

Literacy/English

Word reading Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them.

Phonics: Little Wandle programme.

Comprehension Engage in extended conversations about stories, learning new vocabulary. Ask questions about the book. Make comments and share their own ideas. We can predict different endings to stories.

Writing Use some of their print and letter knowledge in their early writing. Form lower-case accurately.

Mathematics opportunities: Maths taught through 'White Rose Maths'

It; s me 1,2,3: This unit focuses on children's ability to recognise, represent and manipulate numbers to 3. They will subitise groups of 1,2,3 items and count groups of objects up to 3. They will learn to recognise and count different representations of numbers up to 3 and use a five frame to help structure the counting and reasoning.

Circles and triangles: children notice circles and triangles all around them and begin to describe their properties. They may use informal language such as 'pointy' or 'sharp' to describe what they notice. They should also be introduced to mathematical language for describing the properties of circles and triangles, such as 'sides', 'straight', 'corners' and 'round'.

1,2,3,4,5: Children are introduced to the concept of 1 more & 1 less, working with numbers up to 5. They begin to understand that as they count forwards, each number they say is 1 more than the previous number and that as we count back, each number is 1 less than the number before. Children should notice that the numbers get smaller because they are taking 1 away. They should recognise that the order of the numbers when counting does not change. This is the stable order principle.

Shapes with 4 sides: children notice squares and rectangles all around them and begin to describe their properties using mathematical language, such as 'sides', 'straight' and 'corners'. When introducing the properties of the shapes, children begin to understand that both rectangles and squares have 4 straight sides and 4 corners.

Understanding the World/Science/History/Geography/R.E./Technology

Past and Present Comment on images of familiar situations in the past. War and conflicts Compare and contrast characters from stories, including figures from the past.

People, Culture and Communities. Christmas Story: Recognise that people have different beliefs and celebrate special times in different ways. Christmas around the world: Know that there are different countries in the world and talk about the differences they have experienced. **The Natural World** Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.



Four Swannes Primary School

Medium term plan of learning experiences Autumn 2

Autumn 2 '23 'Knights and Dragons' Castles

30.10 Week 1

Spark in the sky/Best Diwali ever

6.11 Week 2

Princess Smartypants by Babette
Cole

13.11 Week 3

George and the Dragon by
Christopher Wormell

20.11 Week 4

How to Catch a Dragon by
Caryl Hart

27.11 Week 5

Meg's Castle by Helen Nicoll
4.12 Week 6

Jolly Postman by Janet
Ahlberg

11.12 Week 7

Stickman by Julia Donaldson

Festivals/Special Occasions:

Bonfire Night/Guy Fawkes
Diwali (Hinduism) Hanukkah
(Judaism) Advent, Christingle
& Christmas (Christianity)

Trips/Experiences:

Local Church
Christmas Nativity
Boxing up food for a local
food bank

Communication and Language

Listening, Attention and Understanding Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Enjoy listening to longer stories

Speaking Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Ask questions to find out more and to check they understand what has been said to them. Sing a large repertoire of songs. Using longer sentences and increasing vocabulary.

Personal, Social and Emotional/PSHE

Self-Regulation Identify and moderate their own feelings socially and emotionally. Moving from co regulation to self-regulation. Talking with others to solve conflict. Developing problem solving skills

Managing Self Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently. Show more confidence in social situations. Identify and select resources independently

Building Relationships Begin to understand how others may feel. Express their feelings and consider the feelings of others. Help to find solution to conflict. Develop sense of membership to a community.

Physical Development/P.E.

Fine 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.

Gross Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing.

Expressive arts and design/Art/Design/Music

Creating with Materials Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises.

Being Imaginative and Expressive Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song.

Make a castle using boxes – selecting appropriate resources and using simple tools to effect changes to materials.

Make castle inside and outside of class. Choose materials to represent different environments.

Design cards/calendars Rehearsal and performance for Christmas.