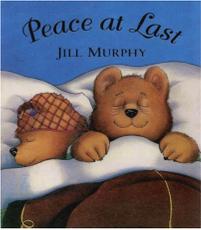
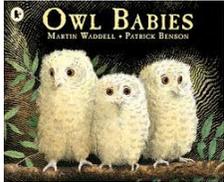
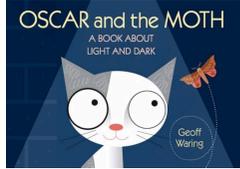
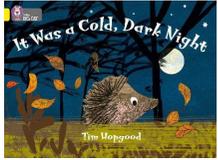
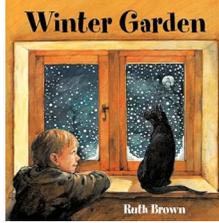
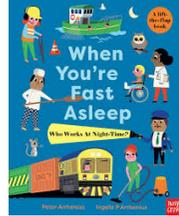


Autumn 2	Week 1 Book Breakfast Bonfire Night	Week 2 Remembrance Odd Sock Day WNW Performance Children in Need	Week 3 Whole School Forest Afternoon	Week 4	Week 5 Conkers Carols and Crafts Friends of FOG Present Swap	Week 6 Church Service Christmas Fair	Week 7 Post Box Visit
Topic	Starry Night/Sparkle and Shine						
Phonics and Early Writing	Rhyming stories  Pen Disco Mark Making	Environmental sounds  Pen Disco Mark Making	Instrumental sounds  Pen Disco Mark Making	Rhythm & Rhyme  Pen Disco Mark Making	Body percussion  Pen Disco Mark Making	Voice Sounds  Pen Disco Mark Making	Alliteration  Pen Disco Mark Making

Literacy  C&L	<p><u>Book of the Week:</u> Peace at Last by Jill Murphy</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• up</li> <li>• Ddown</li> <li>• next to</li> <li>• hibernat e</li> <li>• den</li> <li>• warren</li> <li>• prickly</li> </ul>	<p><u>Book of the Week:</u> Owl Babies by Martin Waddell</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• nocturnal</li> <li>• trunk</li> <li>• brave</li> <li>• hunt</li> <li>• silent</li> <li>• swooped</li> <li>• soft</li> </ul>	<p><u>Book of the Week:</u> Oscar and the Moth by Geoff Waring</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• peace</li> <li>• uncomfortable</li> <li>• light</li> <li>• clock</li> <li>• notice</li> <li>• shadow</li> <li>• night</li> </ul>	<p><u>Book of the Week:</u> It was a Cold, Dark Night by Tim Hopgood</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• light</li> <li>• dark</li> <li>• moth</li> <li>• shadow</li> <li>• morning</li> <li>• lunchtime</li> <li>• evening</li> </ul>	<p><u>Book of the Week:</u> Winter Garden by Ruth Brown</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• sheltered</li> <li>• chased</li> <li>• hid</li> <li>• seeds</li> <li>• footprints</li> <li>• winter</li> <li>• freeze</li> </ul>	<p><u>Book of the Week:</u> When You're Fast Asleep by Peter Arrhenius</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• night</li> <li>• morning</li> <li>• workers</li> <li>• dawn</li> <li>• silent</li> <li>• sneak</li> </ul>	<p><u>Book of the Week:</u> Pick a pine tree by Patricia Toht</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• pine tree</li> <li>• short and squat</li> <li>• scent</li> <li>• sled</li> <li>• grand</li> <li>• trimmings</li> </ul>
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Maths	<u>White Rose Maths/Mastering the Curriculum</u> <ul style="list-style-type: none"> <li>Explore position and space</li> </ul>	<u>White Rose Maths/Mastering the Curriculum</u> <ul style="list-style-type: none"> <li>Show me 1,2,3</li> </ul>	<u>White Rose Maths/Mastering the Curriculum</u> <ul style="list-style-type: none"> <li>Move and label 1,2,3</li> </ul>	<u>White Rose Maths/Mastering the Curriculum</u> <ul style="list-style-type: none"> <li>Explore position and routes (Positional language)</li> </ul>	<u>White Rose Maths/Mastering the Curriculum</u> <ul style="list-style-type: none"> <li>Join in with repeats</li> </ul>	<u>White Rose Maths/Mastering the Curriculum</u> <ul style="list-style-type: none"> <li>Take and give 1,2,3</li> </ul>	<u>White Rose Maths/Mastering the Curriculum</u> <ul style="list-style-type: none"> <li>Consolidate Learning from Autumn term</li> </ul>
Key Vocabulary: One, two, three, small, smaller, big, bigger, in front, behind, under, on top, next to, pattern, repeat, again							
PSHE	<u>Jigsaw</u> Session 1: What am I good at? LO: I know how it feels to be proud of something I am good at	<u>Jigsaw</u> Session 2: I'm Special, I'm Me! LO: I can tell you one way I am special and unique	<u>Jigsaw</u> Session 3: Families LO: I know that all families are different	<u>Jigsaw</u> Session 4: Houses and Homes LO: I know there are lots of different homes	<u>Jigsaw</u> Session 5: Making Friends LO: I can tell you how I could make new friends	<u>Jigsaw</u> Session 6: Standing up for Yourself LO: I can use my words to stand up for myself	Consolidation
Key Vocabulary: different, friends, frightened, same, special, different, kind, friend							

<p>UTW</p>	<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Learn about festivals of light and other celebrations (Bonfire Night).</li> <li>• Talk about their own experiences.</li> </ul> <p><b>Prompts:</b></p> <ol style="list-style-type: none"> <li>1. Have you been to a bonfire before?</li> <li>2. Have you seen fireworks?</li> <li>3. Have you seen them on a night other than bonfire night?</li> <li>4. Have you held a sparkler?</li> <li>5. Why could these be dangerous?</li> <li>6. How can we be safe?</li> </ol> <p><b>Knowledge:</b></p>	<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Observe, explore, and talk about nocturnal animals and their features.</li> <li>• Sort animals by when they are awake (day/night).</li> <li>• Show care and respect for living things.</li> </ul> <p><b>Prompts:</b></p> <ol style="list-style-type: none"> <li>1. Can you find an animal that comes out at night?</li> <li>2. What does this animal look like?</li> <li>3. How is it different from animals we see in the daytime?</li> <li>4. What do you think this animal eats?</li> <li>5. Can we put these animals in the day group or night group?</li> <li>6. Which animals sleep in the day?</li> </ol>	<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Listen to stories about people from the past and notice differences.</li> </ul> <p><b>Prompts:</b></p> <ol style="list-style-type: none"> <li>1. What do we use to make light in our homes now?</li> <li>2. Have you seen a candle or lantern before?</li> <li>3. What do we do when we turn on a light switch?</li> <li>4. What happens if there were no electric lights?</li> <li>5. How is a candle different from a lamp or a torch?</li> </ol> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• People used to use candles or lanterns before electric lights.</li> </ul>	<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Notice day and night, light and dark.</li> <li>• Explore sources of light.</li> </ul> <p><b>Prompts:</b></p> <ol style="list-style-type: none"> <li>1. What do you see in the sky during the day?</li> <li>2. How does the sun make us feel when it shines?</li> <li>3. What happens when the sun goes behind the clouds?</li> <li>4. What do we use when it gets dark inside?</li> <li>5. Where does the light come from in your house?</li> <li>6. What can you see outside at night?</li> <li>7. What do you see in the sky at night?</li> </ol>	<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Notice and talk about changes they see outside.</li> <li>• Begin to use words like cold, frosty, windy, dark, snowy.</li> </ul> <p><b>Prompts:</b></p> <ol style="list-style-type: none"> <li>1. What can you see on the ground today?</li> <li>2. What's happening to the trees?</li> <li>3. Can you see any leaves falling?</li> <li>4. What colours are they?</li> <li>5. Do you see the sun, clouds, or snow?</li> <li>6. What do you wear to keep warm when it's frosty?</li> </ol> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know that autumn comes before winter.</li> </ul>	<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Show interest in people's jobs, especially those who help at night.</li> </ul> <p><b>Prompts:</b></p> <ol style="list-style-type: none"> <li>1. What can you see outside when the sun is shining?</li> <li>2. Who is awake in the daytime?</li> <li>3. What can you see in the sky at night?</li> <li>4. Who is awake at night? Who is asleep?</li> <li>5. Who works at night?</li> <li>6. Can you name a nurse, baker, or firefighter?</li> <li>7. Where do they work?</li> </ol>	<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Learn about festivals of light and other celebrations (Christmas).</li> </ul> <p><b>Prompts</b></p> <ol style="list-style-type: none"> <li>1. Where do we see lights at Christmas?</li> <li>2. How do lights make you feel?</li> <li>3. Why do we put lights on our Christmas tree or around our homes?</li> <li>4. What happens when we turn the lights off?</li> <li>5. Who do you celebrate Christmas with?</li> <li>6. What do you do at Christmas time?</li> <li>7. What do people</li> </ol>
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	<ul style="list-style-type: none"> <li>• Know that families and communities celebrate Bonfire Night in different ways (fireworks, sparklers, bonfires).</li> <li>• Know that people gather together to celebrate safely.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Nocturnal animals are awake at night; diurnal animals are awake in the day.</li> <li>• Animals live in different habitats</li> <li>• Show care and respect for living things.</li> </ul>		<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Sun gives light and warmth.</li> <li>• Some lights come from lamps and candles.</li> <li>• Night is darker than day.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the weather gets colder and the days get shorter.</li> <li>• Know that some trees lose their leaves in autumn.</li> <li>• Know that winter can bring frost, ice, and sometimes snow.</li> </ul>	<p>8. Why do you think nurses work at night?</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Some people work at night (nurse, baker, firefighter).</li> </ul>	<p>put on a Christmas tree?</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• People celebrate in different ways.</li> <li>• Light is used in celebrations to make them special.</li> </ul>
<p>Key Vocabulary:          Celebrate, festival, dangerous, nocturnal, diurnal, electric, frosty, autumn, winter, community</p>							
Expressive Arts and Design - in provision	Observational pencil drawings. LO: To explore mark making using pencil.	Drawing faces. LO: To create simple observational drawings.	Drawing faces in colour. LO: Use a variety of colours and materials to create a self portrait.	Christmas - Carol concert props.	<p><b>Artist of the half term:</b></p>  <p>Van Gogh</p>	Christmas - Christmas cards and decorations.	Consolidation
	<p>Key Vocabulary:          drawing, marks, face, portrait</p>						



Conkers  
Autumn 2 Medium Term Plan

