

Theme:
The Woodland (Continuous Provision, Prime areas, baseline assessment, 3 a day stories)

Term:
Autumn 1

2019-20

<p>Literacy</p> <p>Name writing – self portraits Introducing YR literature spine Our body – labelling, foods, toys etc Self-portrait writing templates Squiggle while you wiggle - GMotor Goldilocks and the Three Bears The Three Little Pigs The Gingerbread Man Story structure – beginning, middle and end (text direction) Letters to Goldilocks Character descriptions Guided reading question balls Initial sounds – fruit matching game Shopping lists Letter Formation YR</p> <p>Links to Development Matters</p> <p>Repeats words or phrases from familiar stories (22-36 months) Describes main story settings, events and principal characters (30 – 50 months) Suggests how a story may end (30 – 50) Knows print carries meaning... (30-50) Recognises familiar words e.g. name (30 – 50) Hears and says initial sounds... (40-60) Begins to read words (40-60 months) Uses some identifiable letters... (40-60) Gives meaning to marks (40-60) Can segment sounds and blend together (40-60)</p>	<p>Mathematics</p> <p>Counting to 10 Number recognition 0-5 Introducing MMS in YR Counting cups/MMS action 2d shape names – introduce in YR Sorting by size e.g. spoons, chairs, beds etc. Number – calculation Language of size – big/small/tiny/large 3 pigs houses – shapes/size/colour How many eyes, legs, arms, fingers? etc Length – Jack and the Beanstalk Size – Giant (big, small etc) Money – shop role play</p> <p>Links to Development Matters</p> <p>Begins to make comparisons between quantities (22-36 months) Notifies simple shapes and patterns (22-36) Shows an interest in number problems (30-50) Sometimes matches numeral and quantity (30-50 months) Shows an interest in representing numbers (30-50 months) Compares two groups... same number (30-50) Separates 3/4 objects... altogether (30-50) Uses positional language (30-50 months) Uses shape appropriately (30-50 months) Finds total number... (40-60) Orders items by height/length (40-60 months) Uses shape to recreate pattern (40-60)</p>	<p>Understanding the World</p> <p>Class rules/routines/behaviour Circle time discussions Talking our favourite things – similarities/differences ICT – woodland pictures Porridge tasting – likes/dislikes Exploring different construction materials – similarities/differences Building new houses – class clips ICT Houses around the world– different types Autumn Walk – local area Food Tasting/baking – teddy bears picnic Shop role play Goldilocks and the 3 Bears – Small World Old/new teddy bears</p> <p>Links to Development Matters</p> <p>Remembers and talks about significant events (30-50 months) Describes special times (30-50 months) Shows interest in ways of life (30-50 months) Notifies features of environment (22-36 months) Comments/asks questions ...familiar world (30-50 months) Shows concern for living things (30-50 months) Knows how to operate simple equipment (30-50) Knows information can be retrieved from computers (30-50) Shows an interest in cameras/phones etc (30-50)</p>	<p>Expressive Arts and Design</p> <p>Welcome to YR/YN portraits Songs – HSK&T... Tommy Thumb When Goldilocks went to the house of the bears... song (ICT) Isn't it funny how bears like honey... Forest/bear/Goldilocks collages Split pin bears Role play – 3 pigs etc Junk modelling houses – 3 pigs Colour mixing – pink etc. Small world play – bridge in water tray Making trolls in playdough Junk modelling – bridges Woodland clay art Finger Gym (porridge oats, cold porridge, bear hunt small world, forest/ autumn walk objects, sand, rice, salt)</p> <p>Links to Development Matters</p> <p>Experiments with colours, blocks and marks (22-36 months) Enjoys joining in with dancing and ring games (30-50 months) Explores colour and how colours can be changed (30-50 months) Beginning to be interested in and describe the texture of things (30 – 50 months) Uses available resources to create props to support role play (30-50 months) Joins construction pieces together... (30-50) Manipulates materials to achieve planned effect (40-60) Selects appropriate resources... (40-60) Introduces narrative into their play (40-60) Captures experiences with range of media... (30-50)</p>
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