

FS2 Autumn 2 Curriculum

Dark Nights and Special Lights



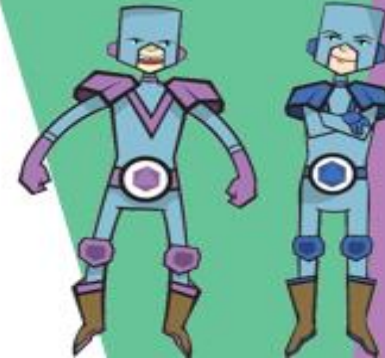
Commitment

We are brave,
enthusiastic
and
motivated.



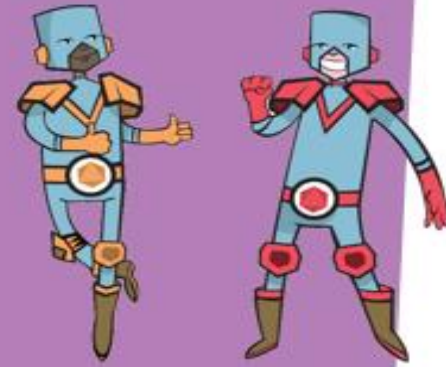
Aspiration

We are
encouraging,
ambitious and
proud.



Nurture

We feel happy,
safe and
welcome.



Topic Overview

In this topic, children will recognise that **people have different beliefs and celebrate special times in different ways**. They will use **stories** to support their understanding and **engage in non-fiction books**. They will **explore the changing seasons of the world around them** and through this, explore **nocturnal animals**.



Possible Enhancements and Activities

Use the context of 'The Jolly Postman' to encourage children to write letters to friends and family. Use this as an opportunity to model applying their phonics to a clear context.

Provide children with a range of instruments that they can use to recreate music from other cultures. Provide the opportunity for children to perform their music to groups of children or the class.

Use the Christmas performance as an opportunity to develop children's confidence to perform songs and dances in front of a larger audience.

Discuss with the children the changing weather and day light times. Use the stories to understand what is happening and why this happens. Model and encourage children to use the correct vocabulary linked to the changing seasons.

Provide opportunities for children to discuss things that are important to them. This could be done through daily/weekly sharing opportunities. Encourage children to understand and compare what is different between different families and cultures.

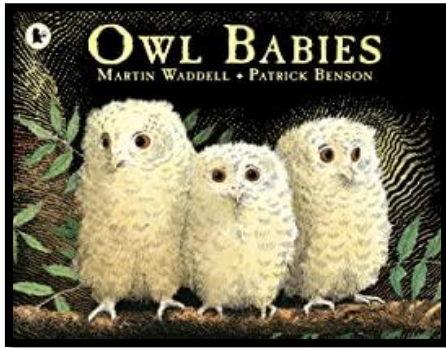
Provide opportunities for children to role play key religious events using a range of resources. Use this as an opportunity to discuss why celebrations happen and celebrations that are important to the children in the class.

Commitment

Aspiration

Nurture

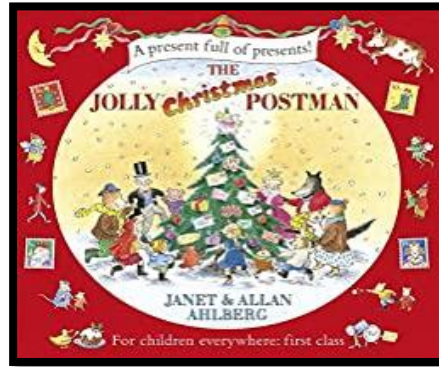
Book Hooks



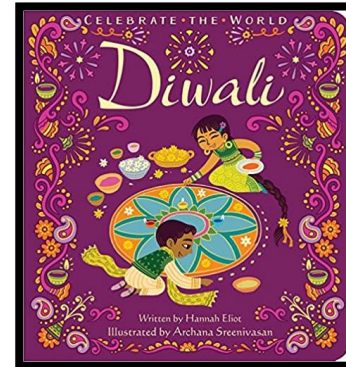
To support the children in continuing to develop their understanding of different animals.



To support the children in understanding what happens during the night and nocturnal animals.



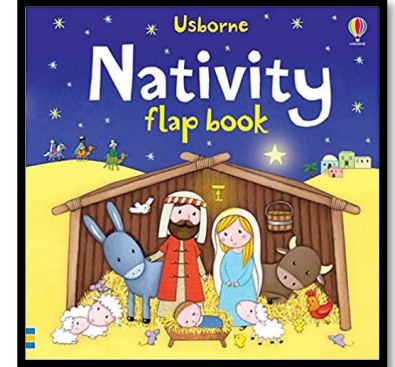
To support the children having a context for letter writing linked to the theme of Christmas.



To support the children in understanding the festival of Diwali through a story.



To support the children in understanding the festival of Diwali through a non-fiction book.



To support the children in understanding the first Christmas and why people celebrate Christmas today.

Curriculum Links – Prime Areas

	Reception children will be learning to:	Examples of how to support this:
C & L	<ul style="list-style-type: none"> Learn new vocabulary and use new vocabulary throughout the day, Ask questions to find out more and to check they understand what has been said. Articulate their ideas and thoughts in well-informed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Engage in non-fiction books to develop a deep familiarity with new knowledge and vocabulary, 	<ul style="list-style-type: none"> Identify new vocabulary you want the children to learn in new activities and books. Use pictures to support the children in understanding of the new vocabulary and model using it in a range of sentences and contexts. Use the vocabulary repeatedly throughout the week and model using it within play situations in the setting. Show genuine interest in knowing more and model asking questions as you read stories and play alongside children in the setting. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them." Use non-fiction books to support the children in learning new vocabulary related to the topic. Use this opportunity to discuss how fiction and non-fiction books are different.
PSED	<ul style="list-style-type: none"> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. 	<ul style="list-style-type: none"> Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others. Allow children time in friendship groups as well as other groupings. Have high expectations for children following instructions. Model positive behaviour and highlight exemplary behaviour, narrating what was good about the behaviour. Encourage children to express their feelings if they feel hurt or upset. Use books to talk about characters feelings and support the children in comparing this to familiar contexts. Encourage children to think about their own feelings and the feelings of others by giving explicit examples of how others might feel. Model practices that support good hygiene and narrate your own decisions about healthy foods. Use stories to support children in understanding the perspective of others using 'how' and 'why' questions to develop this 'Why did the mum leave the babies?', 'How did this make the babies feel?', 'Why was it important for mum to do this?'
PD	<ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> Establish a P.E routine with the children so that you can explicitly teach them body strength, co-ordination and balance skills as well as a range of ball skills. Continue to observe the children and audit the environment to ensure that the resources available to the children provide them with a range of opportunities to develop their skills. Provide areas for sitting at a table that are quiet, purposeful and free of distraction. Give children regular, sensitive reminders about correct posture. Provide different chairs at the correct height for the range of children in the class Establish handwriting routines in the classroom so that you can explicitly model to the children how to form their lower-case letters. Provide scaffolding and resources to support this in the environment.

Curriculum Links – Specific Areas

	Reception children will be learning to:	Examples of how to support this:
L	<ul style="list-style-type: none"> Blend sounds into words, so that they can read short words make up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words. Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with the letter/s 	<ul style="list-style-type: none"> Provide CVC words within the phonics lesson and the environment for children to read. Establish a home reading routine. Children to take a Phonics book (matched to their phonic ability). along with a picture book home each week. Find opportunities to listen to children read 1:1 focusing on word reading. Teach formation of letters as they learn the sounds for each letter using a memorable phrase. Practise these letters with the children and have high expectations of the letter formation. Show children how to touch each finger as they say each sound in a word encouraging them to then write the corresponding letter. Provide opportunities in the environment to write for a purpose and ensure resources are highly engaging and plentiful.
M	<ul style="list-style-type: none"> Link the number symbol with it's cardinal number value to 10. Count beyond 10. Count objects, actions and sounds. Subitise numbers to 5. Compare numbers to 5. Understand 'one more than/one less than' relationship between consecutive numbers. Compare length, weight and capacity 	<ul style="list-style-type: none"> Build counting into everyday routines such as the register, tidying up, lining up etc. Play games which involve quickly revealing and hiding number of objects to develop children's skills of subitising. Put objects into five frames to begin to familiarize children with the structure of the number system. Encourage children to show a number of fingers 'all at once' without counting. Display numerals in order alongside dot quantities or tens frame arrangements up to the number 10. Provide meaningful contexts to compare quantities during play 'who has more?' Make predictions about what the outcome will be in stories, rhymes and songs if one is added or taken away. Model comparative language in the environment using 'than' and encourage children to use this language. Ask children to make and test predictions.
UTW	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways, Recognise some similarities and differences between life in this country and life in other countries. Understand the effect of the changing seasons on the natural world around them. 	<ul style="list-style-type: none"> Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible Take children to places of worship and places of local importance to the community or invite visitors from different religious and cultural communities into the classroom to share their experiences with children. Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children may begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others. Guide children's understanding by draw children's attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Use selected texts to make comparisons to what the children have observed in their own environment,
EAAD	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody, Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe. Encourage children to explore the instruments used to create the music and to use these to recreate their own pieces of music. Encourage children to watch each others performances and comment on what they liked about it. Introduce new songs gradually and repeat them regularly. Use the Christmas performance as a way of engaging children in learning new songs. Use this opportunity for children to learn new dances and to build their confidence in performing to a larger audience.

Commitment

Aspiration

Nurture

Knowledge Organiser

*Key Vocabulary

History	Geography	Art	D.T	Music	Science	PSHE	R.E
<ul style="list-style-type: none"> Use the vocabulary 'When I was younger, last year, a long time ago, before etc' to share festivals and celebrations from their memory. Know that special events happened a long time ago, before members of our families were born. We celebrate these events today and they become a tradition. 	<ul style="list-style-type: none"> In the autumn, most leaves change colour and fall off the trees. In the winter it gets colder and darker. In the winter it can snow and the ground can be icy. Know where the local temple and church is. Locate these on a map comparing their location to school. 	<ul style="list-style-type: none"> We can make colours lighter using white and darker using black. Use tools such as forks and techniques such as blowing paints to create pictures (fireworks). 	<ul style="list-style-type: none"> Cut materials with scissors following a line. Mould and sculpt clay to create pottery (Diva lamp) and use tools to score patterns into them. 	<ul style="list-style-type: none"> Sing in a group to perform Christmas Songs. Use percussion instruments to create sounds similar to fireworks. Name the instruments drum, tambourin, cymbal, triangle, maraca. Know how to copy a given beat with an instrument. 	<ul style="list-style-type: none"> Some animals are nocturnal. This means they come out at night. Owls and foxes are nocturnal animals. Some animals like hedgehogs hibernate in the winter. Some animals have feathers to keep them warm and other animals have fur. In the day it is light and at night it is dark. In the autumn the leaves fall off the trees. In the winter it gets colder and darker. 		<ul style="list-style-type: none"> Christians celebrate Christmas. Jesus was born on Christmas Day in a stable in Bethlehem. Some Christians go to church, this place is special to them. Hindus celebrate Diwali. Diwali is called The Festival of Light. Making Rangoli is a Diwali tradition.
						<p>PSHE and R.E - Specific links to the curriculum should be taught alongside the schools scheme of learning (Jigsaw, Derby City Syllabus)</p>	

Commitment

Aspiration

Nurture