

Bluebell Class - Long Term Overview 2020 - 2021

Autumn Term 2

Theme- People who help us.	Prime areas	Specific Areas
<p>Handa's Surprise- Eileen Browne Handa lives in Africa and decides to take a basket of fruit to her friend Akeyo. Some rascally animals have different ideas.</p>	<p>Communication & Language (CL): <u>Listening, Attention and Understanding:</u> Continue to develop understanding of how to listen carefully and why listening is important. Learn and use new vocabulary. Children will be able to discuss and answer questions about what we have been learning. <u>Speaking:</u> Articulate ideas and experiences using sentences. Use speech to interact with peers and adults.</p>	<p>Literacy (L): <u>Comprehension:</u> Discuss characteristics of the books we share, for example, author, setting, characters. Ask and answer questions about the books we share. <u>Word reading:</u> Phonics: Phase 2 initial sounds Letters and sounds programme. Blending sounds to make words. <u>Writing:</u> Writing own name. Practising writing the sounds we are learning and begin to use these letters in emergent writing. Writing for different purposes, menus, shopping lists, letters to Father Christmas.</p>
	<p>Physical Development (PD): <u>Gross Motor Skills:</u> . Cosmic yoga sessions. Core Strength activities. Moving in lots of different ways using different body parts to develop strength, coordination, balance and agility. <u>Fine Motor Skills:</u> Write Dance programme to develop skills and movements required to write. Using a wide range of one handed tools effectively, knives, scissors, paintbrushes.</p>	<p>Maths (M): <u>Number: Numbers to 5.</u> Comparing and composition of numbers 1-5. One more, one less. Shapes with 4 sides White Rose Maths; It's me 1.2.3, Light and Dark https://whiterosemaths.com/reception-sol/ <u>Number patterns:</u> Thinking about time sequencing the school day, timing activities, language of time</p>
	<p>Personal, Social & Emotional Development (PSED): <u>Self Regulation:</u> Continue to develop understanding of class and school rules. Developing resilience- 'persevering parrots, go for it gorillas' <u>Managing self:</u> To be confident to access different areas of the setting. Dressing and undressing with less adult support. <u>Building relationships:</u> Interacting with different children while engaged in the same activity.</p>	<p>Understanding the World (UW): <u>Past and Present:</u> Talking about the different people in our community who are there to help us, for example, police, doctors, nurses, paramedics, shop assistants, postal workers. Looking at and discussing the differences in these jobs in the past and now. <u>People, Culture and Communities:</u> Comparing life in our country and Africa _ <u>The Natural World</u> Helping to look after our vegetable plots, garden_ Making food for the birds and hedgehogs. Changing seasons- What can we see that means Autumn has arrived. Watching as Autumn begins to change into winter.</p>

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<p>Religious Education: Christianity: Christmas around the world Islam: Festivals and celebrations/Lifestyles Ramadan and Eid-al-Fitr</p>			<p>Expressive Arts and Design (EAD): <u>Creating with materials:</u> Printing with a wide variety of fruit and vegetables. What colours make us think about autumn, how can we make them. Work collaboratively to create emergency vehicles using a variety of resources. Using a wide range of tools and equipment safely and with developing accuracy. <u>Being imaginative and Expressive</u> Listening and responding to traditional African music. Copying and continuing rhythms. Taking on the roles of different people who help us in our community. Using speech to help develop this play. Creating large scale constructions- for example vehicles. Charanga music programme</p>
Community	Environment	Challenge	
Bonfire Night Remembrance Day Christmas celebrations and traditions	Signs of Autumn. What can we do to help our wildlife as the weather begins to get colder?	How do different families around the world celebrate Christmas?	