Possible Themes & Interests

OURSELVES

Vhat

me

ME?

FEELINGS/BEHAVIOUR

The Colour

HARVEST

AUTUMN







Books /rhyme s and songs followi ng possibl e themes

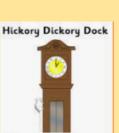
Suggested Texts

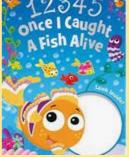






































Prime Areas

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Attention:

Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.

Respond:

Make predictions about what might happen next or story endings in response to texts read.

Engage in non-fiction books.

Link events in a story to their own experiences. Introduce a storyline into their play.

Understanding:

Consider the listener and takes turns to listen and speak in different contexts.

Speaking:

Use talk to pretend objects stand for something else in play.

Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.

Special box to be shared every week- from week 6 – staff to share in weeks 4 and 5

Personal, Social and Emotional Development

Express feelings:

Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'.

Begin to understand how others might be feeling.

Know they can rely on their teachers, friends, and 'buddy' for support if they are worried.

School transition.

Manage behaviour:

Can inhibit own actions, welcome distractions when upset.

Understand behavioural expectations of the setting.

Increasingly follow rules understanding why they are important.

Self-awareness:

Know what they like and do not like.

Understands there are rules in the classroom to follow and expectations for behaviour.

Independence:

Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board.

Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.

Collaboration:

Interested in others play and starting to join in.

Knows we work together to keep the class rules and earn positive rewards.

Social skills: Build constructive and respectful relationships.

Engage in positive interactions with adults and peers.

Play with one or more children, extending and elaborating play ideas.

Physical Development

Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

PE sessions to start Week 3- see PE planning



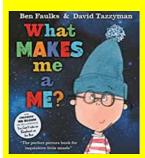
Specific Areas

Literacy



Week 1

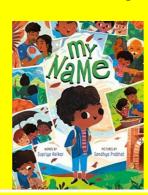
Activity: self portraits



Week 2

Activity: Name writing cards for display/assessment

Baseline assessments (ours) rhyming/initial sounds/blending



Week 3

Baseline assessments (statutory)

Ruby's Worry



Week 4

Baseline assessments (statutory)

Activity: Family portraitsname writing



Week 5

Activity: Sequencing Baa Baa Black sheep



Week 6

Activity:



Week 7 (My learning week?)

Here we are



WRITING

Emergent writing:

Develop listening and speaking skills in a range of contexts.

Aware that writing communicates meaning.

Give meaning to marks they make. Understand that thoughts can be written down.

Write their name copying it from a name card or try to write it from memory.

Composition:

Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

Spelling:

Orally segment sounds in simple words.

Write their name copying it from a name card or try to write it from memory.

Handwriting:

Know that print carries meaning and in English, is read from left to right and top to bottom.

Draws lines and circles.

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WORD READING

Hear general sound discrimination and begin to be able to orally blend and segment.

COMPREHENSION

Listen and enjoy sharing a range of books.

Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.

Know that print carries meaning and in English, is read from left to right and top to bottom.

Know the difference between text and illustrations.

Enjoy joining in with rhyme, songs, and poems.

nics e Wandle	Phase 1 activities/assessment – once ready start Little Wandle Phase 2- see separate planning												
athematics	We are using a combination of White Rose Maths and Mastering Number Resources to give the children the best start to their mathematical journey												
	Match, Sort and Compare Lesson 1	Match, Sort and Compare Lesson 2 and 3	Match, Sort and Compare Lesson 4 and 5	Match, Sort and Compare Lesson 6 and 7	Talk about Measure and Patterns Lesson 1-3	Talk about Measure and Patterns Lesson 4-6	It's Me 1, 2, 3 Lesson 1-3						
standing orld	characters from stories. Respect Themselves, special things in their Talk about and describe features of Mapping: Talk about the features of their im	of their own family, talk about families	in other countries across the worl	d. seating maps, nature area map			by being able to						

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	The Natural World Autumn- Leaf Man Read story and discuss — Autumn walk and art Technology *I pad photos *Completing simple programmes Online safety: Smarty the Penguin									
Expressive Arts and Design	Refer to Art and design progression map to facilitate progression through child led interests. Develop storylines in their pretend play.									
	Music – Nursery rhyme singing Art – Helping Hands, draw a person assessment	Music – Nursery rhyme singing Art – self-portraits using pastels Art – Create carnival floats (due next week)	Music – Nursery rhyme singing Art- exploring with paints	Music – Nursery rhyme singing Harvest festival songs Art – Family portraits	Music – Nursery rhyme singing Harvest festival songs Art – Leaf creations – nature art – Andy Goldsworthy artist focus	Music – Nursery rhyme singing Art - ? Harvest Festival	Music – Nursery rhyme singing			