





LEARN, GROW, ACHIEVE

<p>Year Nursery Longmoor Value: respectful</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> ➤ 3rd November INSET DAY – school closed to children ➤ 4th November Autumn 2 term begins – children back in school ➤ 4th Nov - Bonfire Wow Day ➤ 6th November Outdoor Learning Day ➤ 10th November - Anti-Bullying week/ Nursery Rhyme week ➤ 11th November – Remembrance Day ➤ 14th November - Children in Need ➤ 17th November - Diwali Wow Day ➤ 20th November Individual and sibling photos ➤ 25th & 27th November - Parents Evening (4-7pm) ➤ 12th Dec - Nursery Christmas Performance / Christmas Jumper Day – ➤ 15th Dec - Christmas Party ➤ 19th December - Last day of term ➤ 5th January - Spring term begins – children back in school 	<p>Medium Term Planning - Autumn 2 2025 - Foundation Stage 1</p> <p>Topic Title: Why do people celebrate?</p> <p>Driver Subject: UW: People, Culture and Communities Enhancer subject: UW – Past and Present</p>			
	<p><u>Weeks 1 and 2</u> W/C- 3rd and 10th Nov</p> <p>How do we celebrate bonfire night?</p> 	<p><u>Week 3 and 4</u> 17th and 24th Nov</p> <p>How is Diwali celebrated?</p> 	<p><u>Week 5</u> 1st Dec</p> <p>What special events do I celebrate?</p> 	<p><u>Weeks 6-7</u> 8th Dec and 15th Dec</p> <p>Why do we celebrate Christmas?</p> 
	<p>Role-Play</p> <p>Indoors – Beauty Station</p> <p>Outdoors – Hot chocolate stand</p>		<p>Role-Play</p> <p>Indoors – Home corner-Christmas</p> <p>Outdoors – gift wrapping shop.</p>	

Characteristics of Effective Teaching and Learning	Playing and exploring – • Finding out and exploring		Creative and critical thinking- • Having their own ideas		Creative and critical thinking- • Making links	Active learning – • Enjoy achieving what they set out to do	
WRITING	Makes marks/draws in response to own experiences e.g., stories/ visits		Imitates adults writing-making lines, shapes, symbols (emergent writing)		Includes mark making in their own play		Makes marks/draws in response to own experiences e.g., stories/ visits
READING COMP – Comprehension WR – Word Reading	Looks at and enjoys print independently (WR)		Begins to talk about a character, setting or event (COMP)		Looks at and enjoys print independently (WR)		Engages in conversations about stories using some related language (COMP)
MATHS N - number NP- numerical pattern	Begins to know that numbers identify how many objects are in a set up to 2 (N)	Begins to use 1:1 Correspondence when counting to 3 and beyond (NP)	Begins to know that numbers identify how many objects are in a set up to 3 (N)	Enjoys verbally counting as far as they can go (NP)	Begins to represent numbers using fingers and marks up to 3 (N)		Begins to recognise numbers 0-3 (NP) Sometimes matches numeral to quantity to 3 (N)
PSED MS- Managing Self BR- building Relationships SR- Self Regulation	Enjoys playing alongside others (BR)		Safely explores a range of emotions through stories and play (SR)		Increased independence in self-care but will ask for support when needed (MS)		Safely explores a range of emotions through stories and play (SR)
COMMUNICATION AND LANGUAGE S – Speaking	Is able to focus attention on one thing of interest (LAU)		Enjoys listening to longer stories and		Begins to question why some things happen (S)		Builds and uses vocabulary when communicating, (that reflects own experiences) (S)

LAU – Listening, Attention and Understanding			remember some of what happens (LAU)		
UNDERSTANDING OF THE WORLD	PAST AND PRESENT (ENHANCER SUBJECT)	Learns similarities and differences that connect them to and distinguish them from others (Hinduism).		Learns similarities and differences that connect them to and distinguish them from others (Christians).	
	PEOPLE, CULTURE AND COMMUNITIES (DRIVER SUBJECT)	Comments on aspects of their familiar world	Uses their senses in hands on exploration of natural materials		
	THE NATURAL WORLD			Begins to make sense of their own life story and family history e.g., grandma is mummy's mummy	
PHYSICAL DEVELOPMENT	GROSS MOTOR	Uses sequences and patterns of movements related to music	Uses large muscle movements to make marks	Uses sequences and patterns of movements related to music and rhythm	Uses large muscle movements to make marks
	FINE MOTOR	Imitates drawing simple shapes such as circles and lines	May be beginning to show preference for dominant hand		Imitates drawing simple shapes such as circles and lines
EXPRESSIVE ART AND DESIGN	CREATING WITH MATERIALS	Explores different materials to develop own ideas e.g., when making			
	BEING IMAGINATIVE AND EXPRESSIVE	Creates movement in response to music	Begins to engage in imaginative play using first hand experiences		Has a preference when expressing themselves.
NON-STATUTORY Non-statutory should be in your week	TECHNOLOGY	Can you attempt to operate simple familiar equipment? (Information Technology)	Can acquire information can be retrieved from a computer with an adult? (Digital Literacy)		
	SHAPE, SPACE AND MEASURE	Enjoys partitioning and combining shapes to make new ones	Moves and rotates objects to fit a space	Chooses items based on their shape which is appropriate	

Grey out about the educational programme you will not be teaching in a given week. For example, you may not teach both EAD strands in a week