

F1 Autumn : I wonder who could help me?/I wonder what happens in the dark?

Planning overview/sequential learning grid

Text: Autumn 1



Autumn 2

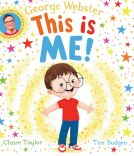
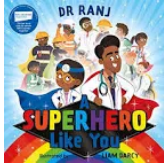
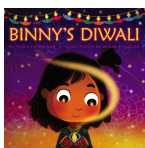
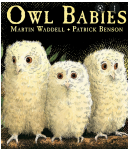


Big Question: I Wonder... Who Could Help Me?

Key Themes to explore: Starting School, Family and Friends, People Who Help Us

Big Question: Why do we celebrate?

Key Themes to explore: Diwali, Halloween, WInter, Christmas

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Text/Theme	Theme: Starting School (All About Me)  		Theme: Family and Friends  		Theme: People Who Help Us  		Theme: People Who Help Us  		Theme: Diwali/Bonfire Night  		Theme: Be Bright, Be Seen/ Road Safety  		Theme: Day and Night Animals  		Theme: Christmas  
Maths (Master The Curriculum)	Colours: Red Blue Yellow	Colours: Green Purple Mix of colours	Matching: Buttons and colours Matching towers Matching shoes	Matching: Match number shapes Match shapes Pattern handprints – big and small	Sorting: Colour Shape Size	Sorting: What do you notice? Guess the rule	Consolidation	Consolidation	Number 1: Subitising Counting Numeral	Number 2: Subitising -dice pattern Subitising random pattern Subitising – different sizes	Number 2: Counting Numeral	Pattern: Extend AB Colour patterns Extend AB Outdoor Patterns AB Movement Patterns	Pattern: Fix my Pattern Extend ABC Colour patterns Extend ABC Outdoor Patterns	Consolidation	Consolidation
Phonics Rhyme of the Week (Little Wandle Phase 1) https://www.littlewandle.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/little-wandle-foundations/phonics/#tabna metabRhymeTime	1, 2, 3, 4, 5 Once I Caught A Fish Alive	A Sailor Went to Sea	Baa, Baa, Black Sheep	Down at the Station	Hey Diddle Diddle	Hickory, Dickory Dock	Humpty Dumpty	Incy Winy Spider	Jack and Jill	Mary, Mary Quite Contrary	Miss Molly had a Dolly	One, Two Buckle my Shoe	Pat - a - Cake	Ring-a-ring-a-roses	Round and Round the Garden

Phonics - Rhyme of the week (Phase 1)	Phase 1 - Aspect 1 General Sound Discrimination – Environmental Sounds		Phase 1 - Aspect 2 General Sound Discrimination – Instrumental Sounds		Phase 1 – Aspect 3 General Sound Discrimination – Body Percussion		Phase 1 – Aspect 4 Rhythm and Rhyme		Phase 1 – Aspect 5		Phase 1 – Aspect 6		Phase 7 & 8 : Oral Blending and Segmenting					
	Main Purpose: To develop children’s listening skills and awareness of sounds in the environment		Main Purpose: To experience and develop awareness of sounds made with instruments and noise makers.		Main Purpose: To develop awareness of sounds and rhythms		Main purpose: To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech		Alliteration Main purpose: To develop understanding of alliteration		Voice sounds Main purpose: To distinguish between the differences in vocal sounds, including oral blending and segmenting							
Literacy - Reading	LO: Comments on what they can see in the pictures Suggested Activity: Show children the picture of Elmer when the grey paint is washing away. Ask the children what they think is happening in the picture.		LO: Join in with repeated refrains from stories and songs Suggested Activity: Whilst reading five minutes peace, ask the children to role play as the parent elephant, repeating the phrase ‘five minutes peace!’		LO: Hold a book the right way up and turn the pages. LO: Adults to discuss the different parts of a book. Suggested Activity: Take children to the library to choose a book to read at hometime, ask them to look through the book to ensure it is definitely the one they want to hear.		LO: I understand the words ‘who,’ ‘what’ and ‘where’ if used out of the here-and-now. I give better responses if supported visually. Suggested Activity: Whilst reading the story, pause to ask children questions about what they have been read.		LO: Fills in missing words from well-known rhymes. Suggested Activity: When singing the rhyme of the week, miss out key words for the children to say.		LO: I participate in familiar, phrase-level mantras in simple activities and stories e.g. “Ready-steady go” or “Crash, bang, wallop.” Suggested Activity: Children join in with stories making the noises of fireworks. LO: Enjoy stories containing alliteration especially if props, actions and pictures are used LO: I also enjoy alliteration alongside daily routines and activities Suggested Activity: Link to Phonics		LO: I understand the words ‘who,’ ‘what’ and ‘where’ if used out of the here-and-now. I give better responses if supported visually. Suggested Activity: On the bike track, practice road safety. Ask children questions based on the book.		LO: Teach children to blend words using oral blending and objects in line with phonics schemes. Suggested Activity: Children to access blending CVC words within phonics session		LO: I play simple ‘things-that-go-together’ games. Suggested Activity: Children play a Christmas matching game eg) matching a present to a bow.	
Literacy Writing -	LO: Shows an interest in mark making activities. e.g. marks in sand, cornflour, paintbrushes and water. Suggested Activity: Add different patterns into areas of provision and encourage children to trace over them with their fingers then recreate them in the sand tray.		LO: Begin to join in with early language, singing, rhymes during pre-formal phonics Suggested Activity: Daily song box during maths learning time to revisit learnt rhymes from 2’s.		LO: Uses a wide range of stimulating equipment to practice mark-making indoors and outdoors Suggested Activity: Use chalks, paint rollers, paintbrushes and water to make marks on the playground. Adults chalk fire, children are fire fighters to put out the fire with their water marks.		LO: Makes connections between their actions and the marks being made. LO: Begin to give meaning to pictures they create. Suggested Activity: Paint an image of Zog using the painting easel.		LO: Enjoy making marks on paper Suggested Activity: Children create large scale fireworks on big paper using different mediums.		LO: Begin to trace your own name on a name card and paper. LO: I know what sound my name starts with Suggested Activity: Children all have a name card with their name written using Little Wandle scheme letters. Children practice every day.		LO: Draws lines in different directions up, down and across Suggested Activity: Squiggle whilst you wiggle focussing on vertical and horizontal lines.		LO: Enjoy picking up and using a pencil or crayon Suggested Activity: Make marks for your own name in a Christmas card to family.			
Communication & Language	LO: I listen in a small group with visual and/or kinaesthetic support. Suggested Activity: Give children a pair of listening ears for carpet input, get all children to point to their listening ears when they are ready to listen and learn.		LO: I discriminate and identify sounds in simple activities, matching sounds to objects and pictures without visual support e.g. selecting a musical instrument I have heard from a choice of six, matching an animal, environmental, human or transport sound to an object or photograph from a choice of four to six. LO: I listen in a small group for auditory and language activities. Suggested Activity:		LO: I use language to choose and plan play/activities with visual support. Suggested Activity: Support children to play a game collaboratively through the use of visual symbols.		LO: I learn new words as we group things based on common meaning. LO: I follow simple instructions including on, in and under. Suggested Activity: Use ELKLAN Flowers and SHrec to develop language in the small world area.		LO: I select a familiar object by function if the simplest verb is used e.g. “Give me the one you eat/cut with/read/etc.” Suggested Activity: Linked to WELLCOMM		LO: I generate ideas for a given function e.g. “What can we eat/ open?” Suggested Activity: Link to Diwali food tasting and present giving.		LO: I learn new words as we group things based on common meaning. Suggested Activity: Use ELKLAN Flowers and SHrec to develop language in the small world area.		LO: I use talk to engage others and to share my thoughts and experiences. Suggested Activity: Link to RE, children to talk about the differences between babies and older children.			

			Link to Phonics												
Communication and Language WELLCOMM	LO: Understanding and using pronouns ‘he’ and ‘she’ Suggested Activity: Find two character toys – one must be a girl (e.g. Barbie) and the other a boy (e.g. Buzz Lightyear, Spiderman). Discuss different actions they could be doing ‘she’s drinking, ‘he’s playing’	LO: Understanding ‘behind’ and ‘in front’ Suggested Activity: Work with children in small world tray to discuss behind and in front, move the characters to different areas and ask children to describe their position,	LO: Understanding the negative form Suggested Activity: Play Simon says with the children using negative form. Simon says ‘touch your head’ Simon says ‘Don’t touch your nose	LO: Understanding functions of body parts Suggested Activity: Draw a large scale human body, ask the children what they can do with different parts of their body eg) mouth for talking	LO: Playing sociably and learning to share. Suggested Activity: Provide opportunities for children to play a game in small groups, play alongside then reduce adult involvement in the game.	LO: Developing expressive language Suggested Activity: Use images and real toys create sentences, sentence to include a noun and a verb eg) the teddy is sitting on the chair	LO: Understandin g and using verbs in the past tense. Suggested Activity: Replay a game of Simon Says, after the actions ask the child what they just did, encourage to answer in past tense eg) I jumped	Assessment week LO: Generating ideas about the function of objects Suggested Activity: Get a selection of different objects and discuss all the different ways we could use them at school.		LO: Understanding why questions Suggested Activity: Link to fireworks, ask why do children enjoy fireworks? Why are they bright colours?	LO: Learning to remember and then say the names of three things Suggested Activity: Use Barnaby Bear to go on an adventure for Diwali. Can children remember what is in Barnaby’s bag?	LO: Attending an adult led activity for longer (encouraging attention and listening) Suggested Activity: Create whole class rules on Widgeit for staying safe on the road.	LO: Remember three and then 4 items Suggested Activity: Give children a list of 3 or 4 things to look out for on a welly walk looking at seasonal changes.	LO: Understanding and using ‘where’ ‘who’ and ‘what’ questions Suggested Activity: Link to Geography, when creating a home for owl babies, ask children who they are making it for, what a nest is and where you would find a nest.	Assessment Week
	LO: Understand and name different weather Suggested Activity: Keep a weather chart in class and update daily with the current weather.														
Understanding the World (Science)	LO: Be able to talk about themselves and develop their own identity Suggested Activity: Complete self portraits using any media and mirrors. Children discuss with a grown up what they can see. Discuss their family, who do they live with?			LO: Can name parts of their body- head, arms, legs, back, neck, elbows, shoulders, knees, feet. Suggested Activity: Linked to WELLCOMM target talking about different parts of the human body.		LO: Be interested in exploring the natural world. Suggested Activity: Go on a welly walk around school a part of phonics environmental sounds, discuss what can be heard and seen.			LO: Explores natural materials. Suggested Activity: On a welly walk - use natural materials to create fireworks in the night sky.			LO: Understand and name different weather Suggested Activity: Go on a welly walk to spot signs of seasonal change from Autumn to Winter			
Understanding the World (Geography)	L.O: Talks about what they can see in their own environment (at school and at home) Suggested activity: Introduce weekly welly walk and rules. On weekly welly walks visit places around school to gain familiarity - office, hall, big playground etc.			LO: Show interest in occupations Suggested Activity: Invite Little City into school, children explore the different possible occupations.						LO: Show interest in occupations Suggested Activity: Children to become road safety officers and make a list of rules for being safe near the road.			LO: Explores natural materials. Suggested Activity: Use materials in the outdoor area to create a new home for the owls in Owl Babies.		
Understanding the World (History)		L.O: Able to say who they are and who they live with Suggested activity: parents share family photos on Dojo. Discuss appearance, similarities and compositions. Make a photo frame for family photos and put them on display.				LO: To talk about familiar people. Suggested Activity: Children to talk about different professionals they have been to see eg) dentist, doctor			LO: Talks about my own family. Suggested Activity: Link to bonfire night, children to share news of their own adventures on bonfire night.				LO: Recognises events in your own life. Suggested Activity: Ask parents on Dojo to send pictures of the children as babies. Look through them together and discuss differences and similarities from now to then.		

Understanding the World (RE)		LO: To talk about people who are special to them. Suggested Activity: Link to History. Children to discuss images of family sent on dojo.		LO: Recognises events in your own life. Suggested Activity: Circle time discussing different celebrations they have had in their life eg) birthday, christmas				LO: Knows that there are special places of worship Suggested Activity: Link to Diwali, look at a temple. Discuss that people go here to celebrate Diwali because it is a special place for them.			LO: Notices differences between people. Suggested Activity: In owl babies, look at the differences between the mummy owl and the babies. Link to looking at pictures of us as babies, what is the same? What is different?			
	LO: Begin to identify and name colours Suggested Activity: Linked to Maths and learning about Elmer, begin to learn colours red, blue, green, yellow and purple.							LO: Choose a piece of paper from a selection of 2/3 colours Suggested Activity: Offer choice to children in the creative area to decide what type of paper they would like to use.						
Expressive Art (Art and DT)	LO: I draw a person on request with head and face, usually no body. Suggested Activity: Children draw a self portrait using a mirror. Link to Science.	LO: Use glue sticks Suggested Activity: Children create collages of Elmer using glue sticks and tissue paper.	LO: I manipulate dough to make balls and snakes. LO: Roll out dough and use cutters with accuracy. Suggested Activity: Daily Dough Disco focussing on rolling a ball and a snake.		LO: Begin to follow the painting area routine (Dips paint in water to clean when changing ready mixed paint colours using a sponge for excess water) LO: Begins to experiment with paint including early colour mixing. Suggested Activity: Adult led painting activity linked to Zog. Children paint Zog on the painting easel.	LO: Begin to experiment with fastening material together in different ways. Suggested Activity: Junk modelling with large boxes in outdoor areas.		LO: Begin to experiment with paint brushes, holding it in the palm of their hand Suggested Activity: Create images of fireworks using paint and big paper.	LO: Makes marks and creations freely. Suggested Activity: Use different vehicles from the road and paint to create tyre tracks.	LO: Take part in simple pretend play alongside others Suggested Activity: Children to role play with a baby in the role play pretending to be a parent.				
Expressive Art (Music)	LO: Joins in songs and rhymes. Suggested Activity: Children join in with daily songbox routines as a part of maths learning.	LO: Play sound match games Suggested Activity: Linked to phonics learning, children to match instruments and vehicles to sounds heard	LO: Explore instruments in provision and is beginning to name them (drum, tambourine, maraca, triangle...) Suggested Activity: Add instruments to rhyme of the week area, discuss the instruments with the children as they explore them.		LO: Uses simple small world (farm, cars, trains, dolls) Suggested Activity: Children use a small world area alongside an adult.		LO: I carry out rhythmical, beat and simple body percussion activities. Suggested Activity: Add body percussion to rhyme of the week such as clapping hands and stomping feet.		LO: Experiment with music making using instruments. Suggested Activity: Use instruments during the song box for children to play whilst singing.		LO: Joins in songs and rhymes. Suggested Activity: Take part in rehearsals for Christmas Play			
Max music scheme of work	https://docs.google.com/presentation/d/1EHpsfvAU9UftmXK3-9J7a-8kiBPtdQSh_6cS7rFVSLQ/edit?slide=id.p#slide=id.p													
Physical Development (PE)	Get Set 4 PE: Introduction to PE - Unit 1							Get Set 4 PE: Ball Skills - Unit 1						
			Session 1: To move safely and sensibly in a space with consideration of others.	Session 2: To develop moving safely and stopping with control.	Session 3: To use equipment safely and responsibly.	Session 4: To use different travelling actions whilst following a path.	Session 5: To work with others cooperatively and play as a group.	Session 6: To follow, copy and lead a partner.	Lesson 1: To develop rolling a ball to a target.	Lesson 2: To develop stopping a rolling ball.	Lesson 3: To develop accuracy when throwing to a target	Lesson 4: To develop bouncing and catching a ball.	Lesson 5: To develop dribbling a ball with your feet	
	LO: Walks, runs and climb confidently. Suggested Activity: Trim trail and forest school							LO: Walks, runs and climb confidently. Suggested Activity: Trim trail and forest school						
Physical Development	LO: Grasps tools and mark-making equipment. Suggested Activity: Use paint brushes, felt tips and coloured pencils to create your own self portraits.	LO: Builds simple towers. LO: Use large construction materials with support. Suggested Activity: Use construction areas to build our houses.		LO: Have the necessary skills and development to begin to be able to handle tools and writing implements effectively. Suggested Activity: Begin daily squiggle whilst you wiggle sessions with big paper, focusing on circles and lines.	LO: To use 2 containers to pour and fill. Suggested Activity: Add different size containers to the water area.		LO: Uses whole-hand grip. Suggested Activity: Linked to EAD creating firework images on big paper.		LO: Begin to pedal a trike around the track LO: Begins to negotiate space safely. Suggested Activity: Children pedal on the bike track pretending to be cars practicing crossing the road.		LO: Sit at a table for adult-led tasks with reminders on posture Suggested Activity: Link to fine motor, children to make marks for name on Christmas card.			

Personal, Social & Emotional Development	Theme: Being me					Theme: Celebrating difference				
	LO: To form positive relationships with adults in the setting Suggested Activity: Spend time with children in provision asking them questions about their life. Group children into key worker groups.	LO: Attempts self-care routines. LO: Begins washing hands with support. Suggested Activity: Introduce toilet routine with children, flush the chain, wash hands. Show these using symbols from Wigit.	LO: Begins to recognise my own feelings. Suggested Activity: Introduce happy, sad and angry. Show these as colours red, blue and yellow. Can the children tell you which colour they are feeling and name the emotion? <i>Possible link to ‘the colour monster’</i>	LO: Waits briefly for a turn. Suggested Activity: Linked to WELLCOMM target of playing a game and sharing	LO: Seeks familiar adults for reassurance. Suggested Activity: Introduce a social story of ‘If I am sad I can find ____’ If I am angry I can find ____’ and label particular adults in class who they can seek out.	LO: Shows awareness of peers. Suggested Activity: Complete a circle time activity linked to UTW. Children take turns listening to their peers talking.	LO: Waits briefly for a turn. Suggested Activity: Linked to WELLCOMM target, children will wait their turn to answer questions during the Barnaby bear session		LO: Plays alongside others. LO: Tries new activities with encouragment Suggested Activity: Children will successfully change roles within the role play area through use of play scripts and visual cues.	LO: Separates from the main carer with support. LO: Accepts adult comfort when upset. Suggested Activity: Perform in the Christmas performance by staying with adults from school and not running to grown ups.