

## Owlets Autumn 2 Curriculum Overview 2018

	29.10.2018	05.11.2018	12.11.2018	19.11.2018	26.11.2018	03.12.2018	10.12.2018
<b>Key Events</b>	Tues – School photos Weds – Spooky Walk & Halloween	Mon – Guy Fawkes Mon & Weds – Parent Consultations Thurs – Open Day	Tues – STEM day Fri – Children in Need	Tues – Miss Church out Weds – Karate taster session		Christmas build up	Weds/Thurs – Christmas Play Fri – Christmas Jumper Day
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Talk Partners provide regular opportunities for children to converse, discuss and peer assess their learning</li> <li>Free-flow choosing time promotes an expanse of communication – listening, talking, responding, understanding</li> <li>Weekly <b>Spanish lessons</b> planned and taught by Mrs Pandit (MFL Teacher)</li> <li>Small group learning provides adult modeling and substantial time to support individual's needs</li> <li>Daily phonics teaching, including the introduction and discussion of new vocabulary</li> </ul>						
<b>Physical Development</b>	Weekly <b>Physical Education lessons</b> planned and taught by Mrs House (HLTA) <b>Outdoor Environment</b> supporting gross motor development through activities/resources such as: trim trail, bikes and scooters, mud kitchen, stage, den building, large scale construction resources <b>Sensory/Fine Motor Tray</b> provides children with opportunities to develop muscle tone, develop hand-eye coordination and experience and explore different textures <i>Topic ideas: Beads &amp; petals, threading beads onto magic wands, wrapping ribbons around sticks, glitter &amp; sand (fairy dust), large paper to draw story map on, traditional tale scene, woodland scene, castle, gingerbread scented playdough (Gingerbread Man)</i>						
	Eyeball soup – eyeballs in orange coloured water outside  Making broomsticks with sticks & string	Bubble wrap popping – firework pops!		Karate taster session	Christmas Play Dance	Christmas Play Dance	Christmas Play Dance
<b>Personal, Social and Emotional Development</b>	Free-flow choosing time within a planned Early Years Environment provides children with opportunities to develop self-confidence, their sense of self and begin to make established friendships within their class group. Children will make independent choices about their learning by carefully selecting resources both on their own and with others, which will enable them to use and apply their knowledge of the world around them, subsequently leading to a greater level of understanding. Children will converse with one another, negotiate, take turns, learn about each other's feelings and begin to understand how their actions can affect these.						
<b>Literacy (Reading and Writing)</b>	<b>Phonics</b> – Discrete phonics teaching Tuesday-Friday. Opportunities to apply phonological understanding on Monday during Big Write and through regular <b>1:1 reading</b> Phonics is taught in line with Letters and Sounds, although aspects of other schemes are used such as the Read Write Inc formation rhymes						
	Weekly <b>BIG Write</b> provides a routine opportunity for children to develop their writing skills as well as apply and use their phonological understanding and awareness. <b>Talk Homework</b> is issued on a Friday – a discussion point/topic for children to talk about at home with their family in preparation for Big Write on Monday. <b>Gold Write</b> is introduced later in the year as a half termly/termly assessment tool; whichever is felt best appropriate for the cohort of children. <i>Topic ideas: Imagine your fairytale kingdom – Where would you live? Who would you be?, Once upon a time there was a little girl/boy called (insert child's name)....</i>						

	<p><b>Daily Story Telling</b> promoting a love of reading/stories and broadening the range of books that children enjoy</p> <p>Aiming to develop a love of books and stories, develop name recognition and begin letter recognition through phonics</p> <p><b>Possible Texts</b> – All Traditional Tales e.g. The Gingerbread Man, Little Red Riding Hood, The Three Little Pigs, The Little Red Hen etc. Cinderella, Sleeping Beauty, Snow White Mixed up Fairytales, Goldilocks and Just the One Bear</p> <p><i>Halloween texts – Wake up do, Lydia Lou – Julia Donaldson, Room on the Broom – Julia Donaldson, Winnie the Witch</i></p>	
<p><b>Mathematics</b> <b>(Number and Shape, space and measures)</b></p>	<p>Aiming to develop number sense through a variety of activities that focus on the nine principles of early number and counting</p> <p>Children will learn to recognise and order numerals, count physical objects (both ordered and disorganised), develop order irrelevance and cardinality</p> <p>Through play and exploration, children will explore the language associated with various measures such as height, length, weight, capacity, time and money. Experiment with both 2D and 3D shapes through purposeful play, considering similarities, differences and their own developmental schema</p> <p><i>Halloween maths ideas:</i> Peg legs on numbered Halloween spiders, Counting ingredients for spells and potions, Missing ghost numbers, How many seeds are in a pumpkin? Counting pumpkin seeds into numbered cupcake cases</p> <p><i>Bonfire night maths ideas:</i> Bows for presents as fireworks – count out the fireworks, Shape rockets, Pompom fireworks – patterns and colour</p>	
<p><b>Understanding the World</b> <b>(including Technology)</b></p>	<p><b>Modern Foreign Languages – Spanish</b> planned and taught by Mrs Pandit</p> <p>Through role play and discussions, children will explore the concept of their own family alongside others’ whilst also considering adult occupations and job roles.</p> <p><i>Halloween</i> <i>Guy Fawkes and the Bonfire Plot</i> <i>Remembrance Sunday</i></p> <p><b>Technology</b> opportunities through: Phones, Use of Interactive Smartboard, iPads and headphones, Happy Land Toys (sound effects), lego wind up cars, BeeBots, Taking photos, Making toast for snack, Chromebooks and keyboards, Wind up garage mechanism</p> <p><b>Nature Afternoon</b> providing a range of outdoor activities to explore the outdoors. Sometimes taught with KS1 Class</p> <p><i>Topic ideas: Fairy doors on tree trunks, Making Fairytale soup, Dragon hunt, Making wizard’s broomsticks, Flower crowns, Building dragon caves, Miniature fairy gardens in plant pots, Nature fairy bracelets</i></p>	
<p><b>Expressive Arts and Design</b></p>	<p><b>Role Play Area</b> – Enchanted woodland (Grassy floor, woodland seating, fairies, flowers and plants draping down, tea set, woodland creatures, sticks for magic wands)</p>	<p><b>Role Play Area</b> – Change according to children’s interests</p>

	<p>Paint a pumpkin – place pumpkin on table and provide pumpkin colours</p> <p>Spooky Spider printing – use plastic spiders and paint on large paper</p> <p>Playdough pumpkins or playdough spiders</p> <p>Half an apple – print apples with orange paint to make pumpkins</p> <p>Bat silhouette paintings</p>	<p>Firework cookies – decorating with icing and sprinkles</p> <p>Remembrance Sunday poppies</p>	<p>Finger printing Pudsey spots</p>			<ul style="list-style-type: none"> <li>○ Christmas Crafts</li> <li>○ Christmas cards</li> <li>○ Christmas Dance</li> <li>○ Christmas songs and music</li> </ul>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	-------------------------------------	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------