

Autumn 1 Ourselves

Prime Areas

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p><u>Listening and Attention</u></p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. (30-50+) • Maintains attention, concentrates and sits quietly during appropriate activity. 40-60+ <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (i.e. using <i>and</i> and <i>because</i> (30-50+) • Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play (40-60+) • Joins in with repeated refrains ((30-50) • Can retell a simple past event in correct order (30-50) <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion. (40-60+) 	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> • Holds pencil near point between first two fingers and thumb and uses it with good control (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+) • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (40-60+) <p><u>Health and Self Care</u></p> <ul style="list-style-type: none"> • Observes the effect of activity on their bodies (30-50+) • Understands that equipment and tools have to be used safely (30-50m+) • Dresses with help (30-50m). 	<p><u>Self Confidence and Self Awareness</u></p> <ul style="list-style-type: none"> • Can select and use activities and resources with help (30-50+) • Communicates freely about own home and community (30-50+) <p><u>Managing Feelings and Behaviour</u></p> <p>Aware of the boundaries set, and of behavioural expectations in the setting (40-60)</p> <ul style="list-style-type: none"> • Aware of own feelings and that some actions and words can hurt others feelings (30- 50) <p><u>Making Relationships</u></p> <ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (30-50) • Initiates play, offering cues to peers to join them and keeps play going by responding to what others are saying or doing. (30-50+)
<p>Little Red Hen – Pie Corbett Talk for Writing. Discussions about self and families Guided role play – house and cafe Travelling Ted – listening to each other and asking appropriate questions. Puppets in book corner. Small group storytelling activities in book corner.</p>	<p>Fine motor skills activities, busy body activities Writing letters with different media – i.e. glitter, chalks etc. Threading, cutting, peg boards, construction, stencils, tracing during continuous provision. Bikes and scooters, obstacle courses, PE trolley during continuous provision. Getting changed ready for PE, looking after own belongings.</p>	<p>Introduction to areas within the classroom and which resources can be freely accessed Introduction to behavioural expectations Shoe box discussions Guided role play SEAL – New Beginnings Introduction to RRR</p>

Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Art and Design
<p>Reading .Beginning to be aware of the way stories are structured and suggests how stories might end (30-50) .Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50) .Looks at books independently. (30-50) Hears and says the initial sound in words. (40-60+)</p> <p>Writing Sometimes gives meaning to marks they make as they draw, write and paint (30-50) Links sounds to letters, sounding the letters of the alphabet (40-60)</p>	<p>ORAL COUNTING Recite numbers 0— 10 1:1 counting of objects 1— 5 accurately 1:1 counting of objects 1— 10 accurately Make sets of a given number from 1-10 Introduce Numicon</p> <p>READING NUMBERS Recognise some numbers of personal significance Recognise numbers 0—5 Recognise numbers 0-10 Begin to order numbers to 10 Match sets of objects to correct numbers Introduce number track to 10</p> <p>WRITING NUMBERS Begin to learn how to write numbers 0—10 Begin to order numbers to 10</p> <p>SHAPE — Pupils can: Recognise and name some 2D shapes—flat shapes Recognise and name some 3D shapes—solid shapes</p> <p>SPACE—Pupils can: Use some positional language appropriately</p> <p>MEASURES — Pupils can: Length— Find the longest / shortest Capacity— Introduce full / empty Time— Pupils can: Begin to use everyday language related to time Mass— Pupils can: Identify heavy / light objects MONEY— Pupils can: Recognise coins can be different colours / sizes / shapes</p>	<p>The World</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (30-50) • Can talk about some of the things they have observed such as plants, animals, natural and found objects (30-50) <p>People and Communities</p> <ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends (30-50+) • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family (30-50) <p>Technology</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment (30-50+) • Uses ICT hardware to interact with age-appropriate computer software (40-60+) 	<p>Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> • Explores and learns how sounds can be changed (30-50 +) • Sings a few familiar songs.(30 – 50+) • Imitates movement in response to music) <p>Being Imaginative Engages in imaginative role-play based on own first-hand experiences (30-50). Creates simple representations of people (40-60)</p>
<p>Daily phonic lessons – phase 1-2 letters and sounds Books – The Little Red Hen My Mum, My Dad John Burnham, information books and stories about babies and families Writing card for a baby Continuous provision – book corner, opportunities to look at books independently and with friends</p>	<p>*Daily mathematics lesson - see planning Number rhymes Continuous provision – number sequencing, numbered counting pots, Sorting activities Numbers in sand, water, playdough etc Free exploration of numicon 2D and 3D shapes, sorting hoops, feely bags. Weighing and comparing babies babies</p>	<p>Makes playdough exploring similarities, differences and changes. Travelling Ted Discussing babies and how we have grown Looking at needs of babies. RE- special people Introduction to computer programs, Introduction to .favourite button with a range of safe sites that children can</p>	<p>Introduction to art area and available resources. Role play areas – home, café, baby clinic Painting, drawing, collaging self and family members. Collaging counting fish Drama based around Little Red Hen story Music – parachute dances.</p>

Story sacks, puppets Writing areas – mark making opportunities, fine motor skills activities, name tracing and writing		access. Programming Beebots. Mouse control Beach and minibeast displays in finding out area	
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	Main topic/book	Small group learning activities	Continuous provision
Week 1	Home visits		
Week 2	My school	Introduction to class and routines, guided play, rules and boundaries to be introduced in all areas. Explore the school inside and outside areas On entry assessments Making counting fish (assessing fms) Phase 1 phonic activities Number rhymes Shoe box discussions on Friday	Guided role play house and café Range of busy body fine and gross motor skill activities Range of small world and construction equipment Range of mark making equipment Numbers and numicon in sand and water Beach display in finding out area
Week 3	All about me	Continuation of on entry assessments in all areas Continue to introduce areas, rules and expectations in these area Introduction of Little Red Hen story – Pie Corbett Drawing picture of self (on entry assessment) Phase 1 phonic activities Number rhymes Circle time – class rules	Guided role play house and café Range of busy body fine and gross motor skill activities Range of small world and construction equipment Range of mark making equipment Numbers and numicon in sand and water Magnets in finding out area
Week 4	All about me	Discussing then drawing picture and writing about what the children think they are good at "I can" Painting pictures of LRH Phase 2 phonics	Role play house and café Range of busy body fine and gross motor skill activities Range of small world and construction equipment Range of mark making equipment Letters introduced in sand and water Beach display in finding out area Magnets in finding out area Story sacks and masks - LRH
Week 5	We are special	Discussing then drawing a picture and writing about who is special to us Re-telling LRH verbally with actions Starting to draw story map of story Acting out the story of LRH with puppets and props Phase 2 phonics	Role play house and café Range of busy body fine and gross motor skill activities Range of small world and construction equipment

			<p>Range of mark making equipment</p> <p>Letters introduced in sand and water</p> <p>Minibeasts in finding out area</p> <p>Story sacs and masks - LRH</p>
Week 6	<p>My family</p> <p>Read stories about families</p> <p>'My Mum' Anthony Browne</p> <p>'My Dad' Anthony Browne</p>	<p>Discuss and draw a picture of family – can you write and names – i.e. mum, dad or any initial sounds.</p> <p>Collaging one member of their family (paper plates)</p> <p>Phase 2 phonics</p>	<p>Role play house (babies in house)</p> <p>Range of busy body fine and gross motor skill activities</p> <p>Range of small world and construction equipment</p> <p>Range of mark making equipment</p> <p>Letters introduced in sand and water</p> <p>Minibeasts in finding out area</p> <p>Story sacs and masks - LRH</p>
Week 7	<p>How I have changed</p> <p>Read non – fiction books about babies</p>	<p>Guided role play in baby clinic</p> <p>Bring in baby pictures – 'write' something about you as a baby (to be discussed at home first) – encourage children to use and write initial sounds.</p> <p>Phase 2 phonics</p>	<p>Role play house and baby clinic</p> <p>Range of busy body fine and gross motor skill activities</p> <p>Range of small world and construction equipment</p> <p>Range of mark making equipment</p> <p>Letters introduced in sand and water</p> <p>"What do babies need?" display in finding out area</p> <p>Non- fiction books about families.</p>