





Sandal Primary School
Reception Curriculum map
Autumn 1 2023-2024

Theme: Who am I? How am I feeling? (week 1 and 2)

Theme: Who lives in the deep dark woods? (weeks 3-7)








| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| JIGSAW Unit Being me in my world Sandal Root of Learning Daring to be different | <ul style="list-style-type: none"> - Getting to know each other - New starters start on the Monday, everyone in on the Tuesday | Who me? Weekly Celebration: Help others to feel welcome. | How am I feeling today? Weekly Celebration: Try to make our school a better place. | Being at Reception Weekly Celebration: Think about everybody's right to learn. | Gentle Hands Weekly Celebration: Care about other peoples' feelings. | Our rights Weekly Celebration: Work well with others. | Our Responsibilities Weekly Celebration: Choose to follow the class charter. |
| Physical Development | | Dance: Ourselves The focus of learning is to explore different movements using different parts of the body. | Dance: Ourselves The focus of learning is to explore larger scale travelling movements. | Dance: Ourselves The focus of learning is for pupils to respond to words and music using their bodies and props. | Dance: Ourselves The focus of learning is for pupils to create their own movement ideas relating to specific words. | Dance: Ourselves The focus of learning is to explore different movements using qualities of movement. Pupils will learn the meaning of opposites. | Dance: Ourselves The focus of learning is to explore movements such as creeping, tiptoeing and hiding. |
| Phonics | Baselines | Baselines | Little Wandle- Autumn 1, week 1- s a t p - Baselines to continue if needed | Little Wandle- Autumn 1, week 2- i n m d | Little Wandle- Autumn 1, week 3- g o c k | Little Wandle- Autumn 1, week 4- c k e u r | Little Wandle- Autumn 1, week 5- h b f l |
| Literacy | Baselines Can they write their name? Which is the dominant hand? What pencil grip do they have? Can they make meanings to the marks they draw? Book- The Kissing Hand by Audrey Penn Read the story and discuss how the character feels. How are you feeling about starting school? Encourage children to get their adults to kiss their hand at home ready for the next day. <ul style="list-style-type: none"> - Create Kissing Hand memory, printing their hand and drawing their family. | Book- The Colour Monster by Anna Llenas Talk about the different emotions, identifying each one. Which emotion have you felt before? When? Children to identify what situation they might feel one of the emotions. Relate to feelings of starting school. Letter from the Colour Monster, saying he is feeling sad/angry/alone and he isn't sure how to get to a nicer emotion. What things does he need to do? Group discussions and share ideas. | Book- Owl Babies by Martin Waddell Prediction- mummy owl, 3 owls, feathers, sticks Read the story in stages, asking appropriate questions throughout. Ask comprehension questions. | Book- Owl Babies by Martin Waddell Look at images from the beginning, middle and end of the story. Discuss what is happening. Sequencing 4 images from the story in groups Task- children to independently sequence 4 images and retell the story in their own words, adult, scribing what they say. | Book- The Gruffalo by Julia Donaldson Prediction- purple claws, mouse, stones, trees Read the story in stages, asking appropriate questions throughout. Ask comprehension questions. Look at various images from the story to discuss what is happening. Is it a happy or a sad ending? Hot seating- The Gruffalo- what would you ask the Gruffalo if you saw him? | Book- The Gruffalo by Julia Donaldson Picture of the Gruffalo, describing words. Children choose which words to describe the appearance of the Gruffalo. Do the same for describing the appearance of the mouse. What creature would you like to see in the deep dark woods? Demonstrate how to draw their own creature, thinking about it's features. Children then draw their own and describe it, adult scribing what they say. Task- (linked to EAD) Children draw and paint an image of the gruffalo. Put in books | Book- Little Acorn by Melanie Joyce (linked to UW- changing seasons) Read the story, talking about the images and the events. What changes occurred during the book related to the seasons? How did the acorn feel? (see UW for more details) |

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| | | *link to EAD (children describe when they have felt the feeling they have painted) | | | | and label it's features using initial letters/ short words. e.g. purple, tail | |
| Hook or experience linked to the book | All about me bags | All about me bags | | | Wednesday 4 th October- Stay and Play for Parents 2.30-3.20pm. | | |
| Outdoor Learning | | | | (EAD link) Making owls from pine cones or owl pictures from natural materials collected in the woods.   Explore the provision in the woods. Whilst children are exploring the woods, learn about the fire side rules. | | | UW- Describe what the see, hear and feel whilst outside. Understand the effect of the changing seasons on the natural world around them What changes occur in the Autumn? Go on an Autumn walk around the woods, taking photos of what they see (computing opportunity) Children collect Autumn materials to bring into the classroom for the tuff tray. Explore the provision in the woods. |
| Mathematics *Following the new planning scheme from White Rose Maths for Reception 2023 | Baseline Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional Language | Baseline Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional Language | White Rose- Match, Sort and Compare Step 1- Match objects Key questions <ul style="list-style-type: none"> • Can you find a match? • Why do the objects match? • How do you know that they match? • What is the same about these objects? • What is different about these objects? • Can you find one that is different to mine? Possible sentence stems <ul style="list-style-type: none"> • The ...matches the . | White Rose- Match, Sort and Compare Step 4- Sort objects to a type Key questions <ul style="list-style-type: none"> • How can you sort the objects? • How do you know they are the same/different? • How could you sort the objects a different way? Possible sentence stems <ul style="list-style-type: none"> • I have sorted the objects by . • These are . These are not • These objects are the same because... | White Rose- Talk about Measure and Patterns Step 1- Compare Size Key questions <ul style="list-style-type: none"> • Which is smaller/bigger? How do you know? • Which is taller/longer/shorter? How do you know? Possible sentence stems <ul style="list-style-type: none"> • The.. is bigger/smaller than the . • The.. is larger/smaller than the . • The.. is longer/shorter than the . | White Rose- Talk about Measure and Patterns Step 4- Explore Simple Patterns Key questions <ul style="list-style-type: none"> • What pattern can you see? • What pattern can you hear? • What do you notice? • What words do you hear? • What sounds do you hear? Possible sentence stems <ul style="list-style-type: none"> • I can see a pattern. • I can hear a pattern. | White Rose- Circles and Triangles Step 1- Identify and Name Circles and Triangles Key questions <ul style="list-style-type: none"> • What do you notice about your shape? • Can you see another shape that is the same/different? • How do you know they are the same/different? Possible sentence stems <ul style="list-style-type: none"> • This shape is a . • I know this shape is abecause... |

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| | | | <ul style="list-style-type: none"> • The ...are the same. • The ...are different. • The ...does not match because... <p>-Introduce the concept of matching.</p> <p>- Provide opportunities for the children to find and match objects which are the same.</p> <p>- Get a collection of objects that are identical pairs. Muddle them up and children have to find the matching pairs and explain how they know that they are matching.</p> <p>- Hide compare bears outside. Can they find the matching pairs?</p> <p>- Children explore the construction/ blocks. Can they build identical towers? Talk to them about the blocks they are using. Are any matching?</p> <p>Step 2- Match Pictures and objects Key questions</p> <ul style="list-style-type: none"> • Which object matches the picture? • How do you know that the picture matches the object? • What is the same about the picture and the object? • Why is the picture different from the object? <p>Possible sentence stems</p> <ul style="list-style-type: none"> • The ...matches the . • Theare the same. • The... are different. • The.... does not match the because... <p>Book- A pair of Socks</p> <p>- Play SNAP with cards in small groups.</p> <p>- Give a child a card with a picture on. They have to find a child</p> | <ul style="list-style-type: none"> • These objects are not the same because... <p>Book- The Button Box</p> <p>- Children learn that collections of objects can be sorted into sets based on attributes such as colour, size, or shape.</p> <p>- Children need to consider what is the same about one set and how they are different from other sets.</p> <p>- Begin to understand that the same set of objects can be sorted in different ways and they come up with their own criteria to sort, starting with 1 attribute first.</p> <p>- Have a range of buttons colour/ size. Children explore how to sort them (linked to the book Button Box)</p> <p>- Mix up resources in provision. How can we sort them?</p> <p>- Build an Autumnal collection of objects such as leaves, seeds. Children sort them into more than 2 sets. Explain their reasoning.</p> <p>- Once children understand how to sort into 2 categories, they can progress onto 3 or 4.</p> <p>Step 5- Explore Sorting Techniques Key Questions Same as above</p> <p>Possible Sentence Stems Same as above</p> <p>-Explore sorting similar sets of objects in different ways.</p> | <ul style="list-style-type: none"> • The ...is taller/shorter than the . <p>Rhymes- Big Fish, Little Fish, Cardboard Box</p> <p>Book- Where's My Teddy</p> <p>- Children learn that objects can be compared according to their size.</p> <p>- Use language such as 'big' 'little' 'large' 'small'</p> <p>- Once they have grasped this, introduce language such as 'long' 'short' when comparing length and 'tall' 'short' when comparing height.</p> <p>- Pack a picnic for a small bear and large bear. Sort the objects according to size to the correct bear.</p> <p>- Different length ribbons to each child. Find someone who has one shorter/ longer.</p> <p>- Use a feely bag with numicon pieces in. choose a piece to show them. They then have to feel in the bag for one that is larger/ smaller than that piece.</p> <p>-</p> <p>Step 2- Compare Mass Key questions</p> <ul style="list-style-type: none"> • Which object is heavier? How do you know? • Which object is lighter? How do you know? • What has happened to the balance scale? • Are large objects always heavier than small objects? <p>Possible sentence stems</p> | <ul style="list-style-type: none"> • This is a pattern. <p>Rhyme- In and Out the Dusty Bluebells</p> <p>Book- My First Book of Patterns</p> <p>- Look at patterns in the environment.</p> <p>- Introduce what a simple pattern is, explaining that it is a repeated unit.</p> <p>- Explain that patterns can be visual and auditory.</p> <p>- Perform the Bluebell rhyme, with children in a circle going in and out of each others arms.</p> <p>- Demonstrate simple action patterns.</p> <p>Step 5- Copy and Continue Simple Patterns Key questions</p> <ul style="list-style-type: none"> • Copy my pattern – what do you hear? • Copy my pattern – what do you see? • How does the pattern continue? • What do we need to copy this pattern? <p>Possible sentence stems</p> <ul style="list-style-type: none"> • The... comes next in the pattern. • The pattern is , . <p>- Children learn how to copy and continue basic AB patterns.</p> <p>- Explain it is sometimes known as a 'repeating pattern'.</p> <p>- Demonstrate AB actions such as clap, jump, clap, jump. Can they copy them? Create their own AB actions.</p> <p>- Word or sound patterns can be chanted together e.g. 'in' 'out' 'in' 'out'</p> | <ul style="list-style-type: none"> • This shape is the same/different because... <p>Book- Circle, Triangle, Elephant</p> <p>-Children notice circles and triangles all around them.</p> <p>- Begin to describe them using language such as 'pointy' 'sharp'</p> <p>- Then introduce mathematical language such as 'sides' 'flat' 'corners' 'round' 'straight'</p> <p>- Have shapes in a feely bag. Children to describe the shape they feel.</p> <p>- Explore Kandinsky's circle art</p> <p>- Create images using circles and triangles of different sizes.</p> <p>Step 2- Compare Circles and Triangles Key questions</p> <ul style="list-style-type: none"> • Can you find a shape that is the same as mine? • Can you find a different shape to mine? • How have you sorted the shapes? Is there another way? <p>Possible sentence stems Same as above</p> <p>Book- Triangle</p> <p>- Draw on learning about language of size, to compare the 2 shapes.</p> <p>- Introduce children to 'almost circles and triangles'. Why are they not circles or triangles?</p> <p>- Have a mystery box of circles and triangles. Choose 1 to talk about. What do they notice?</p> <p>- Use sticks to create 'almost' triangles.</p> |
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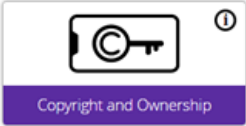
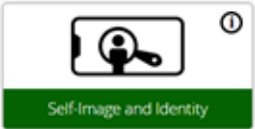
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| | | | <p>who has the same card as them.</p> <ul style="list-style-type: none"> - Get a large piece of paper and draw around different sized lids. Children to match the lids with the correct outlines. Can they explain their reasoning? - Refer to tidy up time, where they are matching items to the pictures on the shelves/ boxes - Memory game with 6 cards. Can they find a matching pair. <p>Step 3- Identify a set Key questions</p> <ul style="list-style-type: none"> • How do you know this is a set? • Why is this not a set? • What else do you need to make it a set? • Is this set correct? • Does your set match mine? • What is the same about these sets? <p>Possible sentence stems</p> <ul style="list-style-type: none"> • The ...and the... are a set because... • The ...and the.... are not a set because... • This set is the same/different because... <p>Book- Seaweed Soup</p> <ul style="list-style-type: none"> - Introduce the concept of identifying sets of objects. - Demonstrate how to make sets in daily routines e.g. domestic role play - Look at illustrations from the book Seaweed Soup to identify which sets of objects are the same and which ones aren't. Explain why. - Have a collection of 3 colours of buttons. Can they sort them into sets? | <ul style="list-style-type: none"> - Sorting different types of pasta and explaining how they have done it. - Children to sort themselves. What criteria have they chosen? <p>Step 6- Create sorting rules Key questions</p> <ul style="list-style-type: none"> • What is your rule for sorting the objects? • Is there another way you could have sorted the objects? • Can you guess my rule? • How do you know that is my rule? • Which is the odd one out? <p>Possible sentence stems</p> <ul style="list-style-type: none"> • I have sorted my objects like this because... • This does not belong in my set because... • All the objects in my rule have... • My rule is ... <ul style="list-style-type: none"> - Encourage games like 'Guess my rule' - Children to make up their own rules for sorting and challenge adults - What rules do we have for sorting the pencils etc? - Have 4 objects with different attributes. Which is the odd one out? <p>Step 7- Compare Amounts Key questions</p> <ul style="list-style-type: none"> • Which set has more? • Which set has fewer? • Which sets have the same? • How do you know? <p>Possible sentence stems</p> <ul style="list-style-type: none"> • This set has objects than this set. • These sets have . • This set hasbecause... | <ul style="list-style-type: none"> • The is heavier than the . • The ...is lighter than the. • The ...heavier object is on the balance scale. • The ...lighter object is on the balance scale. <ul style="list-style-type: none"> -Introduce the concept of mass, being the weight of it. -Use language such as 'heavy' 'light' 'same' -Explore weight using balancing scales. Allow opportunities to see large objects that are light and small objects that are heavy too. - Wrap up a range of boxes. Children to predict if they will be heavy or light. Test in the scales. - Use a set of balancing scales to compare different sized playdough balls- talk about which has the biggest mass. How do we know? - 2 children find an object in the classroom. Which will be heavier/ lighter? <p>Step 3- Compare Capacity Key questions</p> <ul style="list-style-type: none"> • Which holds more/the most? How do you know? • Which holds less/the least? How do you know? • Does this container hold more or less? How can you find out? • Would the fit inside the box? <p>Possible sentence stems</p> <ul style="list-style-type: none"> • The... holds more. • The ...holds less. • The ...has the same capacity as the . <p>Book- Dear Zoo</p> <ul style="list-style-type: none"> - Introduce capacity, explaining that it is the | <ul style="list-style-type: none"> - Encourage children to say the pattern out loud as this helps them identify the pattern. - Children should be given opportunities to identify a range of AB patterns in different contexts. - Create simple AB patterns using coloured bricks or bricks that are small/ large. - Use natural materials to create repeating patterns. - Use musical instruments to make patterns of noise. Which instrument comes next? <p>Step 6- Create Simple Patterns Key questions</p> <ul style="list-style-type: none"> • What pattern have you made? • What are you going to use to make your pattern? • What mistake can you see in my pattern? • How could you fix the mistake in my pattern? <p>Possible sentence stems</p> <ul style="list-style-type: none"> • I haveused to make my pattern. • Next, I needto continue my pattern. • I needto finish my pattern. • Theis in the wrong place. <p>Rhyme- Clap Your Hands and Wiggle Your Fingers</p> <p>Book- A B A B A- A Book of Pattern</p> <ul style="list-style-type: none"> -Children to create their own AB patterns with objects or actions. - Use fruit to make fruit kebabs in a repeating pattern. Children to describe their pattern before eating it. | <ul style="list-style-type: none"> - Printing using circles and triangles <p>Step 3- Shapes in the environment Key questions</p> <ul style="list-style-type: none"> • How do you know it is a circle/triangle? • Where can you see small shapes? • Where can you see large shapes? <p>Possible sentence stems</p> <p>Same as above</p> <ul style="list-style-type: none"> - Go on shape hunts to find circles and triangles - Look at photos of the environment. What shapes can we see? - Press shaped items into dough. What shape has it printed? <p>Step 4- Describe Position Key questions</p> <ul style="list-style-type: none"> • Where is the ? • How are you going to move around the ? • Where are you going to go next? <p>Possible sentence stems</p> <ul style="list-style-type: none"> • The.... is the... . • Gothe • Next, gothe <p>Book- Rosie's Walk</p> <ul style="list-style-type: none"> -Introduce positional language such as 'under' 'over' 'beside' 'between'. - Play 'Where's my teddy' so children have to describe where he is in relation to an object - Recreate Rosie's walk placing the characters in different positions. - Set up an obstacle course, children explaining to others what they have to do using positional language <p>Task- (practical)</p> |
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| | | | <p>- Create sets of cutlery</p> <p>- Task (practical) Have a variety of objects/ pictures that have identical pairs and muddle them up. Children have to match them up and explain their reasoning.</p> | <p>Book- Beep Beep Vroom Vroom</p> <p>- Build on previous skills to learn that sets can be compared and ordered.</p> <p>- Use language such as 'more' 'fewer'.</p> <p>- Sort objects into 2 sets. Ask which has more/ fewer.</p> <p>- In pairs, grab a handful of objects. How many do you have? Who has more/ fewer?</p> <p>- Build towers of crates outdoors. Which is the tallest/ smallest? So which one has more/ fewer crates?</p> | <p>maximum amount a container can hold.</p> <p>- Use language such as 'least' and 'most' to compare amounts</p> <p>- Have a range of different sized containers to explore</p> <p>- Have a range of different sized boxes, tall, thin etc. Could they fit in the box? Why not? What could fit in the box?</p> <p>- Make potions in different sized containers in the water tray, using coloured water.</p> <p>Task- (practical) Have a selection of boxes/ objects. Children to decide which objects would fit into the boxes and explain why. Then decide which one will be the heaviest/ lightest.</p> | <p>- Use a range of loose parts to create their patterns.</p> | <p>Children create their own obstacle courses and work in pairs to instruct each other what positions to go in.</p> |
| Understanding the World | <p>Talk about members of their immediate family.</p> <p>Identify the place they live- where is your house? Who lives in your house?</p> <p>What do you and your family do in your house? How does it make you feel?</p> <p>Children to talk about their families, sharing information and allowing other children the opportunity to ask them questions.</p> <p>Activity- draw their family and create a house out of lolly sticks</p> | <p>Explore the Natural world around them</p> <p>- To observe a changing process.</p> <p>Science experiment- Skittles Rainbow</p> <p>(links to Literacy text, emotions PSE)</p> | <p>What do you know about what lives in the Deep Dark Woods?</p> <p>Create a mind map of children's initial knowledge.</p> | <p>Explore the Natural world around them</p> <p>- To find out what a habitat is.</p> <p>Introduce the word 'habitat' and explain what this means. Look at different habitats using the powerpoint. Have you been to any of these habitats before? What animals do you think might live in them?</p> | <p>Explore the Natural world around them</p> <p>- To find out what animals live in woodland areas.</p> <p>Talk about the features of a woodland. What animals do you think would live there?</p> <p>Introduce several woodland animals, talking about their features and why they are suited to a woodland habitat.</p> <p>Compare similarities and differences between the animals.</p> | <p>Explore the Natural world around them</p> <p>- To find out about nocturnal animals.</p> <p>What does nocturnal mean? Why are some animals nocturnal?</p> <p>Find out about nocturnal animals that live in the woodland. (see information powerpoint)</p> | <p>Understand the effect of the changing seasons on the natural world around them</p> <p>- Observe and talk about Autumnal changes</p> <p>Introducing Autumn, what are some of the signs of Autumn? What happens in our environment during Autumn?</p> <p>Autumnal powerpoint and discussion to show some examples. (Autumnal walk in outdoor learning)</p> <p>vocab- Autumn, tree, leaves, nocturnal, change, hibernation,</p> |

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| Expressive Arts and Design Focus- Drawing | <p>Self-portraits</p> <p>Demonstrate how to draw an outline using black pen. Draw their self-portrait and choose appropriate colours for their features.</p>  | <p>Colour Monster</p> <p>Draw the outline of their chosen colour monster. Experiment with mixing colours to create their colour monster. Children to explain which emotion it is and what would make them feel that emotion.</p>  | <p>Owl Babies</p> <p>Use collage materials to create an owl puppet.</p> <p>Children to then use their character to retell the story.</p>  | <p>Owl Babies</p> <p>Use potatoes to print their bodies and then draw their features. Add a different material/ texture for the branch to create another layer.</p>  | <p>Gruffalo characters</p> <p>Assemble shapes to make a character puppet. Can they draw their own shapes?</p> <p>Children to then use their characters to retell the story.</p>  | <p>The Gruffalo</p> <p>Draw the outline of the Gruffalo. Choose appropriate colours to paint it. (use for Literacy task)</p>  | <p>Leaf hedgehog</p> <p>Draw a hedgehog and stick leaves on to make their spikes.</p>  |
| RE Focus- Who and what are special to us? | <p>What makes me special?</p> <p>Talk about the ways in which we are all different – likes/dislikes, abilities, appearance etc. Introduce the concept of 'special', emphasising that we all have qualities that make us unique as individuals. Talk about characteristics e.g. who is kind? Who is good at tidying up? Who always shares? Who always lets you play with them? Who is a good listener at story time?</p> <ul style="list-style-type: none"> - Play the game "Guess Who?" with the children in small groups. Take a photo of each child's head and use these for a class version of Guess Who. Model how to ask questions: has he got brown hair? | <p>Who is special to me?</p> <p>Talk about people the children know and begin to explore the concept of 'special' in relation to other people. Once the children have established who is important to them, ask the question Why? Why are these people special to you? Do they look after you? Play with you?</p> <ul style="list-style-type: none"> - Write to one of their special people: You are special to me because... and the adult scribes the reason. Send home. - Take pictures of adults in school and ask the children to explain what is special about them. | <p>Who does a special job?</p> <p>Ask the children what jobs they know about. What might they like to be? Are some jobs more important than others? Explain that all jobs are important and we all need to work together to make things work.</p> <ul style="list-style-type: none"> - Ask children to create pictures of the adults in school and outside school and describe what their job is, how they help us and why they are special. - Invite visitors into class to talk to the children about their jobs. - Talk about the role of the priest/Imam. What special jobs do these people do? Invite a local Vicar/minister or Imam into the class. | <p>Which people are special in religions? Which stories are special?- Christianity</p> <p>Discuss why Jesus is important to Christians. What sort of person was he? How did he treat people? What did he teach?</p> <p>Use child-friendly story books or use props/story boxes to tell some stories about Jesus and/or his teachings. During the Foundation Stage children should be introduced to stories and parables which will be re-visited in KS1 and beyond e.g. The feeding of the 5000, Jesus and Zacchaeus, The Good Samaritan etc.</p> | <p>Which people are special in religions? Which stories are special?- Islam</p> <p>Discuss why the Prophet Mohammed is important to Muslims. What sort of person was he? How did he treat people? What did he teach?</p> <p>Use child-friendly story books or use props/story boxes to tell stories about the Prophet Mohammed and his care for people and animals e.g 'Seven New Kittens' by Gill Vaisey ; 'The Wondrous Web' by Razana Noor.</p> | <p>What objects might we find in a home?</p> <p>Show pictures of houses to stimulate discussion. Describe them. What is similar? How are they different? The children should think about their homes. What makes them special? Is there a difference between a house and a home? (This may be revision from unit F1 – Where do we live?)</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> - Carry out a think/pair/share activity: What do we find in a house/home? Are there some objects you would find in every house/home? Are there some objects you would find in some houses/homes | <p>Are some objects more important than others?</p> <p>Which objects are really important? How do you look after them? How do objects help us to remember others? Special times?</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> - Teacher could introduce a personal/special object e.g. souvenir, photograph. Children ask questions about the object to find out as much as they can about it and the reasons why it is so important. - Encourage children to bring in a special object; discuss how they might be displayed and how to treat them. Agree on particular rules of how to look after and |

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| | <p>Blue eyes? Glasses?</p> <ul style="list-style-type: none"> - Make a 'we are all special' board in the classroom. Maybe take pictures of children at play showing how we are all good at something, play well together and look after each other. | | | | | <p>but not in others? (Why?)</p> <ul style="list-style-type: none"> - Give the children a set of laminated pictures of objects you would find in a house/home and also some real objects. Model how to sort some of the objects... How could we sort these into groups? (e.g. objects from the kitchen, decorative objects, objects that do a job) | <p>handle/use them.</p> <ul style="list-style-type: none"> - Circle time: encourage the children the time to think about something that is special to them and then take turns to say what is special to them and why. |
| Computing | <p>Introduction to the computer Suite.</p> <p>Talk about how to sit properly on the chair, how to hold the mouse and click. Complete Tizzy's busy week looking at Monday, Tuesday and Wednesday. For children familiar with the program they can navigate any of the activities on Tizzy's Busy week.</p> | <p>As week 1 but focus on the other days, looking at the skill of clicking and dragging.</p> | <p>Independently choosing an activity on Tizzy's busy week, to be able to navigate and choose the next activity within the program once complete.</p> | <p>Introduction to 2paint on Purple Mash Draw a Self Portrait, introduce the tool bar, looking at selecting colours. Click and drag to make a mark on the paper</p> | <p>Purple Mash – Owl Babies Children to draw Sarah, Bill and Percy on their branch. Using click and drag to mark make and select appropriate colours.</p> | <p>Sherston Jelly Bods Problem solving- flump.</p> <p>Looking at two of the Jelly Bods Flump programs (digging and Lilly pads) and using the click and drag skills complete the programs. Focus on listening skills to follow the instructions.</p> | <p>Continue as last week look at 2 problem solving activities as last week. Weights and obstacle course.</p> |
| Computing- Cross Curricular links | <p>Communication and Language- Garden snail story</p> <p>https://go.educationcity.com/content/index/32324/2/1/1/null/null/false/false/null/0</p> <p>Skill- Listening and responding to a story</p> <p>Maths- Teddy bear counting</p> <p>https://www.topmarks.co.uk/learning-to-count/teddy-numbers</p> <p>Skill- 1:1 correspondence</p> | <p>Communication and Language- Garden spider story</p> <p>https://go.educationcity.com/content/index/32323/2/1/1/null/null/false/false/null/0</p> <p>Skill- Listening and responding to a story</p> <p>Maths- Underwater counting</p> <p>https://www.topmarks.co.uk/learning-to-count/underwater-counting</p> | <p>Phonics- Park Play</p> <p>https://go.educationcity.com/content/index/33507/2/1/1/null/null/false/false/null/0</p> <p>Skill-Identifying objects with the initial sound 'p'</p> <p>Maths- Sorting game</p> <p>https://www.mathmammoth.com/practice/sorting-game</p> <p>Skill- Identify, match and sort objects</p> | <p>Phonics- Dancing Dinosaurs</p> <p>https://go.educationcity.com/content/index/34394/2/1/1/null/null/false/false/null/0</p> <p>Skill- Identifying objects with the initial sound 'd'</p> <p>Maths- Match and sort toys</p> <p>https://www.tinytap.com/activities/q3czv/play/match-and-sort-toys</p> | <p>Phonics- Kit Kite</p> <p>https://go.educationcity.com/content/index/34409/2/1/1/null/null/false/false/null/0</p> <p>Skill- Reinforcing the 'k' sound</p> <p>Maths- Comparing sizes</p> <p>https://www.abcya.com/games/blue-ribbon-comparing-sizes</p> <p>Skill- Use comparative language</p> | <p>Maths- Pattern Play</p> <p>https://go.educationcity.com/content/index/42702/2/2/1/null/null/false/false/null/0</p> <p>Skill- exploring and identifying patterns</p> <p>EAD/ writing- 2Simple, 2Paint to draw a character from the Gruffalo story</p> <p>Skill- To select appropriate colours to create a drawing of a familiar character</p> | <p>Maths- Shape game; find the hidden shapes in the picture</p> <p>https://mrnussbaum.com/shapes-online-game</p> <p>Skill- To identify some common 2D shapes.</p> <p>Maths/ UW/ CL- Autumn memory game; play SNAP to find the matching Autumn picture cards</p> <p>https://www.digipuzzle.net/digipuzzle/autumn/puzzles/memory.htm?language=english&link</p> |

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| | when counting out objects up to 5 | Skill- 1:1 correspondence when counting out objects up to 5 and selecting the correct numeral | | Skill- Sort objects and explain how they are sorted | to compare different sizes | | back=../../education/autumn/index.htm Skill- Talk about the features in Autumn. |
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| Education for a Connected World | <p>On going through the year...</p> <p>Copyright and ownership</p> <p>-I know that work I create belongs to me.</p> <p>-I can name my work so that others know it belongs to me.</p> <div>  </div> <p>Self-image and identity</p> <p>-I can recognise that I can say ‘no’/‘please stop’/‘I’ll tell/ ‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</p> <div>  </div> | | | | | | |
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| Music- Exploring sound Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them | Settling in week | Settling in- tour of the music room and what instruments are in it. | Lesson 1: Vocal sounds Children explore using their voices to make a variety of sounds. Learning objective To explore using our voices to make a variety of sounds. | Lesson 2: Body sounds Children explore using their bodies to make a variety of sounds. Learning objectives To explore how to use our bodies to make sounds To explore different sounds and think about tempo | Lesson 3: Instrumental sounds Children explore using instruments to make a variety of sounds. Learning objectives To explore the sounds of different instruments To experiment with tempo and dynamic when playing instruments | Lesson 4: Environmental sounds Using instruments to make sounds from the environment. Learning objectives To identify sounds in the environment and differentiate between them. To use musical vocabulary when describing environmental sounds. | Lesson 5: Nature sounds Children listen to sounds in nature and try to recreate them. Learning objectives To identify and describe familiar nature sounds and differentiate between them To use voices to imitate natural sounds |
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| Ideas for challenges and provision |   |   |   |   |   |   |   |
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