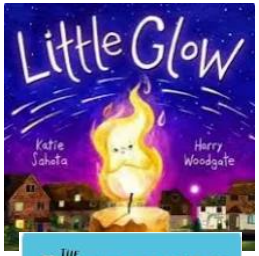
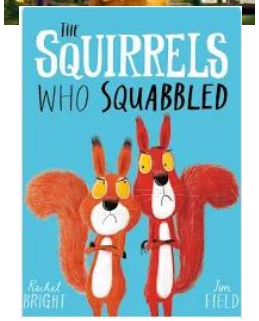
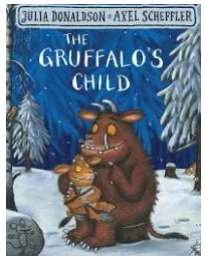
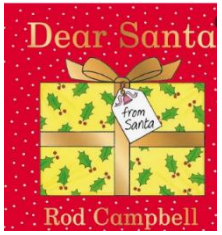
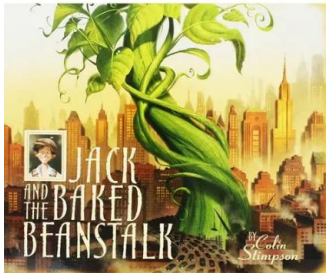
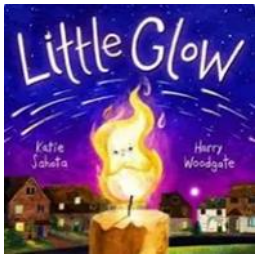
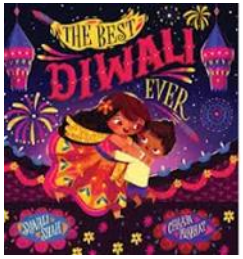
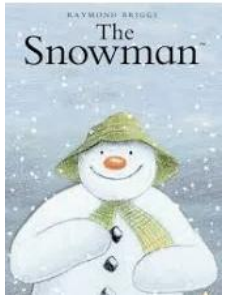
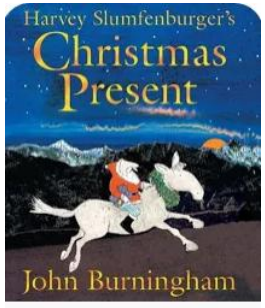
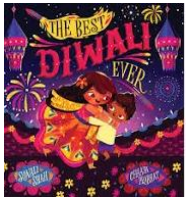
Topic: Celebrations and Light Autumn 2 Harting Learning Hub

Big Question: What brings people together for a celebration?

Area of Learning	EYFS Focus	Key Stage One Focus	
Communication, Language and literacy *All texts if not used for teaching in one class will be shared by the other class in story time*	**Main Texts:**      	Main Texts:     	
		Y1 Writing Objectives: -Plural noun suffixes with -s or -es -Suffixes to verbs -ing, -ed and -er -Conjunction 'and' to join sentences -Command sentences -Exclamation sentences **Continue to include full stops, capital lettes and finger spaces in sentences**	**Y2 Writing Objectives:** -Compound Nouns -Adjective suffixes -ful & -less -Subordination conjunctions (when, if, that, beacause) -Co-ordinating conjunctions (so, or, and, but) -Expanded noun phrases -Apostrephes to mark possesion -Command sentneces
Phonics and Spelling (ELS)	Oral blending • Sounding out and blending Continue learning 23 new grapheme phoneme correspondences (GPCs) • 12 harder to read and spell (HRS) words	**Year 1** Revision of previously taught Phase 5 GPCs • 10 new GPCs • 9 new HRS words	**Year 2** Spellings Review of constanants and vowels. Spelling with vowel sounds.
Mathematics	Circles and triangles	**Year 1**	**Year 2**

	Shapes with 4 sides Subitise, represent and composition of numbers to 5 Counting to 20, recognising numerals.	Addition and subtraction within 10 Shape – 2D and 3D Place value within 20	Addition and Subtraction – across tens, bonds to 20 and bonds to 100 (tens) Shape 2D and 3D
Understanding the World	Seasonal change and exploring light Track the changes from Autumn to Winter Learn about adaptions that woodland animals make throughout the seasons Explore celebrating birthdays. Further develop an understanding of past and present, recognising that people grow and change over time. Listen to stories from different cultures. Learn and use new vocabulary linked to Diwali. Talk about similarities and differences with celebrations. Learn the story of the nativity. Learn about why Christians celebrate Christmas. Understand that celebrations can have religious and cultural significance, recognising similarities and differences between families and communities.  	**Science: Habitats** The children will explore different habitats and microhabitats, learn how animals depend on each other through food chains, and discover how living things are suited to the places they live. We will also investigate how animals survive the changing seasons in the UK and compare these adaptations with those of animals living in the colder, snowy environments. Through observations and investigations, children will develop their understanding of how living things survive and thrive in different environments.  **History:** Learn why Bonfire Night is remembered. Explore the story of Guy Fawkes in an age-appropriate way. Understand that Bonfire Night commemorates an event from the past. Ask questions about the past. **RE**: Why do people celebrate special times? Children will learn about Hindus and Diwali. They will also deepen their understanding of why we celebrate Christmas and what it means to different people.

Expressive Arts & Design	**Nativity Performance : Move from developing narratives through role play, music and performance to confidently combining these skills within a shared performance, remembering songs, taking on roles and expressing ideas.** Ongoing provision throughout the term - Children continue to explore a wide range of materials, tools and techniques through independent creative play. Opportunities are provided to mix colours, print, collage, decorate and create transient art inspired by celebrations, light and pattern. Adults encourage children to talk about their creations and make purposeful artistic choices.	**Art:** Explore traditional Rangoli artwork. Create a symmetrical Rangoli inspired design. Use colour and pattern purposefully. Discuss how art reflects traditions and celebrations. Design and decorate Christmas decorations. Develop cutting, joining and decorating techniques. Explore how artists and craftspeople use colour, pattern and decoration. Compare artwork from different cultures and traditions. **DT:** Exploring and designing a Christmas decoration with a moving wheel/axle mechanism. **Music:** Perform Christmas songs using clear words and expression. Maintain pulse whilst singing. Prepare and perform songs as part of class performance Listen to Diwali/ Indian music, performing different sounds using a range of instruments, thinking about rhythm patterns.
Physical Development	**Gross Motor:** Climb, balance and travel across equipment safely. Develop stamina through active play. Join in energetic movement challenges. Roll, throw and catch a range of equipment. Develop hand-eye coordination through games. Build confidence when trying new activities. Move in different ways to music and songs. **Fine Motor Skills:** Children have daily opportunities to develop hand strength, dexterity and control through play, exploration and purposeful activities. These include: ✒ Writing cards, labels, lists and festive messages ✂ Cutting, folding and joining materials for celebrations and crafts Playdough, clay and festive modelling activities	**PE: Dance** Perform simple movement sequences to music. Change movements to match rhythm and tempo. Develop control when linking actions together. Perform simple dances using a range of movements. Respond to changes in music. Develop timing and coordination. **Fine Motor skills:** Children will have the opportunity to refine their fine motor skills through drawing, colouring, cutting, threading and creative craft activities. They will use a range of tools with increasing control, develop accuracy when manipulating small objects, add detail to their work and create pictures and models independently.

	Threading beads, ribbons and decorations. Pegs, tweezers, tongs and pattern making activities. Construction and junk modelling linked to celebrations. Fine motor games, puzzles and construction challenges.	
Personal, Social & Emotional Development	**Celebrating Difference** *How are we different, similar and the same to the people around us?* What am I good at? What are my favourite things? Are my friends all the same as me?	**Celebrating Difference** *How are we different, similar and the same to the people around us?*