



Astley Class St. Joseph's Theme Overview: Autumn 2



Autumn Two – Heroes!

This half term we will be looking at Heroes! We will explore our fiction hero through the story 'Superworm!' We will learn and retell the story, describe the characters and sequence the events in the story. We will then explore our real life heroes through non-fiction texts; we will focus on police officers, doctors, fire fighters and people who help us in school. We will be lucky enough to have visit from a real life police officer, who will talk to us about staying safe and share what their job involves.

Learning Challenge Questions

- Who do we call if we need help?
- How can we help our friends?
- How can we be heroes in school?

Prime Areas

Personal, Social and Emotional	Communication and Language	Physical Development
<ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. • Aware of the boundaries set, and of behavioural expectations in the setting. 	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates. • Responds to simple instructions, e.g. to get or put away an object. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). 	<ul style="list-style-type: none"> • Moves freely and confidently in a range of ways e.g. hopping, jumping crawling. • Runs skilfully, negotiating space, adjusting to avoid obstacles. • Can balance on one foot and can catch a ball. • Draws lines and circles using gross motor movements. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
<p style="text-align: center;"><u>Vocabulary</u></p> <p>friendly behaviour, good friend, kind, share, sharing, take turns, fair, talk, ask, question, answer, solve, problem, feelings, happy, sad, upset, angry, cross, excited, worried, afraid, nervous</p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>Tell me, show me, what do you think, next, after that, then, can you remember, how are you feeling? Vocab linked to our stories, describing words.</p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>move, crawl, balance, coordination, travel, obstacles, between, negotiate, under over through, between</p>
<p style="text-align: center;"><u>Help me at Home</u></p> <ul style="list-style-type: none"> • Encourage complex sentences "I am feeling... because..." • Encourage children to think about how others might be feeling. • Give opportunities for children to speak in front of others e.g. ordering food or sharing achievements with the family. 	<p style="text-align: center;"><u>Help me at Home</u></p> <ul style="list-style-type: none"> • Expose children to complex vocabulary. • Model well-structured sentences e.g. child says "I sad" model back "I am feeling sad because I hurt my knee" • Share familiar stories and encourage retelling. • Encourage retelling of past events. 	<p style="text-align: center;"><u>Help me at Home</u></p> <ul style="list-style-type: none"> • Become familiar with the pre- cursive style of writing. • Celebrate any marking making attempts, encourage good pencil grip (pincer) • Encourage safe use of scissors at home. • Provide opportunities for lots of outdoor play.

Specific Areas

<p style="text-align: center;">Understanding the World</p> <ul style="list-style-type: none"> • Explore different occupations (police officer, doctor, firefighter, nurse, etc.) look at what their job entails and how they help us. • Everyone has different jobs, challenge gender stereotypes. • Explore the celebration Judaism. • Shows interest in different occupations and ways of life. • They know about similarities and differences among families, communities and traditions. <p style="text-align: center;">Expressive Art and Design</p> <ul style="list-style-type: none"> • Bonfire collage- texture. Experiments to create different textures. • Ice art. Understands that different media can be combined to create new effects. • Singing and dancing (Christmas nativity). Begins to build a repertoire of songs and dances. 	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Recognises main characters, and can sequence the story. • Understands the difference between fiction and non-fiction. • Ascribes meanings to marks that they see in different places. • Recognises taught phonemes and know the corresponding grapheme. • Orally blend simple cvc words • Blend to read cvc words containing learnt phase 2 graphemes. • Recognise phase 2 tricky words. • Attempts to write simple cvc words. 	<p style="text-align: center;">Maths</p> <ul style="list-style-type: none"> • Count up to 10 and beyond. • Recognise numerals to 10 and link the numeral to the cardinal value. • Subitise with patterns up to 5, explore conceptual subitising up to 10. • Explore the composition of numbers up to 10, introducing part whole models and tens frames. • Compare numbers to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns.
<p style="text-align: center;">Vocabulary</p> <p>Occupation, firefighter, doctor, nurse, midwife, police officer, vet, texture, rough, smooth, melting, mixing, song, dance, sound, explore, music, voice</p>	<p style="text-align: center;">Vocabulary</p> <p>beginning, middle, end, describe, what might happen, predict, segment, blend, smooth read, phoneme, grapheme, fiction, non fiction, sequence</p>	<p style="text-align: center;">Vocabulary</p> <p>number, zero-ten, how many, compare, more than less than, as many as, total, together, Can you show me? What comes next? How do you know? composition</p>
<p style="text-align: center;">Help me at Home</p> <ul style="list-style-type: none"> • Talk about people who help us. • Talk about what happens if we get lost, who can we go to? 	<p style="text-align: center;">Help me at Home</p> <ul style="list-style-type: none"> • Read every day, this could be their reading book, or a story book from home/ library. • Visit the library. • Read signs as you're out and about. 	<p style="text-align: center;">Help me at Home</p> <ul style="list-style-type: none"> • Count things in your everyday life. • Look out for numbers in the environment. • Collect different items and count them. • Use fingers to show amounts.
Enhancements		
Visit from two police officers; opportunity to try on uniforms, ask questions and ring the siren in the police car.		