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.

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| Personal Social Emotional Development, RE  Tidying & working together  Listening to others  Learning about our rules & boundaries – write rules together for Treetops, sharing & working together  Changes around us – Autumn, fruit in the orchard  Harvest festival– harvest loaf  RE planning – DK  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 5  Sorting and Matching  2d shape – use mathematical names & terms  Pattern making - abab  Compare size, mass and capacity  Activities will be taught through the topic  Counting leaves/apples, use for pattern making & natural art |
| Communication & Language, Literacy  Listening to each other and making relevant contributions  Writing 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 modelling  Read & 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 plans  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 World  Who lives in our houses – house & family pictures  Favourite 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/bones  Changes in the environment – leaves, seasons, hibernation - link to Forest School activities, these seasonal activities may continue after half term  Pick apples/plums, make pies & harvest loaf |
| Physical Development  PE- Friday am, starting to develop spatial awareness  Cutting skills  Mark 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 skills  Riding bikes/scooters  Mud kitchen play  Playdough, threading, twisting, squeezing  Leaf drawing – use pastels/colour mix/oil crayons. Leaf patterns | Expressive Arts and Design  Self portraits-in art books and for hall display  Colour work – what favourite colours, red/blue/yellow things art work  Colour mixing & shading  Role 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. |