

### Personal, Social and Emotional development

Jigsaw – Celebrating Difference

Values – Respect, Responsible, Resilient

The children can show concern for others and show awareness of how their actions may impact on others.

They can identify how they are feeling with words, gestures or pictures.

Talk with others to solve conflicts.

They can take turns and share resources.



### Maths

Children will be representing and comparing numbers 1, 2, 3, 4 and 5. The children will explore the composition of these numbers and begin to understand the idea that all numbers are made up of smaller numbers.

Children will explore the shapes circles, triangles, squares and rectangles and use language to describe their properties e.g. 1 curved edge, 3 corners, 4 sided shape. We will look for shapes in the environment and sort shapes.

Children will develop their spatial awareness. They will begin to understand positional language and use mathematical language to describe how items are positioned in relation to other items.

### Expressive Arts and Design

Children will take part in weekly music sessions focusing on pulse, rhythm, pitch and pattern.

We will sing daily nursery rhymes including Oh Soldier, Soldier, Ten Fat Sausages, Dingle Dangle Scarecrow, One Man Went to Mow, and Three Blind Mice.

The children will explore a range of artistic techniques when making firework pictures, colouring mixing, making Poppies, and making Christmas cards.

### Communication and Language

The children will engage in stories that are familiar and new with interest and enjoyment, and make relevant comments and can answer 'why' questions.

They can follow instructions or a question with 2 parts in familiar situations.

Children can recognise words that rhyme or sound similar e.g. "cat and hat".

This term in F2 our topic question is:  
**How do people celebrate around the world?**

Our focus text is:

### Festivals!



### Special Events

Bonfire Night/ Remembrance Day  
Anti-Bullying Week/ Children in Need  
Christmas

### Knowledge and Understanding of the World

The children will recognise that people have different beliefs and celebrate special times in different ways e.g. Halloween, Diwali, and Christmas.

The children will find out about key historical events and why and how we celebrate today e.g. Bonfire Night and Remembrance Day.

The children will explore how to use programmable toys. They will begin to show spatial awareness and use positional language i.e., under, beside, on top of etc.

### Physical development

In PE our focus is Dance. The children will be exploring and creating movements, and putting the movements together in a sequence. We will explore nursery rhymes such as Humpty Dumpty, Jack and Jill and Hickory Dickory Dock, to help us experiment with different ways of moving.

The children will continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

### Literacy – Reading

Children will experience different types of books, e.g. story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.

They will respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.

The children will read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read a few common exception words matched to our phonic programme. Understand key concepts about print e.g. print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.

### Literacy – Writing

Children make marks and drawings using increasing control.

They use some recognisable letters and own symbols.

Orally compose a sentence and hold it in memory before attempting to write it.

The children will spell words by identifying the sounds and then writing the sound/s with letters.

Form lower-case letters correctly.

Re-read what they have written to check it makes sense/