

Golden Thread

Be Creative

Communication and language

Listen

Listen to and talk about stories to build familiarity and understanding -Listen to their peers during play situations

Understand

Understand follow simple instructions (2 part)

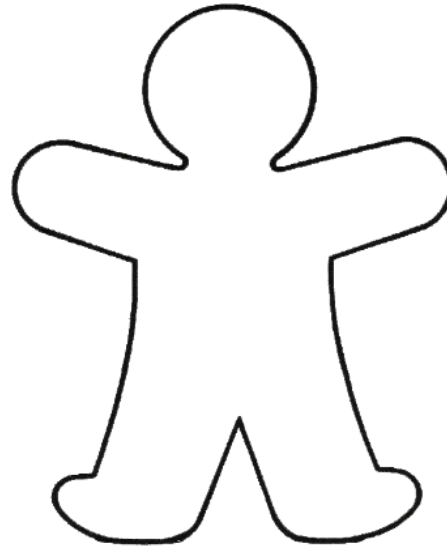
Speaking

Develop social phrases- 'Can I play with you?' 'Please can I have a go after you?'

Learn rhymes, songs and poems (NR WEEK)

Autumn Term Two

Possible lines of enquiry- child led



Possible key texts linked to lines of enquiry

Vocabulary focus- linked to texts or PLODS

Personal, social and emotional development

Autumn 1 and 2

- Can talk about feelings.
- Welcome distractions when upset.
- Increasingly follow rules.
- Know likes and dislikes.
- Independently organise belongings in the morning.
- Manage personal hygiene.
- Know that physical exercise is important for their health.
- Build constructive and respectful relationships.
- Beginning to express their feelings and consider the perspectives of others.
- Begin to take turns and share resources.
- Independently choose where they would like to play.
- Continue to build constructive and respectful relationships.

Maths

Maths Mastery Programme

Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5

Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number

Explore the concept of 'whole' and 'part'

Focus on the composition of 3, 4 and 5

Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20

Physical development

Gross Motor

Children will learn to hop, jump and skip using a skipping rope. Run and walk for a sustained distance

Sporting influence - dance

Fine Motor

Develop small motor skills so that they can use a range of tools competently, safely and confidently

Develop finger strength within provision-colouring, scissor activities, craft and junk modelling, small construction, zips, buttons, painting, woodwork

Adult led-scissor skills, dough, pencil grip-name writing

Adult to encourage independent dressing during P.E

Understanding the World

Past and present (History)

Talk about members of their immediate family and community

Name and describe people who are familiar to them

Make family trees and share in small groups

People, culture and communities (Autumn term 1 and 2) (Geography)

Talk about the immediate school environment, where things are in the school, the road and village the school is in etc.

Where do we live? Show on a local map

Begin to draw information from a simple map

Engage in map drawing in play, explore compasses and real maps

RE- God/Creation

Why is the word God important to so many Christians?

The Natural World (science)

Explore the outdoors in Autumn

sweeping leaves and caring for our environment -Explore, play and craft with Autumn leaves, seeds, fruit and harvest veg

Explore trees in our school environment

Seasonal Changes

Trees and leaves British Wildlife

Expressive art and design

(Autumn 1 and 2)

Creating with materials (Art and Design,DT)

Possible Artist study- Jackson Pollock, Yayoi Kusama, Piet Mondrian, Kandinsky (link to mark making)

Portraits

Children will explore colours using different mediums including paints.

Children will know how to draw a person – head, body, arms, legs and facial features.

Children will join materials using treasury tags, staples, split pins, make brace joins

Being imaginative and expressive (Music and drama)

Exploring Sounds Vocal sounds

Body sounds

Instrumental sounds

Environmental sounds

Nature sounds

Celebration Music including Harvest and Nativity songs and performance

JC texts covered in writing

Literacy (also see LWLS phonics and reading and adult led writing- JC)

Developing a passion for reading

Comprehension

Listen to and talk about stories to build familiarity and understanding Engage in a conversation about their reading, commenting on the illustrations and what is happening

Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.

Learn rhymes, songs and poems.

Sequence two events from a familiar story, using puppets, pictures from book or role-play.

Word Reading

Read individual letters by saying the sound for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondents. Read a few common exception words

Re-read books to build up their confidence in word reading, fluency and enjoyment

Little Wandle ff ll ss j v w x y z zz qu ch words with s end sh th ng nk words with s endings (hats) words with z ending (bags) +TW

Writing

Emergent writing

Copy adult writing behaviour -Use Mark Making in their play to communicate meaning

Makes marks and drawings using increasing control.

Composition

Use talk to link ideas, clarify thinking and feelings.

Understands that thoughts and stories can be written down.

Observe adults writing down thoughts/sentences they say out loud first

Transcription spelling

Orally spell VC and CVC words by identifying the sounds.

Write own name.

Transcription handwriting

Form letters from their name correctly. Recognise that after a word there is a space.

Begin to show a dominant hand

Adult led writing-JC