

## Personal, Social and Emotional Development

### Making Relationships

- 0-11 -to recognise and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears
  - to respond when talked to e.g. moving arms, legs, changing facial expressions
  - to respond to what carer paying attention to, e.g. following their gaze
  - to enjoy cuddles and being held: calms, snuggles in, smiles, gazes at carers face/strokes skin
  - 8-20 -to seek to gain attention in a variety of ways, drawing in to social interaction
  - to build relationships with special people
  - to interact with others and explore new situations when supported by familiar adult
  - to show interest in the activities of others and respond differently to children and adults
  - 16-26- to play alongside others
  - to use familiar adult as a secure base to explore in new environments
  - to play cooperatively with familiar adult e.g. rolling a ball back and forth
- Suggested Activities Could Include:** Peek a boo, Role play Nativity, , Decorating Xmas tree, Christmas dancing together, Winter weather walk, Christmassy Treasure baskets, Hot/Cold Makaton signs, Story Sack- Lost in the Snow. Bubble wrap painting

## Communication, Language and Literacy

### Copying, Listening and Attention

- 0-11- to turn toward a familiar sound then locates range of sounds with accuracy
  - to listen, distinguish and respond to intonations and sounds of voices
  - to quieten or become alert at the sound of speech
  - to listen to familiar sounds, words, or finger plays
  - 8-20-to have a strong exploratory impulse
  - to concentrate intently on an object or activity of own choosing for short periods
  - to move bodies to sounds they enjoy, such as music or a regular beat
  - 16-26- to listen to and enjoy rhythmic patterns in rhymes and stories
  - to enjoy rhymes and demonstrates listening by trying to join in with actions and vocalisations
- Suggested Activities Could Include:** Action songs, Happy Talk, Introduce new/different Makaton signs(Hot/cold), Christmas story, Poppy poem, Bonfire info book, Christmas songs, Bible stories, Christmas party hat, invites, card making, Poppy making, Remembrance Silence Firework poem and movement, Musical instruments, 'I'm a Great Big Snowman'

## Sunny Skies Medium Term Planning

### Focus Stories/Stimuli:-

- 'Lost in the Snow'
- 'Santa is Coming to Birmingham'
- Poppies/ Medals/ Photographs
- 'Christmas Story'
- Children in Need story
- Remembrance Song/Story
- Decorations, Dress up clothes
- Crick Crack Poem
- The Grand Old Duke of York

### Autumn 2

### VALUES

#### Bonfire Safety

11<sup>th</sup> Nov Remembrance, Children in Need 15<sup>th</sup> Nov,

Saint Nicholas Day

6<sup>th</sup> Dec, 25<sup>th</sup> Dec Christmas Day

## Purpose for Learning

To begin to experience and develop an understanding of needs, safety, values, feelings and beliefs of ourselves and others through being involved in and sharing celebrations.

## Physical Development

### Moving/Handling

- 0-11-to turn head in response to sounds and sights
  - to make movements with arms and legs, gradually become more controlled
  - To roll from back to front, from front to back
  - to reach out for, touch and being to hold objects
  - to explore objects with mouth, often picking up object, holding it to mouth
  - 8-20-to lean forward when sitting to pick up small toys
  - to pull to standing, holding onto furniture or adult for support
  - to crawl, bottom shuffle or roll continuously to move around
  - To take first few steps independently
  - to enjoy sensory experiences of making marks in damp sand, paste or paint
  - to hold an object in each hand and bring them together
  - 16-26- to walk upstairs holding adults hand
  - to come downstairs backwards on knees (crawling)
  - to begin to balance blocks to build a small tower
  - to make connections between their movement and the marks they make
- Suggested Activities Could Include,** Chalk pictures, Balancing activities, Exploring garden, Building, Water/Sand play, Christmas party hat, invites, card making, Firework poem and movement, Flanders' fields, Christmas Decorations, Handprint wreaths, Smart board, cotton ball painting, gingerbread men biscuits, Christmas treasure baskets

## Literacy

### Writing

- 0-11- to enjoy looking at books and other printed materials
  - 8-20- to handle books and printed material with interest
  - 16-26 to be interested in books and rhyme and may have favourites
- Suggested Activities Could Include.** Encourage to write name on own work, Rhymes/Stories with props, Poppy pictures, Open hour invite, Christmas wish list, Christmas cards, Winter picture (chalk, paint, flour), , Snow Dough sensory play

## Mathematics

### Numbers

- 0-11 to notice changes in number of objects/images or sounds in a group of up to 3
- 8-20- to develop an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers
- to have some understanding that things exist even when out of sight
- 16-26- to know that things exist even when out of sight
- to begin to organise and categorise objects, e.g. putting all the Teddy bears together or teddies and cars in separate piles
- To say some counting words randomly

## Understanding People and communities

### People and Communities/ Technology

- 0-11 (Exploring see PSED and C&L)
  - 8-20 (Exploring see PSED and C&L)
  - 16-26 to be curious about people and shows interest in stories about themselves and their family
  - to enjoy pictures and stories about themselves, their families and other people
- Suggested Activities Could Include:** Christmas Treasure Baskets, Winter weather walk, , Puddle/snow stamping/jumping, Exploring fake/real snow, Firework poems and movement, Poppy poem, Bonfire book, Remembrance Silence. Children in Need, Cooking

## Expressive Arts and Design

### Exploring and Using Media and Materials

- 0-11 (Playing and exploring, Physical Development, Understanding the world-The world)
  - 8-20/16-26- to explore and experiment with a range of media through sensory exploration, and using whole body
  - to move their whole bodies to sounds they enjoy, such as music or a regular beat
  - to imitate and improvise actions they have observed e.g. clapping or waving
  - to begin to move to music, listen to or join in rhymes or songs
  - to notice and is interested in the effects of making movements which leave marks
- Suggested Activities Could Include,** All sorts of Mark making (snow, chalk, flour, water, ice, jelly), Xmas decorations, Party hat, Xmas card, Xmas treasure basket, Flour/water painting, Recycled Materials Christmas Tree, Winter Animals, Christmas dancing