



Autumn 1





TermTopic: Colour and Feelings









Baseline ~Assessments


To be read in conjunction with Autumn 1 Continuous provsion planner



| | Personal, Social & Emotional Development | Physical Development | Communication and Language | Literacy | Mathematics | Understanding of the World | Expressive Arts & Design |
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| Milestones to work towards to be considered 'on track' | <p>I know who to ask to help me do things</p> <p>I can join in with our simple routines, with adult support</p> <p>I am beginning to know the differences in boundaries and expectations between school and setting.</p> <p>I join in with sharing and turn taking when these are modelled and supported by an adult.</p> <p>I show emotions in an age-appropriate way, I still sometimes need help to manage the way I'm feeling.</p> <p>I can listen with support at story time.</p> <p>I play alongside my friends.</p> <p>I participate in short adult led activities, sometimes with encouragement.</p> <p>I follow 1-part instructions by joining in and following an adult.</p> | <p>I join in and have a go at a range of physical development activities, indoors and outdoors, often with support.</p> <p>I am learning how to handle tools and equipment safely and with care.</p> <p>I have a go at using writing tools to make marks</p> | <p>I can pay attention when an adult is talking. I show this by stopping and looking, with support.</p> <p>I can join in at story and singing time, with support.</p> <p>My vocabulary is influenced by everyday experiences, at home and school, particularly naming and grouping objects.</p> <p>I can talk about the <i>here and now</i>, using short 3-part sentences to make myself understood.</p> | <p>I join in and copy the sounds that I've heard in stories, songs and games, with support.</p> <p>I can name some animals / objects and make their sounds.</p> <p>I can spot characters / objects in pictures.</p> <p>I name objects / characters in my favourite books, with adult support.</p> <p>I can spot similarities to match pictures or objects by looking.</p> <p>I pick my name card as part of our self-registration routine, with support</p> | <p>I join in with number songs and stories with support.</p> <p>I explore shape and space when I play in different areas across the environment, with adult support</p> <p>I can complete a basic inset puzzle by matching shapes and turning the pieces.</p> | <p>I use my senses in hands-on exploration of natural materials.</p> <p>I explore collections of materials with similar and different properties.</p> <p>I understand the names of objects and some descriptive words used by adults. I show this by finding and matching objects and descriptions (linked to natural and everyday objects)</p> <p>I am beginning to use the names and words that I've learnt to describe my hands on experiences (linked to natural and everyday objects)</p> <p>I know who is in my family and can talk about them, sometimes with adult support</p> <p>I can explore how everyday things work by trying things out e.g. different types of keys and locks, calculators, fasteners, moving toys</p> | <p>I explore the play resources by playing alongside others</p> <p>I listen to songs and join in, with support</p> <p>I join in by exploring the different sounds made by musical instruments</p> <p>I experiment with new creative resources and tools (e.g., paint, glue, glitter, feathers, different types of sensory play, dough)</p> <p>I control a pencil, pen, chalk or paintbrush to draw lines and begin to form new shapes.</p> |

| Week 1-3 | Home visits Part time split cohort Reception baseline assessments Baseline against milestones | | | | | | |
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| | Personal, Social & Emotional Development | Physical Development | Communication and Language | Literacy | Mathematics | Understanding of the World | Expressive Arts & Design |
| Week 3 <u>Text:</u> Wow Said the Owl! Please can you bring in a family photo. 18 th Teacher Training | Continue to support children to separate from carer at the door. Introduce adult led activities. Share expectations and routine at every stage. Introduce visual timetable. Praise positive behaviour / following boundaries and routines. | Support Putting on coats and aprons Action songs -Support them to learn the actions and add their own movements if they wish to. Encourage safe use of the climbing equipment in the playground. Tools and equipment – jugs | Talk about good listening. <u>Meeting and Greeting</u> talk to the children about different ways of greeting people. This could include shaking hands, saying “Good morning” or waving. Encourage them to try different ways of greeting each other in the morning or answering the register. Word aware -BEAUTIFUL  | Wow Said the Owl  Support to find own name, peg and drawer label. | Number rhymes 5 little monkeys jumping on the bed 5 little monkeys swinging from a tree 1,2,3,4,5 once I caught a fish alive. | Naming and talking about our family members (photo) | Encourage children to access resources/ activities alongside each other/ join in with play. Explore splat painting and bubble painting RED and BLUE |
| Week 4 <u>Text:</u> Press HERE | Expect that all children begin to follow routines and boundaries. Continue to praise positive examples. Encourage children to use visual timetable to see what comes next. Model sharing and turn taking – praise good examples. | Encourage putting on own coats and aprons more independently. Tools and equipment introduce using the scissors safely to snip Orange mixed media mark making. First PE session in the big hall introduce rules for PE time. | Recap good listening Makaton signs for colours Word aware -Robot words game Word aware – SHAKE  LOUD | TEXT -  Join in with rhymes and songs Encourage greater independence to select own name at registration Book blanket -Point out something that you notice in the illustrations. | Continue to learn and join in with number rhymes Sorting objects by colour | Moving toys – explore how the pull back and push down cars work. Welly walk to collect leaves for leaf rubbings. – exploring natural and found objects Explore rainbow foam | Explore a variety of media PURPLE textured papers and foils GREEN oil pastel and crayons rubbings ORANGE pens and pencil crayons to make marks and draw shapes and lines Mr Tumble colours |

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| <p>Week 5</p> <p><u>Text:</u> The colour Monster</p> <p>Autumn collections at home</p> | <p>Continue as above</p> <p>Introduce feelings – how we feel inside – what that looks like, how we might behave</p> <p>Mirrors to practice feelings faces</p> <p>Mr Tumble feelings</p> | <p>Encourage putting on own coats and aprons more independently.</p> <p>Equipment – child safe knives / skewers</p> <p>PE in big hall- starting , stopping, changing direction, moving in different ways.</p> | <p>Word Aware - CALM </p> <p> EXCITED</p> <p>Makaton signs for feelings words and colours of the week</p> <p>Little Wandle - VOICE SOUNDS</p> | <p>TEXT - </p> <p>Continue to join in with songs and stories.</p> <p>Expect independence selecting name card.</p> <p>Book blanket- Name objects or characters in chosen book</p> | <p>Number rhymes as above</p> <p>Inset puzzles</p> | <p>Make a healthy fruit kebab.</p> | <p>Explore a range of media YELLOW collage PINK mixing paint with vehicles and BLACK paint with pipettes</p> <p>Introduce new feelings songs and actions</p> |
| <p>Week 6</p> <p><u>Text:</u> Brown bear Brown bear what do you see?</p> | <p>Continue with feelings – point out how you can see how children feel by looking at them. Describe your own feelings and how you look.</p> <p>Cameras – take feelings faces</p> <p>Mr Tumble feelings</p> | <p>Expect putting on coat and apron with little support.</p> <p>PE in big hall- Move like different animals.</p> <p>Make marks to write own name</p> | <p>Word aware : NERVOUS </p> <p> ANGRY</p> <p>Animals names and sounds sounds listening game</p> <p>Makaton signs for feelings words</p> | <p>TEXT: </p> <p>Continue to join in with songs and stories.</p> <p>Name animals and make their sounds.</p> <p>Expect independence selecting name card.</p> <p>Book blanket- Name objects or characters in chosen book</p> | <p>Number rhymes supported by concrete objects – children to act out known songs themselves</p> | <p>Match objects to descriptions given by teacher – choosing from objects found in nature. Conkers etc.</p> | <p>Continue to learn and join in with feelings songs</p> <p>Explore BROWN use mud to make footprints/ mark make and WHITE chalk to mark make</p> |
| <p>Week 7</p> <p><u>Text:</u> Mix it up</p> | <p>As above</p> | <p>Expect putting on coat and apron independently</p> <p>Equipment – hammer and golf tees pumpkins.</p> <p>Brooms mark making.</p> <p>PE in big hall- Move like different animals.</p> | <p>Word aware- TOGETHER </p> <p>Little Wandle – Name game</p> | <p>TEXT: </p> <p>Continue to join in with songs and stories.</p> <p>Expect independence selecting name card.</p> | <p>Large Construction – crates and community play blocks- exploring shape and space</p> | <p>Make funny face biscuits with icing and sweeties– How is your person feeling?</p> | <p>Continue to learn and join in with feelings songs</p> <p>Musical instrument introduction and exploration</p> <p>Brooms and powder paint colour mixing</p> |

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| Week 8 Text: Halloween | As above | Expect putting on coat and apron independently Equipment – child safe knives and metal spoons – carve pumpkins PE big hall | Word aware – Scared | <div> <div>TEXT:</div> <div>  </div> </div> <p>Continue to join in with songs and stories.</p> <p>Expect independence selecting name card.</p> <p>Matching pictures and patterns games</p> | Exploring shape and space - building dens/ enclosures with large equipment. | Exploring inside pumpkins – vocab to describe. | Musical instruments -which instrument made the sound. Colour mixing potions |
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