

Key experiences this term

- Harvest festival
- Making toast- honey and other toppings
- Plesiosaur day/ school birthday

Key vocabulary this termUnderstanding the World

Family, home, school, plesiosaur, Mary Anning, self, portrait, features, (looking at more detailed features compared to Nursery ie eye brows, eyelashes), animals, mammal, amphibian, reptile, insect, caterpillar, cocoon, butterfly, metamorphosis, farmyard, pig, piglet, cow, calf, hen, chick, horse, foal,

Personal, Social and Emotional Development

Ready, Respectful, Safe, St Faith's family, friendship, kindness, love, help, helpful, feelings, happy, sad, worried, nervous, cross, angry, family, parents, brothers, sisters, grandparents

RE

Harvest, giving thanks, farmer, food, God, friends, friendship

Expressive Arts and Design

Print, 'press and lift', paint, brush, wash,

Physical Development

Dance, jump, 'crouching' 'snarled' 'clawed' 'roared' 'kicked' 'catch' 'fierce' 'explored' 'chatted' 'sniffed'

Little Wandle Phonics begins- Monday 15th September

Mastering Numbers begins- Monday 22nd September

Development Matters/ Birth to Five Matters linksPSED

Recognises that they belong to different communities and social groups and communicates freely about own home and community.

Is aware of behavioural expectations and sensitive help in new or challenging situations. to ideas of justice and fairness

Communication and Language

Listens and responds to ideas expressed by others in conversation or discussion.

Understands questions such as who; why; when; where and how.

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words

Uses language to imagine and recreate roles and experiences in play situation

Physical Development

Uses simple tools to effect changes to materials

Handles tools, objects, construction and malleable materials safely and with increasing control and intention.

Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping

Literacy

Enjoys an increasing range of print and digital books, both fiction and non-fiction

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading

Re-enacts and reinvents stories they have heard in their play

Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example

Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats

Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology

Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together

Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name

Maths- SSM

Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints

Uses informal language and analogies, (eg. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes

Understanding the World

Talks about past and present events in their own life and in the lives of family member

Knows about similarities and differences in relation to places, objects, materials and living things

Makes observations of animals and plants and explains why some things occur, and talks about changes

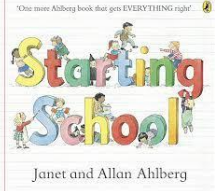
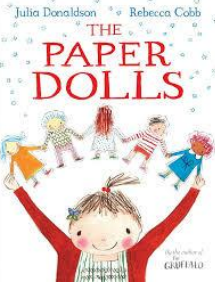

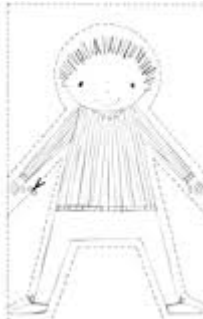
Expressive Arts and Design

Creates representations of both imaginary and real-life ideas, events, people and objects

Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping


Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries understanding

	Focus text	Planned activities (Friday SSM)	Planned activities- Mark Making	Planned activities	Planned activities	Planned activities	Indoor Enhanced Provision	Outdoor Enhanced provision
Week 1 - 4th September (2 days)	 <p>Plus any other books about starting school</p>	N/A	Black line drawings- self portrait 1 st attempt at name writing	Introducing routines as we go- see long term plan Boundary song https://www.youtube.com/watch?v=aSFvJbSQdA4&list=RDaSFvJbSQdA4&start_radio=1	Introduced rules of Ready, Respectful and Safe	Handwashing	Exploring what we have as continuous provision. Provision linked to class insect	Pallets for cars- link to talking about holidays
Week 2 - 8th September		N/A	Mark making Pattern focus - dots, straight lines and crosses 	Drawing our own characters onto paper dolls 	Scissor skills- snipping or cutting out paper dolls for those who are able	'And the girl grew, into a mother...' How have I grown from a baby? What can I do now that I couldn't do then?	Dolls added to home corner Washing baies	Drawing around ourselves on large paper and adding our features
Week 3 15th sept	Regulation - colour monster a	N/A	Mark making Pattern focus - Circles 4 Waves	Re lesson 1 Introduce the value of friendship	Looking in mirrors and at different emotions- what happens to your	Daily input into the colour monster - how do we understand and	Playdough colour monsters Emotion faces	Homemade stress balls made by filling

<p>Start phonics</p>	<p>page/feeling a day</p>  <p>Monday -yellow happiness, tue- blue sadness, wed- green calm, thurs-red anger Fri- Black fear</p>				<p>face when you're sad/ angry/happy?</p>	<p>manage each feeling</p> <p>Mindfulness yoga?</p>	<p>Create sensory calm bottles from plastic bottles Colour mixing</p>	<p>balloons with different materials, such as flour, lentils, rice</p>
<p>Week 4 22nd sept</p> <p>Start maths</p>	<p>Tom Percival books Monday- Ruby's worry Tuesday- Tilda tries again Wednesday- Milo's monster Thursday- Ravi's roar</p>	<p>White Rose- measure and pattern step 1</p>	<p>Mark Making Pattern focus - Loops and bridges, Joined straight lines</p> 	<p>Teach regulation skills- butterfly hug, star breathing, balloon breathing</p>	<p>Regulation station- what it is? When should we use it?</p>	<p>RE- Lincolnshire Agreed syllabus- My friends</p>	<p>Mindfulness cosmic yoga</p> <p>Worry dolls Or worry boxes</p>	<p>Outside yoga</p>
<p>Week 5 - 29th September</p>	<p>My hair</p> 	<p>White Rose- measure and pattern step 2</p>	<p>Why is my hair special - create pictures focused on hair and different colours, styles to encourage Mark Making Pattern focus - Eights 9 Spirals</p>	<p>What's on my head? CBeebies</p>	<p>PHSE- What makes us unique?</p>	<p>Scissor skills- cutting out different hairstyles</p>	<p>Hairdresser role play</p> <p>Hair colour eye colour tally's</p> <p>Decorate a biscuit face</p>	<p>Using natural resources to make faces and pictures of themselves</p>

<p>Week 6 - 6th October Start drawing club (patterns)</p>	<p>Family</p>  <p>Code to be made of patterns of marks such as spirals crosses lines ect.</p>	<p>White Rose- measure and pattern step 3</p>	<p>Mark Making Pattern focus Left-to-right orientation 11 Mix of patterns</p> <p>Mark making in flour/salt. Letters we have learnt so far. Writing labelling -me,</p>  <p>Other family members if appropriate</p>	<p>Read family book - who is special to me? Look at photos of family sent in and talk about over the week.</p>	<p>Different types of families- Look at photos and talk about different types of families.</p> <p>Share photos of own family</p>	<p>Outside-Moving in different ways jumped, danced, lay, slunk, kicked, hopped,</p>	<p>Playdoh families</p> <p>Painting pictures of my family</p> <p>Books and pictures of different types of families</p>	<p>Drawing pictures of our family in chalk</p> <p>Stone families</p>
<p>Week 7 - 13th October Harvest festival</p>	<p>Little red hen</p> 	<p>White Rose- measure and pattern step 4</p>	<p>Painting pictures of hens label the picture Big red hen</p> <p>Making a shopping list</p> <p>Mark Making Pattern focus- mix of patterns</p>	<p>Acting out Little Red Hen for harvest festival</p>	<p>RE- What is harvest?</p>	<p>Printing with vegetables on long strips of paper, starting with the largest and making each print a bit smaller.</p> 	<p>Farm shop role play</p> <p>Farm small world</p>	<p>Resources to be able to act out the story outdoors</p> <p>Vegetable s added to mud kitchen</p> <p>Root vegetable 'soup' in the water tray</p>

<p>Week 8-20th October 4-day week Phonic assessments</p>	<p>Scarecrows wedding</p> 	<p>White Rose- measure and pattern step 5</p>	<p>Invites to a wedding</p> <p>Name writing</p> <p>Independent writing with I can picture cvc words</p>	<p>Bring in love colour monster- Harry O'Hay comes back to save her because he loves her.</p>	<p>Oral health</p>	<p>Scarecrow crafts</p>	<p>Dentist role play Small world farm</p> <p>Farm shop role play</p>	<p>Build a scarecrow</p> <p>Resources/d ressing up for a wedding</p>
<p>Story and rhyme time</p>	<p>Paper Dolls, My Skin, your Skin, My hair</p> <p>Multi-cultural books about families</p> <p>Scarecrow's wedding, Tom Percival books on emotions</p> <p>Books on oral health and visiting the dentist</p>				<p>Key Songs and Rhymes</p> <p>Jack and Jill Heads, Shoulders, Knees and Toes</p> <p>Hush Little Baby</p> <p>Old Mother Hubbard</p> <p>I've got a body</p> <p>Funny bones</p> <p>If you're happy and you know it</p> <p>Dingle, Dangle Scarecrow</p> <p>Old McDonald had a farm</p>			