**Personal, Social and Emotional Development & HRSE**

* Keeping myself and my body safe
* Safe secrets and touches

  - People who help to keep us safe

* Anti-bullying week; respecting others
* Life Education Visit
* Developing resilience and perseverance when learning new skills

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**R.E.**

- All Saints

- Remembrance

- Christ the King

- Advent; prophecy and promise

*School value – be forgiving,*

**Physical Development**

***Gross Motor;*** continue to develop fundamental movement skills

- travelling in different ways, negotiating space and developing coordination, balance and stamina

- Ball skills; throwing and catching, kicking, passing and dribbling

***Fine Motor;*** hammering (pumpkin) kneading, stretching and rolling (dough skills) cutting, sticking and joining skills

Continued development of correct writing posture, pencil grip, letter formation

**Expressive Arts and Design**

- develop art and craft skills esp. use of scissors and joining techniques

- use malleable materials to strengthen and develop fine motor skills and strength

. Create with purpose, talking about ideas and processes involved

- imaginative play with ‘people who help us’ enhancements (small world and role play as appropriate)

- Christmas crafts

- Nativity performance

**Communication and Language**

* Continue to develop good listening behaviours
* Develop language skills through conversation and discussion, making relevant contributions including asking questions
* Extend vocabulary by introducing new relevant topic words, encouraging use of and comprehension
* Articulate thoughts and ideas clearly
* Listen and respond appropriately to the ideas of others

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**WRENS YR**

 **People who help us**

**Autumn 2 2024**

**Literacy**

 - enjoy sharing a selection of books (fiction and non-fiction) and talk about them, developing comprehension skills

- secure recognition of all letters and sounds at Ph 2

- Blend sounds together to read vc and cvc words

- continue to learn Phase 2 ‘tricky words’

- Begin to read and write vc and cvc words, by segmenting and blending sounds together

- begin to write labels, captions and simple sentences, in line with phonic knowledge

- orally composes simple sentences for writing

- encourage correct formation of lower-case letters (pre-cursive style)

**Understanding of the World**

- Know some similarities and differences between things in the past and now, in relation to buildings (London) and clothes people wear (uniforms) and make comparisons. Compare our lives now with peoples from the past

- Recognise, explore and experiment with different materials

- continue to develop awareness of changing seasons and associated clothing and activities

- celebrations and festivals in the home; Diwali, Bonfire Night, Hannukah, Christmas

**Mathematics**

*Working to secure deep mathematical understanding of numbers to 5*

- Representing, comparing and composition of numbers to 5

- Subitise to 5

- One more, one less

- Positional language

- Time; night and day

- compare mass and capacity

***Key Text; Cops and Robbers***