ROBINS – TERM 2 – PLANNING

Term	Autumn 2
Dates	31/10/2016 to 21/12/2016
Weeks	7
Predicted interests	Fairies/Pixies /Elves - miniature doorways Celebrations of light Bonfire night/fireworks Story of Guy Fawkes Diwali (30.10.2016) Winter Christmas The Nativity Story The Gingerbread Man (Pie Corbett)
Learning Challenge	Where would you find a fairy, pixie, elf? What do we and others celebrate? Is it always cold in winter? Is it cold in all countries?
Reflection/End product	Christmas performance (EA&D/ C&L) Fairy land (EA&D/PD)
Outside learning	Fairy door & magic dust appears in classroom with daily letters. Hartlip – Discovering the local area.
Supporting Texts	Freddie and the Fairy Pelican 'Fairy Tales' – guided Fairy stories How to find Flower Fairies Rama and Sita The Gingerbread Man Stick Man The Christmas Story One snowy night – Percy Park keeper Winter (Non-Fiction)
Communication and Language	Early Learning Goals • Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. • Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about

	their experiences and in response to stories or events. • Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Personal, Social and Emotional Development	Early Learning Goals • Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. • Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Physical Development	Early Learning Goals • Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. • Continuous outdoor provision, Real PE, Yoga, Go Noodle, Playdough Disco.

Literacy	Reading non-negotiables	Writing non-negotiables
	• Read some common irregular words. • Identify rhymes and alliteration. • Join in with rhyming patterns. • Read & understand simple sentences. • Demonstrate understanding when talking with	• Write simple sentences which can be read by themselves & others. • Write name (correct upper & lower case). • Use capital letters and full stops to demarcate sentences. • Write clearly demarcated sentences.
	Early Learning Goals • Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	

Mathematics	- Maths non-negotiables - Count reliably to 20. - Order numbers 1 – 20. - Say 1 more/1 less to 20. - Add & subtract two single digit numbers. - Early Learning Goals - Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
Expressive Arts and Design	Early Learning Goals - Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Understanding the World	Early Learning Goals - Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.