

## OUR DRIVERS:

Spiritual, Moral, Diversity & Beliefs Communities & Environment Life Skills Personal, Social & Emotional Well Being

### Prime Area: Personal, Social and Emotional Development

To try new activities and say why they like some activities more than others.

To speak confidently to others about their own ideas.

To understand how our own actions affect other people.

To be able to negotiate and ask appropriate questions.

To take part in key person time involving discussions with an adult and peers.

### Prime Area: Communication and Language

To listen to The Jolly Postman and The Jolly Christmas Postman and join in with the rhyming phrases.

To sequence the events in The Jolly Postman and The Jolly Christmas Postman.

To create roles and experiences through the use of role play, introducing storylines or narratives.

### Prime Area: Physical Development

To take part in dough disco, squiggle while you wiggle and finger gym to support fine and gross motor skill development.

To take part in a weekly welly walk.

To use a correct pencil grip and gaining control with mark making implements.

To continue to develop fine motor skills through the use of finger gym activities.

To take part in Forest Schools in the school grounds. - Alien group.

### Specific Area: Mathematics

To begin to use everyday language to talk about money.

To use the language of 'more' and 'fewer' to compare two sets of objects.

To find the total number of items in two groups by counting all of them.

To say the number that is one more than a given number.

To find one more or one less from a group of up to five objects.

In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.



## The Jolly Postman

Autumn Term 2

Wow Moment: Christmas Play  
(no cost involved)

Home Learning Challenge: A family tree

### Specific Area: Literacy

To recognise and write their own name.

To complete phase 2 letters and sounds, beginning phase 3 when ready.

To hear and say initial sounds in words.

To segment and blend sounds in words.

To begin to read words and simple sentences.

To give meaning to marks they make.

To write our own names, labels and captions.

To attempt to write simple sentences.

### Specific Area: Expressive Arts and Design

To take part in role play activities.

To sing songs and nursery rhymes.

To learn songs for the Christmas play and carol service.

To make Christmas cards and decorations.

To create portraits on a stamp.

To paint imaginary landscapes.

To create collage bicycles.

To print circular patterns.

To sing circle songs and learn to sing a round.

### Specific Area: Understanding the World

To take part in Forest Schools in the school grounds - Alien group

To use simple paint programmes to create pictures.

To visit the post box.

To address letters and talk about where we live.

To play games on the IWB after they have been shared during whole class sessions.

To plot the route of the Jolly Postman.

To use a camera to take pictures.

To understand the Christmas story.