

EYFS Unit Autumn 2 Mrs Wilkinson & Mrs Gill & Mrs Blythe Topic: Traditional Tales & the Nativity Story

Physical Development:

Depending on their age and stage of development children will be learning to:

Reception: Change for PE with less adult support and engage fully in PE lessons, with a focus on developing fundamental skills. Engage in a wide range of physical play outdoors with increasing skill and safety. Consolidate tripod grip with pencil and cut out simple shapes with scissors independently.

Nursery 3-4 year olds:

Enjoy outdoor play and engage in familiar physical activities outdoors independently and try new physical challenges e.g. ball skills with support. Use modified tripod grip more consistently and trace over several letters of own name, Snip confidently with scissors and start to follow a straight line when cutting. .

Rising 3s:

Engage in a range of physical activities outdoors with some adult support. Use a variety of tools for mark making with cylindrical grasp.

Personal, Social and Emotional Development:

In PSHE sessions Children will continue the **1decision EY programme with NG** focusing on understanding other people's feelings this and thinking about why they might feel happy, sad etc **All children:** Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage.. Continue **1decision EY programme**). Develop age appropriate independence skills at lunchtime, snack time and in the bathroom and learning to seek help when needed. The children will also learn about **cleaning teeth** in Understanding the World Sessions.

General Information: Please remember to:

- ★ Make sure your child brings a named book bag (**Reception**) or other suitable bag (**Nursery**) daily for transporting spare clothes, letters etc.
- ★ Label all your child's clothes, bags etc- **initials with a marker pen is fine!**
- ★ Please bring your child through the side gate and line up with them outside Class 1 door ready for 8:45 am start. Pick them up at 3:15 pm. All drop-offs and pick-ups are from the Class 1 door.



- ★ Please send your child into school with a named water bottle; they will bring it home daily to be refreshed.
- ★ Reception children are included in the school fruit scheme, but we ask Nursery children to bring one portion of fruit a day which is shared among them at snack time.
- ★ The children have PE usually on Monday afternoons. **Please make sure Reception children always have a named PE kit in school. Nursery children will not be required to change for PE but it would be very helpful if they had a spare set of comfortable clothes in school at all times.**
- ★ Please talk to us about anything you that is worrying you or that you would like to know more about.

Communication & Language:

Depending on their age and stage of development children will be learning to:

Reception:

Listen and respond in whole class group. Express ideas in sentences including using story language and retell familiar stories with picture prompts. Pretend play: Play imaginatively with others taking on different roles and starting to take on ideas of others.

Nursery 3-4 year olds:

Listen and join in whole class group activities. Talk to adults and other children in sentences including retelling parts of familiar stories in small groups. Pretend play: Role Play familiar situations and stories with others.

Rising 3s:

Listen from a distance to group activities while engaged in another activity of own choosing e.g. playdough and join the whole class group for short periods. Express wants and needs to familiar adults and comment on 'here and now,' combining words. Pretend play: Engage in simple pretend play in home corner or outside alongside others. Recognise some story props and costumes and start to engage with them in play.

<p>Literacy:</p> <p>Reception Listen and respond to stories in class groups, starting to answer more complex when, why questions: <i>Goldilocks & The Three Bears, The Gingerbread Man, The Nativity Story: ‘Baby Jesus,’ ‘Red: A Crayon’s Story, Jacob’s New Dress,’ ‘Night Monkey, Day Monkey’</i> (links to Time in Maths). Phonics: Consolidate ability to orally segment CVC words and continue to learn to read and write RWI Set 1 sounds, including sounding out, blending and reading CVC words with known letters. Writing: Write own name independently, use ‘writing’ in own play which includes a range of known letters and start to write CVC words in labels and captions.</p> <p>Nursery 3-4 year olds: engage with whole class stories and show understanding by answering who, what, and where questions or through pretend play, Phonics: identify a pair of rhyming words in stories and start identify objects or pictures by the initial sounds. Tap out 3 or 4 syllables in words. Writing: Develop use of ‘writing’ in pretend play and copy one or more letters from own name.</p> <p>Rising 3s: Enjoy sharing familiar stories 1-1 with an adult or in a small group and fill in gaps with key words. Phonics: join in rhythmical activities and nursery rhymes.</p>	<p>Expressive Art and Design: In addition to initiating own creations in the workshop and creative tables:</p> <p>Reception: Key skills: develop independence with cutting and sticking different materials for collage.</p> <p>Techniques: large scale collage, printing circles, using water colours. Genre: Large scale textured pictures, circular patterns, and clay sculpture. Key artists: Joan Miró, Kandinsky. Music and Performance: Christmas and the Christmas Performance, Learning action songs related to topic and for Christmas. Charanga Unit 2 ‘My Stories!’ Nursery 3-4 year olds: As Reception with support when necessary.</p> <p>Risings 3’s: Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities.</p> <p>Technology: Food technology: Reception children will revisit the importance of hygiene when handling food and learn how to make ‘porridge playdough’, measuring ingredients with standard measures e.g. cups or table spoons. Later in the half term they will make Gingerbread men and decorate them. Nursery children: will join in these activities with support and continue to take turns to help an adult prepare the fruit for snack, washing and drying their own hands, washing fruit or veg. and if necessary, peeling and chopping soft fruit e.g. bananas or strawberries with rounded knives.</p> <p>Computing: Reception children will have opportunities to develop skills using iPads with a focus on logging on and using Apps independently. They will continue to learn about e-safety and about not sharing their login details with others. Nursery children will have opportunities to explore a range of technology in pretend play situations including phones, laptops, a toy microwave, toaster and kettle, learning about cause and effect.</p>	<p>RE: Reception: Children will finish off our topic from last term when we were looking at the question ‘Why is the word ‘God’ so important to Christians?’ before looking at the new question ‘Why do Christians perform Nativity plays at Christmas?’</p> <p>Understanding the World: Reception: Make ‘porridge playdough’. Talk about what we have for breakfast at home and discuss our different likes and dislikes. Investigate ways of recording this information. Discuss healthy and unhealthy food choices for breakfast. Discuss our morning routines and how these might be different in different families. Learn about the importance of cleaning teeth in the morning and practise these skills. Make and/or decorate gingerbread men. Research and record facts about foxes using non-fiction texts and the internet.</p> <p>Nursery 3-4 year olds: Talk about different breakfasts and healthy and unhealthy choices we can make. Learn about the importance of cleaning teeth in the morning and practise these skills. Participate in Gingerbread activities with support. Colour, draw or model foxes and learn some facts about foxes.</p> <p>Rising 3s: Engage in sensory and pretend play with porridge playdough. Role play making breakfast in home corner and cleaning babies teeth. Spot pictures of foxes in story books and non-fiction books.</p>
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Maths: Reception: White Rose Maths: Block 4: Triangles & Circles & Positional Language; **Block 5** Represent numbers to 5, **Block 6** Shapes with 4 sides & Time. Complete jigsaws with up to 8 pieces.

Nursery 3-4 year olds: Develop 1-1 correspondence for 1, 2, 3, 4 and 5 to count objects. Match & Sort circles, triangles and squares and start to select these by name. Develop understanding of positional names e.g. in, out, on, off, under, over. Start to develop concept of more and less. Understand difference between day and night. Complete inset puzzles with 10 - 12 pieces

Rising 3s: Join in with Number Songs and Rhymes, Start to recite numbers up to 5. Match objects, shapes or colours and start recognise circles and colour names. Stack 4 or 5 bricks. Complete simple inset puzzles. 4-6 pieces

Topic Vocabulary: Autumn 2: Traditional Tales 2

<p>traditional tale story (fiction) handed down author version same, different Once upon a time... Long ago.. The End lived happily ever after three size big, medium sized, small mummy, daddy, baby low, deep, high, squeaky voice Who's, somebody's been... bear Goldilocks chair, table, bed jump, walk, sit, run, sleep porridge hot, cold, sweet, salty hard, soft, lumpy Never went there again!</p>	<p>Nazareth, Bethlehem counted, stable, manger born, birth, birthday God human form blessing world, earth star shepherds sing sheep Wise men, Wise women (Magi) gift gold, frankincense, myrrh follow camel Christmas Nativity Mary, Joseph, Jesus, baby Angel Gabriel donkey</p>	<p>red, blue, crayon look, feel inside, outside dress, clothes boy, girl Gingerbread man Old man, old woman, cow, horse, cat, chicken back, head, nose clever, cunning, sly river snap! That was the end of the....</p>
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