

Moon Class 2021 Autumn 2 - How do we celebrate?

MATHS	LITERACY
<p>Subitising Subitise within 5, use fingers to represent quantities. Subitise patterns of sounds.</p> <p>Cardinality, ordinality and counting Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. Recognise numerals, relating these to quantities they can subitise and count.</p> <p>Composition Explore the concept of 'wholes' and 'parts' by looking at a range of objects. Explore the composition of numbers within 5.</p> <p>Comparison Understand that sets can be compared according to a range of attributes. Use the language of comparison, including 'more than' and 'fewer than.'</p>	<p>Phonics Daily revision of reading and writing Phase 2 words. Recognition of Phase 2 tricky words - I, the, to, go, no. Daily reading 1-1 with an adult of a book matched to their phonic level. Introduce new Phase 3 digraphs - ch, sh, th, ng</p> <p>Talk for Writing Retell the story of 'The Gigantic Turnip' using Makaton actions. Create new version of the story using 'Talk for Writing.' Answer questions about the story using colourful semantics.</p> <p>Name writing Write their name, forming the letters correctly. Write simple 'I am...' sentences. Formation of prewriting shapes</p>
COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT
<p>I can greet staff and pupils using names. I can engage in story time activities. I can engage in play alongside others (parallel play). I can wait for an activity, anticipate an activity and take turns with adult support. I can independently follow an instruction with 1 & 2 key words. Use single words and brief phrases to communicate with speech, signs or pictures.</p>	<p>Static tripod pencil grasp. Uses adaptive scissors or makes snips with regular scissors. Puts on and takes off socks, shoes, jumper and coat. Threads beads. Builds a tower of blocks. Walk backwards. Hops on one foot. Kicks ball with increasing accuracy toward a target. Catches a large sized ball with hands and body.</p>
P.S.E.D / LIFE SKILLS	UNDERSTANDING THE WORLD / EXPRESSIVE ART AND DESIGN
<p>I can say or sign please, thank you and sorry. I am able to communicate what I would like to eat. I can use a fork to eat my lunch and a knife to spread butter. I can develop my spreading skills and make a hot snack independently. I can communicate food likes and dislikes. I can handle food items hygienically. I can start to think about the need for a variety of foods in a diet. I can describe feelings e.g. angry, identify thing that make us happy and identify different ways of communicating different needs and needs to others. I can ride my trike or scooter on 'the road' in the playground to keep everyone safe. I can wrap a gift.</p>	<p>Make connections between features of their family and others. With support is beginning to make sense of their own life story. Celebrations around the World. How life events are celebrated. Victorian Christmas Holly Lodge visit Play to the pulse of music once modelled. Pupils intentionally explore digital devices such as Beebots. Sorting activities. Lacing, dip dye, decorate textiles, discuss feel of fabrics, Artist - Paul Klee. Look for things they observe in Autumn. Use senses to observe changes. Be curious about things that change. Comment on changes. Look for similarities & differences in their surroundings</p>

