

Making a difference and achieving excellence for every child

|               |  |  |   |  |  |  |   |
|---------------|--|--|---|--|--|--|---|
| Topic         | This is us and our community   |  |   |  |  |  |   |
| Focus AoL     | UtW: People, Culture & Communities: Past & Present   |  |   |  |  |  |   |
| Season focus  | Autumn   |  |   |  |  |  |   |
| Healthy child | Healthy Emotions and Yoga with meditation  |  |   |  |  |  |   |
|               | Wk1<br>2 days, settling  | Wk2<br>settling  | Wk3<br>Begin phonics<br>Complete<br>Baseline  | Wk4  | Wk5<br>Begin reading<br>group<br>Family Sharing<br>Moment Week             | Wk6  | Wk7   |
|               | <p align="center"><b>Listening Talk about Family Use vocab during role play</b></p> <p align="center">I can start to link simple sentences<br/>I can engage in imaginary role play sometimes building stories around toys and objects<br/>I can use vocabulary to express imaginary events in play</p> |  |   |  |  |  |   |
|               | <b>Thursday and Friday only</b>  | <p><b>Good sitting and good listening behaviours established using action cards</b></p> <p>I can start to link simple sentences</p> <p><b>Talking about myself</b></p> | I can listen and follow directions/instructions   | I can see some similarities and differences between people | I can see some similarities and differences between people                 | I can talk about people who help me.                     | I can talk about people who help me.                    |
|               | Get Set 4 PE Scheme is followed across school  |  |   |  |  |  |   |
|               | Introduction to PE scheme  |  |   |  |  |  |   |
| PSED          |  | Confident talker<br>Asking for help<br>Understanding own and others feelings<br>Initiate play  | How do we treat each other and think about how our actions affect others.<br>Confident talker | Notice other people's feelings                             | Ask for help<br>Recognises their emotional needs and seeks co-regulations. | Develops an understanding of who can help them and when. | Develops an understanding of who can help them and when |

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|---------------------------------|--|--|---|--|--|--|--|
|                                 |  | How do I feel?<br>Settling in<br>Asking for help   | Asking for help<br><br>How do I feel?<br><br>Notice other people's feelings |  |  |  |  |
| Phonics                         | To start in Week 3. Little Wandle SSP Programme will be followed, using assessments to ensure interventions are introduced in a timely manner. |  |   |  |  |  |  |
| Reading                         | Read colour monster  | Recognise name<br>Join in with nursery rhymes<br>Read All About Diversity – page 4-5, 8-9<br>What do we hear in our names, what is the first sound, who gave us our name, how do our names make us feel. |   | Family heritage<br>Read page, 20-21<br><br>Add pins to the map for family heritage i.e. XXX Auntie lives xyz.<br>Baby photos | Celebrations and show and tell.<br>Celebrate our differences.<br><br>Pg24-27 | ABC What can I be book focus<br>Dr Ranj Superhero book                           | People who help us photo and scenario matching. Focus on children being able to say who they need and why. |
| Writing                         | Gross motor scarf/ Fine motor/ Dough Gym   |  |   |  |  |  |  |
|                                 |  | Giant Mark making<br>Mark making for Faces<br>Mirrors  |   | Investigate homes.<br>Mark make straight lines   | Draw something that is special to you.                                       | Mark make 'Noises;', fire hose whoosing water, sirens, drills, beep/ car engines | Scribe what the child says about their scenario.<br>Work 1:1.  |
|                                 | Numbers to 5<br>Comparing groups within 5  |  |   | Comparing groups within 5  |  |  |  |
| Maths<br>Maths meeting daily to |  | Introduce Maths meeting and oral counting  | Counting to 1,2 3   | Counting 4   | Counting to 5  | Comparing quantities of identical objects  | Comparing quantities of non-identical objects  |

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| develop<br>conserva<br>tion of<br>number |  |  |                          |   |  |   |   |
|  |  |  |                          |   |  |   |   |
| UW                                       | <p>Seasons<br/>People who help us<br/>Using senses<br/>Talking about myself<br/>I can see...<br/>I notice..<br/>I wonder what you like to .... le eat at lunchtime</p> | <p>Using senses<br/>Smells in playdough and water<br/>Feel bags/boxes<br/>Investigation area set up with senses<br/>Colour focus</p> <p>Map with faces displayed, chn photos to be pinned from it.</p> |                          | <p>Baby photos, family heritage.</p>      | <p>Commenting on change, past present, Who helped you when you were little to now.</p> | <p>Who can help us?</p>                   | <p>Who can help us?</p>                   |
| EAD                                      |  | <p>Creative faces with art</p>   | <p>Circles and faces</p> | <p>Self body</p>                          | <p>Drawing something sepcial to you.</p>   | <p>Soundscapes</p>                        | <p>Soundscapes</p>                        |
| RE                                       |  |  |                          | <p>Which stories are special and why?</p> | <p>Which stories are special and why?</p>  | <p>Which stories are special and why?</p> | <p>Which stories are special and why?</p> |
|  |  |  |                          |   |  |   |   |