

To develop our PSED skills, we will:

- Continue to develop an understanding of our daily routine rules, and behaviour expectations.
- Explore and value differences. Focusing on ourselves, friends and family.
- Discuss the importance of including everyone.
- Develop our understanding of different cultures and religions.
- Develop our understanding of how to keep safe.

Our circle time discussions will include:

- Continue to focus on emotions - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Linked to the Colour Monster.
- What is remembrance day? - We will discuss remembrance day and what it means.
- Day and Night- We will be discussing daily routines. Begin to understand why we have day and night
- Christmas - What is Christmas and why do we celebrate it?
- Seasons - Winter - What happens in winter?

In P.E. we will be:

- Access dance-based activities. The children will explore how to move their bodies to the beat of the music in different ways
- Play parachute games.
- Create obstacle courses outside to develop balance.

As readers and writers ,we will:

During our topic we will be sharing stories linked to day and night, celebrations and shiny materials. We will be discussing the stories in groups and during our 'busy bee' time. Some of the stories we will be looking at are: The Rainbow Fish, Owl Babies, Whatever Next, Night Time, How to Catch a Star and Christmas stories, such as The Nativity.

What we will be learning:

- The children will continue to take part in day 'Squiggle Whilst You Wiggle' sessions.
- Continue our phase one Phonics journey. Focusing on traditional nursery rhymes.
- The children will begin their 'Tales Toolkit' learning journey.
- The children will be creating marks for a purpose and will put meaning to their marks.

As mathematicians, we will:

- Developing our understanding of subitising.
- Access activities linked to numbers 1 and 2 to deepen our knowledge and understanding.
- Begin looking at patterns. What is a pattern? How can we make a pattern?
- Continue to sing number songs to support our knowledge of how a group of objects change when items are taken away.

As artists and designers, we will:

- Create Poppy art using a selection of materials.
- Use different materials to create Rainbow Fish, linked to the story.
- Use construction materials to build for a purpose. For example, creating rockets linked to the story of Whatever Next.
- Make salt dough to create Christmas tree decorations.
- Create Christmas cards and decorations using a selection of materials.

Exploring the world, we will:

- Be learning about different cultures and religions. We will revisit our learning about Diwali and be learning about Christmas.
- Develop our knowledge and understanding about Remembrance Day.
- Learn about day and night. - We will be discussing routines, what we do in the day and what we do at night.
- Explore different materials. - What happens to ice?
- Notice changes in the environment.

As musicians we will:

- Listen to and move our bodies to different styles of music.
- Use claves to count a beat.
- Continue to sing nursery rhymes daily.
- Move to different types of music.
- Explore and investigate musical instruments.



Growing together, hand in hand



Is it Shiny?

What does it look like?



Is it Shiny?

This half term, we are beginning our exciting new learning journey, **Is it Shiny?**

Together, we'll be exploring a range of fascinating topics, including Bonfire Night, Remembrance Day, shiny and reflective materials, forces, day and night, and of course, Christmas!

Through play, stories, and hands-on exploration, the children will develop their curiosity and understanding of the world around them. They'll investigate what makes things shiny, discover how things change, learn about light and dark, and celebrate special times and traditions together. It's going to be a wonderful half term filled with curiosity, creativity, and fun as we learn and explore the world around us.

AT HOME Challenges-

- **Literacy: Share a bedtime story daily.** Talk to the children about the illustrations in the book. What do they think is happening from the picture? What might happen next?
- **Find numbers in the environment** - Look for numerals in the environment and encourage children to identify them. Can they show the number using their fingers?
- **Explore and discuss different materials around the home.** - Encourage the children to talk about what they feel like. Do they like the feel of them? Does the material change when hot or cold?
- **Play 'eye spy'.** - Support the children to listen for the initial sounds in words.