

## Autumn 1 Planning Overview

Autumn 1 Week 5				
Topic - Elmer	Maths Numbers 1-5	Phonics	Writing	
<ul style="list-style-type: none"> <li>-Hook: A letter from Elmer with the story book</li> <li>-Listening to a story and responding to questions</li> <li>-What makes Elmer special?</li> <li>-What makes them special?</li> <li>-How are the same from each other? How are they different?</li> <li>-Self portrait with paint. Look at skin colour, hair, eye colour</li> <li>-Explore colour mixing</li> <li>-Creating their own design for Elmer</li> <li>-Replying to Elmer</li> <li>-Dress up like Elmer day (Friday)</li> </ul>	<ul style="list-style-type: none"> <li>-Count objects 1 at a time</li> <li>-Hold up the right number of fingers</li> <li>-Find the correct amount using objects in the - environment</li> <li>-Count a set amount of objects</li> <li>-Count a number from a large group of objects</li> <li>-Count things that can't be held (jumps, claps etc)</li> <li>-Recognise the numeral</li> <li>-Find number on number track</li> <li>-What are the numbers either side?</li> <li>-Write the numeral in the air</li> <li>-Learn the number rhyme</li> <li>-Find number in environment</li> </ul>	<ul style="list-style-type: none"> <li>-Whole class -10 mins a day</li> <li>-Teach reading: m,a,s,d,t</li> <li>-Small group - 10 mins a day per group</li> <li>-Teach letter formation: m, a, s, d, t,</li> <li>-Play Fred Talk games</li> </ul>	<ul style="list-style-type: none"> <li>-Creating patterns and symbols on big paper lying on our tummies</li> <li>-Flapper sessions</li> <li>-Dough Gym</li> </ul>	
R.E	SCARF	P.E.	Other	Books
<ul style="list-style-type: none"> <li>-To know that the Bible is God's book and that this is where we learn that God created everything</li> <li>-To understand the different things that God created</li> <li>-To be able to retell the creation story and identify key words of it</li> </ul>	<p style="text-align: center;"><b>Yes, I can!</b></p> <ul style="list-style-type: none"> <li>-Recognise that some skills take time to learn.</li> <li>-Plan and review an achievable goal.</li> <li>-Celebrate the successes of their peers</li> </ul>	<p style="text-align: center;"><b>Core Real PE</b></p> <p style="text-align: center;">Birthday Bike Surprise Lesson 1</p> <p style="text-align: center;">Personal</p>	<ul style="list-style-type: none"> <li>-Getting children talking information to go home:</li> <li>-Vocabulary sheet for Elmer to go home</li> <li>-On entry assessments</li> <li>New songs:</li> </ul>	<ul style="list-style-type: none"> <li>-Elmer stories</li> <li>-Monkey puzzle</li> <li>-What the ladybird heard</li> <li>-Oi cat</li> <li>-Kitchen disco</li> <li>-Gruffalo</li> <li>-Keith with the magic hat</li> <li>-10 little robots</li> </ul>

Autumn 1 Week 6

Autumn 1 Week 6				
Topic - Autumn	Maths Numbers 6-10	Phonics	Writing	
<ul style="list-style-type: none"> <li>-Hook: Email about Scampy's adventure PowerPoint</li> <li>-Discuss the changes in Autumn</li> <li>-Look at Autumn objects and discuss (conkers, colourful leaves, acorns, shadows, weather etc)</li> <li>-Autumn walk in the school grounds</li> <li>-Discuss the contrasting environments in the school grounds</li> <li>-What changes can they see happening? How do the trees react to the changing seasons? animals?</li> <li>-Items to be brought back for display,</li> <li>-Autumn painting of trees</li> <li>-Explore colour mixing</li> <li>-(this to be repeated each season)</li> </ul>	<ul style="list-style-type: none"> <li>-Numbers 6-10</li> <li>-Count objects 1 at a time</li> <li>-Hold up the right number of fingers</li> <li>-Find the correct amount using objects in the environment</li> <li>-Count a set amount of objects</li> <li>-Count a number from a large group of objects</li> <li>-Count things that can't be held (jumps, claps etc)</li> <li>- Recognise the numeral</li> <li>-Find number on number track</li> <li>-What are the numbers either side?</li> <li>-Write the numeral in the air</li> <li>-Learn the number rhyme</li> <li>-Find number in environment</li> </ul>	<p><b>Whole class -5 mins a day</b></p> <ul style="list-style-type: none"> <li>-Teach reading: <i>i, n, p, g, o</i></li> </ul> <p><b>Small group - 15 mins a day per group</b></p> <ul style="list-style-type: none"> <li>-Teach letter formation: <i>i, n, p, g, o</i></li> <li>-Learn to blend (<b>Word Time 1</b>)</li> <li>-Play Fred Talk games</li> </ul>	<ul style="list-style-type: none"> <li>-Tracing over lines and improving pencil control and accuracy</li> <li>-Flapper sessions</li> <li>-Dough Gym</li> </ul>	
R.E	SCARF	P.E.	Other	Books
<ul style="list-style-type: none"> <li>-To know that we have to look after God's world and look after ourselves because God made us and loves us</li> <li>-To explore different ways of talking to God through prayer</li> </ul>	<p><b>Healthy eating (1)</b></p> <ul style="list-style-type: none"> <li>-Name and choose healthy foods and drink.</li> <li>-Understand there are some foods that are a "just sometimes" food or drink (eating in moderation).</li> <li>-Explain the jobs of different food groups.</li> </ul>	<p><b>Core Real PE</b></p> <ul style="list-style-type: none"> <li>Birthday Bike Surprise Lesson 2</li> <li>Personal</li> </ul>	<p><b>Vocabulary sheet for Autumn to go home</b></p> <p>Ongoing 'On entry' assessments</p>	<ul style="list-style-type: none"> <li>-Percy the park keeper</li> <li>-Smartest giant in the town</li> <li>-Snail and the whale</li> <li>-Oliver's Wood</li> <li>-Squirrel's Busy day</li> <li>-Norman's silly shell</li> <li>-10 little princesses</li> <li>-What the ladybird heard next</li> </ul>

Autumn 1 Week 7

Topic -Natural Art	Maths -Numbers 1-10	Phonics	Writing	
<ul style="list-style-type: none"> <li>-Study Andy Goldworthy's work</li> <li>-What makes it special?</li> <li>-Work in a team, what makes a good team work?</li> <li>-Collect natural materials from around the school</li> <li>-recreate pieces of art</li> <li>-How could they improve their art?</li> </ul>	<p>Numbers 1-10</p> <ul style="list-style-type: none"> <li>-Say number names in order</li> <li>-Counting reliably</li> <li>-Line objects up, push them away as they have counted them</li> <li>-Can you place numbers in order?</li> <li>-Match numbers and images / objects</li> <li>-Number hunt around the school</li> <li>-Write number for amount of objects given</li> <li>-Match Numicon to object</li> <li>-What are the missing numbers?</li> <li>-Use number tracks</li> </ul>	<p><b>Whole class -5 mins a day</b></p> <ul style="list-style-type: none"> <li>-Teach reading: c, k, u, b</li> </ul> <p><b>Small groups - 15 mins a day per group</b></p> <ul style="list-style-type: none"> <li>-Teach letter formation: c, k, u, b</li> <li>-Learn to blend (Word Time 2)</li> <li>-Play Fred Talk games</li> </ul>	<p>Message writing with pre-writing patterns and symbols</p> <ul style="list-style-type: none"> <li>-Flapper sessions</li> <li>-Dough Gym</li> </ul>	
R.E	SCARF	P.E.	Other	Books
<ul style="list-style-type: none"> <li>-To know what a church is and what people do there</li> <li>-To understand why a church is important to people</li> <li>-To know that prayer both gives praise to God and tells us about Him.</li> <li>-To know that we can gather together to pray.</li> <li>-To know that we meet God in prayer at different times of the day.</li> </ul>	<p><b>Healthy Eating (2)</b></p> <ul style="list-style-type: none"> <li>-Name and choose healthy foods and drink.</li> <li>-Understand there are some foods that are a "just sometimes" food or drink (eating in moderation).</li> <li>-Explain the jobs of different food groups.</li> </ul>	<p><b>Core Real PE</b></p> <p>    Birthday Bike</p> <p>    Surprise Lesson 3</p> <p>    Personal</p>	<p>'On entry' assessments to be finalised</p>	<ul style="list-style-type: none"> <li>-Percy the park keeper</li> <li>-Gruffalo</li> <li>-Oi dog</li> <li>-No-bot</li> <li>-Alien's wear under pants</li> <li>-10 little superheroes</li> </ul>

Autumn 1 Week 8

Autumn 1 Week 8				
Topic - Stanley Stick	Maths Numbers 1-10	Phonics	Writing	
<ul style="list-style-type: none"> <li>-Hook: Email from Elmer Power point with the book Stanley stick</li> <li>-Discuss story, what did he use his stick for?</li> <li>-What can they remember from the story? Correct order?</li> <li>-Can they retell the story? Use picture prompts? Talk in the past tense?</li> <li>-What would they make with a stick?</li> <li>-What would their stick need to be? (eg long if a fishing rod, strong if a swing etc)</li> <li>-Go on a stick hunt</li> <li>-Make their sticks come to life a decorate, add to them etc</li> <li>-Discuss different ways to attach things to their sticks (tying string, Sellotape, glue)</li> <li>-Using the children's ideas for the sticks, can they innovate the story? Add a new character, use different ideas for the stick...</li> </ul>	<ul style="list-style-type: none"> <li>-Numbers 1-10</li> <li>- Say number names in order</li> <li>-Counting reliably</li> <li>-Line objects up, push them away as they have counted them</li> <li>-Can you place numbers in order?</li> <li>-Match numbers and images / objects</li> <li>-Write number for amount of objects given</li> <li>-Match Numicon to object</li> <li>-What are the missing numbers?</li> <li>-Use number tracks</li> </ul>	<p><b>Whole class -5 mins a day</b></p> <ul style="list-style-type: none"> <li>-Teach reading: <b>f, e, l, h, sh</b></li> </ul> <p><b>Small groups - 15 mins a day per group</b></p> <ul style="list-style-type: none"> <li>-Teach letter formation: <b>f, e, l, h, sh</b></li> <li>-Learn to blend (<b>Word Time 3</b>)</li> <li>-Fred fingers: teach 'Learning to use Fred finger's until routines established</li> </ul>	<ul style="list-style-type: none"> <li>-Finding initial sounds in words using Magnets</li> <li>-Write the sounds in sand using a variety of instruments (finger, brush, stick etc)</li> <li>-Flapper sessions</li> <li>-Dough Gym</li> </ul>	
R.E	SCARF	P.E.	Other	Books
<ul style="list-style-type: none"> <li>-To recognise love shown to them and explore opportunities to show love to others.</li> <li>-To recognise the place and value of celebrations in the family.</li> <li>-To know and recognise the main people, places and events in the life of Jesus by listening to stories such as the wedding feast of Cana</li> </ul>	<p><b>Move your body</b></p> <ul style="list-style-type: none"> <li>-Describe the changes in their body during exercise and what is happening to their body.</li> <li>-Explain how exercise can help us stay well - physically and mentally.</li> <li>-Name some ways to keep their body fit and well.</li> </ul>	<p><b>Core Real PE</b></p> <p>Pirate Pranks Lesson 1</p> <p>Personal</p>	<p><b>Gap analysis from on-entry data</b></p> <p>Children to be placed into group for flappers / tummy time / whiteboards</p>	<ul style="list-style-type: none"> <li>-The prince of pants</li> <li>-What's the opposite</li> <li>-10 little dinosaurs</li> </ul>

Autumn 2 Week 1

Autumn 2 Week 1					
Topic - Fireworks		Maths - Length & Height		Phonics	Writing
<ul style="list-style-type: none"> <li>-Power points of fireworks,</li> <li>-What are they? Where have they seen them? Why do we see them this time of the year?</li> <li>-Story of Guy Fawkes</li> <li>-Traditions of bonfire night</li> <li>-Firework safety power point / talk</li> <li>-Firework poems to enjoy</li> <li>-Firework movements, dances, add actions, use scarves,</li> <li>Creating own firework display using musical instruments, (drums, shakers etc)</li> <li>-Firework paintings - blow paintings, splat paintings</li> <li>-Making fireworks from junk modelling, which can fly the highest?</li> </ul>		<ul style="list-style-type: none"> <li>-Length and height</li> <li>-Learn to use correct terminology eg. long, longer, longest etc</li> <li>-Making comparisons 2 / 3 / 4 objects / children</li> <li>-Place them in order</li> <li>-Follow instructions (e.g find something longer than a book)</li> <li>Measure objects using non standardised units (eg how long is your foot using multi-link)</li> </ul>		<p><b>Children grouped by progress - 20 mins</b></p> <ul style="list-style-type: none"> <li>-Teach reading: ck, r, j, v, y, w</li> <li>-Teach letter formation: ck, r, j, v, y, w</li> <li>-Learn to blend/blending independently (<b>Word Time 4</b>)</li> <li>Fred fingers: teach 'Learning to use Fred finger's until routines established</li> </ul>	<ul style="list-style-type: none"> <li>-Writing the initial letters in words</li> </ul>
R.E	SCARF	P.E.	Other	Books	
<ul style="list-style-type: none"> <li>-To hear how Jesus invited men and women to be his friends and follow him (He told them that there was room at his Father's house)</li> <li>-To know that Mary is the mother of Jesus and helps us to know how Jesus cares for us.</li> <li>-To know that Jesus lived like us from baby to adulthood.</li> </ul>	<p><b>A good night's sleep</b></p> <ul style="list-style-type: none"> <li>-Understand why our body needs sleep.</li> <li>-Talk about their own bedtime routine.</li> <li>-Suggest ways to have a calm evening and bedtime routine.</li> </ul>	<p><b>Core Real PE</b></p> <p>Pirate Pranks Lesson 2</p> <p>Personal</p>			

Autumn 2 Week 2

Autumn 2 Week 2					
Topic - Room on a Broom		Maths - More or Less	Phonics	Writing	
<p>-Hook - Cauldron with objects in from the book</p> <p>-What could the story be about? Add another object, what can it be about now?</p> <p>-Children to use imagination, able to change their ideas each time new object shown</p> <p>-Read book</p> <p>-Discuss rhyming words</p> <p>-Hook: Letter arrives asking for help for new potions</p> <p>-Make list of ingredients for each potion</p> <p>-Children make own potions with list of ingredients and what the potion is for.</p> <p>-Potion commotion story</p> <p>-How can we make this potion better?</p>		<p>More or less</p>	<p>Children grouped by progress - 20 mins</p> <p>-Teach reading: th, z, ch, qu, x, ng/nk</p> <p>-Teach letter formation: th, z, ch, qu, x, ng/nk</p> <p>-Learn to blend/blending independently (Word Time 5)</p> <p>-Fred fingers: spelling one or two words that have been read that day</p>	<p>-Writing the initial letters in words</p>	
R.E	SCARF	P.E.	Other	Books	
<p>-To understand what the Hail Mary is</p> <p>-To understand why we pray</p> <p>-To introduce children to a Saint of the Church</p>	<p><b>All about me</b></p> <p>-Talk about their own interests.</p> <p>-Talk about their families.</p> <p>-Talk about how they are the same or different to others.</p>	<p><b>Gym</b></p> <p>At home Lesson 1</p> <p>Social</p>			

Autumn 2 Week 3

Autumn 2 Week 3				
Topic - Nursery Rhymes		Maths - one more, one less		Writing
<p>-<b>Hook:</b> Nursery rhyme characters around the classroom, ripped nursery rhyme book - characters have jumped out of.</p> <p>-Who are they? What happened? Do they know their rhymes?</p> <p>-Explain lots of the old words use (pail of water etc)</p> <p>-How many nursery rhymes can they think of? Write a class list</p> <p>-<b>Who</b> - teach action, play 'who are you?' game, discuss who is in each rhyme</p> <p>-<b>Where</b> - teach action, talk about where the children are in the classroom game, discuss who is in each rhyme</p> <p>-<b>What</b> - teach action, play what is in the box game, discuss who is in each rhyme</p> <p>-Learn lots of the nursery rhymes</p> <p>-Make them come to life and add actions and children to perform them.</p>		One more, one less		<b>Phonics</b>
				<p>Follow RWI planning</p> <p>Children set into 2 groups</p>
R.E	SCARF	P.E.	Other	Books
	<p><b>What makes me special?</b></p> <p>-Share their favourite interests and objects.</p> <p>-Talk about themselves positively.</p> <p>-Listen to what others say and respond.</p>	<p><b>Gym</b></p> <p>At home</p> <p>Lesson 2</p> <p>Social</p>		Nursery Rhyme Books

Autumn 2 Week 4

Topic - Nursery Rhymes		Maths - Positional Language		Writing	
<ul style="list-style-type: none"> <li>-Using the 'Who, Where, What' list from previous week, draw a story map for 'Jack and Jill' nursery rhyme</li> <li>-Explain the start, middle and end of each story map / nursery rhyme</li> <li>-Repeat for Humpty Dumpty and Little Miss Muffet</li> <li>-P4C how could we help the characters? What should they have done or could do to help themselves? (Eg Jack and Jill should have been more carefully walking down the hill, better shoes? Walking slowly? Taken the bus!)</li> </ul>		<p>Positional language</p> <ul style="list-style-type: none"> <li>-Using children / objects describe where they are in the classroom</li> <li>-What are the important words?</li> <li>-Can they follow instructions carefully putting objects in the classroom? (eg place the bear under the table)</li> <li>-Can they give their own instructions?</li> </ul> <p>Beebot programming</p>		<p>Writing initial letters</p>	
				<b>Phonics</b>	
				<p>Follow RWI planning</p> <p>Children set into 2 groups</p>	
R.E	SCARF	P.E.	Other	Books	
<ul style="list-style-type: none"> <li>-To know that Sunday is a special day of celebration in the Church</li> <li>-To know that there are four special Sundays in Advent leading up to the birth of Jesus</li> </ul>	<p><b>Me and my special people</b></p> <ul style="list-style-type: none"> <li>-Talk about the important people in their lives.</li> <li>-Understand that we have different special people.</li> <li>-Name key people outside of families that care for them.</li> </ul>	<p><b>Gym</b></p> <p>At home Lesson 3</p> <p>Social</p>			

Autumn 2 Week 5

Autumn 2 Week 5				
Topic - Nursery Rhymes		Maths - Weight		Writing
<ul style="list-style-type: none"> <li>-Hook, to write their own nursery rhyme that they will act out, record and then sent to the parents to see.</li> <li>-Choose a nursery rhyme and then innovate it</li> <li>-Practise the innovated rhyme, add actions and get it at a good standard ready to perform</li> <li><b>-Nursery rhyme dress up day (Friday)</b></li> <li>-Humpty Dumpty's accident! Can they design something to stop Humpty dumpty from hurting himself? (e.g, design a comfy chair so not to sit on a wall, a sign to say 'no sitting on the wall, a contraption that stops him breaking when falling off the wall.)</li> <li>-Explore and discuss which materials would be good to use and why?</li> <li>-How will they attach the materials together?</li> <li>-Plan what they will build</li> <li>-Build, test, evaluate</li> <li>-How will they know they are successful?</li> <li>-What could you do better next time?</li> </ul>		<ul style="list-style-type: none"> <li>-weight</li> <li>-Learn to use correct terminology eg. heavy, heavier, heaviest etc</li> <li>-Making comparisons 2 objects</li> <li>-Use hands as scales</li> <li>-Use balancing scales for 2 objects (eg the book is lighter than the teddy)</li> <li>-Use balancing scales and non-standardised objects such a multi- link (eg the book is the same as 8 cubes)</li> <li>-Place them in order</li> <li>-Follow instructions (e.g find something heavier than a book)</li> <li>-Stop misconceptions eg. smaller object being heavier than the largest object.</li> <li>-Challenge - order parcels by weight for the post office to send to the characters in nursery rhyme world</li> </ul>		Cvc words
				<b>Phonics</b>
				Follow RWI planning  Children set into 2 groups
R.E	SCARF	P.E.	Other	Books
<ul style="list-style-type: none"> <li>-To know that there are four special Sundays in Advent leading up to the birth of Jesus</li> <li>-To find out that we wait and get ready to celebrate the birthday of Jesus during Advent</li> </ul>	<p><b>Who can help me?</b></p> <ul style="list-style-type: none"> <li>-Talk about when they might feel unsafe or unhappy.</li> <li>-Name the people who will help them.</li> <li>-Notice when a friend is in need at school and help them.</li> </ul>	<p><b>Gym</b></p> <p>Jungle Trip Lesson 1</p> <p>Social</p>	Friday dress up day	The great fall

Autumn 2 Week 6

Topic - Christmas		Maths - 2d Shape		Writing	
<ul style="list-style-type: none"> <li>-What makes Christmas special?</li> <li>- How do you celebrate Christmas with your family?</li> <li>-Explain Christmas traditions from other countries.</li> <li>-What is similar / different?</li> <li>-What I would like for Christmas. Model writing a label/ sentence</li> <li>-My favourite thing about Christmas. Model writing a label/ sentence</li> <li> </li> <li>-Nativity practise</li> </ul>		<ul style="list-style-type: none"> <li>-2d shape</li> <li>-Recognise circles, squares, triangles rectangles and hexagons</li> <li>-Know their names</li> <li>-Describe the shapes</li> <li>-Find shapes in the environment/ everyday objects</li> <li>-Look at different triangles, are they still triangles?</li> <li>-If a shape has turned onto it's side are they still the same shape?</li> <li>-If the shape is smaller, is it the same shape?</li> <li>-Make a pictures using shapes</li> </ul>		<p>Christmas words cvc</p> <hr/> <p style="text-align: center;"><b>Phonics</b></p> <p>Follow RWI planning</p> <p>Children set into 2 groups</p>	
R.E	SCARF	P.E.	Other	Books	
<ul style="list-style-type: none"> <li>-To find out that we wait and get ready to celebrate the birthday of Jesus during Advent</li> </ul>	<p style="text-align: center;"><b>My feelings</b></p> <ul style="list-style-type: none"> <li>-Describe different emotions.</li> <li>-Explore how we feel at certain times or events.</li> <li>-Identify ways to change feelings and calm down.</li> </ul>	<p style="text-align: center;"><b>Gym</b></p> <p>Jungle Trip Lesson 2</p> <p style="text-align: center;">Social</p>			

Autumn 2 Week 7

Autumn 2 Week 7				
Topic - Christmas		Maths - Repeating Patterns		Writing
<p>-Show examples of Christmas cards. Why do we send them? What are the pictures normally of? What does it say inside? -Demonstrate how to make a Christmas card -Children to make their own -What have the children enjoyed about this term? -What can they do now that they couldn't do in Sept? -What are they proud of? -What do they want to get better at? <b>-Nativity production</b></p>		<p>-Repeating patterns -Notice order of objects, where do they repeat? -Say the order and repeat each time -Say what will come next -Use children as examples then move onto objects / colours -Make patterns with objects -Place the next object for the pattern -What are the next two objects for the pattern? -Can you continue a 2 set repeating pattern? 3 set or 4 set?</p>		-Christmas card
				<b>Phonics</b>
				Follow RWI planning  Children set into 2 groups
R.E	SCARF	P.E.	Other	Books
-To understand what happened at the first Christmas	<p><b>My feelings (2)</b> -Identify events that can make a person feel sad. -Suggest ways in which they can help a friend who is sad. -Choose ways to help themselves when they feel sad.</p>	<p><b>Gym</b>  Jungle Trip Lesson 3  Social</p>		

