide range of props.

To begin to develop preferences for forms of expression.

**Art Focus:-Drawing/Sketching** - To make simple representations of familiar objects, people and events. To begin IT programmes to draw and create a picture eg. 2simple/2paint

**Art Focus: 3D Sculpture** - To manipulate materials to achieve a planned effect. To cut shapes using scissors. To cut shapes using other modelling tools

**Art Focus: Printing and I.T.** - To explore using digital resources, including the internet and 2Simple

**Art Focus: Collage and Textiles** - To understand that different media can be combined to create new effects. To safely use and explore a variety of materials, tools and techniques.

**Wow Moment/Hook**  
A message/delivery from the superheroes  
**Adventure Island (Outside)**

### Autumn 2 Winter changes 'Helpful Heroes'

#### 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:**  
**Winter- NON FICTION**  
**Little Red Hen**  
**Supertato**  
**Superworm**

### Listening, Attention & Understanding, Speaking.

#### Listening, attention and understanding

To listen attentively in a range of situations. To listen to a whole story and comment on what is happening. To ask questions about my favourite books. To be able to play and listen to my friends at the same time. To understand how to listen carefully and why listening is important. To be able to respond quickly to a series of instructions. To laugh at funny rhymes and jokes

**Speaking:** To explore new vocabulary, sounds and intonation. To play alongside other children engaged in the same type of imaginary play. To use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went') To ask questions to find out more and to check they understand what has been said to them. To begin to describe events in some detail.

### Reading and Writing

#### Comprehension:

To show understanding of some words and phrases in a story that is read aloud to them. To innovate a well-known story with support. To be able to talk about events and characters in books. To make suggestions about what might happen next in a story. To use vocabulary and events from stories in my play. To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

To be able to read **simple phrases**.

**Word Reading:** To read **simple phrases** made up of words with known letter-sound correspondences and, where necessary, a few exception words. To be able to identify rhymes. To be able to find my own rhymes. To read more common exception words matched to the school's phonic programme. Phonics phase 3.

**Emergent writing:** To build words using letter sounds in writing. Write own name independently

**Composition:** To orally compose a **phrase** and hold it in memory before attempting to write it. To recognise that after a word there is a space.

**Spelling:** To spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. To spell some irregular common (tricky) words e.g. the, to, no, go independently.

**Handwriting:** To write from left to right and top to bottom. To begin to form recognisable letters to communicate meaning. To form letters in print form using modelled image/rhyme. To use a tripod grip with growing control

**Numbers, Shape, Measures and Patterns**  
Introducing zero, comparing and composition of numbers to 5, Mass, capacity, combining 2 groups  
**MASTERING NUMBER PROJECT - weekly**