

Year group:

Term: Autumn 2

Topic: Celebrations - Halloween,
Bonfire Night, Remembrance, Nursery

Kernow Cluster Topic Overview Sheet

Objectives



CL - Listening and Attention:

- 30-50** Listens to stories with increasing attention and recall.
30-50 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
40-60+ Maintains attention, concentrates and sits quietly during appropriate activity.
40-60+ Two-channelled attention – can listen and do for short

CL - Understanding:

- 30-50** Beginning to understand 'why' and 'how' questions.
40-60+ Responds to instructions involving a two-part sequence.
40-60+ Understands humour (e.g. nonsense rhymes and jokes).

CL - Speaking:

- 30-50** Beginning to use more complex sentences to link thoughts (e.g. using 'and' and 'because').
30-50 Can retell a simple past event in correct order (e.g. 'went down slide, hurt finger').
30-50 Uses talk to connect ideas, explain what is happening and anticipate what might happen next; recall and relive past

PD – Moving and Handling:

- 30-50** Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
30-50 Mounts stairs, steps or climbing equipment using alternate feet. **30-50** Can stand momentarily on one foot when shown.

PD – Health and Self-Care:

- 30-50** Dresses with help (e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, pulls up zipper once it is fastened at the bottom).
40-60+ Practices some appropriate safety measures without direct supervision.

PSED – Self Confidence and Self Awareness:

- 30-50** Confident to talk to other children when playing, and will communicate freely about own home and community.
30-50 Is more outgoing towards unfamiliar people and more confident in new social situations.

PSED – Managing Feelings and Behaviour:

- 30-50** Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
40-60+ Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

PSED – Making Relationships:

- 30-50** Can play in a group, extending and elaborating play ideas (e.g. building up a role-play activity with other children).

L – Reading:

- 30-50** Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
30-50 Knows information can be relayed in the form of print.
40-60+ Links sounds to letters, naming and sounding the letters of the alphabet.

L - Writing:

- 30-50** Sometimes gives meaning to marks as they draw and paint.
30-50 Ascribes meanings to marks that they see in different places.
40-60+ Gives meaning to marks they make as they draw, write

M - Number:

- 30-50** Beginning to represent numbers
30-50 Sometimes matches numeral and quantity correctly.
40-60+ Uses the language of 'more' and 'fewer' to compare two sets of objects.
40-60+ Finds the total number of items in two groups by counting all of them.
30-50 Compares two groups of objects, saying when they have the same

M – Space, Shape and Measures:

- 30-50** Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
30-50 Uses shapes appropriately for tasks.
30-50 Beginning to talk about the shapes of everyday objects
40-60+ Selects a particular named shape.
40-60+ Uses familiar objects and common shapes to create and recreate patterns and build models.

UW – People and Communities:

- 30-50** Recognises and describes special times or events for family or friends.

UW – The World:

UW - Technology:

- 30-50** Knows how to operate simple equipment (e.g. turns on CD player and uses remote control).
30-50 Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
30-50 Shows skill in making toys work by pressing parts or

EAD – Exploring & using Media & Materials:

- 30-50** Beginning to move rhythmically.
30-50 Imitates movement in response to music.
30-50 Explores colour and how colours can be changed.
30-50 Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
30-50 Beginning to be interested in and describe the texture

EAD – Being Imaginative:

- 30-50** Uses movement to express feelings.
30-50 Creates movement in response to music.
30-50 Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
40-60+ Create simple representations of events, people and

Key vocabulary/questions:

- what is ...? How is it celebrated? Do you celebrate it at home? How do we stay safe when ...?
Halloween – tradition, ticks, treats, pumpkins, witches, wizards, spells, autumn, celebration, safe, adult, kindness, dressing up, scary, spooky ...
Bonfire night – bang, crash, woosh, fire, bonfire, firework, hot, safe, adults, sparklers, explode, loud, gloves, scarf, burn
Remembrance – Solider, respect, poppy, war, veteran, remember, red

Class stories:

- Pumpkin Soup
Room on the Broom
Sparks in the Sky – twinkl e-book
Stick man
Dear Santa
We're Going on an Elf Chase

Potential Trips/visits:

- Pumpkin patch
Post office
Library

Year group:

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Skills



CL -Listening and Attention skills:

Listen to and join in with stories and rhymes – able to fill in the missing word/phrases when reading stories such as room on the broom.

Begin to make predictions about what happens next in the story – e.g. pumpkin soup where do you think duck has gone? What present do you think Father Christmas might send next?

CL -Understanding skills:

Understands how and why questions relating to each celebration e.g. Why do we celebrate Bonfire night? How do we show our support during remembrance? Why do we celebrate Christmas?

Follow instructions with two parts or more – Can follow instruction given to them by an adult for 'how to make a

CL – Speaking skills:

Talk about events from the past and retell them in order including special times/celebrations with family – trick or treating, firework displays, Christmas traditions

Use talk to connect ideas and share with others e.g. during carpet time sharing knowledge and experiences of halloween, bonfire night and Christmas.

PD – Moving and Handling skills:

Move freely and confidently around a space and explores different ways of moving – PE Gymnastics unit

Makes large and small movements with good balance, control and coordination – PE Gymnastics unit and weekly fine motor challenges

PD – Health and Self-Care skills:

Dressing independently including fastenings on coats, shoes and buttons when dressing for PE or into outdoor clothing.

Able to carry out some safety measures within the classroom without adult support e.g. walking with scissors, collecting resources from table tops, putting wellies and waterproofs away when dressing for outdoor play

PSED – Self Confidence and Self Awareness skills:

Shows confidence in talking to other children when playing – Can talk to a friend about their experiences when playing e.g. when in the roleplay shop tell a friend about when they have been to a shop

Being more confident in new situations and meeting new people – Can engage with visitors to school including during

PSED – Managing Feelings and Behaviour skills:

Works together as part of a group – can work as part of a team to make paperchains and wrap presents during Christmas topic

Shows empathy towards the needs of others – During in circle time children can explain how a person may be feeling in a given scenario.

PSED – Making Relationships skills:

Uses talk to support role play and shares ideas with friends – role playing fruit and veg shop/post office.

Extends play by responding to the ideas of others – role play in the shop, shared construction,

L – Reading skills:

Joins in with rhymes and stories – joins in with repeated refrains in Dear Santa, Stick man and We're going on a Elf hunt
Understands that the words we read have meaning
Knows we can find out information from books and computers – see technology

Begins to link letters to their names and the sounds they make

L – Writing skills:

Gives meanings to marks as they draw write and paint – including beginning to use initial sounds
Begins to link letters to their names and the sounds they make – recording sounds and words in phonics sessions. Attempts to use in play when writing lists/labels/cards?
Able to write own name – write name independently or uses

M – Number skills:

Can give the correct number of coins to shop keeper (differentiated)
Can show the correct number of fingers when playing "show me x" in maths warm ups
Can give the spider the correct number of flies for his web (nursery rhyme week)
When playing trash/treasure in phonics, they can determine which side has the most votes or if they are the same, even if the people in each

M – Space, Shape and Measures skills:

Sorts shapes by type using IWB and post box shape game
Completes simple repeated patterns
Uses shapes to create pictures e.g. matching shape to shape, follow instructions to draw a house – a rectangle house with 2 triangle windows etc
Can talk about the models they have made and identify some

UW – People and Communities skills:

Talk about special times and occasions with friends and family – do we all celebrate in the same way? What is the same, what is different?

Can talk about the ways we are the same and different to each other – at Christmas we all But in Family they ...

UW – The World skills:

UW – Technology skills:

Can operate simple technology – explores using beebots and remote control cars to travel from A to B delivering presents (Christmas)

Understands we can find out information from computers/tablets/phones – during each topic discuss how can we find out information? If we can't find it in a book where

EAD – Exploring & using Media & Materials skills:

Can move rhythmically in response to a wide range of music
Can sing a range of nursery rhymes and songs – to be able to sing five nursery rhymes by the end of nursery rhyme week
Enjoys exploring and mixing colours – explores colour when making Christmas splat monsters

EAD – Being Imaginative skills:

Copies what they have seen adults do in their play and does it spontaneously in their play e.g. working in the shop/post office, writing lists of resources needed for play, writing on the whiteboard

Creates simple pictures/models of events, people and objects that have interested them e.g. bonfire night pictures, Christmas

RE

- * Sacraments (baptism and marriage)
 - * Advent
- (*additional week on Remembrance)

Links to year 1:

Opportunities for PARENTS?

- *Time to talk meetings
- *Nursery rhyme show and tell
- *Open morning for books/tapestry talk