

Literacy

Daily phonics sessions following "Letters and Sounds":

Phase 2: To teach 19 letters (the sound they make, the way they look, how to write them and the name of the letter). Introduce blending and segmenting CVC words using letters. To teach some high frequency/tricky words which cannot be blended.

Develop name writing skills, supporting correct formation (targeting one letter at a time).

Read an array of picture books to children, developing enthusiasm for reading. Let children access these independently to develop book handling skills and retell using pictures: focus on 'spooky stories' e.g. funny bones, witch with a twitch, bear in the scary night etc. And then Christmas stories e.g. the nativity, Stickman, Shine etc.

Read non-fiction books about some of the main religions (Hinduism and Christianity).

Shared and guided reading using stage 2 'Oxford Reading Tree' books. Learn stage 1 and 2 sight vocabulary using flashcards, and send home words to learn.

Use 'Room on the Broom' story as stimulus for retell and re-enacting. Write lists for ingredients for spooky spell (CVC words e.g. bat).

Read Dr. Seuss book "hop on pop" use Pat character as stimulus to **write CVC sentences** (Pat sat on the cat). **Focus on leaving spaces in-between words.**

Teach children how to write a card with 'To... ' at the top, greeting, 'Love from...'



Communication and Language

Teach children to speak in a clear, loud voice in front of the class, reviewing and talking about their learning at school/home (ref. WOW clouds). Teach children to speak in a clear, loud voice in front of a large group.

Develop listening skills using talk partners – focusing on describing qualities of shapes / coins / toys.

Personal, Social and Emotional Development

Encouraging children to try new busy learning activities – having a go

Stories (Rainbow Fish, Dogger etc.) and circle times about friendship and how to be a good friend.

Teach children how to resolve conflicts (taking turns / telling a grown up etc.).



Expressive Art and Design

Use natural objects to create 'leaf people' (leaves, sticks, sycamore seeds)



Looking at the artist Kandinsky and creating our own paintings using circles and triangles.

Provide resources for children to make hats and wands (inspired by 'Room on the Broom')

Create firework pictures using pastels/glitter/paint on black paper.

Mathematics

To recognise numbers 1-5 e.g. prices on a menu/price tag in role-play scenarios, age etc. To order numbers 1-5 as using number cards and games

Encourage children to use ordinal numbers (1st/2nd/3rd...) – Use 'Room on the Broom' to talk about the order the characters got on the broom stick. Highlight order children come in in the morning. Tell children the date every day.

Use dice, dominos and objects on 10 grids to help children subitize (recognise instantly) the number of dots and develop understanding of value (bigger number = higher number).

Teach children coin/money vocabulary, compare shape/size/colour of coins and different worth. Introduce concept of using different coins to make up the same amount e.g. a 10p or 2 5ps. NB accurate counting out of coins.

Compare/order lengths of a group of objects e.g. sticks, ribbons, strips of green card to make Christmas trees.

Compare and order the height of pumpkins, using the language short/shorter/shortest/tall/taller/tallest

Look at the properties of triangle and circles. Look at the properties of 4 sided shapes.



Physical Development

Fine Motor skills:

Opportunities to use small tools such as hole-punch, scissors and tweezers.
Develop correct pencil grip and letter and number formation (starting in the correct place and retracing some vertical lines e.g. 'a' and '9' using different media e.g. pencils/chalk etc.
Threading beads onto string/pipe cleaners etc.

Gross Motor skills:

Climbing equipment and obstacle courses outside
Moving bodies in different ways (PE lessons teaching skilful running, skipping, hopping, skipping in different directions and simple balances e.g. stretch on tiptoes).
Balance bicycles, tricycles and scooters, large blocks (to make sleighs etc.) outside.
Marble painting – using arms to move a tray with a paint covered marble to create fire-work like picture.

Health and Self-Care:

Encourage independence in taking off/on coats and jumpers/shoes/socks in PE.
Talk about effects of exercise on the body.
Some talk about firework safety e.g. wearing glove when using sparklers.



Understanding the World

Speaking and Listening opportunities for children to talk about what they do with their families. Topics could cover what they did in half term holiday or if they saw fireworks.

Give children opportunities to discuss and share experiences of Diwali. Read non-fiction book about Hinduism and Christianity. Teach children the Christmas Story/Birth of Jesus (link to Christianity). Highlight the different religions in the class/community.

Celebrate different languages in the class/world. Use different greeting each day for the register/have a dual language book display.

Teach children to use different tools on 2paint program (fill, splat, change colour and size) to create firework picture. Encourage children to type their name. Teach children to use the iPad to take photographs models and work they're proud of.