

Which words and phrases do we want children to recall and define by the end of this block?

Communication, Language and Literacy	Physical Development	Personal, Social & Emotional Development	Literacy	Mathematics	Understanding of the World	Expressive Art & Design
Turn Why How First, then, after. Words to well known rhymes. Nativity Story vocab	Jump, hop, crawl, skip, gallop, run, walk, kick, roll Nip, grip, flip Throw, catch Names of hall apparatus Safety	Safety Healthy/ unhealthy Teeth Dentist Names of fruit/vegetables Assembly	Fred fingers Fred in the head Fred Talk Special friends Letter sound and name Front cover, title, pages Blend I, no the, to, go	morning, lunchtime, afternoon, evening, bedtime, daytime, night-time 3D shape vocabulary Number, some number names Capacity – full, half full, nearly full, nearly empty, empty Subitise Odd one out Repeating pattern	Change Autumn Bulb Predict Woodland Melt Christmas vocab Celebration Decorations Christingle Bonfire Night	Spell Magic Mix Pattern Names of instruments Words to Christmas songs

Which books will help children secure and think more deeply about the knowledge in this block?

‘Remember Remember, the Fifth of November’
 ‘Hovis Hedgehog’
 ‘Little Princess – Lost Tooth’
 ‘Little Acorn’
 ‘Oliver’s Vegetables’
 ‘Oliver’s Fruit Salad’
 ‘Handa’s Surprise’
 Grow Strong – Healthy Habits
 Christmas Stories

We will also be looking at a variety of books based around children’s interests and sharing stories for enjoyment. This will encourage good looking and listening as well as active participation in the stories we share.

How will we enhance our continuous provision to extend learning through independent enquiry?

Home corner related to Halloween, Christmas themes.
 Using natural autumn objects for transient art, leaf printing, natural printing, natural collage.
 Data collection clipboards to find out favourite fruits/vegetables.
 Art using different media –Bonfire Night pictures.
 Cutters/playdough mats in the playdough area related to theme of the week.
 Phonics, initial sound and sound blending games, maths games and floor and table top jigsaws
 Plant pots, watering cans seeds, stones, in water tray
 Variety of books related to weekly topic and interests
 Writing frames linked to weekly topic in writing area e.g. making a spell, names of fruit/vegetables, writing a Santa letter.
 Obstacle course
 Recipe board and cooking equipment in Mud Kitchen

Which strategies are we using to help our most vulnerable children deepen their knowledge this half term?

Opportunities for supported play with peers.
 Staff to model, question and extend learning within play.
 Modelling vocabulary to communicate with staff and peers
 Making links with professional partners on behalf of families – Speech and Language referrals and TAF meetings as needed.
 Carrying out intervention programmes already in place e.g. SALT
 End of autumn 1 tracker to be used to identify gaps and plan interventions.
 Involving parents with next steps at home at Parents Evening appointments.

How can we involve our families in learning?

Share RWI videos related to learning at school.
 Share images of the range of experiences in the setting and ask parents to share their child’s learning at home
 Home learning weekly challenge – Share on Tapestry
 Reading Folder to begin being sent between home and school every week.