

Expressive Arts and Design

- Exploring colours and how they can be changed as well as distinguishing between colours.
- Joining in circle games, action rhymes and songs.
- Learn Christmas songs and other special day's songs.
- Drawing/painting special memories from special days. **(Article 5)**
- Imitating movement to music, linked with occasions such as firework movement and birthday party games.
- To use role-play in their play. **(Article 31)**
- Making Christmas cards, calendars and other festival related objects and items.
- Beginning to be creative and use different materials in their artwork. **(Article 13)**
- Plan and create junk models with a purpose in mind.
- **Opportunities to follow child-led interests.**

Understanding the World

- Making and eating foods used for special occasions. **(Article 12 and 13)**
- Learning about special days, what makes them important to us. **(Article 6)**
- Building on from 'Super ME' topic by looking at photographs from special occasions such as birthdays and christenings etc. **(Article 12 and 13)**
- Looking at signs of winter, through winter walks and investigating the change in weather conditions.
- Using and exploring natural materials.
- Describing special times/events for self, family and friends **(Article 12 and 13)**
- Knowing how to operate simple equipment- IPADS, CD, computer mouse and keyboard, camera, talking buttons and story phones.
- **Opportunities to follow child-led interests.**

Personal, Social and Emotional Development

- Discussing their feelings linking with special days. **(Article 12 and 13)**
- Turn taking, sharing and caring in small groups. **(Article 15, 31)**
- Expressing their needs and opinions. **(Article 12, 13)**
- Talking about special days. **(Article 12 and 13)**
- Continuing to develop friendships. **(Article 15, 31)**
- Problem solving with their friends, during 'Make a New Friend Monday' **(Article 15, 31)**
- Begin to develop confidence to try new activities.
- Beginning to adapt their behaviour to match changes in routine such as Christmas performances.
- Sharing 'My World' books. **(Article 12 and 13)**
- **Opportunities to follow child-led interests.**

English

- Talking about our favourite books and stories. Looking at characters, settings and the structure of story e.g. beginning, middle and end. **(Article 12 and 13)**
- Developing pencil control through pincer grip activities.
- Ascribing meanings to marks, writing for a purpose e.g. postcard writing, list making, planning. Emergent writing in areas. **(Article 7)**
- Daily Read, Write, Inc for teaching letter sounds/letter formation/words - early segmenting and blending.
- Reading and writing set 1 and 2 sounds **(Article 28 and 29)**
- Hearing sounds in words and blending them together to make words **(Article 28 and 29)**

Article 28 - You have the right to a good quality education



Reception Autumn 2 Special Days



Maths (Article 28 and 29)

- Using number names in play, ordering numbers and recognising numbers in the environment e.g. how many candles are needed to match the birthday age.
- Represent numbers using fingers, marks and pictures
- Comparing quantities using language 'more' and 'less'.
- Counting down the days till Christmas, using advent calendars.
- Looking at 2D shapes/3D shapes - colours and patterns and creating repeating patterns.
- Recognising and ordering numbers 1-10/20.
- Sorting and matching objects.
- Looking at more than/less than a given number.
- Ordering and sequencing events- the school day,
- Joining in with number songs and rhymes relating to addition and subtraction
- Counting a set of objects accurately
- Using everyday language relating to time
- Beginning to form numbers.
- **Opportunities to follow child-led interests**

Physical Development

- Gross Motor Skills encouraging moving different ways. **(Article 3, 23, 24, 28, 29, 31)**
- Developing fine motor development using threading, ribbons and tweezers etc. And Finger Gym! **(Article 3, 23, 24, 28, 29, 31)**
- Developing cutting and spreading skills. Using different tools.
- Dressing and undressing, using zips and buttons. **(Article 24)**
- Recognising how we stay healthy. **(Article 6 and 24)**
- Managing own personal hygiene. **(Article 24 and 27)**
- Talking about how we stay safe in school and when using resources. **(Article 1, 3, 6, 19, 24, 27, 28, 29, 31)**
- Developing spatial awareness in the school yard.
- Using 1 handed tools and equipment
- Understanding simple safety rules. **(Article 24)**
- To develop throwing and catching skills.
- **Opportunities to follow child-led interests.**

Communication and Language.

- Talking about our experience of special days and special occasions. **(Article 12 and 13)**
- Asking and answering questions, using a range of vocabulary and tenses, talking in sentences to express thoughts.
- Listening to others in small groups **(Article 12)**
- Learn and use new vocabulary- special days.
- NELI, SALT activities and talking tables.
- **Opportunities to follow child-led interests.**

British Values

- Sense of belonging - through understanding and experience of celebrated events. **(Article 1, 7, 8, 12, 14, 15)**

Community Cohesion (Article 1 and 42)

- Invite parents/grandparents and governors in to see nativity and drop in activities - if possible, if not we will record this.
- Internet website for links and updates
- Special day items and photographs to share between home and reception.
- Email communication
- Tapestry
- Reading and library books.
- Local walks to fruit and veg shops, post box and St Mary's church within the local community.