

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.

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.

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.

Personal, Social and Emotional Development:



- Increasingly follow rules, understanding why they are important.
- Build constructive and respectful relationships.
- The value of the term is respect.
- 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.

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.

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).

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 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).