

## Personal Social Emotional Development (PSED)

- Thinking about how we should behave towards family and friends.
- Naming and awareness of emotions, learning to think about the feelings of others.
- Explore well-being and cultural diversity, looking at Cinderella and discussing families being rich/poor and kindness/cruelty.
- Discuss strangers in fairy tales, should we trust them, why not?
- Exploring new activities independently and selecting resources independently.
- Making choices about what and who to play with and show sensitivity to the needs of others.
- Managing feelings and emotions appropriately in a range of situations and making appropriate choices.
- To find out about Remembrance Day and why it's celebrated.

## Physical Development (PD)

- Building core body strength with water pulley, sand pit and climbing wall.
- Dough disco to strengthen hands and fingers.
- Develop their fine motor skills so that they can use a range of tools competently, confidently, and safely. Wrapping presents in home corner, adding labels.
- Games in hall/ outside (including ring games) to improve and develop overall body strength, balance and co-ordination and develop ability to move with control/ co-ordination over, under, through various small apparatus.
- Using large resources to make dens/castles/palaces etc. e.g. blocks, pipes, crates, tyres.
- Using a range of smaller equipment to make castles, chairs, bridges etc. from different stories.

## Communication and Language (CL)

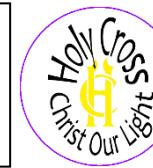
- Reading and retelling a large range of traditional tales offering their own ideas and identifying and using repetitive phrases.
- Recreating roles in familiar stories and reenacting in their own words.
- Discuss the good and bad characters in stories and give explanations of their actions
- Thinking about the sequence of events in stories and saying what happened in the beginning, middle and end.
- Express their ideas and feelings about their experiences using sentences and some correct tenses.
- Listen attentively and respond appropriately during discussions and interactions.

## Understanding the World (UW)

- Talk about autumn and how we can see our environment changing (NW).
- Discuss how we celebrate seasonal events such as Bonfire Night and talk about safety (PCC).
- To develop awareness of their local environment – bulb planting at Osborne House (PCC). 3/11/25.
- To find out about the festival of Diwali and why it is celebrated (PCC). 20/10/25.
- To look at and talk about changes in materials, for example water into ice.
- To talk about their family and community and share how they celebrate special times such as Christmas (PCC).
- Compare our Christmas today with how these events were celebrated in the past (PP).
- Visit to Osborne House to look at Christmas traditions during Queen Victoria's era (PP). 1/12/25.

## **Traditional Tales/ Christmas Autumn 2 2025/26**

Activities may differ depending on children's interests



## RE Creation

To explore how we are called to be loved and share our love with others, linked to the parables told by Jesus (Good Samaritan). To know that Mary is Jesus' mother and that Jesus lived like us from baby to adulthood. To know that we get ready for Jesus by praying and that Advent is a special time of Prayer.

## Expressive Arts & Design (EAD)

- Safely use and explore a variety of materials, tools and techniques in the workshop area, including the use of clay to create Diwali lamps.
- To begin to develop colour mixing techniques and create representational paintings of autumn objects.
- To continue to learn a range of well-known nursery rhymes and songs and sing in a group or on their own. Encourage children to create their own music.
- To develop storylines in their Imaginative play, using props to support story reenacting, taking on a role and using modelled language.
- To experience taking part in a nativity play before an audience with increasing confidence.

## Mathematics (M)

- Continue with daily opportunities for whole class counting, (including sounds) sequencing and comparison –Use number lines to support.
- Finding, subitising and representing 1, 2 + 3.
- One more + one less.
- Composition of 1, 2 + 3.
- Identify, name and compare circles and triangles. Exploring shapes in the environment.
- Describing position.
- Finding, subitising and representing 1, 2 + 3.
- Composition of 4 + 5. Composition of 1-5.
- Identify, name and combine shapes with 4 sides. Shapes in the environment.
- Night and Day
- NCETM: Counting, ordinality and cardinality.
- NCETM: Comparison and composition.

## Literacy (L)

- Recognise and write own name.
- Learning purpose of writing e.g. making lists, labelling pictures, writing letters to FC and Christmas cards.
- Phonics Phase 2. Read individual letters by saying the sounds for them and form lower case and capital letters correctly, as prescribed by the Little Wandle phonics scheme.
- Begin to blend sounds into words so that they can read short words.
- Demonstrate understanding of what has been read to them and anticipate key events in stories.
- A variety of phonic activities in continuous provision, including initial sounds, blending and segmenting games. Word and letter hunts outside with Phase 2 graphemes and digraphs and games such as bouncy blending.