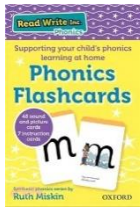



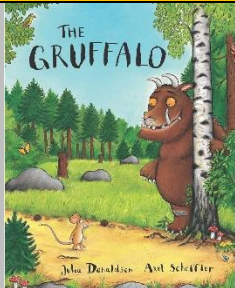
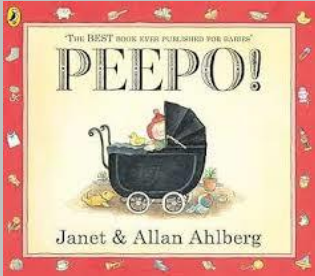
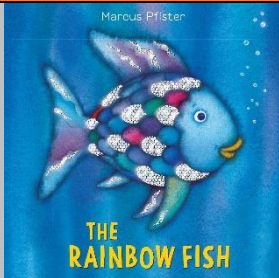



Autumn 1 All About Me & Caring and Sharing Learning Organiser

Transition								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Important Jobs		BASELINE RBA	BASELINE RBA					
TOPIC	'All About Me'				'Caring and Sharing'			
	<ul style="list-style-type: none"> Settling in Building friendships Separating from carer Me and my family Body parts 				<ul style="list-style-type: none"> How can we share Healthy Eating – fruit and vegetables Eating using a knife and fork 			
Lead Text								
Topic Knowledge	<p>All About Me</p> <ul style="list-style-type: none"> We can celebrate and respect all types of families, Who is in my family. Who is special to me. Families come in all sorts of shapes and sizes. But... ALL families are special. 				<p>Caring and Sharing</p> <p>In the autumn, farmers harvest vegetables. 'Harvest' means they gather all of the food they have grown.</p> <ul style="list-style-type: none"> Know that our actions can affect people's feelings What does good sharing look like. What can we do if we see someone is sad Harvest festivals are often celebrated in churches by bringing baskets of food to give thanks to God and to give to those who are less fortunate. <p>People enjoy singing, praying, listening to stories and decorating the church.</p>			
Topic Book	Peepo!				Little Red Hen			

Personal, Social and Emotional Development

Disciplines

Self-Regulation

Feelings and behaviour regulation

- Identify a range of different feelings

Working for goals

- Keep on trying when I find something difficult

Focused attention

- Start to sit and listen more consistently during adult focus time
- Follow simple instructions

Managing Self

- Start to try new activities
- Start to be aware of rules in the school and classroom
- Dress and undress for PE etc.
- Start to know ways to stay healthy
- **Manage their own needs – Personal Hygiene (toileting)**

Building Relationships

- Play with a small group of children, sharing ideas
- Start to form good relationships with the familiar adults in my class
- Express and identify my feelings
- Express my basic needs to familiar adults e.g. ask to go to the toilet, etc.

Role of the adult

Explain the school Motto **Be Kind-Be Your Best-Be Happy**

Get to know the children and their families (build strong initial relationships).

Listen and play with children.

Encourage sharing and turn taking.

Set high expectations.

Wash hands before snack.

Regular toilet breaks.

Snack time – promote healthy eating.

Model positive behaviour.

Provision Enhancements

Rainbow jobs - to encourage independents

Sharing/turn taking games

Role Play - Home Corner (TV, sofa, kitchen, washing, ironing, babies)

Golden rules displayed and taught



Kapow – PSHE

Self Regulation

- Identifying my feelings
- Feelings Jar
- Coping Strategies
- Describing Feelings
- Facial expressions
- Creating a clam corner

Other Information

- Introduce house points – whole school reward system
- School Motto **Be Kind-Be Your Best-Be Happy**
- Parents to send photos in from home to create a whole class family tree in school
- Photos from home Circle time – Ch to talk about who is in their family
- Photos of activities taken with the teddy given to them on their first visit to school.
- Circle time – Show some examples of scenarios where ch are feeling different emotions. If they have a problem, how could they solve it?
- Circle Time – Ch to give examples of different feelings they have experienced

Communication and Language

Disciplines

Listening, Attention and Understanding

- understand why listening is important
- Listen and follow an instruction.
- Follow instructions , provided
- Join in with familiar songs and rhymes
- Wait and take turns in conversation

Speaking- ELG

- Start to share ideas with familiar adult
- Develop social phrases.
- Talk to others (adults and children)
- Use talk to organise thoughts
- Listen to and talk about stories, rhymes and non-fiction
- Share ideas using talk as a tool
- Say how you feel using talk as a tool

Role of the adult

Ask open questions.
Encourage children to speak in full sentences.
Build on talk within the children's play.
Model correct sentence structures and grammar choices.
Daily story time.
RWI - Fred Talk games.
Encourage children to repeat key phrases from a text.
Use new vocabulary within provision – linked to topic
Exaggerate words and have fun saying them.
Encourage children to say "good morning" as they enter school.
Encourage children to use their manners – "please" "thank you"
Key phrases eg. "Please may I go to the toilet?"

Provision Enhancements

Display key texts – keep these readily available for the children to revisit

Attractive book corner/quality books.

Vocabulary List on the wall of feelings/ refer to at all opportunities

Puppets

Dolls house

Little Red Hen Puppets



Other Information

- Introduce children to the school library – Wednesday afternoon?
Take one book each week to build on children's vocabulary/love of reading.
- Daily story time
- Stories we know well
- Phonics talk to parents



Red Hen small world



Pumpkin Soup (Harvest) small world

Physical Development

Disciplines

Gross Motor

- Use lots of different ways of moving appropriately
- Climb over, under and through obstacles
- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

Fine Motor

- Show good pencil control when mark making and drawing
- Use cutlery and other one handed equipment

Role of the adult

Construction Area – safety rules
 Explain the rules when lining up and queuing.
 Encourage penguin position when lining up.
 Praise ch who are showing patience, turn-taking, self control.
 Encourage children to use their knife and fork during lunchtimes.
 Model using manners.
 Encourage ch to be considerate to others.

Rhino Sports

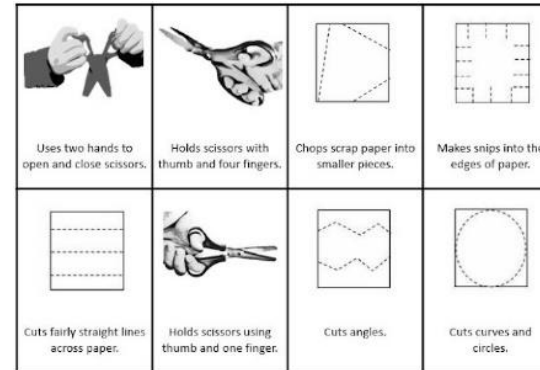
Fundamental Movement Skills

- Travelling at different speeds
- Changing direction
- Hopping, jumping
- Coordination
- Balance and control
- Underarm and overarm throw



Provision Enhancements

Scissor Skills:



Equipment box



Paint brushes and water

Literacy - Reading

Disciplines

Set 1 Sounds: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k

Reading

Comprehension

(Understanding & retelling)

- Retell the key events in stories
- Start to recall facts from non-fiction

Comprehension (Prediction)

- Talk about what has happened in the story so far

Comprehension

(Vocabulary)

- Listen carefully to stories, rhymes, non-fiction and songs

Word Reading

Grapheme- Phoneme matching

- Recognise some of the set 1 speed sounds
- Read individual letters by saying the sounds for them.

Blending and Segmenting

- Say the sounds in CVC words
- Orally blend CVC words
- Blend CVC words
- Begin to read short captions (2-3 words)

Role of the adult

Help children to recognise their names

Books – draw attention to front cover, Author, Illustrator, page numbers, pictures, print.

Retell the story of the Little Red Hen using Pie Corbett actions

Encourage ch to turn pages one at a time and handle books with care.

Show ch where the text is and how we read from left to right.

Show ch how sentences start with a capital letter and end with a full stop.

Discuss 'words'. Some are short, some are long and there are spaces between each word.

Blending CV/CVC words

1:1 reading – Sound Blending books

RWI – Reading sounds speedily

Oral blending in every day situations eg. "Can you get me a p-e-n?"

RWI

- Teach silent signals (Team stop, MTYT, TTYP)
- Name pictures on sound frieze
- Fred talk games
- m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,x
- Word time 1.1
- Word time 1.2
- Word time 1.3
- Word time 1.4
- Word time 1.5
- Teach using 'Fred Fingers'
- Learning to blend/independently



Provision Enhancements

Signs, menus, logos etc around setting/in role play area.

Attractive book area.

Books readily available for ch to access.

RWI sounds on display to support teaching/learning.

Sound mats available to the children in different areas of CP.

Teacher Box for chn to access cards, sounds, and white boards independently

Other Information

- Children receive their Book bags
- Give out reading/blending books
- Nursery Rhymes – miss out words for ch to fill in
- RWI Assessments (every 6-8 weeks)
- sound packs sent home in information pack in the summer
- Teach Pie Corbett actions to retell stories



Disciplines

Writing

Letter Formation

- Form some lower case letters correctly
- Form some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)

Spelling

- Write Set 1 letters in response to sounds
- Recognise and write the initial sound in words
- Write CVC words and labels e.g. c-a-t (Set 1: m – h)

Composition

- Write simple labels and lists
- Begin to write 2-3 word captions
- Hold a simple sentence for writing

Role of the adult

Encourage children to write their name on their work – model correct formation/pencil hold
 Encourage writing using chalks on playground, whiteboard pens on easels, paintbrushes and water, clipboards, IWB.
 Begin name writing practise sessions as children come in the morning
 Gross motor activities outside – ribbons, scarves, parachute etc.

Stages of Writing

Developmental Stages of Writing	
Pre-Literate	
Stage Description:	Sample
Emergent Scribble: writing over any place on page, considers drawing large circular strokes and random marks that do not resemble print or communication messages	
Symbolic Stage: marking point any place on page, pictures or random strokes/words with an intended message	
Directional Scribble: scribble left to right direction, linear, intended as writing that communicates a message	
Symbolic/Mark Letters: letter-like formations, may resemble letters but do not represent an interpretation of numbers, spacing rarely present	
Emergent	
Strings of Letters: long strings of random letters in random order, may go left to right, uses letter sequences that have some possible correspondence to letters in words	
Groupings of Letters: groupings of letters with spaces in between to resemble words	
Labeling pictures: marking beginning sounds with the letters to label a picture	
Environmental Print: or uses letters in words from environmental observations (e.g. readable sentences, uses a variety of consonants to facilitate writing)	
Transitional	
Letter/Word Representation: uses first letter sound of word to represent entire word, uses letter sound relationships	
Initial Letter Sounds: words spelled phonetically using initial sounds, may use medial sounds, may use letters to represent some sounds, attempts to use word spacing, writing is readable	
Fluent	
Beginning Fluency Writing: using all of the above skills to construct phrases that convey a message connected to their situation	
Emergent Writing: Construction of words into sentences or phrases, may be multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic discussed, clear word order	
Five Traits of Writing: 56-letters use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	

Letter formation

a 	b 	c 	d 	e 	f
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.

Provision Enhancements

Introduce lots of print within role play areas.
 Emergent writing (role play area, writing table, construction area, writing area, small world)
 Writing easel in the home corner.
 IWB – Mark making on paint tool.
 Clipboards outside to provide further writing opportunities.
 Chalks.
 Give ch a variety of pencils, crayons, chalks, pens.
 Different types of paper, different sizes and colours.
 Note pads.

Other Information

- Draw a picture of themselves – Name writing
- Draw a picture of their family – label it
- Phonics – Writing CVC words
- Send letter formation rhymes home

Maths

Power Maths

- Match Sort and Compare
- Talk about Measure and Pattern
- It's me 1 2 3
- Circles and Triangles



Objectives

Counting to 3
Recognising numerals 1,2,3,
Representations of numbers to 3
Know that if order changes, amount remains the same

Use the language of more/fewer/equal/same
Compare groups of up to 3 objects
Know that groups have the amount, even if they look different

Describing and comparing 2D
Rolling and stacking
Viewing 2D shapes in different orientations
Number of sides, corners
Recognising shapes in the real world

Disciplines

Number

Numbers to 10 and subitising

- Count to 5 using different mathematical resources
- Match numeral and quantity to 5
- Quickly say how many there are (up to 3) in different arrangements

Calculation

- Start to show how numbers can be made up
e.g. 1 and 3 is 4 and know there is more than one way of doing this

Numerical patterns

The Number System

- Count to 10 by rote

Comparison

- Compare manipulatives (e.g. saying when one tower is bigger/smaller)
- Find one more/ one less using resources

Patterns

- Continue and copy patterns
- Create my own patterns



Provision Enhancements

5 frames
Numerals 1,2,3,4,5
Dice
Counting objects
Images to show representations of numbers
Number tracks

Multilink cubes
Number tracks
5 frames
Sorting hoops

2D shapes (circles, squares, rectangles, triangles)
3D shapes (cubes, cuboids, cones, cylinders, spheres)
Empty boxes
Potato printing
2D shape pictures
Construction bricks

Understanding the World

Geography	History	Science
<p>Simple Fieldwork of a School</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> My School is in Clipston Village Our class is Owl Class. Our classroom has an indoor area and an outdoor area. Our classroom down the corridor from Robin Class. Our toilets are in to the resource cupboard In school we have a school Hall. We have our lunch in the Hall. We have PE lessons in the Hall. The Church is across the road. <p><u>Discipline</u></p> <ul style="list-style-type: none"> Explore the classroom environment – indoors and outdoors Explore different areas of the school: Hall, playground, field, library, classroom Make detailed observations of the world around me thinking about my senses- feel, hear, see, smell 	<p>Family Tree (All About Me)</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Some families may just have a Mum. Some families may just have a Dad. Some families are really big and some families are really small. Some families have Aunts, Uncles, Cousins and Grandparents. Families come in all sorts of shapes and sizes. But... ALL families are special. When I was in nursery now I am in big school What I can do know but couldn't as a baby <p><u>Disciplines</u></p> <ul style="list-style-type: none"> Identify members of our own family. Talk about members of their immediate family and community. Compare the similarities and differences between different types of families. Create a class family tree. Understand that not all families are the same. Use family photographs and baby clothing to promote discussion. Ask questions Begin to use language 'in past' <p>Parents to send in photos from home</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Science - Developing Experts</p> <p>Our Body (All About Me)</p> <ul style="list-style-type: none"> Learn about your body parts: arms, legs and chest Learn about your body parts: hands and feet Learn about your body parts: eyes and nose Describe your ears, mouth and hair <p>Food (Harvest Festival)</p> <ul style="list-style-type: none"> Learn about wheat and flour Learn about fruit Learn about vegetables <p>Harvest Festival</p> <p>In the autumn, farmers harvest vegetables. 'Harvest' means they gather all of the food they have grown.</p> <ul style="list-style-type: none"> Farmers harvest crops using machinery or by hand. In Britain, harvest is celebrated to give thanks for the crops that the farmers have worked hard to grow. Harvest festivals are often celebrated in churches by bringing baskets of food to give thanks to God and to give to those who are less fortunate. People enjoy singing, praying, listening to stories and decorating the church.
RE		
<p><u>Every Child Matters to God</u></p> <p>Theme: Christianity</p> <p>Key Question:</p> <p style="padding-left: 20px;">Who created the world?</p> <p style="padding-left: 20px;">How do Christians give thanks to God at Harvest time?</p> <p style="padding-left: 20px;">How do Christians learn about God?</p> <p><u>Disciplines</u></p> <p>Identify the 7 days of creation</p> <p>Adam and Eve the first sin</p> <p>Noah' ark and the Rainbow</p> <p><u>Other information</u></p> <p>Children receive their bibles in church</p>		

Expressive Arts and Design

Disciplines

Creating with materials

- Use various tools for artwork and design e.g. playdough tools
- Select my own art and design materials to create with
- Tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.
- Starting to recreate familiar stories (with adult support)

Being imaginative and expressive

- Recount and retell familiar stories with my friends and adults (small world/ role play)
- Role play imaginary scenarios linked to experiences
- Know some popular songs and sing them supported by an adult
- Listen and respond to sounds
- Sing with others and supported by an adult

Music Kapow

Exploring Sound

- Vocal sounds
- Body sounds
- Instrumental Sounds
- Environmental sounds
- Nature sounds



DT - Construction

Transporting blocks – Hold them, carry them
Early building

- Block horizontally in rows
- Stack vertically
- Build simple structures
- Repetition
- Consolidate experiences

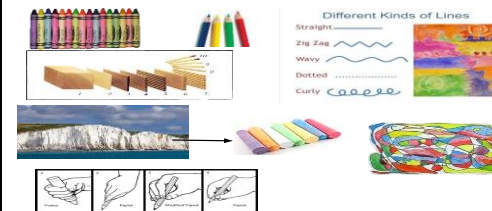
DT – Food

- Begin to learn about your diet and how to stay healthy

Knowledge

What is drawing?

- Know that drawing tools create marks.
You can make different lines with drawing tools. Straight, zigzag, wavy, dotted, curly
- Name some drawing tools.
Pencil, Crayon, Felt tip
- Know the names of different drawing tools.
Chalk, Charcoal, Pastels
- Know where chalk and pencils come from.
Chalk is a soft, white rock. It is normally formed underwater. Pencils are made of wood and come from trees.



Disciplines

- Explore making different marks with different resources, begin to compare lines and pastel smudges.
- Develop effective grip using smaller crayons, pencils and pens.
- Begin to colour in-between lines with increasing accuracy.
- Talk about their marks and patterns.
- Draw from memory and observation.
- Know that a self-portrait is a picture of themselves