



**PSED** – They initiate play, offering cues to peers to join them. They keep play going by responding to what others are saying or doing. They demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. They enjoy the responsibility of carrying out small tasks. They are more outgoing towards unfamiliar people and are more confident in new social situations. They begin to accept the needs of others and can take turns and share resources, sometimes with support from others.

**Expressive arts and design** – They explore and learn how sounds can be changed. They explore colour and how colours can be changed. They sing to themselves and make up simple songs. They make up rhythms. They notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

**Activities** –  
Firework splatter pictures  
Bonfire painting  
Poppy painting for Remembrance Day

**Communication and language** – They join in with repeated refrains and anticipate key events and phrases in rhymes and stories. They respond to simple instructions, e.g. to get or put away an object. They are beginning to understand 'why' and 'how' questions and give explanations.

**Activities** –  
Responding to instructions, answering questions, speaking in correct sentences.  
Asking questions with why or how.

**Mathematics** – They can compare two lengths using direct comparison and use language of longer and shorter. They use uniform non-standard units to measure items up to 10 units long and can put three lengths in order. They compare two heights using direct comparison, use language of taller and shorter. They use uniform non-standard units to measure items up to 10 units high and can put three heights in order. They can compare two numbers/quantities, use the language of 'more' and 'less'.

**Activities** –  
Using rulers to measure distance.  
Building towers of blocks to measure height.  
Making direct comparisons and saying which is taller and shorter.  
Using the word 'estimate' when they make a good guess rather than measuring or counting.

# I wonder why we celebrate?

2 Weeks (subject to change through child initiated)



**Literacy** – They can segment the sounds in simple words and blend them together. They can link sounds to letters, naming and sounding the letters of the alphabet. They listen to and join in with stories and poems, one-to-one and also in small groups. They join in with repeated refrains and anticipate key events and phrases in rhymes and stories. They are beginning to be aware of the way stories are structured. They suggest how the story might end.

**Stories** –  
The story of the gunpowder plot  
The Poppy story (Remembrance Day)  
**Poems** –  
10 little fireworks  
Remember, remember the 5<sup>th</sup> of November

**Understanding the World** – They recognise and describe special times or events for family or friends. They talk about why things happen and how things work. They are developing an understanding of growth, decay and changes over time. They show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.

**Activities** –  
Talking to adults about celebrations they have been a part of. Sharing photographs and explaining what was happening. Understanding that different celebrations happen at different times of the year. Knowing some celebrations are about giving (harvest) and some are about receiving (Birthdays and Christmas).

**Physical development** –  
They observe the effects of activity on their bodies. They hold a pencil near point between first two fingers and thumb and use it with good control. They can copy some letters, e.g. letters from their name.  
**Activities /Continuous provision.**  
Changing for PE independently  
Snack table - handwashing  
PE - real PE sessions weekly

