



Autumn 1

TermTopic: All about me Baseline ~Assessments



To be read in conjunction with Autumn 1 Continuous provision planner

	Personal, Social & Emotional Development	Physical Development	Communication and Language	Literacy	Mathematics	Understanding of the World	Expressive Arts & Design
Milestones to work towards to be considered 'on track'	<p>I can use basic vocabulary (happy, sad) to identify and explain my emotions.</p> <p>I can show a developing understanding of classroom rules and routines.</p> <p>I can listen to and complete basic 2-part instructions given by my teachers.</p> <p>I can ask for help from familiar adults when I need it.</p> <p>I can make independent choices in the learning environment sometimes with support.</p> <p>I can share and take turns with support.</p> <p>I know that I need to listen to my friends and teachers and can show this by looking.</p>	<p>I can use one handed tools safely and find what need in the environment e.g., scissors, knives, forks, pencils, paintbrushes.</p> <p>I can cut using scissors with growing control</p> <p>I can explore different ways of moving, including marching, tiptoeing, and squatting</p> <p>I can go to the toilet independently, wash my hands, say when I'm hungry / thirsty / feeling unwell, line up and follow instructions.</p>	<p>can listen to and join in with songs, rhymes stories and associated actions</p> <p>I can offer my own ideas based in several situations, sometimes with support.</p> <p>I talk in full sentences, sometimes with support.</p> <p>I talk in full sentences, of at least 4-6 words.</p> <p>I retell the main points of my favourite stories</p> <p>I can answer <i>where, when, how and why</i> questions, sometimes adding more detail to my answers.</p>	<p>I can identify rhyming pairs and continue a rhyming string</p> <p>I can orally blend and segment</p> <p>I can read and write my name</p> <p>I can name the first 19 letter sound correspondences (Phase 2), sometimes with support.</p>	<p>I can count objects, actions, and sounds from 1-5</p> <p>I can subitise numbers 1-5.</p> <p>I can link the quantity to the cardinal number it represents.</p> <p>I can count forwards and backwards to 5.</p> <p>I can use a five frame.</p> <p>I can use jottings to represent numbers to 5.</p>	<p>I can talk about people I know in my life</p> <p>I can compare and contrast my school environment with my home environment and say how these differences might impact on my behaviour</p> <p>I can talk about the seasons and how these change the environment throughout the year-Autumn</p>	<p>I can use a pen, pencil, chalk, pastel to draw a self-portrait.</p> <p>I can use a camera to take photos of myself and my friends.</p> <p>I can create a collage using scissors, glue and colours effectively.</p> <p>I know who (name of artist) is and can talk about his style.</p> <p>I can name all of the colours and use them for a purpose.</p> <p>I can say what my creation is.</p> <p>I can act out my own narratives with others, based on my everyday experiences</p> <p>I learn to sing simple songs from memory, with the support of an adult</p>

Week 1-3	Home visits Part time split cohort Reception baseline assessments Baseline against milestones						
	Personal, Social & Emotional Development	Physical Development	Communication and Language	Literacy	Mathematics	Understanding of the World	Expressive Arts & Design
Week 3 <u>Text:</u> Home by Carson Ellis	Explain who they can ask for help – Other teachers, lunchtime staff ect. Share the school rules and values (Refer to them throughout the day.) Forming relationships Playing name games Whole class circle time activities	Dressing and undressing independently. Scissor Control – Class paper chain Explore ways of moving – Making a path/obstacle course	Singing rhymes and ring games. Explain who they can ask for help – Other teachers, lunchtime staff ect. Model and practise asking for help. (Hot seat)	Phase 1 Letters and sounds games. Name writing. Little Wandle starts ‘S’ tuff spot Oral Blending – I hear with my little ear	Number rhymes Number action songs Careful counting objects to 3 Outdoors – Skittles (3) Subitising to 3	Talking about our homes. Go on a walk around the school, meeting people that work in school, e.g., cook.	Outdoor painting – Teach rules and routines of using easel. Naming colours – Paper chain, creative area Experiment with chalk – Black paper/playground
Week 4 <u>Text:</u> Elmers Birthday by David Mckee Why am I Unique? How do we feel? What is Emotional Health and Well Being? Harvest Festival	Follow 2-part instruction – during creative activities/outside	Scissor Control – snipping playdough to make hair for portraits. One handed tool - Cutting up fruit for Arcimboldo portraits. What’s the time Mr Wolf – Tiptoe, march, hop ect.	How am I unique? Talk about how we look different or similar. Naming and describing different fruits and veg – Say what like/dislike. Share baby photos	Name writing Rhyming pairs – Games/stories (Pass the Jam Jim, Zim Zam Zoom) Little Wandle Write a birthday card	Introduce 5 frame – Big 5 frames in provision (4) Careful counting to 4 Counting out 4 from a large group Arranging 4 objects in different ways Subitising to 4	Seasons - Printing /leaf rubbings Look for signs out Autumn in playground/compare to our gardens Children to learn about harvest Where does our food come from?	Charanga aut1 Collage - Fruit faces in style of Arcimboldo- why is his work unique Draw/paint self portraits Take pictures of themselves – talk about their features
Week 5 The Great Big Book of Families by Mary Hoffman	Discuss the rules and routines involved in going to PE.	PE – Moving in different ways Scissor Control - Cutting different materials	Talking about what they like about each other’s artwork. Talk about who is in family photo	Name writing Rhyming pairs – Games/stories/songs Little Wandle Mark making in the home corner.	Counting to 5 circle games – sitting down on the number 5 Putting 5 on 5 frame Careful counting to 5	Talk about family photo/talk about family when painting them.	Charanga aut1 Drawing/ paint families Choosing colour to match purpose

Discuss how our families are similar/different.					Counting out 5 from a large group Arranging 5 objects in different ways Subitising to 5		Outdoors printing with our feet and hands- how does it feel ICT- make marks using 2paint – Paint families
Week 6 Text: Goldilocks and the three bears.	Discuss how the different characters are feeling and why. Look at pictures showing different emotions and name them.	Scissor Control – Paper plate hedgehog snipping Cutting up leaves and natural materials One handed tool – paintbrush mark making in sand	Role Play and retell Goldilocks in the home corner. Hot Seat Characters – Children answer Questions Order the story – Mark make keywords/initial sound	CVC Phoneme Frame using taught sounds Oral Blending Game Name Writing	Jottings 1 – 5 Subitising 1 -5	Seasons - Collect leaves from school site. Children bring in signs of Autumn for display.	Charanga aut1 Collage an autumn tree. Collage a hedgehog, squirrel using Autumn finds
Week 7 How do we feel? Text: Mr Men and Little Miss books Learning Log- Where does food come from?	Making Mr Potato head pictures- feelings What can we do if we feel sad, cross or scared? How can we make someone feel happy? Make Friendship Bracelets – give to someone in class Discuss feelings- what makes us happy, sad, cross, scared etc. Circle times- what makes us... e.g. scared.	Scissor Control – paper plate hair styling, drawing a face and cutting hair One handed tool – playdough tools to make an emoji with playdough	Collection of toys that the children have not seen before e.g. old-fashioned toys – how they work. Talk to friend about it - Does it remind them of another toy that they have played with? How would It make us / someone else feel?	Little Wandle Drawing what makes them happy and what makes them sad. Making and labelling their own Mr or Little Miss character Name Writing	Using 5 frame for different numbers – how many spaces are left for each number? Counting backwards from 5	Use IW and the iPads- take turns Design your own emoji face. Continue to talk about Autumn	Charanga aut1 Artist HANOCH PIVEN - produce work in the style of HANOCH PIVEN Make an Autumn crown – collect leaves, stick onto card
Week 8 Halloween	Feely bag- hairbrush, shampoo, sponge, toothbrush and bar of soap. Pass the bag around the circle, choosing children to take out one of the objects. Talk about what	One handed tools - Pumpkin carving	All About Me Book - children create books about themselves e.g. favourite toys, colours and foods. Share book with the class	Name Writing Little Wandle Human Body- adding labels to an adult – compare to a child's body	Ordering numbers 1 – 5 Matching numeral to the quantity 1 – 5	Make Pumpkin soup - senses/change (one handed tools, instructions)	Charanga aut1 Collage their name (bubble writing) Use chalk on black paper – draw pumpkins with a face

	it is used for and how it helps to keep us healthy.						
--	---	--	--	--	--	--	--