

## Autumn 1 Overview

Week 1 = Parent Interviews and 2 hour settling in sessions - find out children's interest and preferences Induct children in small groups of approximately 4 per key-worker (circle-time, toilet, snack routine and end of session routine)							
	All About Me Autumn and Harvest	<u>Literacy and Mathematics</u>	<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Understanding the World</u>	<u>Physical Development</u>	<u>Expressive Arts and Design</u>
2	Settling in	Favourite songs and rhymes	Speaking in small groups - circle time (all about me) <i>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</i>	Separates from main carer with support and encouragement from a familiar adult	Has a sense of own immediate family and relations (circle times) Visit to orchard - collecting apples for apple crumbles <i>Notices detailed features of objects in their environment (apple- from tree = pip inside)</i>	The following physical development activities will take place over the half term.  Runs safely on whole foot.  Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.  Climbs confidently.  Can kick a large ball.	Self-portrait (pencil and felt-tip pens)
3	The Little Red Hen	Repeats words or phrases from familiar stories. Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Base-line number assessments Numicon and conkers 1 - 5	Listens to stories with increasing attention and recall.	School value - co-operation (LRH did all the jobs by herself)	Wheat - flour - bread Making and eating fresh bread rolls <i>Developing an understanding of and change</i> <i>Self-portraits (see CD)</i> <i>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</i>	Turns pages in a book, sometimes several at once.  Shows control in holding and using mark-making tools.  Beginning to use three fingers (tripod grip) to hold writing tools  Imitates drawing simple shapes such as circles and lines.  Walks upstairs or downstairs (slide steps)	Self-portraits using mirrors - brush & paint skills Printing with conkers, leaves and pine cones
4	Rosie's Walk 03/10 = poetry day	<i>Shows interest in illustrations and</i>	Rosie's walk <i>Shows</i>	Working as a team to make apple	<i>Self-portraits (see CD)</i>		Adding features to self-portraits with

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		<p>print in books and print - the fox following Rosie and she did not even know!</p> <p>Base-line shape assessment</p> <p>Shape pictures made with regular shapes</p>	<p>understanding of prepositions</p>	<p>crumbles</p> <p>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</p>	<p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p>	<p>May be beginning to show preference for dominant hand.</p> <p>Top to bottom lines and anticlockwise circles (1:1 with adult and through Write-Dance)</p> <p>Helps with clothing, e.g. puts on hat</p>	<p>pastels</p>
5	Dear Zoo	<p>Reading assessment to inform planning = shared reading of Dear Zoo</p> <p>Sorting animals, numicon plates and numbers 1-5</p> <p>Knows that numbers identify how many objects are in a set.</p>	<p>Too heavy etc. (Dear Zoo)</p> <p>Learns new words very rapidly and is able to use them in communicating</p>	<p>To be confident to speak in a familiar group - talk about favourite animals.</p>	<p>Animals (link to Dear Zoo)</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Balance bikes</p>	<p>Painting animals from Dear Zoo</p>
6	Farm 123 Rod Campbell (same author as Dear Zoo)	<p>Describes characters (farm animals).</p> <p>Focus on numbers 1-5 using the story Farm 123</p>	<p>Recognises and responds to many familiar sounds (Phase 1 letters and sounds aspect 1)</p>			<p>Tapping golf tees into pumpkins with child friendly hammers</p>	<p>Making cotton wool sheep and cotton wool sheep masks</p>
7	Pumpkin Soup by Helen Cooper	<p>Suggest how the story ends.</p> <p>Talking about the different sizes and weights of the pumpkins focussing on the language - big/small/heavy/light</p>	<p>Beginning to understand 'why' and 'how' questions.</p> <p>Pumpkin Soup... For example...Why did duck leave? How was he</p>	<p>Can usually adapt behaviour to different events, social situations and changes in routine - photo day</p>	<p>Show a pumpkin. What do you think is inside? Show a pumpkin cut in half. What do the children know already (seeds - start of life-cycle, skin is hard and</p>		<p>Exploring paint (powder and poster) - mixing red and yellow to make orange. Mixing red and yellow play-dough. Mixing powder paints into puddles when raining!</p>

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		Extension: Ordering the pumpkins	feeling?		pulp is soft) Mixing colours - red and yellow (paint and play-dough)		
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