

Celebrations Autumn 2 2025-26				Value of the Term: Resilience PSHE Theme of the Term: Celebrating differences		
CAL Language and Understanding	PSD Self Regulation	PD Gross Motor	L Communication	M Number	UTW Past and Present	EAD Creating materials
To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To keep on trying when they can't do something first time, thinking of different approaches Follows familiar routines To begin to consider the feelings of others Jigsaw :Celebrating Difference – making sure there are opps for chn to see and hear about diff family make ups, colour, beliefs, physical skills etc	To run and stop To change direction To jump forwards, landing on 2 feet To hop on leg for a few times To explore different ways to travel using equipment	n To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes To talk about the meaning of new vocab and use within their play.	To recognise numbers 1-5 To begin to subitise to 5 To find one more of numbers to 5 To find one less of numbers to 5 To explore the composition of 4 and 5 To use numberblocks to support number.	To know some similarities and differences between things in the past and now drawing on experiences and what has been read in class (Christmas /toys) Explore the history of Bonfire night and how it is celebrated now. To identify changes in the environment such as seasons (Autumn and Winter)	To use colours for a particular purpose To know primary colours To begin to use simple sewing techniques with support. To share their creations To explore different techniques for joining materials (Glue Stick, PVA) Uses paint & brushes to make a range of marks - dots, wavy, zigzag To explore and use a range of artistic effects to express themselves and talk to an adult about what they are doing
Speaking	Managing Self	Fine Motor	Writing	Number Patterns	People and Communities	BIE
To answer questions in front of whole class. To use new vocabulary throughout the day To explain the meaning of new words	To unzip and zip up coat (may need a little help) To have confidence to try new activities To abide by class rules and und why we need them	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zig zagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures	To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write CVC words using taught sounds Represent some sounds in order	To compare quantities to 5 To compare equal and unequal groups To count to 10 or beyond To understand the word'more' in practical contexts To begin to understand the concept of 1more 1 less with concrete obj to 5	To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated To know that people around the world have different religions To explore different celebrations including other religious	To take part in Nativity, learning new songs To join in with whole school singing assemblies To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs

		To begin to write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support To use tap and pin Dough gym and wrist and hand activities to strengthen grip.	To begin to write some tricky words and speedy words from memory	To order nos 1-5	celebrations - Diwali , Hanukkah. To identify similarities and differences between themselves and peers.	To name a wider variety of instr and talk about the sounds they make Can stamp and clap the simple beat To use costumes and resources to act out narratives Learns short dance routines, expressing themselves through movement
	Building relationships	PE	Phonics	Shape Space Measure	Natural World	
	I To take turns with adult support To play with children who are playing with the same activity To start making friends and to have positive relationships with all YR staff	P Multisports Premier PE Introduction to ABCs Learning to dodge, avoiding being tagged Individual and small group challenges Loose parts play outside to encourage gross motor skills including adventure area .	See LW Autumn 2	To recognise and name square and rectangle and use mathematical vocab sides/corners To recognise 5p To begin to recognise o'clock To compare capacity, length, height, size To understand first, next	To know about and recognise the signs of Autumn To explore using senses - example pumpkins, leaves, changes in weather Look at and discuss the features of hedgehogs and understand word 'hibernation' and 'nocturnal' when learning about owls To talk about the diff between night and day and how we can be safe in the dark Technology To know how to operate simple equipment To draw pictures on IWB and begin to change colours To use the iPad to take pictures	

What will this look like? Writing through Drawing Club, learning how to speak in full sentences, select good quality books to develop children's vocab, pictures to spark discussion, introduce Helicopter Stories, story language, using puppets/soft toys to tell stories, Nativity, singing songs, nursery rhymes, Reading Practice Sessions	What will this look like? Jigsaw- Celebrating Difference, learning about qualities and differences Celebrating differences, Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Listening well in whole group situations. Identifying other's feelings in topic books.	What will this look like? Outdoor activities / learning, obstacle courses, activities to help strengthen shoulder, elbow and wrist pivots Drawing Club, EMA fine motor activities and dough gym, letter formation within phonics and as standalone, learn how to hopscotch, explore the new adventure and using gross motor skills.	What will this look like? Writing areas made obvious for all inside and out Model getting creative area set up and putting away Story times are protected and there are at least 2 quality sessions a day Sharing books to continue and change selection LW Reading Practice books home or sounds/words to practice (for those not in reading practice sessions Drawing club (GB approach) Storytelling language and vocab - sequencing stories, model how to make a story map, Pie Corbett approach when relevant, encouraging story telling language within Helicopter Stories and in role play /small world/soft toys Ensure all mark making is valued and there is a child height display, writing a simple caption - using the children's interests as stimulus Stories from other cultures and traditions - remembrance day / Diwali Visit school library in small groups for story time Mobile library visits	What will this look like? Continue drawing attention to number in class routines – ten frames for self-registration, counting for calendar days, days of week, months, seasons Introduce use of tokens in snack time for subitising practice Intro part whole models- lots of opportunities to begin to recognise parts within numbers - NSM animations, small world, graphic rep - can children 'draw' their thinking or problem solving, talking about the clock at different times in the day, introduce 1p & 2p in math's area (possibly extend to 5p, 2D shapes available at all time	What will this look like? To look at different toys from the past and present (link to Christmas present lists) - identifying similarities and differences, (asking parents/ grandparents if they have any they could share) Diwali - learning about the Rama Sita story . Discussion on how celebrations have some similarities and differences. Hanukkah and how Jewish people celebrate and why. Remembrance day and recognising why the poppy is a symbol and what it stands for. Link with why we celebrate / remember 11/11 and 2 min silence To recognise animals that are nocturnal and animals that hibernate as darker nights/colder weather come (Link to maths light and dark) . Animal habitats using display in the classroom. Books about nocturnal animals/animals that hibernate from school library	How to use felt tips properly (lids) Drawing Club, Using PVA to join - skill of holding Christmas craft activities using fine motor skills Printing Christmas cards Making poppies DT - Making a christmas decoration and simple sewing. Christmas Show visit to school Helicopter Stories Nativity production Attending Christingle / Christmas Services from KS2 Magic box visiting for dress rehearsals.
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