



<p><u>Personal Social and Emotional Development</u></p> <p>LGBT 'Out for our children' pack</p> <p>For the children to –</p> <ul style="list-style-type: none"> * relate to the difference in colours to the difference we find in people *understand that difference is positive and without it life would not be so varied and interesting. * help children to accept that change and difference can be positive. * help children to understand that 'family' means different things to different people. * relate the difference in fruits to the difference we find in people *understand that difference is positive and without it life would not be so varied and interesting. * explore who they are and what makes them who they are. * create and use puppets to enhance learning about difference, tolerance and inclusion. <p>Also, Being safe</p> <p>E Safety</p> <p>Handwashing</p>	<p><u>Communication and Language</u></p> <p>Daily Investigations from 9.40 including</p> <p>Free Flow Play.</p> <p>Daily Focus child Daily 'Child Initiated play'</p> <p>Observations – look, listen and note</p> <p><u>Quality conversations.</u></p> <p>To analyse observations</p> <p>Planning 'What next?'</p>	<p><u>Physical Development</u></p> <p>For the children to*Meet the School Nurse again for their Flu Vaccine</p> <ul style="list-style-type: none"> *know that going to sleep is important for healthy bodies. *be introduced to Barnaby Bears Healthy Adventures *know how to be safe on bon fire night. * Bon fire night 'Fire Safety' *Mrs Wilkes/ EYFS Yoga/ Set of 6 incremental lessons to Develop key listening/ following instructions/ and building fluid movement skills. *Dough Gym – See Literacy. 	<p><u>Literacy</u></p> <p><u>Sounds write 9-9.30</u></p> <p>Autumn 2, 7 weeks</p> <p>Week 1 & 2 - Unit 3</p> <p>Skills- To segment, blend and manipulate sounds in words with structure. CVC</p> <p>Knowledge -Conceptual Sounds can be represented by spellings with one letter</p> <p>Week 3 & 4 - Unit 4</p> <p>Skills- To segment, blend and manipulate sounds in words with structure - CVC</p> <p>Knowledge -Conceptual Sounds can be represented by spellings with one letter</p> <p>Week 5 & 6 - Unit 5</p> <p>Skills- To segment, blend and manipulate sounds in words with structure - CVC</p> <p>Knowledge -Conceptual Sounds can be represented by spellings with one letter</p> <p><u>Sounds write reading</u> journey continues matching books with children's developing phonic knowledge. Reading in school with home reading in partnership.</p> <p><u>Fine motor</u> –</p> <p>Early Identification- Autumn 2 Dough gym – Is a programme of activities at Easington C of E that is used as an intervention tool to promote Upper Body and Gross Motor development with identified children. Working towards stronger muscle groups to enable higher dexterity when making marks.</p> <p>Funky Fingers is a permanent area in the class to promote stronger hand/ finger grip (dexterity)</p>
<p style="text-align: center;"><u>People who help us- Autumn 2 MTP</u></p> <p style="text-align: center;">Alongside children's own interests and fascinations.</p> <p style="text-align: center;">Fire- fighter's and engine visit into school</p> <p style="text-align: center;">Bon fire night and fire safety</p> <p style="text-align: center;">Remembrance</p> <p style="text-align: center;">Nativity Play</p> <p style="text-align: center;">Christmas Fair</p> <p style="text-align: center;">Winter</p>			
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			<p>of making marks and will require Quality first teaching to develop shoulder pivots to pincer grips. – Potentially Dough Gym will be used as a program this half term to develop this.</p> <p>Typical' - Writing development at Easington C of E across an academic year.</p> <ul style="list-style-type: none"> •For the children to – start at any point on the page •For the children to – begin to show a right to left progression. •For the children to -begin to produce mock letters, personal or conventional. •For the children to – begin to produce letter strings. Left to right (may possibly go downwards) •For the children to – begin to form groups of letters with space in between to resemble words. •For the children to – match beginning sound to letter (picture labelling) •For the children to- begin to copy environmental print <p><u>Composition</u></p> <p>For the children to – articulate ideas and structuring them in speech, before writing during adult directed and child initiated play (when appropriate). Core texts will also be used across the academic year to stimulate interests in mark making developing into writing.</p> <p><u>Core texts</u> - Where the poppies now grow, The Anzac Puppy, The First Nativity, Snow bears, Polar Bears – Non Fiction</p> <p><u>Rich Vocabulary</u> - Remembrance, Past, Present, Historical, Bravery, Difficult choices, Kindness</p> <p>Possible - Easington Library visit</p>
<p>Expressive Arts – Music</p> <p>For the children to learn 9 Nativity Songs – It's a party! Performance.</p> <p>Charanga on line music school - My Stories</p> <p>For the children to</p> <p>Step 1 – Roll Alabama by Bellow head</p> 	<p><u>Expressive Arts and Design</u></p> <p>*For the children to be introduced to the artist Georgia O Keefe</p> <p>*For the children to be introduced to and explore transient art.</p>	<p><u>Understanding the World</u></p> <p><u>Past and present</u></p> <p>For the children to – Name and describe people who are familiar to them such as the police, fire service, doctors, nurses, vet and teachers sharing role play outfits and stories.</p>	<p>Mathematics</p> <p>Week 7,8,9 - It's Me 123!</p> <p><u>Number</u></p> <p>*For the children to begin representing 123, comparing 123 and to explore composition of 1 2 3</p> <p><u>Measure, Shape and Spatial thinking</u></p> <p>twinkl.com</p> 

<p>Step 2 – Boogie wonderland by Earth Wind and Fire</p> <p>Step 3 – Don't go breaking my heart by Elton John</p> <p>Step 4 – Ganesh is fresh by MC Yogi</p> <p>Step 5 – Frosty the snowman by Ella Fitzgerald</p> <p>Step 6- Spider man by Michael Bauble</p>	<p>*For the children to have opportunities to thread materials</p> <p>*For the children to reuse materials in a different way.</p> <p>*For children to be introduced to printing</p> <p>*Paint – Primary colours/ mixing palletes/ large paper and brushes/ Watercolours/ small paper/ thin brushes</p> <p>*Rhymes/ Poems/ Songs - ‘Remember, Remember the 5th of November’ People who help us songs and rhymes, 5 currant buns (See white rose maths Autumn 2)</p> <p>*Nativity Performance</p>	<p>*Comment on images of familiar situations in the past.</p> <p>*Compare and contrast characters from stories, including figures from the past.</p> <p><u>The natural world</u> Miss Swan</p> <p>For the children to observe and interact with natural processes.</p> <p>Focus: Sound, Light , Forces, States of matter</p> <p><u>People and Communities</u></p> <p>Durham Agreed Syllabus 2012</p> <p>For the children to know about-</p> <p>Christmas as a special time</p> <p>-The special baby Jesus</p> <p>-Ways Christians celebrate e.g. colours in the church, Advent Ring.</p>	<p>*For the children to know Circle, triangles and positional language</p> <p>Week 10,11,12 - Light and Dark</p> <p><u>Number</u></p> <p>*For the children to represent numbers 1 to 5</p> <p>*For the children to be introduced to more and less</p> <p><u>Measure, Shape and Spatial thinking</u></p> <p>*For the children to know shapes with 4 sides and be introduced to time.</p>
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