

Autumn 2 – Let's Celebrate!

This half term, the children will be learning all about festivals, celebrations, commemorative and charitable events from different cultures, including Bonfire Night, Diwali, Christmas, Hannukah, Halloween, Children In Need and Remembrance Day. In this topic, the children will learn about different people and communities, exploring people in the community who can help us - in an emergency and in our day-to-day life.

In **Nursery**, the children learn to appreciate that a range of festivals and celebrations take place that may be outside of their own experiences and how they are celebrated. In **Reception**, the children develop a deeper knowledge of these events and the reasons why they take place or are celebrated.

As the clocks change, our scientific strand of learning naturally leads towards the concept of light and dark. In **Nursery**, the children explore sources of light through practical and hands-on experiences, finding out how it can be created and changed. In **Reception**, learning is taken further by discovering sources and how night and day come about.

Within this topic, learning may lead towards discussions about Space, where children can build their knowledge and awareness of the sun, moon, stars and planets, and the associated vocabulary. The children will learn the meaning of nocturnal and discover some features of animals that are awake during the dark hours.

Alongside this topic, the children will continue to learn about the seasonal changes of Autumn and explore the work of Jackson Pollock, applying his painting techniques in order to create their own art.

Towards the end of the topic, the children in both Nursery and Reception will be celebrating Christmas by putting on performances to their parents/grandparents. They will learn more about the significance of the Christmas story by visiting local churches – where they will also learn about the importance of keeping safe as this coincides with Road Safety Week.

Development Matters Statements		
Area of Learning	Skills and Knowledge	
	Nursery	Reception
<p>Personal, social and emotional development</p> <p>To become an Independent Individual and a Fantastic Friend, our children will...</p>	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Understand gradually how others might be feeling. • Do not always need an adult to remind them of a rule. • Show more confidence in new social situations. • Select and use activities and resources, with help when needed. 	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Think about the perspectives of others. • Develop appropriate sharing skills with others. • Manage their own needs - Personal hygiene
<p>Communication and Language</p> <p>To become a Confident Communicator, our children will...</p>	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many nursery rhymes, be able to talk about familiar books, and be able to tell a story. 	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Listen to and talk about stories to build familiarity and understanding. • Use new vocabulary in different contexts. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
<p>Physical Development</p> <p>To become an Amazing Athlete and a Talented Tool User, our children will...</p>	<ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. For example, choosing an appropriate joining material to connect their creation. • Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Give their own ideas on how to be a safe pedestrian (walk to Nativity Trail). •

	<ul style="list-style-type: none"> • Learn how to be a safe pedestrian (walk to Church). 	
<p>Literacy</p> <p>To become a Brilliant Bookworm and a Wow Writer, our children will...</p>	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book (i.e. cover, title, spine, blurb). • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. 	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read a few common exception words matched to the Little Wandle’s Phonics Scheme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Begin to spell words by identifying the sounds and then writing the sound with letter/s. • Begin to make phonetically plausible attempts at writing some words. <p>• Genres- Simple sentences, lists, spells, letter writing.</p>
<p>Mathematics</p> <p>To become a Master of Maths, our children will...</p>	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Compare length, weight and capacity.

	<ul style="list-style-type: none"> • Understand position through words alone • Discuss routes and locations, using words like 'in front of' and 'behind' 	
<p>Understanding of the World</p> <p>To become an Exceptional Explorer and Compassionate Citizen, our children will...</p>	<ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Use all their senses in hands-on exploration of natural materials. • Continue developing positive attitudes about the differences between people. • Show interest in different occupations. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. • Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. • Explore sources of light and how night and day came about. • Talk about historical events - First man on the moon, The gunpowder plot. • Know how life was different in the past.
<p>Expressive arts and design</p> <p>To become a Proud Performer and Dynamic Designer, our children will...</p>	<ul style="list-style-type: none"> • Begin to develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour mixing. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. • Perform songs, actions and narrative in front of an audience (Grandparents Tea). • Watch and talk about dance and performance art, expressing their feelings and responses.

	<ul style="list-style-type: none">• Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.• Remember and sing entire songs.• Play instruments with increasing control to express their feelings and ideas.• Perform some songs in front of an audience (Christmas Concert).	
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VOCABULARY USED THROUGHOUT TOPIC*

Autumn	Religious Festivals	Celebrations	Charity and Commemorations	Light and Dark
<p>Leaves, trees, branches, acorn, conker, pine cone, September, October, November, oak, horse chestnut, sycamore, seeds, sweet chestnuts, husk, shell, nuts, weather, season, hibernate, hedgehog, badger, rabbit, squirrel, mole, sett, den, burrow, warren, swirling, rustling, whirling, crunching, tumbling.</p>	<p>Festivals, Diwali, light, rangoli, hindus, temple, mendhi, gods, goddesses, shrine, lanterns, Rama, Sita, Ravannah, Lakshmi Hannukah, light, menorah, Judaism, Jewish people, synagogue, candles. Christmas, Jesus, Christian, Christianity, Nativity, Bethlehem, stable, angels, shepherds, wise men, King Herod, Gold, Frankincense, myrhh, journey, donkey, innkeepers, worship.</p>	<p>Halloween, pumpkin, witch, ghost, skeleton, spooky, scary, broomstick, cauldron, spells, potions, magic wand, trick or treat.</p> <p>Bonfire Night, Guy Fawkes, firework, explode, bang, fizz, crackle, whoosh, whizz, pop, sparkle, shimmer, zoom, explosion, King James 1, gunpowder, barrels, plot, houses of parliament, guards, tunnel, tower of London, fire, danger, emergency, emergency services, firefighter, police, paramedics, coastguards, mountain rescue, lifeboats, fire engine, ambulance, matches, burn, 999.</p>	<p>Charity, donation, children in need, less fortunate.</p> <p>Remembrance Day, soldier, war, died, poppy, represents, memorial, cenotaph, wreath, respect, remember, service.</p> <p>Thanksgiving- thankful, gratitude, Thursday, harvest, America, Canada</p> <p>Road Safety - Look, listen, main road, side street, cars, pedestrian, driver, pavement, traffic lights, road signs, seatbelt, pelican crossing, zebra crossing, speeding, speed limit, miles per hour, amber, law.</p>	<p>Light, dark, shadow, reflection, torch, fire, electricity, Sun, Moon, Space, planets, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, dwarf planet, Pluto, astronaut, rocket, meteorite, comet, constellation, satellite, galaxy, solar system, space station, atmosphere, gravity, oxygen, burning gas.</p>

Core Knowledge

Nursery

Reception

I can name some festivals/special occasions I celebrate.

I know that Diwali is the Hindu festival of light.

I can name some festivals I have celebrated at school

I can talk about how Diwali is celebrated.

I know why Christians celebrate Christmas.

I can talk about the stories relating to Diwali, Hannukah or Christmas.

I know what happens at Bonfire Night.

I can talk about how Christmas is celebrated.

I know which number to dial in an emergency.

I can talk about what Guy Fawkes tried to do.

I can name some people who help us and say what they do.

I know that poppies are a symbol of Remembrance Day.

I can name 2 sources of light.

I can name more than 2 sources of light.

I can talk about the differences between light and dark.

I know that a shadow is made when something blocks the light.

I can create a painting to represent firework sounds and explosions.

I can name some planets in the solar system.

I know that I live on planet Earth.

I can name people who help us in an emergency and who helps us in day-to-day life.

I know that paint can be used in many ways and can experiment using different techniques.