Personal, Social and Emotional Development

Recognise that we are an important person in our class and school.
Be a good friend to others and know what that means and involves.
Begin to identify and moderate own feelings socially and emotionally
Think about the perspectives of others. Eg how do you think X feels when this happens?
Manage our own personal hygiene including going to the toilet and washing our hands.

*myHappymind_Module 2 Celebrate

Ten Ten Module 1: Created and loved by

Expressive arts and design

To explore paint through finger painting.
To describe the texture and colours as they paint.
Explore colour mixing.
To talk about their work and decide whether it is abstract or figurative.
Explore, use and refine a variety of artistic effects to express ideas and feelings.
To create natural paintbrushes using found objects.To use natural paint brushes and mud paint to create artwork.
To respond to music through the medium of paint.Listen attentively, move to and talk about music, expressing their feelings and responses.
To make child-led collages using mixed media.
To use loose parts to create a piece of transient art.Create collaboratively, sharing ideas, resources and skills.

KAPOW Music: Celebration music

Communication and Language

Connect one idea to another using a range of connectives.
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk
Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?)
Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts

Time to celebrate!

Autumn 2 2026- Beesley Class

The big question:

Which celebrations are important to different people?

Physical Development

To balance on small and large body parts in the shape of a star
To send a ball/throwing equipment with increasing accuracy
To jump and land appropriately
To climb under, through and over climbing equipment
To practice throwing overarm
Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
Use a range of small tools, including scissors, paint brushes and cutlery.

Literacy:

Continue phase 2 phonics
Write some letters accurately
Developing phonological awareness recognize words with the same initial sounds
Writing initial sounds and basic CVC labels
Retell stories through small world and role play
Read individual letters by saying the sounds of them
Understand that print has meaning and we read English from left to right
Write some of their name

Mathematics:

Circles and triangles
Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5
Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number
Shapes with 4 sides
Explore the concept of 'whole' and 'part'

Understanding the world

Continue developing positive attitudes about the differences between people.
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Understand that some places are special to members of their community.
Recognise that people have different beliefs and celebrate special times in different ways.
Comment on images of familiar situations in the past
Describe what they see, hear and feel whilst outside.