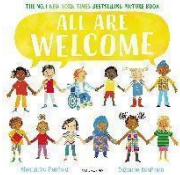

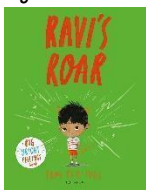

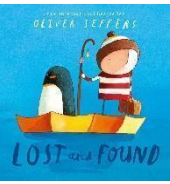
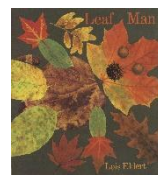
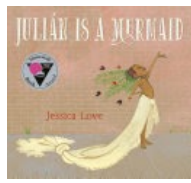



Autumn 1	Week 1 Welcomm assessments	Week 2 Roald Dahl story day Reception baseline assessments	Week 3	Week 4	Week 5 Firefighter visit National Poetry Day Black History Month	Week 6 Nurse visit	Week 7 phonics assessments Local area walk	Week 8 Hygienist visit
Topic	Me And My Community/Long Ago							
Phonics	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons Group children as needed	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons Phonics assessments this week	Read Write Inc Teaching Set 1 Speed Sounds lessons
Literacy C&L	<p><u>Book of the Week:</u> All Are Welcome by Alexandra Penfold</p>  <p><u>Learning objectives:</u></p>	<p><u>Book of the Week:</u> The Colour Monster by Anna Llenas</p>  <p><u>Learning objectives:</u></p>	<p><u>Book of the Week:</u> Ravi's Roar by Tom Percival</p>  <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Anticipate - where appropriate -</li> </ul>	<p><u>Book of the Week:</u> Misha Makes Friends by Tom Percival</p>  <p><u>Learning objectives:</u></p>	<p><u>Book of the Week:</u> Lost and Found by Oliver Jeffers</p>  <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Anticipate - where</li> </ul>	<p><u>Book of the Week:</u> Leaf Man by Lois Ehlert</p>  <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Anticipate - where appropriate -</li> </ul>	<p><u>Book of the Week:</u> Julian is a Mermaid by Jessica Love</p>  <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Anticipate - where</li> </ul>	<p><u>Book of the Week:</u> My Must Have Mum</p>  <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Anticipate - where</li> </ul>

	<ul style="list-style-type: none"> <li>• Anticipate – where appropriate – key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories and during role-play</li> </ul> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Community</li> <li>• Family</li> <li>• Local</li> <li>• Diversity</li> <li>• Differences</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipate – where appropriate – key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories and during role-play</li> </ul> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Emotions</li> <li>• Fear</li> <li>• Calm</li> <li>• Feelings</li> <li>• Matching</li> <li>• Sorting</li> </ul>	<p>key events in stories</p> <ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories and during role-play</li> </ul> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Furious</li> <li>• Youngest</li> <li>• Suddenly</li> <li>• Nervous</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipate – where appropriate – key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories and during role-play</li> </ul> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Friends</li> <li>• Difficult</li> <li>• Gasp</li> <li>• Comfortable</li> <li>• chaotic</li> <li>• Unpredictable</li> </ul>	<p>appropriate – key events in stories</p> <ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories and during role-play</li> </ul> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Lost</li> <li>• Delighted</li> <li>• Lonely</li> <li>• Harbour</li> <li>• Reached</li> <li>• Floated</li> <li>• Rowed</li> </ul>	<p>key events in stories</p> <ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories and during role-play</li> </ul> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Drifting</li> <li>• Autumn</li> <li>• Rustle</li> <li>• Changes</li> </ul>	<p>appropriate – key events in stories</p> <ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories and during role-play</li> </ul> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Mermaid</li> <li>• Whispers</li> <li>• Join</li> <li>• Idea</li> <li>• Unique</li> <li>• Accepting</li> <li>• Special</li> </ul>	<p>appropriate – key events in stories</p> <ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories and during role-play</li> </ul> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Abandoned</li> <li>• Satisfied</li> <li>• Wonder</li> <li>• Blossom</li> <li>• Swirled</li> <li>• Parted</li> </ul>
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Maths	<u>White Rose Maths</u> Getting To Know You Number nursery rhymes Learning objectives: <ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Subitise</li> </ul>	<u>White Rose Maths</u> Match, sort and compare Learning objectives: <ul style="list-style-type: none"> <li>Match objects</li> <li>Match pictures and objects</li> <li>Identify a set</li> </ul>	<u>White Rose Maths</u> Match, sort and compare Learning objectives: <ul style="list-style-type: none"> <li>Set objects to a type</li> <li>Explore sorting techniques</li> </ul>	<u>White Rose Maths</u> Match, sort and compare Learning objectives: <ul style="list-style-type: none"> <li>Create sorting rules</li> <li>Compare amounts</li> </ul>	<u>White Rose Maths</u> Talk about measure and patterns Learning objectives: <ul style="list-style-type: none"> <li>Compare size</li> <li>Compare mass</li> <li>Compare capacity</li> </ul>	<u>White Rose Maths</u> Talk about measure and patterns Learning objectives: <ul style="list-style-type: none"> <li>Explore simple patterns</li> <li>Copy and continue simple patterns</li> <li>Create simple patterns</li> </ul>	<u>White Rose Maths</u> Talk about measure and patterns Learning objectives: <ul style="list-style-type: none"> <li>Find 1,2 and 3</li> <li>Subitise 1,2 and 3</li> <li>Represent 1,2 and 3</li> </ul>	<u>White Rose Maths</u> Consolidation from the half term
	Key vocabulary: subitise, one, two three, counting, forwards, backwards, same.different, set, match, rule, more, fewer							
PSHE	Revisit behaviour chart expectations daily	<u>Jigsaw</u> Being Me In My World Session 1: Who...Me?	<u>Jigsaw</u> Being Me In My World Session 2: How Am I Feeling Today?	<u>Jigsaw</u> Being Me In My World Session 3: Being At School	<u>Jigsaw</u> Being Me In My World Session 4: Gentle Hands	<u>Jigsaw</u> Being Me In My World Session 5: Our Rights: School Charter	<u>Jigsaw</u> Being Me In My World Session 6: Our Responsibilities	<u>Jigsaw</u> Consolidation from the half term
	Key vocabulary: different, responsibilities, taking turns, sharing, nervous, feelings, similarity							



R.E		<p>Why is the word of God so important to Christians?</p> <p>Children create their own jellyfish and think about what creators are like.</p>	<p>Why is the word of God so important to Christians?</p> <p>Children draw foods that Christians might share at harvest time.</p>	<p>F4 Being special: where do we belong?</p> <p>Talk about how to show care to the world. Children will look at a picture of Adam and name the animals.</p>	<p>F4 Being special: where do we belong?</p> <p>Launch 'this is what tidy looks like'. Linking this to taking care of the world is the same as taking care of the classroom. Children will also decorate the letters that form the word 'God'.</p>	<p>F4 Being special: where do we belong?</p> <p>Children will decorate a pearl box, thinking carefully about how to show that the pearl is precious.</p>	<p>F4 Being special: where do we belong?</p> <p>To decorate pictures of pearls and share why God is important to Christians.</p>	<p>F4 Being special: where do we belong?</p> <p>Consolidation from the half term</p>
<p>Key vocabulary: Christians, parable, God, creation, bible, precious, pearl</p>								



<p><b>UTW</b></p>		<p><b>Skill</b>          Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p><b>Prompts</b>          1. In the past, people had milk delivered by the milkman. Does anyone have milk delivered?          2. Where do you buy your milk?          3. Does it come in plastic cartons or glass bottles?          4. Look at the picture of the little girl and her mum having tea. What do you</p>	<p><b>Skill</b>          Understand that families are special and are different.</p> <p><b>Prompts</b>          1. Who lives in your house?          2. How many brothers and sisters do you have?          3. Do they all live in the same house as you?</p> <p><b>Knowledge</b>          1. Families are unique.          2. Families can look different to other people's families.</p>	<p><b>Skill</b>          Recognise and discuss how they have changed from when they were babies.</p> <p><b>Prompts</b>          How did you let people know what you needed when you were a baby?          How do you let your parents know what you need now?          What did you eat and drink when you were a baby?          How did you move around when you were a baby?          Where did you sleep when you were a baby?</p>	<p><b>Skill</b>          Build constructive and respectful relationships and talk about the special people in their lives and why they are important.</p> <p><b>Prompts</b>          1. Do you recognise any of these people who help us?          2. Have you ever been to a hospital?          3. Who helps us in a hospital?          4. What do the police do to help us?          5. What jobs do you think firefighters do?          6. How do doctors and nurses help us?          7. Do you know anyone who works for the emergency services?</p>	<p><b>Skill</b>          Talk about past and present events in their own lives and those who are important to them.</p> <p><b>Prompts</b>          1. Which country did Floella live in when she was a little girl?          2. What was Floella's life like in Trinidad?          3. Why did her family decide to come to live in England?          4. How do you think Floella felt when her mum and dad left?          5. What do you think it was like for Floella travelling on the boat with just her</p>	<p><b>Skill</b>          Explore the natural world around them and give simple descriptions, following observation, of changes.</p> <p><b>Prompts</b>          1. What do the leaves sound like when you walk through them?          2. What colours can you see?          3. Why are the leaves falling from the trees?          4. How do the leaves and other collected items feel?</p> <p><b>Knowledge</b>          1. The weather and some plants and trees change</p>	<p><b>Skill</b>          Use money, including coins, in role play situations.</p> <p><b>Prompts</b>          1. What would you like to buy today?          2. How much rice would you like to buy?          3. The rice is 5p, and the cereal is 4p. How much money have I spent?  <b>Knowledge</b>          1. Money such as coins is used to buy items in shops.          2. There are different types of coins. Each coin is worth a different amount.</p>
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		<p>have for tea? 5. Where do you eat tea? 6. What do you think a grocery boy is? 7. Who gets your shopping? 8. Is it delivered or do you go to the shop to get it? 9. Look at the picture of the kitchen in the story. What is the same as your kitchen, and what is different?</p> <p><b>Knowledge</b> 1. The way people lived in the past is not the same as the way that we live today.</p>		<p><b>Knowledge</b> 1. People change as they grow and have changed since they were babies, both in their appearance and what they are able to do. 2. People grow from being babies to adults. As people grow older, they look different and can do different things.</p>	<p><b>Knowledge</b> 1. Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. 2. There are people in our community who help us including doctors, nurses, the police and fire service.</p>	<p>brothers and sisters? 6. How was life in England different from life in Trinidad? 7. How do you think Floella felt when the children at school didn't want to play with her? 8. What would you say to Floella if she was a new girl in our class?</p> <p><b>Knowledge</b> All families are special and different. They are different sizes and have different family members and different life experiences</p>	<p>with the seasons. 2. In Autumn, the weather starts to turn colder and some leaves change colour and fall from the trees.</p> <p>*Link local area walk with photos of old Shipton</p>	<p>*Link with online shopping and how the way people shop has changed</p>
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Key vocabulary: old, new, past, present, changes, online, contactless, seasons, then, now, houses, families

<b>Music</b>	Selection of nursery rhymes	<u>Exploring sound</u> Exploring using voices to make a variety of sounds, with relevant symbols.	<u>Exploring sound</u> Exploring using body parts to make a variety of sounds.	<u>Exploring sound</u> Exploring using instruments to make a variety of sounds.	<u>Exploring sound</u> Exploring sounds within the environment.	<u>Exploring sound</u> Listening to sounds in nature and recreating them	Selection of nursery rhymes (preparation for World Nursery Rhyme Week)	Selection of nursery rhymes (preparation for World Nursery Rhyme Week)
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Key vocabulary: voice, sound, whisper, speaking, high, low, higher, lower, body sounds, rhythm, beat, stomp, tempo, fast, slow, whistling, rustling

<b>Expressive Arts and Design – in provision</b>		<u>Marvellous Marks</u> Mark making with wax crayons - exploring textures in the environment by taking wax rubbings and collecting patterns. <i>Learning Objective:</i> To investigate the marks and patterns made by different	<u>DT</u> Lesson 1 - Fantastic fruits and vegetables. <i>LO:</i> To explore different fruits and vegetables.	<u>Marvellous Marks</u> Mark making with felt tips - Investigate felt tips as a tool for mark making and developing fine motor skills as they create patterns. <i>Learning Objective:</i> To explore making marks with felt tips.	<u>DT</u> Lesson 2 - Pumpkin soup. <i>LO:</i> Share the story. Investigate different soups.	<u>Art</u> Artist of the half term: Pablo Picasso focus	<u>DT</u> Lesson 3 - Designing soup. <i>LO:</i> To think about which ingredients they would like to taste in a soup.	<u>Marvellous Marks</u> Mark making with chalk - mark making outdoors with chalk, practising creating patterns in a new medium and identifying similarities and differences in the drawing tools used. <i>Learning Objective:</i> To explore making marks



		textures.						with chalk.
Key Vocabulary: hard, rough, long, smooth, soft, straight, thick, thin, wavy, circle, curved, line, long, short, squiggly, zig-zag								
Artist of the half term:  Pablo Picasso								
