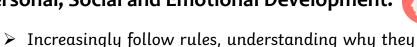
### **Communication and Language:**



- ➤ Use familiar story language. We will retell, innovate and invent stories. There will be a focus on story sequencing and creating story maps to support this.
  - > Use storytelling language appropriately.
- > Create our own stories through Helicopter stories and create our own class book.
  - > Play oral segmenting and blending games.
- > Use positional language to describe the journey in 'Bears in the Night.' Language includes: in, out, up, down, over, under, around, through, and between.
- > Use newly learnt vocabulary in their play.
  - > Learn a range of Christmas songs.

## Personal, Social and Emotional Development:



- > Build constructive and respectful relationships.
- > The value of the term is respect.

are important.

- ➤ Our focus in Jigsaw this term is to celebrate our differences. We will also explore similarities and differences when learning about Diwali, Christmas, Children in Need, etc.
- > Support children to manage their emotions and to consider the feelings of their peers, model resolving issues calmly and respectfully.

## **Physical Development:**



- In PE our focus will be ball skills. We will learn to catch, throw, roll, kick, bounce and hit targets. We will also use rackets.
- > Developing their small motor skills through dough disco and funky fingers challenges (e.g. threading, pinching and squeezing).
- > We will work on developing our pencil control and will try to form our letters correctly.
- ➤ Increased independence in physical self-care (particularly putting on own coats and shoes).

### Understanding the world:



- Use vocabulary to name bones in the human skeleton.
- Use new vocabulary relating to light and dark. Explore in a dark den, have a glow stick disco, use torches, put on a shadow puppet show and find shadows outside.
- Learn about different festivals and special events, including Diwali, Christmas, Bonfire night and Remembrance Day.
- Learn facts about nocturnal animals.
- Can talk about what they have done with their families to celebrate Christmas in the past.
- > Learn how Christmas is celebrated differently around the world.
- > Read Bears in the Night and describe routes. Learn the key features of a map. Draw simple maps to support this.

# **Bedtime Stories!**



Funny Bones
Oscar and the Moth
Owl Babies
Bears in the Night
Gingerbread Man
The Christmas Story



## **Expressive Arts and Design:**



- > Firework pictures, Remembrance Day artwork, Christmas decorations, Christmas cards, Divas.
- > Use clay to create nocturnal animals.
- > Learn and sing Christmas songs.
- > Imitate, innovate and invent stories.

This term our focus in art is drawing and line:

- > Develop the correct hand-grip to form marks.
- > Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, thick and thin chalk, pens and pencils.
- > Using fingers to trace in sand etc and progress to brushes and sticks to follow pattern.
- > Investigate different lines: Straight, curved, wavy, dashed.
- > Produce lines of different thickness and tone using pencil.
- > Start to produce different patterns and textures from observations, imagination and illustrations.
- > Begin to use line and shape to represent recognisable shapes and objects.

#### Literacy:



- Our stories will be Funny Bones, Owl Babies, Bears in the Night and the Gingerbread Man.
- > We will continue with daily RWI phonics.
- > We will explore characters, settings and key features of a story.
- > We will learn to segment and blend sounds in CVC words.
- > Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Retell a story orally once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- > We will innovate a familiar story with our own creative ideas.

#### **Mathematics:**



- > To deepen their understanding of the fiveness of five.
- ➤ Counting, ordinality and cardinality. Further practise their 1:1 correspondence skill, by counting numbers at the same time as moving or tagging objects.
- ➤ The children will be encouraged to compare the number of objects in 2 sets by matching them 1:1. Seeing that objects in some sets can be matched without any being left over will draw the children's attention to instances when the quantities of objects are equal.
- > Explore composition of numbers to 5 and and then 10
- > Develop fast recognition of up to 5 objects, without having to count them individually ('subitising').
- Name and select some 2D objects in play, e.g. when building a model or drawing a picture. (Triangle, square, circle and rectangle)
- Explore size and weight in their play, using mathematical vocabulary to reflect understanding.
   (E.g. weighing presents, ordering/measuring tinsel).