



It's good to be you!



**Why This? Why Now?**

This topic builds on the learning in the Autumn Term where children focused on themselves and their family. The children will learn about other people they are familiar with and their role, such as family friends, teachers, doctors, hairdressers. They will begin to understand that there are different cultures and beliefs and focus on Diwali and the Christmas Story. The children will explore the natural world around them and continue to care for their own plant.

In the first half of the Autumn term, the children settled into full-time school and learnt new routines and expectations. The role of the FS2 supervisor was introduced and the role will gain more responsibility throughout this half term. The children will also start to do an 'independent job' each week, which will be set by staff and completed during the week independently. We will create our own FS2 bears at the Build a Bear shop at the Metro Centre and experience having lunch in a restaurant. The bears will have their own personalities and become major part of life in FS2, helping to excite the children and support them in their learning.

Children will continue to experience many stories, non-fiction books and rhymes to support learning throughout the whole curriculum. They will have started to read phonic books independently, which are carefully matched to their individual phonic skills.

Area of learning & development: Communication and language	OVERVIEW
<p>Understand how to listen carefully and why listening is important.            Listen to and talk about stories and non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Use talk to organise thinking and activities.            Follow instructions and give instructions.</p> <p>Develop social phrases.            Use sentences of four to six words, using new vocabulary.</p> <p>Ask questions to find out more.</p>	<p>Continue with 3 stories/non-fiction books &amp; songs/poems each week            Author of the term – Jill Murphy. Focus on characters and the setting.            Sequence story – One of those Days</p> <p>Adults will model language and encourage children to talk in a range of situations throughout the day and, e.g. supervisors explain how they feel about a situation, tell the children what they need to do.</p> <p>“Please can I go to the toilet”, “Please can I have a jacket potato with cheese”,            “Please will you help me?”</p> <p>New vocabulary linked to stories, rhymes, and topics, e.g., Build a Bear – visit, restaurant, journey etc</p>

<p>Describe events in some detail.</p>	<p>'Who', 'where', 'when' questions. Build a Bear visit. Discussions prior to the visit: Boy or girl? Name of bears. Clothes to buy. Recount the visit to staff that didn't go.</p>
<p>Area of learning &amp; development: Personal, social and emotional development</p>	<p><b>OVERVIEW</b></p>
<p>See themselves as a valuable individual. Express their feelings and consider the feelings of others.</p> <p>How are other children similar and different to me?</p> <p>Follow established rules and routines.</p> <p>Manage their own needs and personal hygiene.</p> <p>Share toys and equipment.</p> <p>Know and talk about different factors that support their overall health wellbeing.</p> <p>Take part in pretend play with different roles.</p>	<p>Circle time/group discussions: How am I feeling? Who do I go to if I need help? Supervisor role: support others, reinforce routines, talk about their feelings to the class. Story - One of those Days. What happened in the story? Was it a stressful day? Circle time: discuss how we are different: how we look, what we do, what we like, how we feel, our families, where we live</p> <p>Are we following our rules/routines? STAR awards</p> <p>Use toilet and wash hands independently. Brush teeth every day - pm Zip up coats and look after their belongings, such as hats, scarves, gloves. Keeping safe: routines around school, e.g., Why do we walk to the playground?</p> <p>Talk about how to resolve conflicts, e.g., What if there are too many children in the construction area?</p> <p>Talk about who uses iPad/tablets and sensible amount of screen time.</p> <p>Role play: hairdresser, doctors, police officers. The bears will pretend to be 'real' bears and be the 'eyes and ears' of FS2 – and support learning in all areas.</p>
<p>Area of learning &amp; development: Physical Development</p>	<p><b>OVERVIEW</b></p>
<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Develop and refine a range of skills using bean bags.</p>	<p>Practise different ways of moving Daily mile – 5 laps – how do our bodies feel? Warm-up/cool-down importance Squiggle whilst you wiggle sessions</p> <p>Bean bags skills: throwing, catching, kicking, passing, and aiming.</p>

<p>Safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop fine motor skills.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the skills they need to manage the school day successfully:</p>	<p>Squiggle whilst you wiggle sessions/Dough Disco – threading, pincer grip with tools, scissors. Rolling playdough.</p> <p>Show good sitting at tables without need for prompt. Carpet sitting: Consistent good sitting – reinforce ‘give me 5’</p> <p>Lining up and queuing, mealtimes. Follow routines consistently.</p>
<p>Area of learning &amp; development: Literacy</p>	<p><b>OVERVIEW</b></p>
<p><b>Phonics: Letters and Sounds Phase 2/3</b> Can recognise the written form (grapheme) and 4 consonant digraphs. Blend sounds into words. Read a few common exception words matched to the school’s phonic programme. To sing the alphabet song.</p> <p><b>Reading</b> Develop a love of sharing books. Read simple phrases and sentences. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Writing</b> Write and recognise their names. Use a capital at the beginning of a sentence and for their name and then lower-case letters. Segment (spell short words) using these sounds. Form lower-case correctly. Begin to write short sentences with words with known sound-letter correspondences. Re-read what they have written to check that it makes sense.</p>	<p>Read individual letters: h, b, f, l, ff, ll, ss, j, v, w, x, y, z, zz, qu, sh, ch, th, ng</p> <p>Read cvc words made up of known letter– sound correspondences. Oral and using written letters. Tricky words: no, go, l, we, me, be, he, she</p> <p>2 story books to share at home each week. Phonic book matched phonetically – read 3 x times weekly. Take home for 1 week. Model re-reading words ongoing as the sentence is read.</p> <p>Laminated name card – practise writing inside each letter. Letter formation families – teach formation when letters introduced in phonics Curly caterpillar: f,q long ladder: l,y one-armed robot: h,b zig-zag: v,w,x,z Spell cvc words orally and using letters Spell tricky words: the, to Dictate simple sentences with known sounds and words, e.g., I go to the shop. Model re-reading writing as it is being written – ongoing as the sentence is written.</p>
<p>Area of learning &amp; development: Mathematics</p>	<p><b>OVERVIEW</b></p>

<p><b>Number</b>          1:1 correspondence to 10 - know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').          Subitise to groups of up to 5          Compare numbers/groups of objects          Link numerals to number value</p> <p><b>Shape, space, measures</b>          Solve real world mathematical problems.          Can copy and continue a simple repeating pattern.</p>	<p>Count objects/actions/sounds in different contexts, e.g., firework pictures.          Fast recognition of quantities: numicon pieces, fingers held up, food etc          Comparing quantities: more/less, greater than, more than</p> <p>Whole group graph: Favourite story, bedtime supper,          Make rangoli patterns with jewels, beads, sticks, and draw patterns on a hand.          Activities we do in the day and night.</p>
<p>Area of learning &amp; development: Understanding the world</p>	<p><b>OVERVIEW</b></p>
<p><b>Name and describe people who are familiar to them.</b>          Build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p> <p><b>Recognise that people have different beliefs and celebrate special times in different ways.</b>          Understand that some places are special to members of their community.          Name, explain and talk about the purpose of places of worship and places of local importance to the community.</p> <p><b>Computing</b>          Complete a simple program on a computer and iPad.          Respond to being given responsibility and independence with equipment.</p>	<p>Quiet Night In: Pretend at home having a quiet night in – games, songs, supper, bedtime story etc. Wear clothes to 'chill' and change into pyjamas.          Talk about own experiences with people who are familiar to them.          Talk about people within the community, e.g., delivery &amp; shop staff, hairdressers, police, fire service, nurses, doctors, and teachers.          Real life and books, talk about how there are many different people.</p> <p>How is Diwali celebrated? Festival of light. Video/read non-fiction books/photos.          Make a diva lamp. Dress up in clothes. Eat Diwali food.          Vocabulary: Diwali, Rama, Sita, good, bad, evil, Hindu, mandir, celebration.          Bonfire Night: watch a video, read stories, look at photos. Discuss.          The Christmas Story. Why is Christmas important to us? Family time.</p> <p>Children take photos of their own/others work using an iPad. Children airdrop photos to printer.</p>
<p>Area of learning &amp; development: Expressive arts and design</p>	<p><b>OVERVIEW</b></p>
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Rangoli patterns.          Colour mixing: bonfire pictures          Christmas creative activities.          Artist: Gustav Klint. Using gold/black colours and shapes recreate the swirly tree.          Learn 3 songs each week: nursery rhyme, maths song, poem</p>

Sing in a group or on their own, increasingly matching the pitch and following the melody.	Christmas traditional carols and new songs about Christmas. Play instruments to accompany Christmas songs – match instruments to sounds.
Explore and engage in music making and dance, performing solo or in groups.	Dance to Diwali music
Develop storylines in their pretend play.	Role-play: One of those days. Quiet Night In.

Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts	
Who can I ask if I need to know something? Who will I bears be? What will they do in FS2?	Build a Bear – Metro Centre Restaurant – Bella Italia	Quiet Night In Just One of Those Days Billy’s Diwali	
Supporting Your Child at Home		Vocabulary	
<p>Letters and sounds resources: in child’s book bag (resources are added as progress through the programme. Family book: Half termly activities linked to topics. Seesaw activities: variety of activities linked to all areas of learning</p> <p>Learn about Diwali on CBeebies: <a href="https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-diwali">https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-diwali</a></p> <p>Listen to the Christmas story on CBeebies: <a href="https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas-story">https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas-story</a></p> <p>Have a look at the Metro Centre website and find out where the Build a Bear shop is. <a href="https://themetrocentre.co.uk/stores/build-a-bear-workshop">https://themetrocentre.co.uk/stores/build-a-bear-workshop</a></p>		Independent alphabet digraph caption sentence tricky graph rangoli community divali Hindu Rama Sita	bad evil restaurant purpose effect artistic airdrop select save swirly match pitch