

Autumn 1 / Super Me!

The row contains the following book covers from left to right:

- Starting School** by Janet and Allan Ahlberg: A colorful illustration of children and animals in a school setting.
- Harry and the Dinosaurs Go to School** by Helen Brown: A girl sitting at a desk with a dinosaur.
- ZOG** by Dick King-Smith: A group of colorful kangaroos in a natural setting.
- Supertato** by Sue Hedderley and Paul Linney: A potato character wearing a superhero mask and cape.
- Super Daisy** by Helen Brown: A girl with a flower in her hair wearing a superhero cape.
- SUPERWORM** by David Almond: A large pink worm in a garden.
- MARVEL ULTIMATE STORYBOOK** by Marvel: A collection of Marvel superheroes.

	Activities: - Daily Storytime. Encourage children to join in with repeated refrains when reading key texts. - Observe children’s use of vocabulary as part of our baseline. - Sing ‘hello song’ each morning. - Model talk routines throughout the day. - Daily circle time – Jigsaw Jake. - Introduction to home corner and key vocabulary. - Model new vocabulary.						
Personal, Social & Emotional Development	Objectives: - See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others				Vocabulary: Happy, sad, excited, tired, safe, scared, afraid, worried, friend, friendship, self, care, needs, feelings.		
	Children will be supported by adults to settle into their new school routines, with lots of short circle times and activities to ensure the children feel happy and secure in their new setting. Introduction to our three school values ‘respect, resilience and curiosity’ and set clear expectations of behaviour. Use of the book ‘The Colour Monster’ to discuss emotions with the children with an emphasis on using colour to help them express how they feel.						
	PSHE Introduce Jigsaw Jake in circle time (L&A focus).	PSHE Talk about similarities and differences.	PSHE Name special people in their lives.	PSHE Describe different feelings.	PSHE Identify who can help if they are sad, worried or scared.	PSHE Identify who can help if they are sad, worried or scared.	PSHE Identify ways to help others or themselves if they are sad or worried.
Physical Development	Objectives: - Observe and assess fundamental skills for baseline. - Practise fundamental movement skills: rolling - walking- running - jumping - catching – skipping - hopping – climbing. - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes. - Develop their fine motor skills so that they can use a range of tools competently, safely and confidently – pencils for drawing. - Further develop the skills they need to manage the school day successfully: lining up and mealtimes.				Vocabulary: Move, control, coordination, free, space, aware, around, over, under, though, active, body, healthy.		
	Develop gross motor skills in our twice-weekly PE sessions which an emphasis on fundamental movement skills: jumping, hopping, skipping, catching, climbing & balancing. Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the balancing bikes and scooters.						

	PE Jumping Daily Wake & Shake	PE Hopping & Skipping Daily Wake & Shake	PE Jumping Daily Wake & Shake	PE Catching Daily Wake & Shake	PE Balancing Daily Wake & Shake	PE Climbing Daily Wake & Shake	PE Fundamental Skills Review Daily Wake & Shake
Literacy	Objectives: - Hear general sound discrimination and be able to orally blend and segment. - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences - Listen to and enjoy sharing a range of books. - Enjoy joining in with rhyme, songs and poems.				Vocabulary: Word, sentence, phoneme, grapheme, letter, illustration, author, illustrator, story, rhyme, song, rhyming, sound, meaning, write.		
	We follow Lancashire’s Red Rose Phonics programme. Phonics is taught during 5 x 25-minute sessions each week. Children will learn 15 phonemes, tricky words and begin to blend sounds together to make vc and cvc words. Children will begin to develop an interest in mark-making and writing. They will give meaning to marks and emergent writing. Children will begin to write their own names using some recognisable letter shapes. Continuous provision enhancements planned for each week on weekly plan.						
	Baseline Assessment Literacy Introducing our Reading areas (indoors and outdoors). Modelling how to take care of our books.	Baseline Assessment Literacy Writing our name.	Phonics Teach s a t Literacy s a t letter formation/CVC activity.	Phonics Teach p i n Literacy Supertato - Hook lesson.	Phonics Teach m d g Literacy s a t p i n m d g Letter formation activity.	Phonics Consolidate s a t p i n m d g Literacy Supertato s a t p i n m d g CVC activity.	Phonics Teach o c k Tricky words the Literacy Autumn initial sounds hunt.
Maths	Objectives: - Join in with number rhymes. - Know that some of the words in number rhymes are numbers. - Use one to one correspondence when counting.				Vocabulary: Counting, number, match, sort, compare, colour, size, shape, more, less, same, amount, weight, height, capacity, container, pattern, continue, repeat.		

	- Rote count from 1. - Use one to one correspondence when counting- Count up to 5 objects, moving each as they are counted.						
	We follow Lancashire’s Red Rose Maths scheme. Maths is taught during 5 x 25-minute lessons per week. Each week a new number is introduced and explored in different ways through a variety of questions and tasks. As a new number is introduced, the questions and tasks will also include how the new number relates to the previous numbers that have been learned. Continuous provision enhancements planned for each week on weekly plan.						
	Baseline Assessment Sing number songs that we might already know. Look at the visual timetable. Talk about routines and times of the day.	Baseline Assessment Red Rose Maths Number 1.	Red Rose Maths Number 2 (and 1).	Red Rose Maths Number 3 (and 2 and 1).	Red Rose Maths Number 4 (and 3, 2 and 1).	Red Rose Maths Number 5 (and 4,3,2, and 1).	Red Rose Maths Number 6 (and 5,4,3,2 and 1).
Understanding the World	Objectives: - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Learn about our local area. - Describe what they see, hear and feel when they are outside.			Vocabulary: Special, unique, God, belief, Christian, celebrate, birthday, church, party, planet, Earth, space, world, home, community, area, place.			
	Science - Introduction to Autumn and the changes in season. What changes can you see, hear and feel? - Making observations of the natural world. Geography - Our homes. Identifying where we live. Thinking about why our homes are special to us.						
	Forest School Meet the teachers. Introduce children to the dinner ladies and lunch time staff.	Forest School Ask for family photographs and share during circle time.	Forest School Houses and Homes - discuss types. Create collage houses and talk	Forest School NOS: Online Relationships	Forest School NOS: Online Relationships	Forest School NOS: Online Relationships Making observations of the	Forest School Autumn walk

	All About Me circle time. Tour of our classroom and outdoor areas.	Walk around the school grounds. Compare their school to Harry’s school	about ‘who lives in my house’.			natural world drawing pictures (Label plants outside)	
Expressive Arts and Design	Objectives: - Develop storylines in their pretend play. - Explore, use and refine a variety of artistic effects to express their ideas and feelings.			Vocabulary: Artist, portrait, self-portrait, colour, draw, paint, observation, favourite, music, composter, band, musician, song, piece, genre (and music genres), create			
	Art - Van Gogh self-portraits and portraits - looking closely at colour, drawing and painting; making our own self-portraits in different ways and making portraits; exploring colour and drawing from observation. Music (Charanga) Exploring different genres of music, listening to different songs and sharing our thoughts on different pieces of music; moving in different ways to our favourite music; creating our own music in different ways						
	Art Introduce and model how to use self- service paint station. Model how to find and put away resources in the creative area. Music Charanga – Me!	Art Teach children different techniques for joining materials, such as how to use tape and different sorts of glue. Music Charanga – Me!	Music Charanga – Me!	Art Andy Warhol inspired self-portraits for display. Music Charanga – Me!	Art Andy Warhol inspired self-portraits for display. Music Charanga – Me!	Music Charanga – Me!	Music Singing our favourite Nursery Rhymes. Movement to music at our party.