



Let's Explore




Children's current knowledge, skills, interests and experiences	The children need…	Intention *(based on the needs of the children at the end of the previous half term)*
▪ Transport- cars, buses, boats and trains ▪ Children from Poland, Turkey, Ukraine, Afghanistan, Hungary ▪ Service families ▪ Families who are Muslim ▪ Bilingual children ▪ Churches ▪ Bonfire night (5th Nov) ▪ Local area knowledge- pre-schools, clock tower, Costa, Upton Country Park, vets, local beaches, Poole Quay, library, shops, Farmer Palmers ▪ Advent/Christmas ▪ Shop worker	▪ Visits from members of the local community e.g. police, fire brigade, local church leader, Headteacher, lollipop man, dinner lady ▪ Visits from parents / volunteers to find out about other cultures and parts of the world as well as interests and hobbies e.g. Goldwing bikes, lorry driver ▪ Knowledge of other cultural traditions and celebrations	• To develop children's pencil grip and core stability • To develop children's listening and attention skills • To help children build positive relationships with peers through turn taking, negotiating and sharing • Children understand the behavioural expectations and can manage transition times calmly • To further develop children's oral blending and sound discrimination skills • To establish new routines (new RWInc groupings) • To further develop children's number recognition skills and counting accuracy • Name writing • Hearing initial, middle and end sounds • Blending to read green words 1.1-1.4

Personal, Social and Emotional Development

What do we want the children to learn?	What learning opportunities will we provide?
To be able to name and talk about their own feelings e.g. happy, sad, angry, worried To be able to recognise when they have shown certain learning characteristics e.g. try hard turtle, concentrating cow, have a go hippo To be confident to try new activities To be able to put on their own coat and use the toilet independently To begin to build positive relationships with others	Marvellous Me VIP of the week! Worry monster Learning critters Anti-bullying week Children in Need PSHE 'SCARF' sessions ▪ Autumn 2- 'Valuing Difference'

Enquiry question:

Where can we go? What could we see?

Communication and Language

What do we want the children to learn?	What learning opportunities will we provide?
How to answer questions To be able to answer simple questions e.g. Where, when, who and what etc. To participate in small group and one to one discussions Express their ideas with support To be able to speak in complete sentences To focus attention during adult-led inputs and be able to follow simple instructions	Marvellous Me Maths meetings e.g. I know…because… Modelling reasoning skills Recall time Visits from parents / volunteers and members of the local community Videos of life in space to help answer children's questions Story maker- The Christmas Story Language Screen assessment Drawing Club NELI- whole class

Physical Development

What do we want the children to learn?	What learning opportunities will we provide?
To be able to negotiate the space around them. To move in a variety of ways e.g. running, jumping, crawling, sliding. To hold a pencil effectively with a tripod grip. To be able to control a pencil / pen / paintbrush. To develop their core strength, balance and co-ordination	P.E.- gymnastics Continuous provision for gross motor development e.g. sweeping, swinging, pushing and pulling heavy large construction etc. Storycise Cosmic kids yoga Funky fingers for fine motor development Active time - to include opportunities to improve postural control and muscle strength to develop gross motor skills for writing e.g. handing, climbing, pushing and pulling, weight bearing activities, yoga poses, sky writing, body letter formation, co-ordination activities Squiggle Whilst you Wiggle



Sparkly starter

A bus journey!

Writing focus: Writing names for their own tickets and the number bus they want to catch.



Fab finish

Christmas performance

Mathematics

What do we want the children to learn?	What learning opportunities will we provide?
Beginning to count up to 20 Counts objects to 10 with accurate 1:1 correspondence and cardinality Says the number that is one more or one less than a given number (up to 5) Selects the correct numeral to represent 1 to 5 objects Children can write numbers to 5 Can order numbers to 5 Can combine two sets to find a total (up to 3) Can take some objects away to find an amount (up to 3) Begin to describe a sequence of events using words such as 'first', 'then…' Understand position through words alone e.g. using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity e.g. longest / tallest / shortest / heaviest / lightest Uses an increasing range of language to describe shapes e.g. straight, round, pointy	White Rose maths inputs Providing opportunities to explore 1,2,3,4,5 in the continuous provision and set up of the classroom environment Voting for the favourite book for story time Daily Maths Meetings Interactive displays linked to current learning Advent calendar NCETM planning

Literacy			
Reading		Writing	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
Knows Set 1 special friends: sh, ch, th, ng, nk Can use set 1 sounds and special friends to blend to read words. Beginning to read and understand simple sentences Engage in extended conversations about stories, learning new vocabulary Read a few common exception words matched to the school's phonic programme: I, of, my, to, the no, put	Story maker- The Christmas Story Storycise RWInc- (differentiated) word time / Ditties / Red Books 1-5 Reading challenge Active phonics Daily story times Red word spelling cards Weekly individual readers Opportunities for developing blending skills during continuous provision inside and out Home learning (Tapestry)- videos modelling letter recognition, blending and red word reading Set 1 sound books sent home Reading books sent home every week match the children's reading ability Daily name recognition RWInc 1:1 'catch up' sessions for some	Write own name with correct letter formation. Can form 12 letters correctly Links sounds to letters Begins to break the flow of speech into words Spell words by identifying the sounds and then writing the sound with letter/s. e.g. can use taught sounds to spell cvc words. Can spell the common exception words: I, of, my, to, the	Daily name practise Mark making and segmenting opportunities in active phonics and continuous provision inside and out e.g. writing labels for models, alien words in tough spot, large floor maps and pens etc. Daily RWInc. session to include segmenting and handwriting skills Home learning (Tapestry)- videos modelling letter formation, segmenting red word writing Set 1 sound books sent home Message Centre Squiggle Whilst you Wiggle Drawing Club Story Dough

Expressive Arts and Design	
What do we want the children to learn?	What learning opportunities will we provide?
To be able to listen to a range of music and talk about their likes and dislikes To sing some songs from memory e.g. nursery rhymes, Christmas songs etc. with an awareness of pitch, rhythm and pulse To explore, describe and use a range of materials e.g. paint, fabric, glues and tapes To use their senses to talk about their likes and dislikes e.g. music and food To be able to talk about what they have created	Skills to be specifically taught to children e.g. collage, painting and joining techniques Andy Goldsworthy sculptures using autumn objects Junk modelling rockets and vehicles Designing Christmas cards and wrapping paper Tasting food from around the world Christmas performance and nativity song practice Daily singing / rhythm and rhyme built into inputs Weekly music sessions- Sing Up Music Role-play- space shuttle / station Exploring a range of textiles from around the world Plan, do, review- to encourage creative and critical thinking skills Drawing Club

Understanding the World	
What do we want the children to learn?	What learning opportunities will we provide?
To learn about their own and other cultures and religions Understanding that they are part of a community To know some jobs people do in the community e.g. police officer, firefighter, shop keeper, doctor etc. To be able to compare and contrast their own local area and experiences with other people and parts of the world To be able to talk about a significant event in history To be able to talk about how life is the same or different in other countries Why do Christians celebrate Christmas? To be able to use the direction buttons on a programmable toy to make it move To understand how to use cameras to take and then look at photos	Google Earth / Google Maps- looking at own houses Youtube- videos of life in space and 1969 moon landing Daily maths meeting- weather and seasonal change Neil Armstrong / Chris Hadfield / Helen Sharman / Mae Jemison / Roopashree Sharma Programming beebots and maps Taking photos of local area in school trip to be used in maps in continuous provision Opportunities to discuss, compare and contrast their own and other world religions e.g. Diwali, Advent, Hannukah, Judaism, Christianity etc. Visits from volunteers to learn about other countries and cultures The Christmas story and performance Tasting food from around the world Remembrance Day The 1969 moon landing

Parents	
Parents	Home learning
Important dates: **Monday 2nd November** - First day back after half term break. **Monday 23rd November- INSET** (school closed) **Christmas Performance** **Monday 7th December 2026** (Details to follow soon)  **Thursday 17th December**- last day of term before the Christmas break **Friday 18th December- INSET** (school closed)	Doodle Maths Tapestry- home learning uploaded on Fridays Reading books- collected in on Mondays and reissued on Tuesdays Home learning folders- collected in on Thursdays and new home learning issued on Fridays

Topic Vocabulary		
Anchor words for all (key vocabulary for the topic)	Words for most	Words for some (more challenging specific vocabulary)
Same Different Who, what, when, where, how? Earth Planet Moon Map Alien Journey Travel Explore Transport Jungle desert	Compare Similar Habitat Mars Jupiter Saturn Shuttle Vehicle Arctic Rainforest	Camouflage Meteor Galaxy Satellite Gravity Mission Savannah
Word of the Week (based on the words used in our daily Drawing Club sessions)		
For example: Week 1 - 'Where the Wild Things Are'- **escapade, vegetation, navigate, disembark, coronation, shimmy, evade, irritated**		

Key texts
The Christmas Story (Story Maker)
Way back home
Q Pootle
Aliens love underpants
Whatever next!
The world came to my place today

Impact of Autumn 2 curriculum		Next steps	
▪		▪	
			
			
			