

Possible Themes & Interests		OURSELVES		FEELINGS/BEHAVIOUR		HARVEST		AUTUMN		NURSERY RHYMES		
Suggested Texts	Books /rhymes and songs following possible themes											

Prime Areas

Communication and Language	Listening: Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying.
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 	<p>Attention: Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</p> <p>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.</p> <p>Understanding: Consider the listener and takes turns to listen and speak in different contexts.</p> <p>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.</p> <p>Special box to be shared every week- from week 6 – staff to share in weeks 4 and 5</p>
<p>Personal, Social and Emotional Development</p> 	<p>Express feelings: Aware of own feelings, can <i>talk about feelings using words like ‘happy’, ‘sad’, ‘angry’</i>. <i>Begin to understand how others might be feeling.</i> Know they can rely on their teachers, friends, and ‘buddy’ for support if they are worried. School transition.</p> <p>Manage behaviour: Can inhibit own actions, welcome distractions when upset. Understand behavioural expectations of the setting. <i>Increasingly follow rules understanding why they are important.</i></p> <p>Self-awareness: Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.</p> <p>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.</p> <p>Collaboration: Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.</p> <p>Social skills: <i>Build constructive and respectful relationships.</i> Engage in positive interactions with adults and peers. <i>Play with one or more children, extending and elaborating play ideas.</i></p>
<p>Physical Development</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>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.</p> <p>PE sessions to start Week 3- see PE planning</p>



Specific Areas

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (My learning week?)
	Activity: self portraits 	Activity: Name writing cards for display/assessment Baseline assessments (ours) rhyming/initial sounds/blending 	Baseline assessments (statutory) Ruby's Worrry 	Baseline assessments (statutory) Activity: Family portraits- name writing 	Activity: Sequencing Baa Baa Black sheep 	Activity: Here we are 	Activity: 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.

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.

Join in with repeated refrains and key phrases.

Phonics	Phase 1 activities/assessment – once ready start Little Wandle Phase 2- see separate planning						
Little Wandle							
<div>Mathematics</div> <div></div>	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	
<div>Understanding the World</div> <div></div>	<div>Chronology:</div> <p>Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. Begin to develop a sense of continuity and change by being able to compare characters from stories.</p> <div>Respect</div> <p>Themselves, special things in their own lives.</p> <p>Talk about and describe features of their own family, talk about families in other countries across the world.</p> <div>Mapping:</div> <p>Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos.</p> <p>RE – see planning UC - Harvest ‘What is Harvest?’ *Rainbow fish *Sharing with family *Sharing food *Recount Harvest Festival</p>						

	<i>The Natural World</i> 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