**Understanding The World:**

* Explore our outdoor environment through outdoor education – how the trees and leaves are changing etc.
* Find out about castles, who used to live in them and why they were built.
* Explore a range of materials, what they can be used for and how they might change.
* Take part in cooking activities.

Castles and Dragons

**Personal, Social and Emotional Development**:

* Continue to manage own needs
* Circle time discussions valuing differences.
* Share and work with a partner or small group to complete an activity.
* Develop confidence to try new activities.
* Talk about how we are feeling and respect the feelings of others.

**Maths:**

* Learn the names of common 2D shapes, looking for them in the environment and comparing them.
* Describe position.
* One more and one less using single digit numbers.
* Subitise, represent and partition a number into two parts.
* Singing counting songs.
* Counting and recognising numbers.
* Know the difference between day and night.

**Physical Development:**

* Fine motor development through a range of activities such as painting outside using large brushes, chalking round lines, digging etc.
* Music and movement activities.
* Learning about how our bodies feel when we have been doing exercise.
* Explore dynamics of travelling over, under, on and around equipment.
* Make models of castles using a range of small and large construction materials
* Make junk models using a range of recycled resources
* Talk about healthy practices

**Communication and language:**

* Discuss the significance of Remembrance Sunday.
* Retell the story of Diwali
* Discuss firework safety.
* Retell the Christmas story.
* Engage in story time.
* Demonstrate good listening skills.
* Continue to learn a range of new vocabulary.

**Literacy-** Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations.

* Use a tripod grip and give meaning to marks.
* Use known sounds to write words.
* **Phonics:** continue to practise phase 2 sounds
* Learn all phase 3 sounds: j, v, w, x, y, z, zz, qu,
* ch, sh, th, ai, ee, igh, oa, oo, ar, or, ur
* Continue to practise reading phase 2 common exception words. Read phase 3 CEW’s: me, we, be, he, she, was, you, they, all.
* Read words containing -ing endings with no change to the root word
* Write: the, into, go, to, I , no

**RE: Why is Christmas special for Christians?**

Talk about people who are special, recall simply what happens at a traditional Christian festival (Christmas), begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus, retelling religious stories.

**Our value for this term is:** Perseverance

**Expressive Art and Design:** make poppy art, design and make models from recycled materials and make Christmas decorations. Sing and perform nursery rhymes. Perform songs, dance and take part in the Christmas production.

**Role play: castle and mud kitchen**