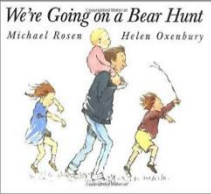
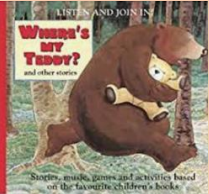
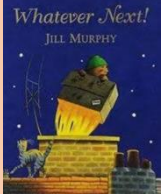
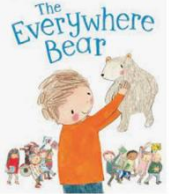

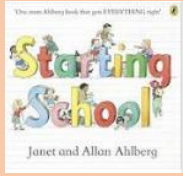
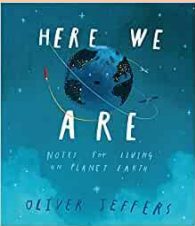



# Autumn 1

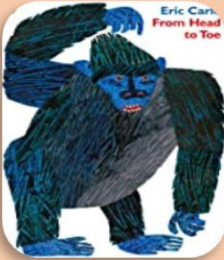
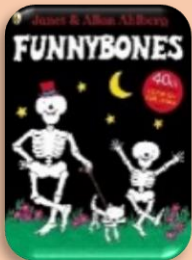
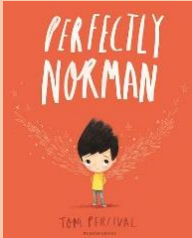
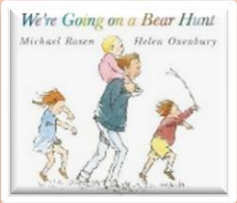
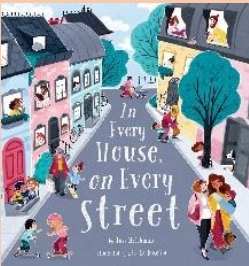
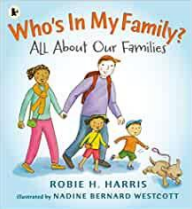
## Themes/Interests/ Lines of Enquiry


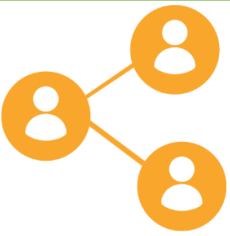

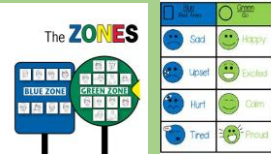
<p>Class Teddy Bear Gerald (school values)</p> 	<p>Class Teddy Bear Nelly (school values)</p> 	<p>Family</p> 	<p>Feelings</p> 		<p>Enjoy, Learn, Achieve</p>  <p><b>EYFS Curriculum Goals</b></p> <p><b>COMMUNICATION &amp; LANGUAGE</b></p> <p><b>ASK</b> a relevant question, make a relevant comment.</p> <p><b>CONVERSE</b> in a back and forth exchange with friends and teachers.</p> <p><b>EXPRESS</b> ideas and feelings with confidence</p> <p><b>PERSONAL, SOCIAL &amp; EMOTIONAL</b></p> <p>Show <b>EMPATHY</b> to others.</p> <p>Show <b>DETERMINATION</b> to complete a goal.</p> <p>Show <b>RESILIENCE</b> in the face of challenges.</p> <p>Show <b>CURIOSITY</b> about the world around them.</p> <p><b>PHYSICAL</b></p> <p><b>USE</b> cutlery with confidence.</p> <p><b>HOLD</b> a pencil effectively</p> <p><b>RIDE</b> a two wheeled bike.</p> <p><b>LITERACY</b></p> <p><b>RETELL</b> a story through play.</p> <p><b>READ</b> simple sentences and books containing phase 2 and phase 3 sounds.</p> <p><b>WRITE</b> a simple story.</p> <p><b>MATHEMATICAL</b></p> <p><b>Understand</b> in depth numbers to 10, including number bonds.</p> <p><b>RECOGNISE</b> the pattern of the counting system.</p> <p><b>COMPARE</b> quantities in different contexts.</p> <p><b>UNDERSTANDING THE WORLD</b></p> <p><b>KNOW</b> their own family tree.</p> <p><b>CARE</b> for a animal.</p> <p><b>APPRECIATE</b> different religious and cultural communities in their own hometown, and around the world.</p> <p><b>UNDERSTAND</b> how to read a simple map.</p> <p><b>EXPRESSIVE ARTS &amp; DESIGN</b></p> <p><b>CREATE</b> a painting through musical inspiration.</p> <p><b>PERFORM</b> a story, song, poem or rhyme to an audience</p>
<p>Mental Health Day</p> 	<p>Black History Month</p> 				

## Baseline & Transition Themed Books

## Autumn 1 Literacy texts


						<p>+ Daily songs, nursery rhymes and school/class songs.</p>
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Area of learning	Knowledge and Skills (Know how, know that, know the)	Revisit/ongoing throughout the year
<div>Communication and Language</div> <div></div>	<p><b>Listening:</b></p> <p>Know how to listen to others 1:1, in small groups and whole class.</p> <p>Know that you can enjoy listening to stories and can remember what happens.</p> <p>Know how to listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Know how to listen carefully and why listening is important.</p> <p><b>Attention:</b></p> <p>Know how to maintain attention in whole class and small group contexts for a short time.</p> <p>Know that you may find it difficult to pay attention to more than one thing at a time.</p> <p><b>Respond:</b></p> <p>Know how to engage in story times.</p> <p>Join in with repeated refrains and anticipate key events and phases in stories or rhymes.</p> <p>Know how to respond appropriately when asked e.g., ‘chime = freeze &amp; show me 5’ (whole school rule)</p> <p><b>Understanding:</b></p> <p>Know how to follow 1 step instructions e.g., put book bag in drawer.</p> <p><b>Speaking:</b></p> <p>Know how to use sentences of 4-6 words.</p> <p>Know a repertoire of songs e.g., nursery rhymes or numbers of songs.</p> <p>Know some social phrases e.g., ‘Good Morning!’</p>	<p>Know how to learn new vocabulary.</p> <p>Know that you can use new vocabulary in different contexts.</p> <p>Use new vocabulary through the day in discussions and conversations.</p> <p>Learn new rhymes, poems, and songs.</p> <p>Know how to listen to and talk about stories to build familiarity and understanding.</p> <p>Use talk to organise themselves and their play.</p>
<div>Personal, Social and Emotional Development</div> <div></div>	<div></div> <p><b>Express feelings:</b></p> <p>Know that all feelings are ok. Know how to recognise own feelings, talk about feelings using words like ‘happy’, ‘sad’, ‘angry’.</p> <p>Begin to understand how others might be feeling.</p> <p>Know they can rely on their teachers, friends, and ‘buddy’ for support if they are worried.</p> <p><b>Manage behaviour:</b></p> <p>Know how they can inhibit own actions, welcome distractions when upset.</p> <p>Know the behavioural expectations of the Oak Class and school.</p> <p>Know that following rules is important.</p> <p><b>Self-awareness:</b></p> <p>Know what they like and do not like.</p> <p>Know that there are rules in the classroom to follow and expectations for behaviour.</p> <p><b>Independence:</b></p> <p>Know how to organise themselves in the morning e.g., book bag in drawer, coat on peg, water bottle on side, name on board for registering lunches.</p> <p>Know how to manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.</p> <p><b>Collaboration:</b></p> <p>Know that if work together to keep the class rules and earn positive rewards.</p> <p><b>Social skills:</b></p> <p>Know how to engage in positive interactions with adults and peers.</p> <p>Know how to play with one or more children, extending and elaborating play ideas.</p> <p><i>Life Learning: TEAMS</i></p> <p>Introducing the Hugglescote Way My Feelings, My family and friends:</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p> <p>Introduction of zones of regulation – 2 zones.</p> <div></div>

	<p>Making Friends My family My feelings Introducing the Zones of regulation and controlling our actions. NSPCC PANTS Rules School rules Books used –</p> <div></div>	
<p>Physical Development</p> <div></div>	<p>Know the routines of the school day: lining up and queuing, mealtimes, personal hygiene, carpet spots.</p> <p>Know how to 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.</p>	
	<p><b>REAL PE FOCUS</b> Personal Cog Focus – know how to follow instructions, practise safe, independent work Coordination skill: Footwork Static Balance skill: One leg</p>	<p>Continue to 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>Literacy</p> <div></div>	<p><b>COMPREHENSION</b> Know that I can listen to and enjoy sharing a range of books. Know how to hold a book correctly, handle with care. Know that a book has a beginning, an end. Know how to hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Know how to recognise some familiar words in print, e.g., own name or advertising logos. Know that illustrations help to understand what is happening in a story. Know familiar rhymes, stories or poems and complete a repeated refrain.</p>	<p>Enjoy joining in with rhyme, songs, and poems.</p>
	<p><b>WORD READING</b> Hear general sound discrimination and be able to orally blend and segment. Begin Phase 2 Little Wandle Letters and Sounds Revised phonics scheme. Know and name the first 10 letter sound correspondences (Phase 2), sometimes with support</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p>
	<p><b>WRITING</b> Emergent writing:</p>	<p>Develop listening and speaking skills in a range of contexts.</p>



	<p>Know that writing communicates meaning.</p> <p>Know that marks can have meaning.</p> <p>Know how to write their name by copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b></p> <p>Know that ideas for stories can be written down.</p> <p>Use talk to link ideas, clarify thinking and feelings.</p> <p><b>Spelling:</b></p> <p>Know how to orally segment sounds in simple words.</p> <p>Know how to write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b></p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Know how to draw lines and circles.</p> <p><b>The Write Stuff:</b></p> <p><b>Adventure stories:</b></p> <p>Perfectly Norman by Tom Percival</p> <p>We’re going on a bear hunt by Michael Rosen</p>	
Phonics	<p><b>Phase 1 and Phase 2</b></p> <p>Know how to identify general sound discrimination, identify rhythm, rhyme, alliteration and know how to orally blend and segment simple words</p>	Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.
<div>Mathematics<div></div></div>	<p>Baseline – 2 weeks</p> <p>Opportunity to settle in, intro the areas of provision inside and outside and get to know the children’s mathematical knowledge through play, intro key times of day, class routines, where do things belong?</p> <p>Carry out statutory baseline maths assessment.</p> <div></div> <p>White Rose: Talk about measure &amp; Patterns It’s Me 1,2,3</p>	
	<b>Coverage</b>	<b>Outgoing Guidance</b>
	<p><b>Count objects</b></p> <p>Counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers</p>	Encourage children to put objects into a line so they have a clear start and end point, actions, and sounds.
	<p><b>Subitise – perceptual subitizing</b></p>	Start by subitising and counting objects that are identical before moving on to slight differences e.g., size/colour, 5 frames can be used to support children to subitise and compare numbers within 5.

	<b>Matching and Sorting into groups</b> same/different, colour, size, shape.	Show collections of objects can be sorted into sets based on attributes such as colour, size, or shape. Understand the same collection can be sorted in different ways, discover own criteria.  Lining up time sorting – if you like carrots line up, if you have a sister line up
	<b>Comparing amounts</b> – equal, more than, fewer than.	Understand when making comparisons a set can have more items, fewer items or the same as another set. It is easier to make comparisons when the difference between sets is greater
	<b>Comparing size, mass &amp; capacity</b> – big/little, large/small, short/tall, tallest/shortest.	Specific language introduced such as tall, short, and long. Encourage using specific vocab to describe what they notice
<div>Understanding the World</div> <div></div>	<div></div> <div><b>Chronology</b> Know the members of their immediate family and the relationship to them, name and describe people who are familiar to them. Know some similarities and differences between things in the past and now- as far back as grandparents  <b>Enquiry:</b> Know that you can find out information from different sources e.g., internet, books.  <b>Respect:</b> Know and talk about the special things in their own lives. Know how to respect and take care of school resources. Know how to show respect and care for the natural environment and all living things.  <b>Mapping:</b> Know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps, seating maps, Hugglescote village map. Know common signs and logos. Know that I can follow a map of Hugglescote village during a school outing  <b>Communication:</b> Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside. Explore the natural world around them by taking part in weekly forest school inspired ‘Welly Wednesday’ sessions.  RE - Which stories are special and why? Coverage - talk about some religious stories, recognise some religious words, e.g., about God, identify some of their own feelings in the stories they hear, identify a sacred text e.g., Bible, Qur’an, talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</div>	
<div>Expressive Arts and Design</div> <div></div>	<div><b>Mark Making/Drawing:</b> Know how to grip a pencil comfortably and make marks, create lines and circles. Know that marks can have meaning. Create a self-portrait.  <b>Colour:</b> Know the names of light colours and dark colours. Know how colours can be changed using light and dark colours.  <b>Painting:</b> Artist study – Know that Jackson Pollock created splatter painting. Know how to collaborate with others to create artwork.    <b>Printing:</b> Know how to print using hands, feet, and fingers.</div>	<div><u>Ongoing</u>  Explore, use, and refine a variety of artistic effects to express their ideas and feelings.  Take part in simple, pretend play often based on familiar experiences, e.g., making dinner.  Uses available resources to create props or creates imaginary ones to support play.  Develop storylines through small-world or role-play .</div>

	<p>Materials: Know that materials can feel different. Know some words to describe materials.</p> <p>3D Work: Know what transient art is. (Transient art will continue to be offered in continuous provision throughout the year)</p> <p>Cutting Skills: Know how to safely pass scissors to another person. Know how to use scissors to make snips in paper.</p> <p><u>Songs and Rhyme Knowledge</u></p> <p>Poetry Basket: Know the following rhymes – Chop, Chop Wise Old Owl Falling Apples A Basket of Apple Leaves are Falling Breezy Weather</p> <p>Music lesson focus - Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p>	
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