

	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
<b>Topic</b>	<b>All About Me</b>							<b>Festivals and Celebrations</b>						
<b>Topic Focus</b>	Our new school People who keep us safe in school Similarities and differences							Remembrance Day, Bonfire Night, Children in Need, Diwali, Christmas, Hanukkah						
<b>Hooks Visits/visitors</b>	Round the world Food tasting activity <b>Parents invited in to read a story from different cultures</b>							Walk to Dollis Brook						
<b>Role Play Area</b>	Inside – Home corner – images linked to homes from other cultures. Outside – Home							Inside – Christmas Houses/grotto/ Christmas shop Outside – Nativity scene /Christmas house / Elf shoemaker’s workshop						
<b>Literacy Core Books</b>	We’re Going on a Bear Hunt	Brown Bear, Brown Bear	Wriggle and Roar	Little Red Riding Hood	My First Book of Nature			The Diwali story	The Gruffalo	Whatever Next	Look Up	The Elves and the Shoemaker		
<b>Spine Books</b>	We are going on Bear hunt, Little Red Riding Hood, Wriggle and Roar, My First Book of Nature							The Elves and the Shoemaker, How to catch a star, The Gruffalo, Whatever Next						
<b>Reading &amp; Comprehension</b>	Speaking and Listening Focus DFe Baseline Assessment		RWI Inc begins 4 weeks of speed sounds Poetry: Rhyming strings, Nursery rhymes and songs Homework – Children take home a sharing book and speed sound handwriting sheet. Spine books displayed in the class library					Read Write Inc. Assessment 1 – reassessment for attainment groups. Phonics – Daily phonics Read Write Inc. Guided writing and guided reading in groups – daily Begin to know sounds to read, make and write c.v.c words Homework – Children take home 1 sharing book, 1 RWI storybook and speed sound handwriting sheet.						
<b>Word Reading (Phonics)</b>														
<b>Nursery Rhymes</b> <a href="http://www.wordsforlife.org">www.wordsforlife.org</a>	Head, shoulders, knees and toes	My hat by Tony Milton	Happy and you know it	Jack and Jill	Humpty Dumpty	1, 2, 3, 4, 5 Once I caught a fish alive	Growing by Tony Mitton	Bubbles by James Carter	I’m a little Hedgehog (poem)	Ten green bottles	Twinkle, Twinkle Little Star	Christmas songs		
<b>Personal, Social and Emotional</b>	Learning the rules and routines in the classroom and in the school.		Celebrating diversity and uniqueness.		Friends – what does it mean to be a kind friend		Talk about what children like at school.	What are we good at, what do we want to get better at	Happy, Sad, Excited, Mad – what makes us feel this way		MHF Kindness Week.  How can I be a	What does being kind look like?	Children beginning to attend weekly Learning Hero’s assembly	

	<p>Timetabled routines to promote overall health &amp; wellbeing.</p> <p>Children supported at lunchtimes to support eating &amp; healthy choices.</p>						good friend?		
<b>Writing</b>	<p>Speaking and listening focus</p> <p>Fine motor skills and holding a pencil using tripod grip.</p> <p>Give meaning to marks</p> <p>Write legible letters</p> <p>Hear and write initial sounds in words</p> <p>Break speech into words</p> <p>Write own name, labels and captions</p>				<p>Fine motor skills and pencil grip</p> <p>Letter formation</p> <p>Children independently writing their own name. Adult directed writing activity linked to core book.</p> <p>Choosing independent activities linked to core book.</p> <p>Evidence of child-initiated activity supporting writing for a purpose.</p> <p>Celebration of children’s writing weekly,</p>				
<b>Communication and Language</b>	<p>Teacher continue to promote and model active listening.</p> <p>Develop social phrases – Good morning, Good afternoon etc.</p> <p>New vocabulary introduced via objects, pictures and photographs.</p> <p>New vocabulary used repeatedly throughout the day.</p> <p>Vocabulary display used vocabulary.</p> <p>Children talk and articulate their ideas. Teacher rephrase sentences with new vocabulary using sentence starters.</p> <p>Teachers ask open questions.</p> <p>Children have opportunities throughout the day to read and share fiction &amp; non-fiction books from the class library.</p> <p>Story time 3 x per day – morning, lunchtime and home time (one should be a book related to the topic).</p>				<p>Teacher continue to promote and model active listening.</p> <p>Develop social phrases – Good morning, Good afternoon etc.</p> <p>New vocabulary introduced via objects, pictures and photographs.</p> <p>New vocabulary used repeatedly throughout the day.</p> <p>Vocabulary display used vocabulary.</p> <p>Children talk and articulate their ideas. Teacher rephrase sentences with new vocabulary using sentence starters.</p> <p>Teachers ask open questions.</p> <p>Children have opportunities throughout the day to read and share fiction &amp; non-fiction books from the class library.</p> <p>Story time 3 x per day – morning, lunchtime and home time (one should be a book related to the topic).</p>				
<b>Mathematics Power Maths (moving to WRH this year)</b>	<b>Reception Baseline Assessment Unit 1</b> Numbers to 5	<b>Unit 2</b> Comparing Groups within 5	<b>Unit 3</b> Shape 2D and 3D	<b>Unit 4</b> Change within 5	<b>Unit 5</b> Number Bonds within 5	<b>Unit 6</b> Space	<b>Unit 7</b> Number bonds to 10	<b>Unit 8</b> Comparing numbers within 10	
<b>Understanding of the World</b>	Daily teaching of weather conditions using weather chart, days of the week, date and year				Daily teaching of weather conditions using weather chart, days of the week, date and year				

	<p>Current topic books read aloud to extend children’s knowledge of the world and to illustrated current topic. Topic books also displayed around the environment.</p> <p>Children familiarise themselves with the name of the road, town the school is located in. Children also familiar with local walks.</p> <p>Activities linked to topic focus – evidence recorded in Tapestry.</p> <p>Investigation focus: Sensory exploration of touch, smell, sight, taste and sound.</p> <p>Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Either live or via Tapestry children and parents encouraged to ‘show &amp; tell’</p> <p>Investigation Focus: Who am I?</p>	<p>Current topic books read aloud to extend children’s knowledge of the world and to illustrated current topic. Topic books also displayed around the environment.</p> <p>Children familiarise themselves with the name of the road, town and where their school is located using aerial maps. Activities linked to topic focus – evidence recorded in Tapestry.</p> <p>Investigation focus: Sensory exploration of touch, smell, sight, taste and sound.</p> <p>Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Either live or via Tapestry children and parents encouraged to ‘show &amp; tell’</p> <p>Investigation focus: Cooking (observing change</p>
<b>Physical Development</b>	<p>Develop overall body strength, coordination, balance and agility.</p> <p>Develop fine motor skills to use tools competently.</p> <p>Regular access to outdoor space to practice physical skills lifting, carrying, pulling, pushing, constructing, stacking and climbing, with varying degrees of difficulty.</p>	<p><b>P.E. – Introduction to P.E. Unit 1 EYFS Scheme of Learning</b></p> <p>Develop overall body strength, coordination, balance and agility.</p> <p>Develop fine motor skills to use tools competently.</p> <p>Regular access to outdoor space to practice physical skills lifting, carrying, pulling, pushing, constructing, stacking and climbing, with varying degrees of difficulty.</p>
<b>Expressive Art &amp; Design</b>	<p>Listen to a range of songs/music from different cultures.</p> <p>Participating in performances individually and in small and large groups.</p> <p>Experimenting with primary colours</p> <p>Using a range of materials to create self portraits.</p>	<p>Listen to a range of songs/music from different cultures.</p> <p>Participating in performances individually and in small and large groups.</p> <p>Experimenting with primary colours</p> <p>Using a range of materials to create artworks related to topic:</p> <p>Bonfire Night – chalks, flicking paint</p> <p>Diwali – rangoli patterns, mehndi</p> <p>Remembrance Day – painting poppies</p> <p>Winter activities: Christmas hangings, decorations, winter cards, calendars, hats for school lunch and winter show.</p>
<b>Computing</b>	<p>Continuous provision – children use technology to explore, enhance knowledge, solve problems and produce creative outcomes across all areas of the EYFS Curriculum.</p>	<p>Continuous provision – children use technology to explore, enhance knowledge, solve problems and produce creative outcomes across all areas of the EYFS Curriculum.</p>