

WHO ARE THE CHARACTERS INSIDE MY BOOKS?

Autumn 2

	Week 1 DK out on first aid training	Week 2	Week 3	Week 4 DT week	Week 5	Week 6	Week 7
LCC Question	What are all the lights for?	Would you like to live in a house made of sticks?	What would you do with an enormous turnip?	Can you run as fast as the gingerbread man?	What would you like an elf to help you with?	Who will have a visit from the Jolly Postman?	
Book link	Dipal's Diwali	Three little pigs	The enormous turnip	The Gingerbread man	The elves and the shoemaker	The Jolly, Christmas Postman	
Hook	Making lava lamp fireworks Making diva pots	A letter from the big bad wolf		Making gingerbread men	Have an elf in the classroom		
Communication and	Pre teaching vocabulary assessment	Talk about what the wolf has done wrong in the story.	Talking about what they like and dislike	Talking about things that they like and dislike.	Encourage the children to talk about where the elf has been	Talking about presents they would give to family members	Post teaching vocabulary assessment.

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	<p>Talking about their own experiences of Bonfire / Firework night</p> <p>PSED Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p>Articulate their ideas in well thought out sentences</p>	<p>when tasting biscuit toppings</p>	<p>Talking about what they would change if they were to do this again</p> <p>PSED / DT / Speaking and Listening Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>found and what it has done.</p> <p>Speaking and listening Describe events in some detail</p>	<p>Speaking and listening Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Talking about different Christmas customs.</p> <p>RE / Speaking and listening Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>
PSED	<p>Staying safe during bonfire activities.</p> <p>PSED Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Showing an understanding of right and wrong and how to make amends. How could the world make amends</p>	<p>Looking at teamwork. Look how the animals worked together. Can we be a good team.</p>	<p>Working carefully to design and make a biscuit. Waiting for their turn</p> <p>DT / PSED</p>	<p>Helping other people – how can you help your friend?</p> <p>PSED Develop their sense of responsibility and membership of a community</p>	<p>Exploring how the Jolly Postman feels when he has to visit different characters. Why? PSED</p>	<p>What do different people celebrate? Understanding it is ok to be different to your friend.</p>

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		<p>for what he has done wrong</p> <p>PSED Explain the reason for rules, know right from wrong and try to behave accordingly (PSED)</p>	<p>PSED Select and use activities and resources, with help when needed Develop their sense of responsibility and membership of a community. Develop appropriate ways of being assertive. • Talk with others to solve conflicts.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.(DT)</p> <p>Beginning to make healthy food choices Science / DT / PSED ...understanding the importance of healthy food choices. (DT)</p>		<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (PSED)</p> <p>RE / PSED Form positive attachments to adults and friendships with peers.</p>
Physical Development	<p>Developing fine motor control through cutting.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Building houses using a range of materials</p> <p>DT Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p>	<p>Looking at healthy eating and ensuring we are eating enough vegetables.</p> <p>Science Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating</p>	<p>Using a range of tools to make (gingerbread) biscuits</p> <p>DT Use one handed tools or equipment</p> <p>Eating / tasting their biscuit. Starting to eat independently. (DT)</p>		<p>Putting cards and letters into envelopes</p> <p>Develop small motor skills so they can use a range of tools</p> <p>Making a course for the jolly postman to follow</p>

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				<p>Making healthy choices when decorating their biscuit.</p> <p><i>Make healthy choices about food or drink</i></p>		<p><i>Match their developing physical skills to tasks and activities in the setting (P.E)</i></p>	
<p>Children will take part in Squiggle me into a writer during phonics sessions.</p> <p><i>Use large-muscle movements to wave flags and streamers, paint and make marks</i></p> <p>Targetted children to take part in the squiggle while you wiggle programme as part of a fine motor intervention.</p> <p><i>Show a preference for a dominant hand</i></p> <p>Dough disco to take place at least 3 times per week.</p> <p><i>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.</i></p>							
Literacy	<p>Writing about Guy Fawkes</p> <p>HA - Writing the sentence "He was a bad man"</p> <p>MA - Using phonic knowledge to find the correct label to copy</p>	<p>HA – Writing a speech bubble for the big bad wolf "I will huff and puff"</p> <p>MA – Using magnetic letters to help them write "I am sad"</p>	<p>HA -.Writing about a picture of animals pulling the turnip "The cat helpt the man"</p> <p>MA – Writing labels for characters from the story. Using magnetic letters if needed.</p>	<p>HA -.Writing a speech bubble for the gingerbread man "Run run, as fast as you can"</p> <p>MA – Writing a simple speech bubble for the gingerbread man "I can run"</p>	<p>HA - Writing the sentence "An elf can help me with..." and ask them to finish the sentence.</p> <p>MA - Writing the simple sentence "An elf can help"</p>	<p>Phonic assessments</p>	<p>Writing Christmas card inserts.</p> <p>Evaluating which story they have enjoyed the most and why.</p>

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	<p>next to pictures of bonfire night.</p> <p>LA - Looking at the shape of letters and finding words that match. Encourage children to copy the words underneath.</p>	<p>LA – 3 pigs showing different emotions. Children to identify the emotion and use initial sounds to find and copy the correct label.</p> <p>SEN – finding words that look the same. Identifying emotions.</p>	<p>LA – Using initial letter sound knowledge to find the correct labels for characters. Copying them using correct letter formation.</p> <p>SEN – identifying the different animals. Copying over names. Encourage them to say the word clearly and correctly.</p>	<p>LA -.Making labels for the characters using magnetic letters – copying what they have written.</p> <p>SEN – finding labels that look the same. Encourage them say the words clearly and correctly.</p>	<p>LA – Using initial sound knowledge to find labels for elf / man / hammer. Using magnetic letters to write the word “fix”</p> <p>SEN – identifying emotions – how do the characters feel at different points in the story?</p>		
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Maths	Practise reading, counting and writing numbers to 5	Composition of numbers to 5	Composition of numbers to 5	2D Shapes	2D shapes	Positional Language	
Understanding the World	<p>Learning about Guy Fawkes and the impact his actions had.</p> <p>History Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Making firework lava lamps</p> <p>Science Recognise that people have different beliefs and</p>	<p>Look at houses from around the world. Would they be good houses in England.</p> <p>Geography Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p>	<p>How could we grow an enormous turnip? What do seeds need to grow? Planting seeds that can grow (indoors) during the winter.</p> <p>Science Plant seeds and care for growing plants.</p>	<p>Looking at the pictures from the Gingerbread man – does Shelton look the same? Would we see the same characters (animals) what could we see instead?</p>	<p>Looking at how shoes used to be made compared to now. Do shoes look any different? Which do they prefer</p> <p>History Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Looking at some Christmas customs - sending Christmas cards etc. Comparing this to the ways that other people celebrate festivals.</p> <p>RE Recognise that different people have different beliefs and celebrate special times in different ways.</p>	<p>Looking at how Christians celebrate Christmas.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (R.E.)</p>

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	<p>celebrate special times in different ways.(UW)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Learning about Diwali. Asking children in the class to talk about their own celebrations during Diwali.</p> <p>R.E</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>		<p>Learning about the forces of pushing and pulling.</p> <p>Science</p> <p>Explore and talk about different forces they can feel.</p>	<p>Walk around the local area to see what animals we see.</p> <p>Geography</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Explore the natural world around them.</p>		
Expressive Arts	Creating different representations of fireworks.	Exploring colour mixing when painting the 3 pigs.	Painting graduated turnips using	Making biscuits in the shape of Gingerbread men. Designing	Practising for the nativity play	Taking part in the nativity play
					Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (Music / English)	

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<p>Art Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Making diva pots for Diwali</p> <p>DT Share their creations, explaining the process they have used</p> <p>Starting to learn songs for the nativity.</p> <p>Music Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Using a range of instruments to make firework sounds.</p> <p>Music</p>	<p>Art Explore colour and colour-mixing</p> <p>Collaging the three houses</p> <p>Art Join different materials and explore different textures.</p> <p>Role playing the three little pigs in the outdoor area.</p> <p>English Develop storylines in their pretend play</p>	<p>purple and white</p> <p>Art Explore colour and colour-mixing</p>	<p>healthy toppings.</p> <p>DT Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. •</p> <p>Share their creations, explaining the process they have used</p>	<p>Using plastic sewing guides to practice sewing like an elf</p> <p>DT Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. •</p> <p>Share their creations, explaining the process they have used</p> <p>Exploring the sounds of different instruments. Which would be the best for an elf? Animals in the nativity story?</p> <p>Music</p>	<p>Making Christmas decorations.</p> <p>DT Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. •</p> <p>Share their creations, explaining the process they have used</p>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (Music / English)</p>
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	Listen attentively, move to and talk about music, expressing their feelings and responses.				Play instruments with increasing control to express their feelings and ideas.		
R.E.		Who is special to you? Why? Make a collage picture for someone special to them.	Have the grown ups you know, always been grown ups? Matching baby photos to familiar adults.	Which character is the most important? Talk about the different characters from the Christmas story and ask the children to put them in order of importance.	Why do Christians celebrate Christmas? Have a parcel arrive with birthday artefacts in it. Explain that when we celebrate Christmas we are celebrating Jesus' Birthday. Make a birthday card.	Why do we give gifts at Christmas? Talk about the Christmas story when the shepherds and wise men bring gifts to the baby. Explain that this is why we give gifts to people we care about at Christmas	What do you know about the first Christmas? Cut and stick nativity scene – children to talk about the characters and what they know.

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Computing 9	Awesone Autumn - Garlands Galore	Awesone Autumn - Leaf Labyrinth	Awesone Autumn - Pumpkin soup	Super space – build a rocket	Super space – Space chase	Super space – Amazing aliens	
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