

Come & Join the Celebration Autumn 2

PRIME AREAS OF LEARNING

Personal, Social and Emotional Development

Making Relationships

Seeks out others to share experiences • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults • Uses a familiar adult as a secure base from which to explore independently in new environments
Self-confidence and Self-awareness • Demonstrates sense of self as an individual • Separates from main carer with support and encouragement from a familiar adult • Expresses own preferences and interests • Talks confidently to other children when playing • Welcomes and values praise for what they have done • Is more outgoing towards unfamiliar people and more confident in new social situations
Managing feelings and behavior • Begins to accept the needs of others • Takes turns and shares resources, sometimes with support • Adapts behaviour to different events, social situations and changes in routine • Shows understanding and cooperates with some • Is aware of own feelings and knows that some actions and words can hurt others' feelings • Tries to help or give comfort when others are distressed.

Communication and Language Development

Listening and Attention

Listens to and enjoys rhythmic patterns in rhymes and stories • Demonstrates listening by trying to join in rhymes with actions or vocalisations • Listens to stories with increasing attention and recall • Joins in with repeated refrains • Anticipates key events and phrases in rhymes and stories • Shows interest in play with sounds, songs and rhymes

Understanding

Is developing understanding of simple concepts • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group • Identifies action words by pointing to the right picture

Speaking

Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts • Can retell a simple past event in correct order • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Uses a range of tenses • Uses intonation, rhythm and phrasing to make meaning clear to others • Builds up vocabulary that reflects the breadth of their experiences.

Physical Development

Moving and Handling

Runs safely on whole foot • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Shows control in holding and using jugs to pour, hammers, books and mark-making tools • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles or lines • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can stand momentarily on one foot when shown • Draws lines and circles using gross motor movements • Uses one-handed tools and equipment such as scissors • Holds pencil between thumb and two fingers, no longer using whole-hand grasp • Holds pencil near point between first two fingers and thumb and use it with good control.

Health and Self Care

Can usually manage washing and drying hands

Core Reading Texts

Week 1 – Room on the Broom

Week 2 – Room on the Broom

Week 3 – Bandi Chor

Week 4 – Ram and Sita

Week 5 – The Snowman

Week 6 – The Snowman

Key Events and Celebrations

Gurgaddi Celebration

02 Nov. Gurgaddi Guru Harkrishan Sahib
07 Nov. Bandi-Chhorr Divas (Diwali)
09 Nov. Gurgaddi Shri Guru Granth Sahib Ji*
23 Nov. Parkash Shri Guru Nanak Dev
30 Nov. Birth Sahibzada Baba Zorawar Singh Ji
10 Dec. Gurgaddi Shri Guru Gobind Singh*
12 Dec. Shaheedi Guru Tegh Bahadur Sahib*
14 Dec. Birth Sahibzada Baba Fateh Singh Ji

Khalsa Primary School Value

Vand Ke Shakna
Kirat Karni
Naam Japna

British Values

We respect the culture and beliefs of others
We treat everyone equally.
We know that we are all special
We understand right from wrong
We try to help other people
We listen to and respect other people's opinions and values
We understand the consequences of our actions
We understand and respect the roles of people who help us.



Home Sweet Home Autumn 2

SPECIFIC AREAS OF LEARNING

Literacy

Reading

Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words • Listens to and joins in with stories and poems, one to one and also in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Listens to stories with increasing attention and recall • Describes main story settings, events and principal characters • Looks at books independently • Handles books carefully • Holds books the correct way up and turn pages • Knows information can be relayed in the form of print • Interested in books and rhymes and may have favourites • Enjoys rhyming and rhythmic activities.

Writing

Distinguishes between the different marks they make • Sometimes gives meaning to marks as they draw and paint • Ascribes meanings to marks that they see in different places.

Mathematics

Numbers

Says some counting words randomly • Recites some number names in sequence • Creates and experiments with symbols and marks representing ideas of number • Uses some language of quantities, such as 'more' and 'a lot' • Uses some number names and number language spontaneously • Uses some number names accurately in play • Beginning to represent numbers using fingers, marks on paper or pictures • Sometimes matches numeral and quantity correctly • Separates a group of three or four objects in different ways and begins to recognise that the total is still the same • Knows that numbers identify how many objects are in a set • Shows an interest in number problems • Shows an interest in numerals in the environment.

Shape, Space and Measure

Beginning to categorise objects according to properties such as shape or size • Uses positional language • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements • Uses shapes appropriately for tasks • Beginning to talk about the shapes of everyday objects.

Understanding the world

People and Communities

Is curious about people and shows interest in stories about themselves and their family • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Talks about some of the similarities and differences in relation to friends or family • Has a sense of own immediate family and relations • Learns that they have similarities and differences that connect them to, and distinguishes them from, others • Knows some of the things that make them unique • Enjoys pictures and stories about themselves, their families and other people.

The World

Remembers where objects belong • Notices detailed features of objects in their environment • Talks about why things happen and how things work • Is developing an understanding of growth, decay and changes over time.

Technology

Seeks to acquire basic skills in turning on and operating some ICT equipment • Operates simple equipment such as turning on a CD player or using a remote control • Knows that information can be retrieved from computers • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.

Expressive Arts and Design

Exploring and Using Media and Materials

Explores and experiments with a range of media through sensory exploration, and using whole body • Moves their whole body to sounds they enjoy, such as music or a regular beat • Begins to move to music, listen to or join in rhymes or songs • Notices, and is interested in the effects of making movements which leave marks • Joins in singing favourite songs • Creates sounds by banging, shaking, tapping or blowing • Enjoys joining in with dancing and ring games • Begins to move rhythmically • Explores colour and how colours can be changed • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

Being Imaginative

Beginning to use representation to communicate • Uses movement to express feelings • Creates movement in response to music • Engages in imaginative role-play based on own first-hand experiences • Uses available resources to create props to support role play • Captures experiences and responses with a range of media such as music, dance and paint and other materials or words • Developing preferences for forms of expression.

E-Safety



Online Smartie the Penguin for EYFS

Microsoft Powerpoint Presentation (2.89 MB)