

# Autumn 1 What makes me shine?

<p>Literacy &amp; CL</p>	<p>Week 1 and 2 WB 5<sup>th</sup>/ WB 12<sup>th</sup> Sep</p> <p><b>BASELINE ASSESSMENTS</b></p> <p>See baseline materials</p> <p>Government Baseline</p>	<p>Week 3 WB 19<sup>th</sup> Sep</p> <p><b>Key text:</b> We are all different</p>  <p><b>Mark Making/ Writing skills/knowledge:</b></p> <p>Children to talk about their self-portrait. Make marks or record initial sounds</p> <p><b>Communication and Language</b></p> <p>Children will use adjectives to verbally describe a character from the story/ family members</p>	<p>Week 4 WB 26<sup>th</sup> Sep</p> <p><b>Key text:</b> All about Families</p>  <p><b>Mark Making/ Writing skills/knowledge:</b></p> <p>Family Tree Activity make marks/ draw family members/ record initial sounds</p> <p><b>Communication and Language:</b></p> <p>Children will give instructions verbally.</p> <p><b>Reading Comprehension:</b></p>	<p>Week 5 WB 3<sup>rd</sup> Oct</p> <p><b>Key text:</b> The House that Jack Built</p>  <p><b>Mark Making/ Writing skills/Knowledge:</b></p> <p>Children to talk about their home, placing cut out items and talking about features of their house.</p> <p>Children to make marks/ draw features/ record initial sounds</p> <p><b>Communication and language:</b></p> <p>Children will think about things that are</p>	<p>Week 6 WB 10<sup>th</sup> Sep</p> <p><b>Key text:</b> Rosies Walk</p>  <p><b>Mark Making/ Writing skills/Knowledge:</b></p> <p>Use phonic knowledge to sound out CVC words from the story/ record initial sounds</p> <p><b>Communication and Language:</b></p> <p>Children to recall familiar parts of the story. Children to verbally respond to pictures following the story</p>	<p>Week 7 WB 17<sup>th</sup> Oct</p> <p><b>Key text:</b> What the Ladybird Heard</p>  <p><b>Mark Making/ Writing skills/knowledge:</b></p> <p>Draw and label farm animal using phonics knowledge</p> <p><b>Communication and Language</b></p> <p>Children will be able to verbally talk about their ideas.</p> <p>Children will be able to share facts they know about animals</p>
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		<p><b>Reading Comprehension:</b> Children can recognise rhyming strings within stories.</p>	<p>Children will be able to answer questions about characters in a story</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p>	<p>important about their home</p> <p>Children will be able to explain their ideas to a partner/ member of staff</p> <p><b>Reading Comprehension:</b></p> <p>Children will be able to talk about the characters feelings. Children will be able to take the place of the character. Children will be able to ask and answer questions during hot seating.</p>	<p><b>Reading: Comprehension:</b> Children will predict what happens next. Children will talk about their own ideas Children will know who an Author and illustrator are. Children will relate the book to their own experiences</p>	<p>Children will discuss the differences between fiction and non fiction</p>
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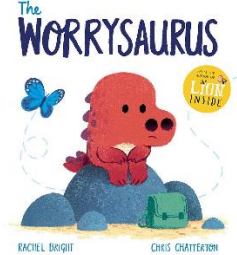

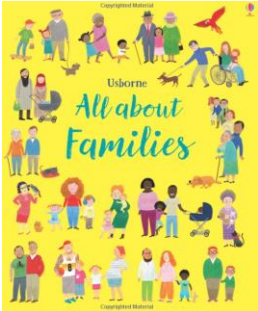
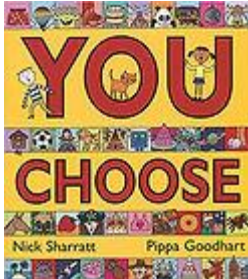
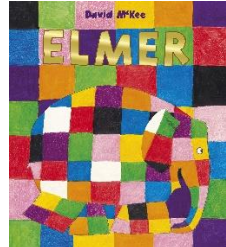


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Phonics	Baseline Sounds Assessment  Introduction to Set One Sounds	Set One Sounds Word time 1:1  Red Words:  I, said, my	Set One Sounds Word time 1:2  Red Words:  The, you, your	Week 5 Assessment  Set One Sounds Word time 1:3  Red Words:  Are, be, of, no	Set One Sounds Word time 1:4  Red Words: ASSESSMENT	Set One Sounds Word time 1:5  Red Words: What, all, was, we
Maths	Baseline Number Assessment  Power Maths: Numbers to 5  NCEMT: Week 1  Activities to support: Puzzles Items to group and count	Power Maths: Numbers to 5  NCEMT: Week 2  Activities to support: Counting cars Numbered garage Mixed item Tuff top	Power Maths: Numbers to 5  NCEMT: Week 3  Activities to support: Five frames Ice cream game	Power Maths: Comparing groups within 5  NCEMT: Week 4  Activities to support: Group of objects to sort/ compare Monkey/ mouse activities	Power Maths: Comparing groups within 5  NCEMT: Week 5  Activities to support:	Power Maths: Comparing groups within 5  NCEMT: Week 6  Activities to support:
Science		Forest School Focus  Comments and asks questions about aspects of their familiar world such as the natural world,		Harvest Celebration  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Seasonal changes - Recognising signs of Autumn  To know how to ask questions about the world the world through using my senses - feeling, hearing, seeing	



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<p><b>PSED</b></p>	<p>Key text: All are welcome</p>  <p>Welcome children back to school</p>	<p>Key text: Worrysaurus</p>  <p>A fun and reassuring tale about dealing with worries. The perfect read to soothe anxieties during worrying times.</p>	<p>Key text: Colour Monster Starts School</p>  <p>Follows the colour monster starting school and the feeling he has, challenges he faces during the school day</p>	<p>Key text: All about families</p>  <p>Explore the diversity of families and encourage children to discuss</p>	<p>Key text: You choose</p>  <p>Get pupils choosing, imagining and expressing their own preferences with this massively appealing picture book full of choices.</p>	<p>Key text: Elmer</p>  <p>Celebrating differences and the importance of being yourself</p>
<p><b>Jigsaw</b></p> <p><b>British Values</b></p>	<p><b>Mutual respect</b></p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned respected, and celebrated</p>	<p><b>Jigsaw</b></p> <p><b>Being me in my world</b></p> <ul style="list-style-type: none"> <li>• I understand how it feels to belong and that we are similar and different</li> <li>• I can start to recognise and manage my feelings</li> <li>• I enjoy working with others to make school a good place to be</li> <li>• I understand why it is good to be kind and use gentle hands</li> <li>• I am starting to understand children's rights and this means we should all be allowed to learn and play</li> <li>• I am learning what being responsible means</li> </ul>				



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RE	Friendship	Friendship	Friendship	Friendship	Friendship	Friendship
		The story of The Paralyse <sup>d</sup> Man friends who go above and beyond to show they care. (Luke 5)	The story of The Paralyse <sup>d</sup> Man friends who go above and beyond to show they care. (Luke 5)	Why is the word God so important to Christians? Creation /God  • talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world	Why is the word God so important to Christians? Creation /God  • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings	Why is the word God so important to Christians? Creation /God  • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it.
History/Geography		Changes within living Memory  Understand the ways I have changed.	Changes within living Memory  Begin to make sense of their own life-story and family's history.  Talk about the changes that have happened within my family lifetime		Locational Knowledge  Describe my own immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps	Locational Knowledge  Name the village and city the school is located in, Look at aerial views and comment on buildings, open space, roads and other simple features

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<p><b>Art/DT</b></p>		<p><b>Mark making and drawing - Self Portraits</b></p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p><b>Mark making and drawing - Family Portraits</b></p> <p>Begin to use a variety of drawing tools and techniques</p> <p>Show different emotions in their drawings happiness, sadness, fear etc.</p>	<p><b>Artist Study</b></p> <p>House - abstract houses using block colour.</p> <p>'Cubism'</p> 	<p><b>Junk Model Tractors</b></p>  <p><b>Designing</b></p> <p>Think about and discuss what I want to make , Discuss my work as it progresses</p> <p><b>Making</b></p> <p>Explore a variety of materials, tools and techniques, experimenting with design, form and function</p>	
<p><b>Music and songs</b></p> <p><b>Charanga</b> Autumn - Unit 1 Cross-curricular/topic-based focus: Me! - explore: growing, homes, colour, toys, how I look</p>	<p>Demonstrate knowledge of popular Nursery Rhymes and Songs</p>	<p>Know the song 'Heads, Shoulders, Knees and Toes'</p>	<p>Learn and perform Harvest song for church</p>	<p>Learn and perform Harvest song for church</p>	<p>Know the song 'If you're happy and you know it'</p>	<p>Know the song 'Old MacDonalds Farm'</p>



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Physical Development						
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