

FS2 Term  
Autumn 2

What will I be learning about during this unit?

What new vocabulary will I learn during this unit of work?

Where will my learning go next?

Topic Theme

**Bonfire Night, Diwali, Christmas**

Stories based on these festivals

**Superheroes**

Eliot Midnight Superhero

Traction Man is Here

How to Be a Superhero

Max

A Superhero Like You

Super Kid

**Christmas**

The Nativity Play

The Jolly Christmas Postman

Communication and Language

Communication and language is at the heart of all that we do. Central to this is daily sharing of stories and rhymes and the development and enrichment of vocabulary both planned through topic work and spontaneously as we work and play together. Children can be at very different stages in their understanding and use of language and we aim to tailor our provision to meet their needs whatever their starting point through skilful modelling and scaffolding. This term our focus will be around Developing the skill of listening carefully Following instructions Answering “why” questions (as well as “who” “what” and “where”) Giving children the space to talk and listen and encouraging them to start conversations with their peers and adults and express their needs and feelings and use language as a powerful way of developing their play and interactions with others. Rhymes and songs - Poetry

Extending conversations  
Listening in larger groups  
Continuing to develop and use new vocabulary  
Extending length of utterances

**Personal, Social  
and Emotional  
Development**

**Managing self**

Things that make them special,  
things that they are good at.

**Self-regulation**

**Understanding feelings of others**  
and how they might deal with them

**Managing self**

**Unique**, achievement,  
like, dislike, **different**,  
special

**Self-Regulation**

**Feelings**, **emotions**,  
**friend**, **caring**, **kind**

Children will continue  
celebrate differences  
throughout the year  
and on to Year 1.

Children will start to  
develop strategies and  
manage emotions.  
They will also help  
peers manage theirs.

**Protected  
Characteristics  
highlighted in pink  
Linked to EYFS PSHE  
Matters 'Being Healthy'  
Drug Education  
Pregnancy and families**

**Physical  
Development**

**Fine Motor Skills**

Continue to develop their small motor skills so that they can use a range of tools with increasing control through developing their skills using

***Palmer Arches***

Loose parts play (e.g. pinecones, sticks, stones etc.), small world, scoops and bowls, threading, play dough

***Wrist Stability***

Writing on large pieces of paper, easels, chalk and chalk boards, white boards and pens, chalk on the playground.

***Thumb and Fingers for precision grasping***

Tweezers, peg board, threading and beads, weaving, play dough tools

**Daily/Weekly Sessions**

Dough Disco

Physical literacy – jumping crawling, balancing

Write Dance

**Gross motor skills**

Daily access to the outdoor area (Garden). Activities to develop these skills available;

Mud kitchen and digging pit

Construction Writing area

Bikes and Scooters

Climbing frames and stepping stones

Large construction toys

Chalk boards

Water area

PE – see PE curriculum overview-  
Fundamentals

**Fundamentals**

Sequence, travel, movements, routine, beat, rhythm, listening

**PE**

Revise and refine the fundamental movement skills that they already have, developing their core muscle strength and overall body strength. Combine different movements. Outdoor play area and on large playground. Continuous provision. Climbing (EYFS climbing frame and trim trail). Construction, imaginative and block play, transporting and using equipment safely.

**Literacy**

Literacy sessions take place focused on a key text, song or poem. Children listen to these texts daily. Guided writing sessions take place focusing on the key text. Writing is modelled daily to the children. Daily stories and rhymes and time to talk about them (see Language and Communication) Reading books matched to stage of phonological development RWI set one sounds Fred Talk for blending Introduce red words Begin reading simple CVC words Begin segmenting for spelling and

Sound  
read write  
page  
word

<p><b>Maths</b></p>	<p>writing CVC words Mark making for a purpose across the curriculum Pencil skills and letter formation</p> <p>White Rose Maths units One less, One more, numbers to 5. Light and Dark Consolidation</p>	<p>How many? more, 1 more, most fewer fewest, 1 less, equal</p>
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<p><b>Understanding the World</b></p>	<p><b>People, culture and communities</b> People celebrate in different ways and have different beliefs Talk about people in their families and school community – Bonfire night, Diwali Christmas Other festivals linked to children’s communities</p> <p><b>Past and present</b> Tell story of Bonfire night Talk about their own history linked to birthday celebrations Remembrance Day (use Cbeebies clip) Ongoing stories set in the past and books about important historical figures</p> <p><b>Natural World</b></p>	<p>Celebrate festival community Sikh, Hindu, Christian</p>	<p>Protected Characteristics highlighted in pink RE F4 Which times are special and why?</p>
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Look at the different squashes and pumpkins. Begin to explore the seeds inside within continuous provisions.

Explore change of state – solid to liquid. Explore ice within the continuous provision and outside (depending on weather). Continue to explore senses regarding seasonal changes – e.g. walking on a frosty field.

Learn about nocturnal animals and where they live.

Explore 'light and dark' concepts.

E.g. shining torches, making shadows etc.

Children explore the natural world around them. They observe seasonal changes and create pieces of art linked to our topics.

### Creative Development

Music – Practising a range of nursery rhymes and Christmas songs for nativity. Children use actions alongside this.

Bonfire night pictures – printing with a variety of materials, wax resist

Diwali pictures and clay divas

Christmas printing painting, 3d decorations

Exploring different media during free choice – paint, chalk, pen, oil pastels.

D&T – Design wrapping paper for a present after looking at examples, decorate wrapping paper and verbally evaluate.

Art, artist, mark-making, expression, colour, line, paint, paper, brush, pencil, pastel, charcoal, chalk, crayon, collage, glue, cut, stick, draw, print, make, clay, pattern, thick, thin, texture, shape, form, tone,

### Enrichment

Visitor from Oakwood Church

Class Nativity

Christmas Party

Christmas Panto