

### Physical Development

Refine movement skills they have already acquired.  
Uses a range of ways to move appropriately e.g. jumping, hopping, skipping etc  
Climb over and under obstacles  
Choose resources to carry out a plan, work with others to manage large items.  
Use one handed tools and equipment  
Choose to draw, representing recognizable objects/shapes.  
Use scissors to cut along curved lines, holding scissors in the correct position.  
Continue to develop their fine motor skills  
Manage mealtimes, personal hygiene and queuing with further independence.  
Mould and shape clay with fingers and tools.

### Communication and Language

Listen carefully and understand why listening is important.  
Reliably follow simple instructions  
Responds to a range of questions.  
Engage in story times and join in with familiar songs and rhymes.  
Wait and take turns in conversation.  
Share ideas in small groups and with familiar adults.  
Begin to share their ideas with familiar adults.  
Talk to others (adults and children).  
Use talk to organise their thoughts and feelings.  
Listen to and talk about stories, rhymes and non-fiction.  
To use full sentences.  
Use new vocabulary.

### Religious Education

Prophecy and Promise  
I know that: Mary was chosen by God to be Jesus' mother. Mary and Joseph travelled to Bethlehem. Jesus was born in a stable and laid in a manger.  
Shepherds visited Jesus in the stable. Advent is a time to get ready for Christmas.  
Jesus came for the whole world.

### PSED

Identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.  
Keep trying if something is difficult or challenging.  
Regulate emotions, such as recognising when they need space.  
Make independent choices and is confident to try new things although prefers to choose activities that are within their capability.  
Perseveres with fastenings on coats and follows instructions to dress and undress for PE and Forest School.  
Build constructive and respectful relationships.  
Be aware of the needs of others but can find it hard to let others take the lead.  
Be able to identify when another child is upset and respond appropriately.

### Literacy

Engage in story times and join in with familiar songs and rhymes.  
To use some story language when retelling  
To talk about the main events in a story.  
Use alliteration and rhyme  
Match the set 1 letters and sounds.  
Say the set 1 sounds in CVC words.  
Start to blend the sounds together  
Identify known letters to match initial sounds  
Say a simple sentence for writing (oral and count words).  
Segment and write simple words.  
Write simple captions.  
Use some upper-case letters, e.g. for own name, Mum and Dad.  
**T4W**  
Make marks that have meaning on a story map.

### Mathematics

Count objects, actions and sounds. Subitise.  
Talk about the different ways that amounts up to 5 can be made.  
Link the number symbol (numeral) with its cardinal number value.  
Represent amounts to 5 using a ten frame and part, part, whole model.  
Automatically recall number bonds up to 5.  
Count objects accurately to 10 using one to one correspondence  
Identify when objects have the same, less than or more than.  
Understand the 'one more than/one less than' relationship between consecutive numbers.  
Recognise numbers to 5 and put them in order.  
To order and sequence events

**Advent  
Term 2  
Let's  
Celebrate!**

### Understanding the World

Recognise that seasons have different weather patterns.  
Compare the seasons of Autumn and Winter.  
Follow a simple map.  
Identify the physical features of their local environment/local park.  
Identify the physical features of a woodland and the animals that live there.  
Talk about the differences between materials and changes they notice. (Cooking)  
Talk about how different people celebrate.  
Talk about some special places for people in our, and others, communities and countries and identify how life is different.  
Knows that Collective Worship is part of the life of the school community.  
Begin to talk about the past e.g. no TV, different toys/clothes using photos and physical artefacts.  
Understand the difference between past and present and builds knowledge of key historical events.  
Have an awareness of the past linked to themselves and their family and how it has changed.

### Expressive Art and Design

Select and use various tools for artwork and design e.g. playdough tools.  
Select their own art and design materials to create with.  
Tell others what their artwork is and signal key parts.  
Start to recreate familiar stories (with adult support).  
Use scissors and one-handed tools to create art safely and more accurately.  
Sing familiar songs.  
Recount and retell familiar stories with their friends and adults (small world/ role play).  
Role play imaginary scenarios linked to experiences.  
Listen and respond to sounds and music.  
Rehearse for, and perform in, the nativity play.

**Key dates**

**Diwali – Sunday 12<sup>th</sup> – Week 1**

**Remembrance – Saturday 11th November**

**Hannukah – Dec 7-**

**Road safety week – Nov 20th**

**Quality Texts**

Non-fiction texts about Diwali, hannukah, bonfire night, advent, Christmas

Binny's Diwali by Thrity Umrigar & Nidhi Chanani

**Visits and visitors**

•Visit - to the church (no cost)

•Visit – Corby library and theatre visit, pantomime. (cost)

•Visitor from school community to talk about Diwali? (no cost) Ren

What worked well?

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Even better if...