



Literacy Genres

Poetry
Adverts

Themes

Selection of topic related poems.
Real adverts for Christmas e.g. toys, shows, meals, Santa's Grotto.
Adverts for Bonfire Night, Diwali, Christmas Fayres.

Focus from SIP

Writing in greater depth



Numeracy Blocks

Part part whole
Addition and subtraction
2D and 3D shapes

MEDIUM TERM PLANNING OVERVIEW EYFS/Y1

TERM: Autumn 2

NUMBER OF WEEKS: 9

THEME: *Celebrations*

FABULOUS FINALE!

Nativity -Everyone Loves a Baby!

WOW STARTER!

Diwali Day

Fundamental British Values

Individual Liberty: Individual Liberty assembly.

Rule of Law: International Day of Human Rights. Firework rules.e-safety

Democracy: Remembrance Day-The right to fight for your country

Tolerance:

C1 ASSEMBLY THEME:

Diwali

DISPLAY IDEAS:

Diwali divas

Fireworks

Christmas

Social Development: Anti-Bullying Week

Moral Development: Remembrance Day

Spiritual Development: World Kindness Day

Cultural Development: Celebration of Light Week. Theme Celebrations.

EYFS CURRICULUM AREA		KEY STAGE 1 THEMES/TOPICS	Key Skills
Personal and Social Development	 PHSCE	Relationships-friendships and bullying. Christmas around the world understanding that we don't all have the same or believe in the same. 'It's a Celebration' slips to share with class.	Resilience, confidence, independence, responsibility respect, team work and collaboration
Physical Development	 PE	Fundamental movements	Team work and collaboration, resilience, confidence, problem solving.
Understanding The World	 Science	<p><u>Seasonal changes</u> -Autumn and Winter.</p> <ul style="list-style-type: none"> -observe the changes across the seasons. -name the seasons in order <p>Observe and describe weather associated with the seasons</p> <ul style="list-style-type: none"> -Observe and describe how day length varies <p><u>Animals, including humans.</u></p> <ul style="list-style-type: none"> -Name the parts of the human body that they can see. -Draw and label basic parts of the human body. -Identify the main parts of the human body and link them to their senses. 	Independent enquiry, reflective learning, good communication, resourceful thinking.
	 Geography/History	<p><u>History-</u></p> <ul style="list-style-type: none"> -Recognise that we celebrate certain events, such as bonfire night because of what happened many years ago. <p><u>Geography- Human Geography</u></p> <ul style="list-style-type: none"> -Can begin to explain why they would wear different clothes at different times of the year. -Tell something about the people who live in a hot and cold places. -Explain what they might wear if they lived in a very hot or very cold place. <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> -Explain the main features of a hot and cold place 	Independent enquiry, reflective learning, active citizen, good communication, resourceful thinking.

		<p>-Explain how the weather changes with each season. <u>Geographical Enquiry.</u> -Answer questions about the weather. -Keep a weather chart.</p>	
	 RE	<p><u>Which times are special and why?</u> Harvest. Sukkot. Diwali. Advent</p>	<p>Independent enquiry, reflective learning, active citizenship, good communication, resourceful thinking.</p>
	 ICT	<p><u>E-Safety</u> <u>Knowledge and understanding</u> -Understand different methods of communication e.g. email -know to only open an e mail from a known resource. To know that personal information should not be shared online. -Know they must tell a trusted adult immediately if anyone tries to meet them via the internet. <u>Skills</u> -to use the internet for learning and communicating with others -send and receive email as a class -recognise advertising on websites and learn to ignore it.</p>	<p>Independent enquiry, reflective learning, active citizenship, good communication, resourceful thinking.</p>
<p>Expressive Art and Design</p>	 Art/DT Famous artists/designers: Bake-off contestant Local cake maker Famous local artists/designers:	<p><u>Design and Technology</u> <u>Cooking and nutrition</u> -cut food safely -describe the textures of food. -think of interesting ways of decorating food they have made. <u>Mechanisms</u> -make a product that moves -say why they have chosen moving parts. <u>Art</u> -3D Add texture by using tools. -cut,roll,coil materials <u>Collage.</u></p>	<p>Resilience, confidence, team-working, independent enquiry, reflective learning, communication, risk-taking, respect, resourceful, creativity, problem solving.</p>

		<p>-gather and sort the materials they will need (to make cards and decorations)</p> <p><u>Printing</u></p> <ul style="list-style-type: none"> - Design their own printing block <p><u>ICT</u></p> <ul style="list-style-type: none"> -use a simple painting programme to create a picture 	
	<p style="text-align: center;"></p> <p style="text-align: center;">Music</p> <p>Famous composers/musicians:</p> <p style="text-align: center;">Famous local composers/musicians:</p> <p>Famous composers/musicians</p>	<p><u>Performing.</u></p> <ul style="list-style-type: none"> -Use their voice to sing/speak/chant -To look at their audience when they are performing. -Use instruments to perform. <p><u>Appraising.</u></p> <ul style="list-style-type: none"> -say how a piece of music makes them feel. -express if they like or dislike a piece of music. -follow instructions about when to sing or play. 	<p>Independent enquiry, reflective thinking, effective participation, good communication, respectful, resourceful thinking, creativity.</p>