

Personal Social and Emotional Development

I will learn...

- To engage in play with one or more children.
- Select and use resources independently.
- To see themselves as a valuable individual.
- To show more confidence in social situations.
- To increasingly follow rules, understanding why they are important.
- To understand how others might be feeling.

Physical

I will learn...

- To revise and refine fundamental movement skills such as rolling, crawling, walking, running, jumping, hopping and climbing.
- To hop and stand on one leg holding a pose for a game of musical statues.
- To develop core strength to achieve good posture when sitting at a table or sitting on the floor.
- To use one handed tools and hold pencils with a comfortable grip leading to a tripod grip.
- To further develop the skills to manage the school day, eg. lining up, queueing, mealtimes, personal hygiene.

Prime Areas

Topic related language:

Fireworks, colours, sparkle, zoom, whizz, bang, pop, explode, crackle, firefighter, hose, ladder, rescue, smoke, autumn, winter, spring, summer, weather, rain, drizzle, storm, sun, cloud, hazy, misty, frost, ice, melt, snow, sleet, rainbow, wind, breeze, evergreen, tree names, freeze, shadow, patchwork, shape names, repeat, pattern, continue, herd, elephants, laugh, funny, hilarious, joke, parade, stomp, different.

WOW words

Emergency, fire appliance, hydrant, respirator, rotate, seasons, dormant, deciduous, tessellation, unique, diversity, community.



Colehill Core Values:

Respect
Reflect
Resilience

I will learn to...

- Respect each other's differences.
- Learn about colours and shades of colours.
- Be mindful of the beauty of the Natural World to inspire creative play and expressive arts.
- To show support to each other as a class community when playing and learning.

Learning Capture:

Autumnal walk to observe the changing colours observed in the natural world.

End of topic:

Elmer's Parade to accept and celebrate diversity in our community.

Enrichment:

Visitors from the local community.
Firefighters
Vicar Suzanne

Communication & Language

I will learn...

- To understand how to listen carefully and why listening is important.
- To learn and use new vocabulary.
- To articulate their ideas and thoughts in well-formed sentences.
- To develop social phrases.
- To listen and talk about stories to build familiarity and understanding.
- To listen carefully for rhyming in songs/rhymes.
- To engage in non-fiction books.

Maths

I will learn...

- To identify representations of 1, 2 and 3. Subitise or count to find how many.
- To make own collections of 1, 2 and 3 objects.
- To count up to 3 objects in different arrangements by touching each object, recognising the final number names the quantity of the set.
- To use own mark making to represent 1, 2 and 3.
- To compare 1, 2, and 3. Begins to understand 1 more, 1 less patterns when counting forwards/backwards.
- To understand that all numbers are made up of smaller numbers.
- To explore and notice the different compositions of 2 and 3.
- To be introduced to 2D shapes -understand that a circle has one curved side and triangles have 3 straight sides.
- To begin to use positional language.
- To count on and back to 4.
- To count or subitise sets of up to 4 objects to find how many and make their own collections.
- To match the number names to numerals and quantities and are able to say which sets have more and which have fewer items.
- To learn that the final number they say names the quantity of the set.
- To use own mark-making to represent numbers to 4.
- To subitise up to 5, counting forwards and backwards accurately using the counting principles.
- To represent 5 objects on a 5 frame, understanding that if the frame is full there is 5.
- To explore the composition of 5 and conservation of 5.
- To explore one more and one less, using a 5 frame to represent numbers and predict how many there will be if they add one more or take one away.
- To learn that squares and rectangles have 4 straight sides and 4 corners.
- To investigate which shapes can be made by combining squares, rectangles and triangles in different ways.
- To order and sequence important times in the day and use language such as now, before, later, soon, after, then and next to describe when events happen.

Literacy

I will learn...

- To engage in conversations about stories and rhymes, encountering and understanding new vocabulary.
- To understand terms page, word, letter and line.
- To increase knowledge of single letter sounds and associated mnemonic.
- To develop oral blending skills.
- To develop segmenting skills by hearing dominant sounds in words.
- To use developing GPC knowledge to sound out and blend simple VC and CVC words.
- To develop an effective pencil grip to assist with letter formation tasks.
- To write own name from memory.

Specific Areas

Understanding the world

I will learn to...

Science

- Explore the natural world around them during hands-on experiences, fostering curiosity, making observations and talking about what they can see.
- Observe natural processes as occasions arise - ice melting, sound causing a vibration, light passing through transparent materials, shadows, magnets, boats floating.

Geography

- Notice and describe the weather and seasons, using first hand experience as well as texts about changing seasons.

RE

- Share information about your own family, possibly sharing pictures of your immediate family.
- Name and talk about some of the people that they may have come across in their community, such as police, doctors, fire fighters, teachers.
- Begin to learn about different religious and cultural communities within this country through books and stories.
- Take up opportunities to engage with religious and cultural communities and their practices at appropriate times of the year.

- Learn about the communities that do not celebrate Christmas and find out about other celebrations.

History

- Use texts and oral stories to begin to develop an understanding of the past and present.
- Talk about images of familiar situations in the past, such as home, school and transport.
- Begin to use basic chronology to recognise the things that happened before they were born.
- Begin to explore events from the past through characters and stories read in class.

Expressive Arts and Design

I will learn...

- To explore colour mixing with others.
- To work with others to develop creative ideas.
- To begin to think about what they want to make and construct with a range of materials.
- To make representations of what is seen.
- To listen to a wide variety of music (from around the globe and more traditionally from Britain, sometimes live).
- To experience live performance art and make responses.
- To become aware of a steady beat and explore moving to a pulse.
- To begin to tap rhythms to match words.
- To echo phrases in call and response songs.
- To begin to match pitch using songs with words or without, ie. hums or sounds like 'ba'.
- To join in with singing songs and nursery rhymes, beginning to participate more readily.
- To begin to use role play resources such as drapes, dressing up clothes and props to play imaginatively with their friends.

EYFS Knowledge & Skills Organiser Autumn 2- Colours of Autumn

In our topic we will also be learning about...

Firefighters

Learn about the job of a Firefighter in our community. Value their work and look at the specialised equipment they use.



Seasonal Changes

Experience seasonal changes first hand and recognise the signs of Autumn. Observe changes in the trees, weather and amount of daylight.



Key Vocabulary/Definitions

Emergency	An unexpected, and often dangerous situation requiring immediate action.
Fire Appliance	A heavy road vehicle that carries firefighters and firefighting equipment to a fire.
Rotate	To move or turn in a circle
Seasons	A season is a period of the year that is distinguished by special climate conditions. The four seasons—spring, summer, autumn and winter follow one another in a cycle.
Dormant tree	A tree slows down to conserve it's energy as the temperature falls. The foliage above ground dies back to enable the tree to survive the cold Winter.
Deciduous tree	A deciduous tree sheds its leaves at the end of the growing season.
Tessellation	Tessellation (or Tiling) is when we cover a surface with a pattern of flat shapes so they fit perfectly together.
Unique	Being the only one of it's kind; unlike anything else.
Diversity	Diversity is about recognising, respecting and valuing differences.

Patterns

Obverse repeating patterns in our environment. Name and recognise properties of 2D and 3D shapes. Think about how shapes can be combined including tessellation.

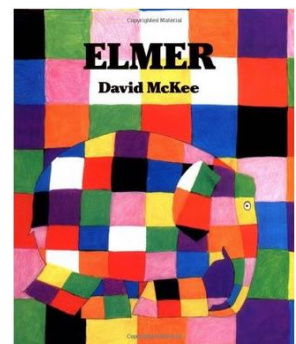
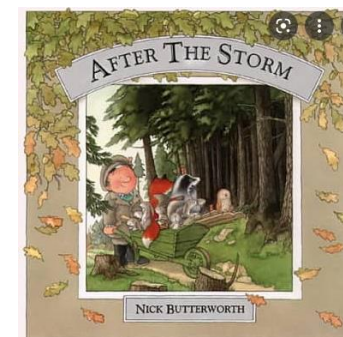


Diversity

Recognise our uniqueness and our differences. Value and respect our school and wider community. Show support and empathy to others.



Key Texts



Please share this with your child and talk about our new topic and what these terms mean. ☺