Autumn Term Planning Overview 1

Our planning will begin with talking all about me, The Something and Autumn

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

|  |  |
| --- | --- |
| Personal Social Emotional Development, RETidying & working togetherListening to othersLearning about our rules & boundaries – write rules together for Treetops, sharing & working togetherChanges around us – Autumn, fruit in the orchardHarvest festival– harvest loafRE planning – DKNo 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 – use for story illustrations/character descriptions. Self portrait - label with name and something about them, favourite colours - what and why, what do colours remind us of? Favourite foods- what are they? link to UW work -senses, EAD modellingRead & talk about a variety of favourite stories. We will also embed our phonics through phonic based activities linked Ready Steady Phonics scheme The Something – read and link activities to Literacy Counts plansWhat 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 loaf |
| Physical DevelopmentPE- Friday am, starting to develop spatial awarenessCutting skillsMark 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 and for hall displayColour work – what favourite colours, red/blue/yellow things art workColour mixing & shadingRole play story and immerse in language, small world and re-telling. House role play initially, then doctors? Work with children’s ideas. Outside car wash from last term initially then builders yard/office? Sing songs and rhymes, Actions and movement to music. Use instruments to accompany story Autumn 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.  |