









## Autumn 1 All About Me

Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Expressive Arts and Design	Understanding the World
<p><a href="#">Shared Reading Link to 'Harry and the Dinosaurs, Topsy and Tim and Splat the Cat.'</a></p> <p>*Children will select and use activities and resources with help, or independently.</p> <p>*Children will be confident to know where resources are kept and guidance has been given. They will be more responsible about their choices and how to look after their chosen resources.</p> <p><a href="#">Shared reading –Scaredy Squirrel</a></p> <p>*Learning through play will offer children a wide range of resources that they can choose from but also embed the learning within the classroom.</p> <p><a href="#">*Linked to Shared reading - The Three Little Pigs.</a></p> <p>Some resources will have</p>	<p>*Through the story of the Gingerbread Man, children will be able to discuss what they liked or disliked. Discuss character and their impact on the story. Skills taught in shared reading.</p> <p>*Using sentence stems children will be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>*Can start a conversation with an adult or a friend and continue it for many turns enhanced during story time and learning through play.</p> <p>*Making stories built on from stories learnt-supporting</p>	<p>*Work collaboratively with others to manage large items, such as moving the water system safely.</p> <p>*Choosing resources that enhance their learning, e.g. how they can place funnels to make water run fast or slow.</p> <p>*Use one handed tool's such as scissors and cut paper independently and with control.</p> <p>*Focus on accurately gripping pencils etc.</p> <p>*Children independently putting coats on, including zip and buttons.</p> <p>*Encourage self-care brushing teeth</p>	<p>*Through focussed and shared reading children will understand the five key concepts about print: 1.print has meaning, 2. print can have different purposes, 3. we read English text from left to right and from top to bottom, 4. the names of the different parts of a book, 5. page sequencing</p> <p>*During phonics develop their phonological awareness, so that they can: count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>*During the reading session engage in extended conversations about stories, learning new vocabulary. The shared reading of the <a href="#">Gingerbread Man</a> will get that deeper understanding of text,</p>	<p>*Getting to Know you. (White Rose) Baseline chn</p> <p>*Develop a love for Number songs</p> <p>*Developing a love for number and representing numbers, using numbers, marks and symbols.</p> <p>*Identify matching buttons, socks etc Describe size and shapes of lids Sorting buttons in groups. Collecting natural material and sorting</p> <p>*Matching sizes Compare – more and fewer. Compare taller and shorter. Compare longer and shorter</p> <p>*Develop understanding of capacity using boxes</p> <p>* Exploring AB Patterns with natural objects, with household items and</p>	<p>*Enjoy joining in with traditional Nursery rhymes <i>Incy Wincy Spider, Row, row, row your boat, Pat a cake, Wheels on the bus, Twinkle Twinkle Extended, I'm a little Tea Pot, Grand old Duke of York, Hey Diddle Diddle.</i></p> <p>*Enjoys joining in with songs and dances from different cultures- start with what the children know. Introduce them to music that is new to them. E.g. Jazz and Classical, talk about the history of music.</p> <p>*Explore colour and mixing.</p> <p>*Discuss how colours change by mixing colours, e.g red and yellow make orange.</p>	<p>Consolidate the awe and wonder of the natural environment and seasons. Outside in the pouring rain or if it snows.</p> <p>*Begin to make sense of own family and family's history. Encourage children to bring in photos of different family members and discuss where families originate from. Compare differences and similarities.</p> <p>Make a class book that will build over the year. <a href="#">Linked to shared reading: Homes Around the World and The Three Little Pigs.</a></p> <p><a href="#">Shared Reading Gingerbread Man</a></p>

<p>an element of challenge that develop children to take a safe risk. E.g. Making water towers, building under supervision with hammer and nails-building dens etc.</p> <p>*The outdoors will engage natural play and children will be supportive and more confident to play with or alongside other children.</p> <p>* <a href="#">Shared Reading –Link to ‘Friendship’ themed books - ‘On a Sudden Hill and Book of Feelings.’</a> Children will develop their sense of responsibility and membership by working alongside together on a task, e.g. building dens. Sharing resources and taking part in leading roles, like sharing the milk and fruit, collecting cups, giving out books etc.</p> <p>*Children will be more confident to meet new people. They will be interested in other practitioners, parents and children talking about the different cultures.</p> <p><a href="#">Link to shared reading Autumn Themed Books:</a></p>	<p>children to be more confident to take turns in conversation.</p> <p>*Will use talk to organise themselves and their play, especially after being encouraged to do so through provocations based on different scenarios. (Good examples on DM)</p> <p><b>Chatty Bats – interventions and colourful semantics ECAT provocation Making cloud dough</b> Read story and create a character from the cloud dough. Encourage the children to use their imagination. Discuss with the children why they have chosen to create that character encouraging language.</p> <p><b>Making Gingerbread man</b> Discuss how he felt in the story, discuss the movement when</p>	<p>and washing hands properly. Use simple songs to support how to brush teeth properly and focus lesson on instructions.</p> <p>*Teach children the difference between being healthy and unhealthy e.g. choosing a healthy drink, fruit etc.</p> <p>*Observe the effects of activity on their body.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• can say when they are hungry or tired</li> <li>• can go to the toilet</li> </ul> <p>Through outside and PE revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping – running - hopping - skipping - climbing</p>	<p>story line, character and setting description.</p> <p><a href="#">The Gingerbread Man</a> <b>Overcoming the monster</b> Orally-</p> <ul style="list-style-type: none"> <li>*Immersion</li> <li>*Imitation</li> <li>*Innovation- substitution of characters and setting.</li> <li>*Invent- creating scene, characters and plot.</li> </ul> <p><u>Writing –</u></p> <ul style="list-style-type: none"> <li>*Lots of opportunity for writing both independently and supported.</li> </ul> <p>Drawing pictures and painting, e,g drawing a character from the story, then using letters they know to describe it.</p> <p>*Chn using initial sounds to write simple words or graphemes they are learning in phonics.</p> <p>*Focus on letter formation. *Encourage those children who are ready begin to write phrases based on phonics taught.</p> <p><a href="#">Non-Chronological report</a> Linked to <a href="#">shared reading: Maisey makes a Gingerbread Man</a>. How to make a gingerbread man. Orally retell how to do instructions and use</p>	<p>AB shape patterns</p> <ul style="list-style-type: none"> <li>*Spot the mistake in repeated patterns</li> <li>*Exploring patterns using body and movement</li> </ul>  <p>Children:</p> <ul style="list-style-type: none"> <li>• will be confident to match items by describing their size and shape.</li> <li>• will be confident to sort items by describing their size and shape.</li> <li>• will explore matching sizes - Compare – more and fewer -Compare taller and shorter -Compare longer shorter</li> <li>• will explore capacity.</li> <li>• Chn will be confident in understanding AB patterns. -chn will be confident to spot mistakes in repeated patterns.</li> </ul>	<p>Art: Looking at Autumnal/self portraits Art (Vincent Van Gough). Imitate-using paint Innovate- using real life media.</p> <p>Invent: Chn create own Autumnal painting and choose own media to use.</p> <p>Seasonal change: Autumn - Transient collage making art in the outdoors using natural resources.</p> <p>*Children to create one they know, for example, Wind Your Bobbin up and Twinkle Twinkle, using the talk for Writing process. Clap or tap to the pulse of the song-led by teacher.</p> <p>*Developing forms of expressions through music focusing on pulse, rhythm and pitch.</p> <p>*Create (week 3) collaboratively, sharing ideas. Resources and skills through designing a</p>	<p>*Talk about difference and how materials can change. Making the gingerbread men, exploring the ingredients, how flour changes when water is added. What they look like when uncooked and cooked. Children will use their senses to help them explain. Smelling ginger and the impact ginger has on the biscuit. *Understanding seasons and how they change. Linked to Shared Reading Text ‘Cold dark night.’ Explore autumn by contrasting it to summer e.g., clothes worn in summer and in autumn. Collect items that have occurred because of the changing seasons e.g. conkers/acorns falling off the tree.</p>
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<p><b>Christopher Pumpkin, Pumpkin Life Cycle &amp; Autumn</b></p> <p>*Children will be more confident to experience different places, e.g. Aston Park/Summerfield Park walking around the local environment. Children will be encouraged to notice the difference in the environments and be able to discuss.</p> <p>*All children will begin building friendships, sharing play and resources. Listening to their friend/friends and taking part in role play games linked to <a href="#">shared reading text 'On a Sudden Hill.'</a></p>  <p>Children:</p> <ul style="list-style-type: none"> <li>• will be confident to access and choose appropriate resources.</li> <li>• will choose resources that will challenge their learning and deeper understanding.</li> </ul>	<p>rolling out the mix. When eating the Gingerbread talk about the taste and texture.</p> <p><b><u>Communication Week:</u></b></p> <p>Theme Halloween</p> <p><a href="#">Link to shared reading texts: Christopher Pumpkin &amp; 5 Little Pumpkins</a></p>  <p>Children:</p> <ul style="list-style-type: none"> <li>• will be able to say what they like/dislike about a story.</li> <li>• will take part of shared reading and use sentence stems to develop a deeper understanding.</li> <li>• will be able to share ideas with adults and peers.</li> <li>• will be able to discuss about learning by sharing experiences during learning through play</li> </ul>	 <p>Children:</p> <ul style="list-style-type: none"> <li>• will be able to work together, negotiate space, manoeuvre large objects.</li> <li>• will choose resources to enhance learning.</li> <li>• will be more aware of self-care.</li> <li>• will be more aware of how to be healthy and choose to do so.</li> <li>• will be confident to join in all physical activities.</li> </ul>	<p>phonic knowledge to write words correctly, build into writing shared simple sentences to begin the process of understanding sentence structure.</p> <p>Engage children with writing shopping lists on the writing table the ingredients they would need to buy.</p> <p>Ensure all children are beginning to write their name.</p> <p><b>Poem-</b> I'm a Little Hedgehog.</p> <p><b>Language Group: Texts</b></p> <p>We're Going on a Bear Hunt</p> <p>Gingerbread Man</p> <p>Maisey Makes a Gingerbread Man</p> <p>5 Little Pumpkins</p>  <p>Children:</p> <ul style="list-style-type: none"> <li>• will become confident with the 5 key concepts about print.</li> <li>• will begin to become confident readers aligned with their phonic ability.</li> </ul>		<p>musical instrument, think of resources they will need and discuss problems that may arise</p> <p><b>Reflect with the children how it went.</b></p> <p><b>Focus song:</b></p> <ul style="list-style-type: none"> <li>• Autumn leaves are falling down</li> <li>• The more we get together</li> </ul>  <p>Children:</p> <ul style="list-style-type: none"> <li>• will enjoy music from different cultures and historical periods.</li> <li>• will enjoy knowing how different colours are made and use them in their own paintings.</li> <li>• will enjoy learning about artists and appreciating the art and will try and replicate using their own designs and</li> </ul>	<p>Aston park walk- Talk about seasonal change and collect different materials related to Autumn.</p> <p>*Focus on the story of the Gingerbread Man and introduce the fox's real environment. How he lives in the real world.</p> <p>Non- chronological report foxes.</p> <ul style="list-style-type: none"> <li>• Discuss where a fox lives</li> <li>• What they eat.</li> <li>• What they look like.</li> <li>• Nocturnal.</li> </ul>  <p>Children:</p> <ul style="list-style-type: none"> <li>• will be confident to talk about their families and their family's history and compare them to other families.</li> <li>• will be able to discuss about</li> </ul>
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<ul style="list-style-type: none"> <li>• are becoming confident to work together and take on leading roles.</li> <li>• are more confident to make firm friends.</li> <li>• will be more confident to meet new people.</li> <li>• will be confident to go to new places, noticing different environments and be confident to talk about their new experience.</li> </ul> <p><b>UNICEF</b> Rights of the Child Basic rights</p> <ul style="list-style-type: none"> <li>• Right to have a Family and be looked after and cared for</li> <li>• Right to live in a house</li> <li>• Right to play</li> </ul>  <p>The Rule of Law: all children have a right to be kept safe</p>	<ul style="list-style-type: none"> <li>• will be able to take turns in meaningful conversations.</li> <li>• will know when to agree/disagree</li> <li>• will be confident to organise themselves and others during play.</li> </ul>		<ul style="list-style-type: none"> <li>• will begin to read with fluency, intonation and enjoyment.</li> <li>• will enjoy the complexity of stories and be happy to talk about characters setting, showing a deeper understanding.</li> <li>• will enjoy their phonic sessions and apply what they learnt in reading and writing.</li> <li>• will access independent writing, use initial sounds, think about syllables in words and use phonic knowledge to write words and phrases.</li> </ul> <p><b>Language Group Texts:</b> We're Going on a Bear Hunt Gingerbread Man Maisey Makes a Gingerbread Man 5 Little Pumpkins</p>		<p>choice of materials.</p> <ul style="list-style-type: none"> <li>• will be able to create their own songs encouraged by a song they know well.</li> <li>• will be able to express themselves through music.</li> <li>• will work together collaboratively designing, choosing resources and evaluating the outcome of their work.</li> </ul>	<p>the change that can happen to materials from one state to another.</p> <ul style="list-style-type: none"> <li>• can talk about seasonal change.</li> <li>• will be able to talk about different environments.</li> </ul>
<p><b>Pupil Voice</b> Discuss emotions relating to the <i>Gingerbread Man</i> story and relating it to themselves</p>			<p><b>Educational visits</b> Autumn Walk in the local Park</p>		<p><b>Parent Workshop</b> Phonics &amp; Reading</p>	