Autumn Term Planning Overview 1

Our planning will begin with talking all about me, dinosaurs, Autumn

We will complete statutory baseline assessments during the first few weeks of term with Reception children.

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| Personal Social Emotional Development, RETidying & working togetherListening to others, our feelings, special relationshipsLearning about our rules & boundaries – write rules together for Treetops, sharing & working togetherChanges around us – Autumn, fruit in the orchardHarvest festival– harvest loafRE planning – Explore questions.......What is prayer?Who do you think God is?How do our families celebrate special events?Where is my special place?What is love?Exploring these questions through the story of creation and linking it to how we can care for the world with a focus on animals.No Outsiders – The Blue Chameleon  | Mathematics (Shape, Space, Measures & Numbers)Plans are linked to White Rose maths (Just like me, 123) and activities are taken from these plans–recognise numbers of personal significance, recognise numerals 1-3,5 (differentiate accordingly, count objects that can’t be moved, select correct numeral to represent objects, count an irregular arrangement of objects (Differentiate appropriately for N (3) R (10) children) Use counting frames to investigate 5Sorting and Matching2d shape – use mathematical names & termsPattern making - ababCompare size, mass and capacityActivities will be taught through the topic Counting leaves/apples, use for pattern making & natural art |
| Communication & Language, LiteracyListening to each other and making relevant contributionsWriting and mark making – each child working to his/her own level R & N. Focus on labels & captions. Self portrait - label with name and something about them, favourite colours - what and why, what do colours remind us of? Literacy counts – Star in a JarDinosaur stories, describe dinosaurs – develop vocabulary, make up own dinosaurs and describe verbally and make marksRead & talk about a variety of favourite stories. We will also embed our phonics through phonic based activities linked Ready Steady Phonics scheme What do autumn colours mean to us – colour poem, words to describe the leaves & sounds. Go outside, play in the leaves, look & listen | Understanding the WorldWho lives in our houses – house & family picturesFavourite foods. Discuss flavours/likes & dislikes and work on the senses - taste/small/sight/hearing. Complete investigations to explore touch, taste, hearing, sight. How have we changed and grown? Learn a little bit about our bodies and how they work, skeletons/bonesChanges in the environment – leaves, seasons, hibernation - link to Forest School activities, these seasonal activities may continue after half termPick apples/plums, make pies & harvest loafDinosaurs – what happened to them? How do we know about them? Fossils, make fossils, dig for dinosaurs |
| Physical DevelopmentPE- Friday am dance dinosaurs/ best of ballsMark making skills and control – activities to develop fine/gross motor skills –big circles/pattern making & name writing. Weaving – fence & bike wheels, also use weaving frames. Use beans/custard/porridge – pattern making and sensory work – language development/motor skillsRiding bikes/scootersMud kitchen playPlaydough, threading, twisting, squeezingLeaf drawing – use pastels/colour mix/oil crayons. Leaf patterns | Expressive Arts and DesignSelf portraits-in art books Colour work – what favourite colours, red/blue/yellow things art workDrawing marvellous marks, painting and mixed media,Colour mixing & shadingRole play story and immerse in language, small world and re-telling. House role play initially. Work with children’s ideas. Outside builders yardSing songs and rhymes, Actions and movement to music. Exploring Sound, Celebration musicJunk Modelling, seasonal craft, Cooking and Nutrition – Pumpkin soupAutumn leaf pictures, printing, use leaf as a stencil |
| Activities are planned and differentiated to suit the Nursery and Reception children.  | Planning is supplemented by our observations of the children’s own self-initiated play.  |