**Mtp –Autumn 1- FS2**

**The Implementation activity ideas written below are in different colours to link with KS1 subject areas:**

**SCIENCE ART PHYSICAL EDUCATION DESIGN AND TECHNOLOGY HISTORY GEOGRAPHY MUSIC COMPUTING RE/RSHE**

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| **Wk** | **Topic** | **COEL** | **COMMUNICATION & LANGUAGE**  **(Listening, attention & understanding, speaking)** | **PSED**  **(Self-regulation, Managing self**  **& Building relationships)** | **PHYSICAL**  **(Gross motor & Fine motor)** | **LITERACY (Comprehension, Word reading phonics & Writing)** | **MATHEMATICS (Number, Numerical patterns & SSM)** | **UNDERSTANDING THE WORLD**  **(Past & present, People, culture & communities & The natural world)** | **EXPRESSIVE ARTS & DESIGN**  **(Creating with materials, Being imaginative and expressive)** | **Key vocab** |
| **WK1-**  **WB 05.09.2023 (4 day week)** | Settling in – All about the school | **I can make choices about what I want to play with.**  **I can settle into the new routine.** | **I can develop my listening skills.**  **I can use developing simple phrases eg ‘good morning’.**  **I can talk about what I want or need.** | **I can interact with my peers and adults within the setting.**  **I can demonstrate an awareness of personal hygiene – I can use the toilet and wash my hands when needed.**  **I can independently choose an activity.**  **I can tidy up resources and toys at the end of the session.** | **I can hold my pencil with my dominant hand with a tripod grip with guidance from my teachers.**  **I can demonstrate the fundamental movements skills – crawling, walking, running, hopping, skipping.** | **I can find my own name.**  **I can write my name with support.**  **I can mark make with a purpose.** | **I can count by rote to 10.**  **I can accurately count up to 5 objects with 1 to 1 correspondence.**  **I can recognise some numbers (1-10).**  **I can join in with familiar number songs and rhymes.** | **I can talk about school and its surroundings.**  **I can explore floating and sinking.** | **I can explore and experiment with a variety of materials.**  **I can share some ideas and skills.**  **I can listen and move to music.** | **Brilliant Expectations**  **Timetable**  **Phonics**  **Name of staff and other children**  **Social phrases** |
|  | Use carpet prompt cards to discuss what good listening and sitting at carpet times looks like.  Explicit teaching of manners. | Building initial relationships with the adults and children within the setting – circle times, interacting at independent learning times, responding to adults and peers when asked a question or during play, etc. Building confidence to approach and ask adults for help if and when needed.  Developing strategies to distract self when up-set/ missing family.  Reinforce where the toilets/sinks are in the classroom, talk about hand washing and when we need to wash our hands.  Encourage the children to independently choose an activity during independent learning time.  Encourage the children to tidy up resources when used and tidy away at the end of the session – Praising, giving out dojo points, etc.  Introduce the tidy up song. | Initial assessment of pencil grip and pressure.  Observations whilst playing outdoors – climbing frame, running coordination etc. Safety rules introduced of how to use the outdoor equipment safely. | Name recognition through self -registering.  Name writing initial assessment.  Finding name on trays/pegs with support.  Introduce our writing zone. | Counting to 10 – carpet times, lining up, counting objects, etc.  Modelling - Counting up to 5 objects accurately,  counting activities in independent learning time, number collections to count,  counting songs. etc.  Recognise some numbers up to 10 when written down, on the numberline, singing resources, etc.  Number jigsaws.  Singing number songs and rhymes. | Water play- variety of objects to explore with that float or sink.  Tour of the school – where are the classrooms? Where is our playground?  Meet the different teachers and find out what people do in our school eg Mr Buchanan, Mrs Mould, etc. | Initial exploration of classroom resources:  Poster paints  Felt tips  Crayons  Chalks  Box modelling  Introduce wake and shake after register time. |  |
| **WK-2-**  **WB 11.09.2023** | **All about me** | **I can make choices about what I want to play with.**  **I can settle into the new routine.**  **I can play alongside other children and watch what they are doing.** | **I can listen to rhymes and songs.**  **I can listen to stories and begin to add comments.**  **I can talk about my family in small groups.** | **I can interact with my peers and familiar adults within the setting.**  **I can approach a familiar adult if I need help or support.**  **I can demonstrate an awareness of personal hygiene – I can use the toilet and wash my hands when needed.**  **I can independently choose an activity.**  **I can tidy up resources and toys at the end of the session.**  **I can put on my own coat and fasten it up.** | **I can cut making snips.**  **I can hold my pencil in my dominant hand with a tripod grip with the guidance from my teachers.**  **I can climb using alternative feet.**  **I can put on my own coat and fasten it up.** | **I can identify some graphemes and say the phonemes.**  **I can mark make with a purpose.**  **I can mark make left to right.**  **I can use some letters in my writing.**  **I can find my own name.**  **I can talk about my favourite character or part of my favourite story.** | **I can count by rote to 10.**  **I can accurately count up to 5 objects with 1 to 1 correspondence.**  **I can recognise and order numbers 0, 1 and 2.**  **I can subitise numbers 1 and 2.**  **I can join in with familiar number songs and rhymes.** | **I can talk about my family**  **I can talk about the weather I observe outside.**  **I can talk about my past/what I could do as baby/now.** | **I can explore and experiment with a variety of materials.**  **I can share some ideas and skills.**  **I can share resources.**  **I can listen and move to music.**  **I can introduce a simple storyline to my play.** | **Brilliant Expectations**  **Timetable**  **Phonics**  **Name of staff and other children**  **Subitise**  **Phonics**  **Graphemes/ Phonemes**  **Segment / blend** |
|  | Introduce the ball game roll to a friend, practice recognising new friends.  Daily story time – opportunity for questions.  Discuss role play area.  Join in with songs and rhymes and listen carefully to stories. | Building initial relationships with the adults and children within the setting – circle times, interacting at independent learning times, respond to adults and peers when asked a question or during play.  etc.  Developing strategies to distract self when up-set/ missing family.  Building the confidence to approach and ask adults for help if and when needed.  Talk about hand washing, using the toilet, etc.  Tidy up resources when used and tidy away at the end of the session – Praising, giving out dojo points, etc.  Praising children for putting on their coats independently. | Reinforce correct pencil grip and pressure during 1 to 1 guided tasks.  Introduce pinchy parrot fingers.  Assess scissor hold and basic skills – use the first cutting skills sheet. Remind children of the safety rules when using scissors.  Climbing frame assessment – up and down the ladder/fire pole.  Handwriting in books – graphemes from phonics this week.  PE taster week – introduce the children to the hall, how to keep safe in the hall and play a simple game using the parachute. | Self registration – continue to promote independence.  Name writing intervention.  Core books to be sent home this week – set the expectations with parents to return books Mondays/Thursdays.  Phonics assessment – baseline to gauge children’s entry level.  Floppys phonics Level 1+ - /S/ /A/.  **Key books for discussion time:**  -The rainbow fish -Giraffes can’t dance -Paper dolls -A little bit brave -Dragons don’t share | Introduce numbers of the week -0, 1 and 2.  Watching Numberblocks episodes.  Numeral recognition and ordering.  Number, counting songs and rhymes.  Count up to 5 objects using 1 to 1 correspondence - counting activities in independent learning time, number collections to count,  counting songs and rhymes, etc.  Verbally counting to 10 in different ways -  Playing number and counting games.  IWB Topmarks games.  Subitising numbers 1 and 2 – Maths dollop activities. | Children to draw a family portrait – can they name and describe the people in their family.  Daily weather chart.  Talk about the things they could do when they were a baby compared to now. How have we changed? | Initial exploration of resources:  Collage  Pva glue  Glue sticks  Scissors  Water colour paints  Charanga – music lesson 1  Develop imagination and storytelling with peers during small world play – model interactions with peers and how to use our toys with narratives. |  |
| **WK-3-**  **WB 18.09.2023** | **All about me** | **I can make choices about what I want to play with.**  **I can play alongside other children and watch what they are doing.**  **I can tidy materials into the correct boxes without over filling.**  **I can ask for help when I have a problem.** | **I can listen to stories and begin to add comments.**  **I can talk about my family in small groups.**  **I can begin to ask and answer simple questions.**  I | **I am confident with the school routines and environment.**  **I can name some of our BRILLIANT Expectations.**  **I can talk about the BRILLIANT Expectations and why we have them.**  **I can use the toilet and wash my hands independently and know when I need to do these.**  **I am able to select activities and resources independently and tidy up after myself – “Choose it, use it, put it away.”**  **I am able to follow a simple instruction.**  **I can take off my shoes and socks and make an attempt to put them back on.**  **I can put on my own coat and fasten it independently.** | **I can cut making snips.**  **I can draw a picture of myself.**  **I can hold my pencil in my dominant and with a tripod grip.**  **I can demonstrate the fundamental movements skills – crawling, walking, running, hopping, skipping.**  **I can take off my shoes and socks and make an attempt to put them back on.**  **I can put on my own coat and fasten it independently.** | **I can talk about my favourite character or part of my favourite story.**  **I can talk about what is happening in a picture.**  **I can identify some graphemes and say the phonemes.**  **I can write my name mostly independently.** | **I can recognise and order numbers 0, 1,2,3 and 4.**  **I can subitise numbers 1,2, 3 and 4.**  **I can use a number fan to show a number.**  **I can recognise and name the 2D shapes circle, triangle and square.**  **I can talk about the attributes of shapes using the relevant language.**  **I can recognise, continue and make an AB and AAB pattern.** | **I can talk about my family.**  **I can show an awareness about a country that I or my family have visited.**  **I can explore the wildlife I see in Forest School.** | **I can explore and experiment with a variety of materials.**  **I can explore and experiment with a variety of techniques.**  **I can represent people, objects or events.**  **I can share resources.**  **I can share some ideas and skills.**  **I can listen and move to music.**  **I can talk about music.**  **I can sing either in a group or alone.**  **I can introduce a simple storyline to my play.**  **I join in with music making and dancing either alone or in groups.** | **BRILLIANT Expectations**  **Respect**  **Circle**  **Triangle**  **Square**  **Corners**  **Edges**  **Vertice**  **Subitise**  **Repeating Pattern**  **Phonics**  **Graphemes/ Phonemes**  **Segment / blend**  **Portraits**  **Family** |
|  | Play a game of ‘Guess Who?’  Choose a child to give clues (hair colour) – can the children guess who they are describing?  Look at the display with children’s family photos on and discuss.  Using word/picture prompts (animal, colour, game, food, toy) – play a circle game. Roll the ball to a child, can they think of a question to ask the group (using the prompts) | Using the timetable to talk through routines.  Circle time about The BRILLIANT Expectations, what they are and why we have them.  Rewarding children who we observe remembering our BRILLIANT Expectations.  Using the toilet and washing hands independently.  Selecting activities and resources independently and tidying away afterwards – Introduce “Choose it, use it, put it away.”  Following instructions at carpet times, transition times, directed learning times, etc.  Praising children for putting on and fastening their own coats and for putting their own socks and shoes back on. | Draw picture of themselves using a mirror to help.  PE – initial lesson in hall – removing shoes and socks. Moving into a space and standing in this space. Walking around a big hall, coordinating body and eyes.  Spatial awareness – moving in and out of other children. (See separate planning)  Handwriting in books – graphemes from phonics this week. | Draw and label a picture of themselves.  Continue name writing interventions for select children.  Children choose favourite story to share – ask on dojo for children to bring in their favourite from home – generate discussion around their stories they love.  Floppys phonics Level 1+ - /T/ /P/  **Key books for discussion time:**  -Something else  -We are all neighbours - Lost + found -One world together | Recognising numbers 0-4 and ordering, counting out 4 objects.  Watching Numberblocks episodes. Counting songs and rhymes  Using a number fan to show a given number,  IWB Top Marks Games,  Number jigsaws.  Subitising numbers 1-4 – Maths dollop.  Drawing around shapes to make a picture.  Shape jigsaws  Shape walk  Using 2D shapes to make pictures    Making AB and ABB patterns using the pegboards, compare bears, shapes, printing, etc. | Small world – use tuff spot, use blue/green cloth for sea and land. Put boats/sea creatures etc in sea, cars, trains etc on land with people.  Also add aeroplanes to see how children transport.  Look at a map and identify the land and the sea. How do we travel over the sea? Land?  Dolls and dressing up (for summer/winter)  Circle time - Discuss who is in our family – using photographs.  Did we go on holiday with our family? Where did you go? What was the weather like? What clothes did you wear? | Skill focus:  Painting – brush strokes, long, short, gentle – different brush sizes.  Painting with different mediums e.g. car tracks, sponges for printing.  Self portraits – identifying themselves and what mediums they could use to represent themselves.  Charanga – music lesson 2  Observe children taking part and those who are happy to lead part of the session/share ideas. |  |
| **WK-4-**  **WB 25.09.2023** | **People who help us** | **I can make choices about what I want to play with.**  **I can play alongside other children and watch what they are doing.**  **I can tidy materials into the correct boxes without over filling.**  **I can ask for help when I have a problem.**  **I am beginning to correct my own mistakes.** | **I can ask questions to find out more.**  **I can speak using simple sentences sometimes using connective ‘and’.**  **I can understand more complex sentences, linked to my routine.** | **I am confident with the school routines and environment.**  **I can name some of our BRILLIANT Expectations.**  **I can talk about the BRILLIANT Expectations and why we have them.**  **I am able to follow a simple instruction.**  **I can take off my shoes and socks and make an attempt to put them back on.**  **I am confident to interact with my peers and adults within the classroom.**  **I can recognise the importance of being kind to others and I can show kindness towards others.**  **I can recognise different feelings.**  **I can talk about how I am feeling.** | **I can cut making snips.**  **I can use tools to simple effect – paintbrush, glue, spreader, cutlery.**  **I can hold my pencil in my dominant hand with a tripod grip.**  **I can take off my shoes and socks and make an attempt to put them back on.** | **I can talk about what is happening in a picture.**  **I can write my name mostly independently.**  **I can mark make with a purpose.**  **I can mark make left to right.**  **I can use some letters in my writing.**  **I can hear initial sounds in words and will attempt to mark make the graphemes to match the phonemes.** | **I can recognise and order numbers 0-6.**  **I can subitise numbers 1-5.**  **I can name the days of the week.**  **I can say the days of the week in the correct order.**  **I can recognise and name the 2D shapes circle, triangle, square, rectangle, oval and hexagon.**  **I can talk about the attributes of shapes using the relevant language.**  **I can recognise and name a 1 pence and 2pence coin and talk about their properties.** | **I can talk about the people in my family.**  **I can think about a place that is special to me.**  **I can explore the wildlife I see in Forest School.**  **I can contribute developing knowledge to floor books.**  **I can begin to develop an awareness of community.** | **I can explore and experiment with a variety of materials.**  **I can explore and experiment with a variety of techniques.**  **I can represent people, objects or events.**  **I can listen and move to music.**  **I can talk about music.**  **I can sing either in a group or alone.**  **I can introduce a simple storyline to my play.**  **I join in with music making and dancing either alone or in groups.** | **Feelings vocabulary – happy, sad, angry, etc**  **Kind**  **Tripod grip/pinchy parrot**  **Collage – tessellation**  **Days of the week**  **Hexagon**  **Oval**  **Money/coins/ pence** |
|  | Circle time-reinforce expected behaviours, encourage everyone to have a go or contribute.    Model social phrases – introductions to new friends, how to share resources and ask politely  Staff to model external monologue during play and creating. | Using the timetable to talk through routines.  Circle time about The BRILLIANT Expectations, what they are and why we have them - focussing on individual ones if needed.  Rewarding children who we observe remembering our BRILLIANT Expectations.  Recognising and praising the children who are being kind to others, sharing resources. etc.  Builds positive relationships with adult or peer - confidently interacting, asking for help, etc.  Following instructions at carpet times, transition times, directed learning times, etc.  Praise children who are putting their own socks and shoes on independently.  Recognise different feelings, express how they are feeling – interactive registration, stories, circle time, etc. | Pinchy parrot development – threading, playdough, hama beads.  Colouring a picture of the colour monster.  Snipping tissue paper – using different colours for collage resources.  Handwriting in books – graphemes from phonics this week.  PE lesson – Dance – see separate planning. | Using colour monster pictures – promote discussion around what they see, the colours and feelings they notice.  Phonics worksheets – initial sound drawings.  Writing words containing SATPIN in phonics books.  Floppys phonics Level 1+- /I/ /N/  **Key texts:**  Non-fiction books for People Who Help Us theme – talk about how we can find out information through books, on computers, on ipads (through the internet) and brainstorm questions the children would like to find out the answers to around people who help us. | Introduce numbers of the week 5 and 6.  1 more than game – numbers 0-6.  Watching Numberblocks episodes.  Numeral recognition and ordering games 0-6.  Subitising activities – Maths Dollop.  Introducing the days of the week (linked to The Very Hungry Caterpillar)  Shape games – feely bag game, name the shape game, IWB powerpoints.  Introducing the coins 1pence and 2pence, recognising and sorting coins, coin rubbings, etc. | Talk about how families differ, we all have different routines, cultures family dynamic- talk about being respectful that people are different. Link in the roles of the family members – how do they help us? How do they help our community?  Smallworld – happyland town to reflect our local community – shops, schools, houses, library etc to begin thinking of what and who are there in our community and the ways in which they can help us.  Close our eyes and think of a place that is special to them. Why is it special? | Skill focus:  PVA glue – spreading only where needed, wiping on the edge of the pot, develop awareness of the slow drying process.  Use PVA for sticking different textures e.g. tissue paper, pomp oms, card board.  Collaging – filling a space and introduce tessellation.  Charanga – music lesson 3 |  |
| **WK-5-**  **WB 02.10.2023** | **People who help us** | **I can show determination to reach my goal.**  **I can play alongside other children and watch what they are doing.**  **I am beginning to correct my own mistakes.**  **I can tidy materials into the correct boxes without over filling.**  **I can ask for help when I have a problem.** | **I can ask questions to find out more.**  **I can speak using simple sentences sometimes using connective ‘and’.**  **I can use new vocabulary.**  **I can join in with repeated phrases.** | **I can name some of our BRILLIANT Expectations.**  **I can talk about the BRILLIANT Expectations and why we have them.**  **I can play interactively with my peers.**  **I can recognise different feelings.**  **I can talk about how I am feeling.**  **I am confident to initiate a conversation with my peers and adults within the classroom.** | **I can take off my shoes and socks and make an attempt to put them back on.**  **I can use tools to simple effect – paintbrush, glue spreader, cutlery,**  **I can hold my pencil in my dominant hand with a tripod grip.**  **I can draw a picture of myself.** | **I can sometimes blend words when they are orally segmented for me.**  **I can identify some graphemes and say their phonemes.**  **I can use some letters in my writing.**  **I can hear initial sounds in words and will attempt to mark make the graphemes to match the phonemes.** | **I can recognise and order numbers 0-8.**  **I can say what is one more than a given number (0-8)**  **I can add on one more to a given number.**  **I can use my number fan to show the answer to a number question.**  **I can recognise and name the 2D shapes circle, triangle, square, rectangle, oval, hexagon, pentagon and octagon.** | **I can name some seasons.**  **I can talk about my school and its surroundings.**  **I can explore the wildlife I see in Forest School.**  **I can contribute developing knowledge to floor books.**  **I can begin to develop an awareness of community.** | **I can explore and experiment with a variety of materials.**  **I can explore and experiment with a variety of techniques.**  **I can listen and move to music**  **I can talk about music.**  **I can sing either in a group or alone.**  **I can introduce a simple storyline to my play.** | **Feelings vocabulary**  **More**  **Less**  **2D shapes**  **Rectangle**  **Oval**  **Hexagon**  **Pentagon**  **Octagon**  **Forest schools**  **Autumn – seasons**  **Wildlife** |
|  | End each day with story.  -during continuous play staff to model social phrases, using talk to solve problems e.g. if you need a tool a friend has or want a turn with a toy.  Join in with stories, songs and rhymes.  Learn new vocabulary link to books. | Discussing the BRILLIANT Expectations, what they are and why we have them. – focussing on individual ones if needed. Rewarding children who we observe remembering our BRILLIANT Expectations.  Recognising and praising the children who are being kind to others, sharing resources. tidying up, etc.  Builds positive relationships with adult or peer confidently interacting, asking for help, etc.  Start a conversation with a peer, playing interactively with others, acting out a narrative, etc.  Recognise different feelings, express how they are feeling – interactive registration, stories, circle time, etc.  Follow a two step instruction. | Observe and assess children at lunch time for cutlery skills.  Handwriting in books – graphemes from phonics this week.  PE lesson – Dance – see separate planning | Say the initial sounds of the people who help us – children to either verbalise the sounds or attempt to mark make the initial sounds.  Writing the newly learnt graphemes in glitter trays.  Floppys phonics Level 1+ - /M/ /D/ | Introduce numbers of the week 7 and 8.  Recognising and ordering numbers 0-8. Watching Numberblocks episodes.  Representation-numeral, subitising to 5 – Maths Dollop.  Sharing 4 out.  Practice 1 more than/Counting on from a given number.  Practising addition – adding on one more.  Recognising, naming 2D shapes and talking about their properties – shape games, jigsaws, IWB powerpoints, etc. | Talk about clothes that we need for our current season/weather and how this will change as the season changes. – Link this idea to the uniforms that people wear for different jobs.  Small world – emergency services with our non fiction texts and floorbook to continue to add information and knowledge to.  Discussion time – now we know who helps us in our local community, can we think of how they might help people in places further away? Do different countries have the same emergency services?  Go on a senses walk, encourage the children to explore the natural world around them. What can you see, hear, feel? | Skill focus:  Scissor skills – cutting straight lines of paper.  Snipping leaves/tissue paper/wool/masking tape for box modelling.  Puppet characters to link with people who help us e.g. police officer– cutting element plus opportunity for story telling and narrative development.  Charanga – music lesson 4 |  |
| **WK-6- Complete the RBA**  **WB 09.10.2023** | **People who help us** | **I can make choices about what I want to play with.**  **I can show determination to reach my goal.**  **I can play alongside other children and watch what they are doing.**  **I am beginning to correct my own mistakes.**  **I can tidy materials into the correct boxes without over filling.**  **I can ask for help when I have a problem.** | **I can understand more complex sentences.**  **I can use key language.** | **I show an awareness of mental health and how I can help to keep my mental health and wellbeing healthy.**  **I can recognise different feelings and talk about what they feel like.**  **I can show respect to others.**  **I can play interactively with others.**  **I can follow a two step instruction.** | **I can cut making snips.**  **I can draw a picture of myself.**  **I can hold my pencil in my dominant hand with tripod grip.**  **I can use tools to simple effect- paintbrush, glue spreader, cutlery.**  **I can demonstrate fundamental movement skills- crawling, walking, running, hopping, skipping.**  **I can climb using alternative feet.**  **I can take off my shoes and socks independently and put them back on, mostly without support.** | **I can talk about my favourite character or part of my favourite story.**  **I can talk about what is happening in a picture.**  **I can identify some graphemes and say the phonemes.**  **I can mark make with a purpose.**  **I can mark make left to right.**  **I can use some letters in my writing.**  **I can hear initial sounds in words and will attempt to mark make the graphemes to match the phonemes.**  **I can sometimes blend words when they are orally segmented for me.** | **I can recognise and order numbers 0-10.**  **I can say what is one more than a given number (0-10).**  **I can say what is one less than a given number (0-10).**  **I can use a numberline to say what is one more and one less than a given number.**  **I can recognise how an addition number sentence can be recorded.**  **I can compare the weights of objects.**  **I can use weighing scales to compare the weights of two objects.**  **I can recognise and use the appropriate vocabulary when talking about weight.**  **I can order 3 objects by their weight.** | **I can contribute developing knowledge to floor books.**  **I can begin to develop an awareness of community.** | **I can explore and experiment with a variety of materials.**  **I can explore and experiment with a variety of techniques.**  **I can represent people, objects or events.**  **I can share resources.** | **Mental Health**  **Wellbeing**  **Respect**  **Addition**  **Weight**  **Heavy**  **Light**  **Scales**  **Balance**  **Order** |
|  |  | Recognise different feelings, express how they are feeling – interactive registration, stories, circle time, etc.  Model how we speak nicely to others and look after resources - develop understanding of ‘We respect’.  Playing interactively during independent learning time and games with an adult. | PE lesson – Dance – see separate planning  Assess children’s independence with taking shoes off and putting back on after PE – make note of those needing support for intervention purposes.  Ask children to write their name on their work – promote their independence by accessing name card from tray if needed.  Handwriting in books – graphemes from phonics this week. | Share the lilac repetitive phrase books in groups to promote reading from left to right and joining in with phrases they recognise.  Finding graphemes using magnetic letters – challenge to make 2 letter words.  Floppys phonics Level 1+ - /G/ /O/ | Introduce numbers of the week 9 and 10. Watching Numberblocks episodes, recognising and ordering numbers to 10.  Using numberlines and number fans for 1 more and 1 less than a given number.  Comparing weights of objects, making predictions, using the scales to weigh vegetables and fruit and using the vocabulary Heavy/Heavier/  Heaviest and Light/  Lighter/Lightest and Balance, ordering 3 objects by their weight, Measuring using non-standard units – independent learning time and Maths Dollop. | Discussion time – what would you like to be when you grow up? Who would you like to help in your local community?  Think of the roles we have learnt about in the past 2 weeks. | Skill focus:  -Application of scissor skills – cutting straight lines and practice cutting circle buttons – police officer phone.  -Exploring clay – no end product – just an opportunity for children to gain confidence in how to handle the clay and how to manipulate it into different shapes and create different textures.  Charanga – music lesson 5 |  |
| **Wk 7 – 16.100.2023** | **Little red hen/Harvest themed learning** | **I can make choices about what I want to play with.**  **I can show determination to reach my goal.**  **I can play alongside other children and watch what they are doing.**  **I am beginning to correct my own mistakes.**  **I can tidy materials into the correct boxes without over filling.**  **I can ask for help when I have a problem.** | **I can use key language.**  **I can begin to ask and answer simple questions.**  **I can ask questions to find out more.**  **I can speak using simple sentences sometimes using connective ‘and’.** | **I can show respect to others.**  **I can play interactively with others.**  **I can follow a two step instruction.**  **I can select and use activities with growing independence.** | **I can hold my pencil in my dominant hand with tripod grip.**  **I can use tools to simple effect- paintbrush, glue spreader, cutlery.**  **I can demonstrate fundamental movement skills- crawling, walking, running, hopping, skipping.** | **I can talk about my favourite character or part of my favourite story.**  **I can talk about what is happening in a picture.**  **I can identify some graphemes and say the phonemes.**  **I can mark make with a purpose.**  **I can mark make left to right.**  **I can use some letters in my writing.**  **I can hear initial sounds in words and will attempt to mark make the graphemes to match the phonemes.**  **I can sometimes blend words when they are orally segmented for me.** | **I can recognise and order numbers 0-10.**  **I can say what is one more than a given number (0-10).**  **I can say what is one less than a given number (0-10).**  **I can use a numberline to say what is one more and one less than a given number.**  **I can recognise how an addition number sentence can be recorded.** | **I can begin to develop an awareness of community.**  **I can talk about my family.** | **I can explore and experiment with a variety of materials.**  **I can explore and experiment with a variety of techniques.**  **I can represent people, objects or events.**  **I can share resources.**  **I can share some ideas and skills.**  **I can listen and move to music**  **I can talk about music.**  **I can sing either in a group or alone.**  **I can introduce a simple storyline to my play.**  **I join in with music making and dancing either alone or in groups.** | **Harvest**  **Tradition**  **Community**  **Charity**  **Combine Harvester** |
|  |  |  | Discussion of harvesting crops – naming fruit and vegetables – using real life objects.  Using fruit and veg model if it is grown underground in soil or if it is picked from a plant or tree – how can we tell?  Use Elmers to record children’s conversations.  Look through the sticky knowledge folder – what have we learnt this half term? | Circle time –  Our first half term in school – reflection time. Have you made new friends? Do you feel comfortable in school? | Snipping hay/wheat (new texture to apply snipping skill).  PE lesson – Dance – see separate planning | Floorbook – harvest theme – note keywords the children would like to remember and have learnt from this topic e.g. combine harvester, charity, vegetables.  Research how harvesting worked in the past compared to now? What new techniques and machines do we have?  Learn a simple harvest poem to share with partner class. Read harvest poems – can we draw something to represent the poem? | Revisit the numbers 0-10. Make a washing line to use for teaching time and for continuous provision.  Emphasis on subsisting this week using a range of resources – assess children and develop intervention plan for those who are finding this tricky. | Food tasting of vegetables – make a bar chart to record our most and least favourite foods.  Circle Time –what sort of weather do we need for a good harvest?  Why is harvest time so important? Talk about the charity we are donating to this year and why/how we can help others. | Skill focus:  Colouring – basic shapes, filling an area, using a range of different resources e.g. chalk, pastels, felt tips and crayons.  Harvest themed colouring – what colours are the fruits and vegetables –add to floorbook.  Later in the week complete an observational drawing of fruit or vegetable – key focus on identifying the colours we can see and the basic shape.  Learn a harvest themed song and perform in assembly. |  |
| **End of Aut 1** | **Bench markers- Baseline** | **COEL** | **Communication & language**  **(Listening, attention & understanding, speaking)** | **PSED**  **(Self-regulation, Managing self**  **& Building relationships)** | **PHYSICAL**  **(Gross motor & Fine motor)** | **Literacy (Comprehension, Word reading phonics & Writing)** | **MATHEMATICS (Number, Numerical patterns & SSM)** | **UNDERSTANDING THE WORLD**  **(Past & present, People, culture & communities & The natural world)** | **EXPRESSIVE ARTS & DESIGN**  **(Creating with materials, Being imaginative and expressive)** | **Key vocab** |
| **I can make choices about what I want to play with.**  **I can settle into the new routine.**  **I can show determination to reach my goal.**  **I can play alongside other children and watch what they are doing.**  **I am beginning to correct my own mistakes.**  **I can tidy materials into the correct boxes without over filling.**  **I can ask for help when I have a problem.** | **I can develop my listening skills.**  **I can use developing simple phrases eg ‘good morning’.**  **I can talk about what I want or need.**  **I can listen to rhymes and songs.**  **I can listen to stories and begin to add comments.**  **I can talk about my family in small groups.**  **I can listen to stories and begin to add comments.**  **I can begin to ask and answer simple questions.**  **I can ask questions to find out more.**  **I can speak using simple sentences sometimes using connective ‘and’.**  **I can understand more complex sentences, linked to my routine.**  **I can use new vocabulary.**  **I can join in with repeated phrases.**  **I can use key language.** | **I am becoming confident with the routines of the school day.**  **I can express how I am feeling and I recognise different feelings.**  **I can consistently follow a 1 step instruction & sometimes 2 step instructions.**  **I can select and use activities with growing independence.**  **I can use the toilet and wash my hands when prompted.**  **I can put my coat on and fasten it up.**  **I can separate from my main carer to my key worker.**  **I can distract myself when I am upset.**  **I can show friendly behaviour towards others.**  **I can share with others.**  **I can initiate conversations and interact with others.**  **I have a good relationship with either a friend or adult.**  **I show an understanding of our BRILLIANT Expectations and can talk about what these are.**  **I can choose, use and put away resources.** | **I can cut making snips.**  **I can draw a picture of myself**  **I can hold my pencil in my dominant hand with tripod grip.**  **I can use tools to simple effect- paintbrush, glue spreader, cutlery.**  **I can demonstrate fundamental movement skills- crawling, walking, running, hopping, skipping.**  **I can climb using alternative feet.**  **I can take off my shoes and socks independently and put them back on, mostly without support.** | **I can talk about my favourite character or part of my favourite story.**  **I can talk about what is happening in a picture.**  **I can find my own name.**  **I can identify some graphemes and say the phonemes.**  **I can write my name mostly independently.**  **I can mark make with a purpose.**  **I can mark make left to right.**  **I can use some letters in my writing.**  **I can hear initial sounds in words and will attempt to mark make the graphemes to match the phonemes.**  **I can sometimes blend words when they are orally segmented for me.** | **I can join in with some familiar number rhymes and songs.**  **I can say number names in order to 10**  **I can accurately count 5 objects.**  **I can recognise most numerals to 10 and order these.**  **I can subiitise – Recognise how many objects there are in a group without counting, e.g, fingers being held up.**  **I can say what is one more or less than a given number (1-10)**  **I can recognise and name some 2D shapes and can talk about their properties.**  **I can recognise 1 pence and 2 pence coins and recognise their shape, colour and markings.**  **I can tell you the names of some of the days of the week.**  **I can recognise, continue and make an AB and ABB pattern using two colours.**  **I can understand and use the vocabulary heavy, light and balance and show an awareness of how we use the scales.** | **I can talk about school and its surroundings.**  **I can explore floating and sinking.**  **I can talk about my family.**  **I can talk about the weather I observe outside.**  **I can talk about my past.**  **I can show an awareness about a country that I or my family have visited.**  **I can name some seasons.**  **I can explore the wildlife I see in Forest School.**  **I can contribute developing knowledge to floor books.**  **I can begin to develop an awareness of community –including religions, traditions, cultures and charities.** | **I can explore and experiment with a variety of materials.**  **I can explore and experiment with a variety of techniques.**  **I can represent people, objects or events.**  **I can share resources.**  **I can share some ideas and skills.**  **I can listen and move to music**  **I can talk about music.**  **I can sing either in a group or alone.**  **I can introduce a simple storyline to my play.**  **I join in with music making and dancing either alone or in groups.** | **Tier 2 words-**  Happiness, joyangry, tense, cross feelings,  Phonics, 2D shape names & properties– numeral, number, sadness, expectation  Routine learning words such as phonics, maths, register etc.  Tool, paintbrush, glue spreader, primary colour,  **Tier 3 words-**  Autumn, Tessellation,  Harvest, worship, community, Christianity |