

## 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 be able to dress and undress for PE.

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

### Prime Area: Physical Development

To gain an awareness of space and other people within the space.

To take part in 'Dough Disco' and 'Squiggle While You Wiggle.'

To develop ball skills to include throwing, hitting, bouncing and kicking.

To gain control over fastenings when getting dressed and undressed for P.E sessions.

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

To take part in Forest Schools (Ms Scrase's Key Person Group).

### Prime Area: Communication and Language

To listen to Stickman and encourage children to join in with the repeated phrases.

To sequence the events in the stories.

To follow and respond to instructions.

To create roles and experiences through the use of role play.

### Specific Area: Expressive Arts and Design

To take part in role play activities.

To sing songs and nursery rhymes.

To learn the songs for Christmas play.

To make a stickman.

To use clay to make models.

To paint animals.

To know musical sounds can be changed.

### Sunflower Class



### Autumn Term 2

**Wow Moment:** Visit to the Wyvern Theatre, Swindon to see Sleeping Beauty Wednesday 18<sup>th</sup> December (Please see separate letter which includes costing).

### Home Learning Challenge:

**Technology challenge** - please see attached  
Due in Thursday 12<sup>th</sup> December

### Specific Area: Understanding the World

To begin to take part in Forest Schools.

To complete a Stickman Hunt welly walk linked to road safety and changes in weather.

To discuss and understand animal behaviours.

To explore properties of natural materials.

To compare the natural and manmade environments.

To log on to the school computer network and use simple paint programmes to create pictures.

To understand the Christmas story and how people celebrate Christmas.

To take part in customs and routines associated with Christmas.

### Specific Area: Mathematics

To sort objects in to groups.

To identify sorting rules.

To compare quantities of identical objects.

To compare quantities of non-identical objects.

To use language linked to our day.

To use positional language to describe when events happen.

### Specific Area: Literacy

To recognise and write their own name.

To introduce letter sounds - phase 2.

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.