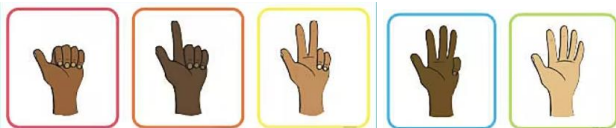


# Celebrations

## Mathematics



### Subitising

- continue from first half-term
- subitise within 5, perceptually and conceptually, depending on the arrangements.

### Composition & Comparison

- explore the concept of 'wholes' and 'parts'
- explore the composition of numbers within 5
- understand that sets can be compared
- use the language of comparison, including 'more than' and 'fewer than'
- compare sets 'just by looking'

### Cardinality, counting and ordinality

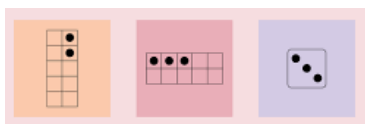
- continue to develop their counting skills
- explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand

### Shape, space and measure

- Compare and order items by size
- Compare the mass of objects using vocabulary such as heavier/lighter
- Describe, copy, continue and create a simple repeating pattern
- Can use positional language to build a model
- Know about day and night

### Key Vocabulary:

<b>Subitise</b>	To know how many in a group of objects without counting
<b>Cardinality</b>	Measure of the number of elements of the set
<b>Ordinality</b>	To be able to pair each number counted with a number word
<b>Numerosity</b>	Perception of quantity or 'how many-ness'.



## Literacy



### Children will:

#### Reading

- Show an interest in books and handle them carefully
- Enjoy listening to and joining in with stories, rhymes and poems
- Join in with phrases and familiar parts of stories and rhymes and fill in missing parts
- Show interest in illustrations and suggest narrative to accompany pictures

#### Writing

- Give meaning to marks I make
- Use phonic knowledge to segment and blend and write CVC words
- Make phonetically plausible attempts in spelling words
- Write own name
- Begin to use correct letter formation for letters that I have been taught

### Key Vocabulary:

<b>Prosody</b>	The patterns of stress and intonation in a language.
<b>Comprehension</b>	The ability to understand something.
<b>Character</b>	A person in a novel, play, or film.
<b>Setting</b>	Where a story take place.
<b>Non-fiction</b>	Prose writing that is informative or factual rather than fictional.
<b>Fiction</b>	Something that is invented or untrue.

## Phonics



### Children will:

- Recognise phonemes: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk
- Words with s /s/ and s /z/ added at the end (hats sits)
- Segment, blend and read words with these sounds
- Read CVC words
- Read decodable texts with the phonemes taught
- Recognise 'Tricky words': put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be

### Key Vocabulary:

<b>Digraph</b>	A combination of two letters representing one sound, as in <b>ph</b> and <b>sh</b> .
<b>Phoneme</b>	The smallest unit of sound, eg s,a,t
<b>Grapheme</b>	The letters that represent a sound
<b>GPC</b>	Grapheme Phoneme Correspondence
<b>Tricky word</b>	Words that cannot easily be decoded

# Celebrations

## Personal, Social & Emotional Development

- Begin to develop friendships
- Build a positive relationship with adults in the classroom
- Seek support from adults when needed
- Have the confidence to speak to peers and adults



## Creative Development

- Begin to use a variety of drawing tools, e.g. finger, stick, pencil, coloured pencils, pastels, chalk, felt tips, pen, clay tools and know the names of the tools
- Explore different textures and experiment with mark making. E.g. gloop, sand, clay,
- Create simple representations of people and objects
- Begin to think about what I am going to create

## Key Vocabulary

<b>Worried</b>  Tense hand Use both hands if very worried	<b>Proud</b>  Thumbs brush down chest as hands circle alternately in towards body	<b>Celebration</b>  High arms
<b>Autumn</b> 	<b>Christmas</b>  Slide right hand over back of left hand - forward slide then slide left hand over right hand	<b>Winter</b> 



## Knowledge & Understanding

### Past & Present

- Talk about significant events in my own experiences, describing special times and events and know this is my own history.
- Compare and contrast characters from stories, including figures from the past
- Use artefacts and images to talk about the past comparing similarities and differences

### People, Culture and Communities

- Know about Hanukkah and how Jew's prepare for and celebrate Hanukkah
- Know how Christians celebrate Christmas
- Explain some similarities and differences between life in this country and life in other countries.
- Know about a range of celebrations from different cultures and religions, comparing similarities and differences

### The Natural World

- Talk about materials using vocabulary for example soft, hard, stretchy, rough, smooth
- Identify Autumn and Winter as seasons
- Identify and name some of the trees and plants in our school grounds



## Developing Independent Skills

I can put my bag, coat and book bag in the right place when I come in.  
 I can choose my own resources and put them away.  
 I can go to the toilet and wash my hands on my own.

## Physical Development

### Gross Motor Skills

- Develop core muscle strength to achieve a good posture when sitting at a table or on the floor
- Confidently and safely use a range of large and small apparatus indoors and outdoors to develop overall body strength, balance, coordination and agility
- Be able to queue and line up
- Move safely in a space with consideration of others
- Follow, copy and lead a partner

### Fine Motor Skills

- Use cutlery independently at meal times
- Use scissors to make snips and cut along a straight line
- Begin to use a tripod grip when using mark making tools
- Be able to copy letters that I have been taught



## Discussion Questions

What would happen if trees could walk around?  
 Why do stars twinkle?  
 Why can't we see the moon all the time?



## Communication and Language

I can follow simple instructions.  
 I am beginning to understand how and why questions.  
 I can speak in full sentences.

