

Class	Autumn 2
	<b>Our Story So Far</b>
	As Shelford's vision explains, we aspire for all members to understand how our <b>community of life-long learners</b> has come to be as it is now.
R	<b>Tell us a Story</b> Story telling - Nativity
Y1	<b>Shelford Stars</b> Identity and belonging, my story so far
Y2	<b>Famous Queens</b> Our country's story
Y3	<b>How does Cambridge Compare?</b> Our locality's story - another locality's story
Y4	<b>The Romans: who were they and how did they change Britain?</b> Identity of our country and culture
Y5	<b>Space: Star Gazers</b>
Y6	<b>The Maya Civilisation - What is the significance of their legacy?</b> Marvelous tales of history, mystery & modern day.

### Neurons:

- Prior Learning - YN: Stories I have read / Celebrations I have enjoyed
- Future Learning - Y1: Shelford Stars - Identity and Belonging; My story so far

### Physical Development:

Music and movement -  
'Dance till you drop'  
Spatial awareness / Ring games  
Look what I can do! -  
Exploring new skills  
Balanceability

### Personal, Social and Emotional Development:

- 'My Emotions'
- Understanding and managing feelings  
Family and friends
  - Working together; exploring cooperation / developing friendship skills

### Understanding the World:

Exploring traditions, festivals and celebrations in our families / around the world, now and in history  
Exploring seasonal changes (inc animals and hibernation) / changes to materials e.g. in cooking

Great and Little Shelford



### Communication and Language:

Listening to topic related stories and rhymes Pumpkin Soup / Bonfire Night / Rama and Sita / We're Going on a Bear Hunt / The Rainbow Fish / The Christmas Story / Stories about Christmas  
Recreating and retelling stories (using small world equipment and drama) - showing understanding of the characters  
Show and tell - Sharing a special skill (developing speaking and listening skills)  
Engaging in role play / Planning and reviewing our activities / Talking about our activities

# Tell Me A Story

### Expressive Arts and Design:

Drawing and painting from observation using pencils, paints and pastels e.g. pumpkins  
Printing patterns and creating collages; animals and celebration pictures / 3D models  
Weaving and clay work  
Exploring junk modelling and construction toys - Look what I can do!  
Making dens - big and little / Seasonal cookery  
Topic songs, rhymes, dance and role play / traditional Christmas Music

### We will also be learning:

- RE: Incarnation Unit: Why do Christians Perform Nativity Plays at Christmas? / Festivals of Light - Bonfire Night / Diwali / St. Lucia
- Forest School: Developing independence / Exploring similarities and differences
- Computing: Using equipment, taking photos and videos
- SSM: 2D and 3D shapes / time / positional languages / pattern

### Literacy:

Phonics - 'Letters and Sounds' Phase 2 - Blending and segmenting CV / CVC words / High Frequency Word Focus  
Handwriting - 'Letterjoin'  
• Pencil control/making patterns, writing letters and our names  
Creating lists and recipes / character posters and descriptions / applying phonic knowledge to writing

### Maths:

It's Me 1,2,3 / Light and Dark  
(Representing, comparing, creating and writing numbers / identifying one more one less.  
Rote and rational counting to 10- developing 1:1 correspondence / subitising skills / constructing 'sets'  
Ordering numbers  
Continues: Number rhymes and songs to 5, then 10  
Verbal word problems