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| **Maths** **Outcomes –**  I can show numbers to 5 using concrete resources  I can match numeral and quantity to 5  I can say one number name for each item  I can quickly say how many there are (up to 3) Subitise  I can solve some simple problems with numbers to 5  I can count to 5 reliably  I can start to count beyond 5  I can join in with number rhymes  I am starting to compare quantities using non-standard vocabulary  I can start to continue and copy patterns  I can talk about and explore 2D shapes using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  **Daily Maths Meeting** - Days of the week, months of the year, yesterday, today, tomorrow, weather, subitising to 5, counting to 20 and back from 10, one more and one less.  **Specific activities – WhiteRose Maths Medium Term Plan**  **Block 1- Match, Sort and Compare**  **Block 2: Talk about Measure and patterns.**  **Block 3: Its me 1.2.3**  **Maths enhanced provision –**  Activities  Writing numbers, sorting activities, maths unit with acitivites, maths games, maths stones, repeating patterns, shape tapping, maths jigsaws, peg boards for making pictures and patterns, measuring activities, weighing scales in home corner, measuring ingrediants when baking or making playdough. | | **Literacy**  **Outcomes –**  I can write some letters from my name correctly.  I can say the initial sounds in some words  I can write some initial sounds  I can write my own name  I can use marks and letter to write  **Daily Literacy** - Name writing and CVC word writing, mark making, letter formation, RWI sessions.  **Specific activities -**  **All about me booklet- writing name, hair and eye colour, things they like and dislike, family, age.**  **Owl Babies- labelling**  **Rain before rainbows**  **Enhanced Provision** -  Writing recipes, lists, alphabet jigsaws, CVC making words using jigsaws, stone letters to make words and match initial sounds, chalk writing outside, play dough letters, find letters in the sand, reading books linked to topic. | |
| **Communication and Language**  **Outcomes –**  I can follow a one or two part instruction  I enjoy joining in at group times and story times  I can talk to others and take it in turns to speak  I can express a point of view  I can use talk to share what I think  I can use a sentence of 4-6 words  I can use speech as a way of starting to express myself  I can talk about stories I have heard  I can talk about stories I have heard  I can join in with familiar rhymes and songs (and some patterned stories)  I can hear and say initial sounds for words  I can say the sound for some letters (e.g. from my name or familiar names- Mum, Dad, etc.)  I can spot and suggest rhymes  I can count or clap syllables in a word  I can start to orally blend words (e.g. adult says m-a-n and child says man or point to the correct picture)  **Specific activities -**  Retelling of familiar fairy tales using puppets, pictures and costumes.  I like and don’t like senetnces realted to diiferent food, toys etc using sentence stems to express opinions.  RWI: Daily sessions varioud groups from Set 1 sounds,  Reading 1:1 books and additional flash card phonics throughout the day.  **Poetry Basket** – practice poems and record- performance poetry.  All about me unit  All about me  Many things  Down is the Earth  Five Little Pumpkins  Leaves are falling  **C&L Enhanced Provision –**  Role play area- Home Corner, writing opportunities in area with recipe books and healthy eating, mixing the ingredients to make something healthy | **Autumn 1** | | **PSED**  **Outcomes –**  I can play with one or more children cooperatively  I can start to talk about the way I feel  I am starting to become more confident when things are new (dealing with the transition)  I am showing an awareness of rules and how to behave in the classroom  I can toilet myself  I can talk about feelings (happy, sad, angry)  I can choose what I need to complete a goal (short term)  I am starting to follow instructions  Specfic activities.  Playing games with children and involving children to share and take turns with each other.  Circle times.  Introduce rules of the classroom  Classroom rules  Welcome poster.  **RHE: Ten Ten**  **PSED Enhanced Provision –**  **Feelings table with different emotions, different books realted to emotions, self regulating sensory items- pop its, rainbows, colourful timers.** |

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| **Expressive Arts and Design**  **Outcomes –**  **I can start to join materials together**  **I can explore art materials and colour mixing freely**  **I can develop my own ideas for art**  **I can develop my own ideas for art and start to talk about them (with adult support)**  **I can start to develop my own stories linked to what I know through role & small world play**  **Daily** -  Role play area/Small World area/ Construction small and large-. Cut and stick resources, ribbon, feathers, pipe cleaners, tape/masking tape, tissue paper.  Children to take pictures of their models and creations.  Singing and dancing- Go Noodle and outdoor music area | **Physical Development**  **Outcomes –**  **I can climb stairs using alternate feet**  **I can develop movement (using age appropriate bikes, scooters etc.)**  **I can work with others to manage large items**  **I show a preference for a dominant hand with a comfortable pencil grip**  **I can draw a picture**  **Put the objectives from the sessions here from Get Set 4 PE**  . |
| **PE:** Dance Unit 2 Get Set 4 PE  11.9.23  Sports day Practise. Children will participate in various races and practise following the rules expected for this.  11.9.23  Sports Day  Children will participate in various races and use the skills learnt from PE practise session.  Introduction to PE Unit 2  Lesson 1: People who help us. To move around safely in a space.  Lesson 2: Friends and family. To follow instructions and stop safely.  Lesson 3: Houses and Homes. To stop safely and develop control when using equipment.  Lesson 4: Morning time. To follow instructions and play safely as a group.  Lesson 5: At the shops. To follow a path and take turns.  Lesson 6: Dinner Time. To work co-operativly with a partner..  Key Skills  Physical: run, jump, throw, catch, roll, skip.  Social: work safely, co-operation, support others, communication.  Emotional: honesty, confidence, perseverance, determination.  Thinking: comprehension, make decisions, creativity. |
| **Design & Technology** |
| **Art**  **Lesson 1: Self Portraits.**  Children will be learning to add white to a colout to lighten it, Children will have a base colour of orange, pink or brown and will then add white until they feel thet the colour has a resemblance of their own skin tone. They will then use this to make te shape of their face (oval) and colour it. Once dry the children will use mirrors to look at their features they will then mix or find the colour and use it to paint on their features. |
| **Music** |
| **PD Enhanced Provision –**  Threading, cutting, weaving, playdough, Fine Motor activities.  Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control, Encourage children to draw freely. Holding Small Items / Button Clothing / zips Pen Disco, cutting Skills, fine motor skills- cutters, play dough making, balance bikes, nuts and bolts, golf teas, hammering, threading beads patterns. Large wooden blocks, obstacle courses, carrying blocks safely, large and small balls and cones. |
| **EAD Enhanced Provision –** |

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| **Understanding the World**  **Outcomes –**  **I can talk about the different jobs people do**  **I can name some members of my family and talk about them**  **I can talk about myself and some of the ways I have changed**  **I can explore the world around me with all my senses**  **I can be accepting and positive about people’s differences**  **I know there are different countries in the world**  **I can talk about what I can see outside using a wide vocabulary**  **I can change materials e.g. adding water to cornflour, mixing paint etc.**  **I am using my imagination in play to help me role play and create small world set ups.**  **I can remember most of a song to sing**  **I can make up my own “silly” songs**  **I can remember and sing songs**  **I can start to match the melody and pitch of others**  **I can talk about their own feelings, experiences of being known and called by name.**  **I can recognise some phrases from the Psalms which tell about God’s love for them.**  **I will begin to talk about my own experiences and feelings of being welcomed.**  **I will begin to say what I wonder about how I can make others feel welcome.**  **I will begin to recognise some religious signs and symbols used in baptism.**  **I will begin to use some religious words and phrases from the Rite of Baptism**. |
| **History:**  Today, tomorrow and yesterday in every day language and related to time in maths. |
| **Geography:** |
| RE: **Myself**  Talk about the importamce of a name and circle time- who gave you your name  Make hearts with God loves and child writes their name and make a collage heart  Draw a picture and write who is precious to them  Practice prayer and prayer leader responsibilities  Class liturgies,  Respond booklet.  **Welcome:**  How do we welcome each other?  Make heandprints to make a welcome heart to our class  How do we welcome people into church and reenact the baptism.  Make a Baptism candle. |
| **Science** PZAZ  **Forest School:**  Lesson 1  Introduction to outdoor environment and create representations of their portrait using natural materials. See separate planning. |
| **Computing: Using Ipads weekly- Wednesday PM** |
| **Forest Schools**- Outdoor learning.  **Enhanced Provision** – Tuff Tray with natural materials and pictures of the children. Can the children make a representation of another childs portrait using the natural materials. Conker Play in tuff tray: with guttering egg boxes, array trays, numbers, scoops and containers. A natural exploration shelf or table with autumn objects to investigate. |