|  |  |
| --- | --- |
|  **TERM:** Autumn 2 | **TOPIC:** Ourselves contd and Christmas. |
| **What are the children learning to do?** | **Activities** | **Books** |
| **P****S****E****D** | Covered through Standard Practice. | Collective WorshipCircle TimeMindfulnessSing Up Unit – I’ve got feelings. | People who help us.Handa’s Surprise.Healthy Eating.Christmas. |
| **C****&****L** | Covered throughout Standard Practice. | Communication and Language Booster sessions for the identified children. |
| **People Who Help Us** |
| Nurse, Dentist, Doctor, Hairdresser, Police. |
| **P****D** | Covered in Standard Practice.Skip, hop, stand, etc, holding a pose for a game such as musical statues.Make healthy choices about food, drink, activity and toothbrushing. | P.E. –Sticky Kids, Active Start.Making vegetable soup, fruit kebabs.Looking at what a healthy meal and diet looks like.Phunky Foods activities. |
| **L****I****T** | Covered throughout Standard Practice.Write some or all of their name. | Phonics – Using Floppies phonics scheme and activities, focused around a book.Weekly practise of name writing.Nutty Nursery Rhymes. |
| **M****A****T****H** | Link numerals and amounts: for example, showing the right number objects to match the numeral, up to 5.Experiment with their own symbols and marks as well as numerals. | Number cards, recognition of numbers up to 5.Activities and counting games based on matching number to quantity. Pots with numbers on and the children have to place in the correct amount of objects. Some activities may be paper based.Number tracing cards, looking at using tally type marks to count. Clipboards and pencils outside. Mark making on the chalk board. Finger painting numbers and tracing over them with sand or glitter. Some paper based activities. Numbers on the smartboard. | **Visits** |
| Church. |
| **U****W** | Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | Practitioners can create books and displays aboutchildren’s families around the world, or holidays theyhave been on. Encourage children to talk about eachother’s families and ask questions.Use a diverse range of props, puppets, dolls andbooks to encourage children to notice and talk aboutsimilarities and differences.Discuss where our food comes from and use youtube and google to look at images of where it comes from and what it looks like in those countries.Look at Christmas around the world and Guy Fawke’s night. |
| **E****A****D** | Remember and sing entire songs.Sing the pitch of a tone sung by another person (‘pitch match’).Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.Play instruments with increasing control to expresstheir feelings and ideas. | When teaching songs to children be aware of yourown pitch (high/low). Children’s voices are higherthan adult voices. When supporting children todevelop their singing voice use a limited pitch range.For example, ‘Rain rain’ uses a smaller pitch(high/low) range than many traditional nurseryrhymes. Children’s singing voices and their ability tocontrol them is developing. Encourage them to usetheir ‘singing’ voice: when asked to sing loudly,children often shout.Sing slowly, so that children clearly hear the wordsand the melody of the song.Singing our Christmas songs.Offer children a wide range of different instruments,from a range of cultures. This might also includeelectronic keyboards and musical apps on tablets.Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children’s pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.Also Phonics for these objectives too.Sing Up Unit – I’ve got feelings. |