

# Van Gogh Class Autumn 2 Curriculum Plan

## PSED:

Develop friendships with other children.

Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

Be increasingly able to talk about and manage their emotions.

## Communication and Language:

Understand simple questions about 'who', 'what' and 'where'

Learn simple songs and nursery rhymes.

Use longer sentences of four to six words.

## Literacy:

Enjoy sharing books with an adult.

Pay attention and respond to the pictures or the words.

Have favourite books and seek them out, to share with an adult with another child, or to look at alone.

Repeat words and phrases from familiar stories.

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

## Physical Development:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Develop manipulation and control.

Explore different materials and tools.

Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

Learn to use the toilet with help, and then independently.

Use large-muscle movements to wave flags and streamers, paint and make marks.

## Themes:

Celebrations and the  
Magic of 3.

## Maths:

Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

Notice patterns and arrange things in patterns.

Compare amounts, saying 'lots', 'more' or 'same'.

Number songs and finger rhymes.

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

## Understanding the World:

Has sense of their own family.

Make connections between the features of their family and other families.

Notice differences between people.

Use all their senses in hands on exploration of natural materials.

## Expressive Art and Design:

Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.

Explore different materials, using all their senses to investigate them.

Manipulate and play with different materials.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.