

Our planning is very flexible and is often changed due to the interest of the children.

Assessment is 80% child initiated-tasks, 20% adult-led tasks.

Equal focus is CoEL- how children learn.

Communication and Language

Listening , Attention and Understanding

Speaking

We are a language rich environment, permeating everything that we do in class
Independent learning, Chat on the Mat
Talk partners, lolly sticks , role play,
listening,
answering questions,
rhyme, initiating conversations



PSE

Building relationships

Learning as part of a group/
Partner
Valuing contributions
Can share/Take turns
Wait for their turn/ empathise

Managing self

Provide opportunities to have responsibility-introduce leaders, helping at snack, tidy up time
Asking for help/ sharing thoughts and ideas
Performing
Telling / retelling stories

Self-regulation

Introduce -Smiley face chart- reward positive behaviours
Awareness of rules / boundaries
Problem solving

Physical development

Gross/ fine motor skills

Inside / outside provision Sunfish Dash
Dance /Games (Starts after first half term)
Wake up shake up
Finger gym / hand PE
Large apparatus
Being safe
Changing for PE
Looking after resources
Safety with resources
Visit from school nurse
Hand washing
Spreading germs- prevention

Expressive Art and Design

Creating and making

Being imaginative and expressive
Construction- large / small materials , Christmas craft
Instruments , dancing , acting,
Role-play, singing , drawing , model making, retelling stories, **colour mixing**, remembrance day craft
changing and adapting,- **clay letter** designing, **collage**-
Wake up shake up

Knowledge and

Understanding of the World

The Natural World

Explore immediate surroundings
Explore wider surroundings
How is this different from previous setting?

People, Culture and Communities

Similarities and differences 5 senses investigations- taste/ smell/ hearing/ touch/ sight-
Family routines

Halloween

Remembrance day

Advent/Christmas

Visitors- jobs/ similarities differences

Past and Present .

What do you know about what happened a long time ago?
What did you do before you came to Sunfish class?
How is your home different from your friends
Similarities and differences from story / Christmas story

Mathematics

Baseline assessment – Number/ numerical patterns

Number recognition
Ordering numbers
Counting
One to one correspondence
Counting machine / songs
Number formation
Number blocks
Subtising to1,2,3,4, 5 collections,, equal amounts
Ordering numbers
Dice patterns
More than, fewer than
1:1 correspondence
Tally chart- making marks to record
Missing numbers
Shape – 2d shape , positional language
Identifying features
Building with shapes
Shape pictures

Literacy

Baseline assessment

Writing

having a go / mark making
writing for meaning/ purpose
Letters and Sounds- phase 2/3
s.a.t.p./ l n m d/g o ck/ck e u r/ h b f l/
ff llss j/ vw x y/ z zz qu/ plural s
ch/ sh th ng nk/s-s s-z

Handwriting

Letter formation patterns

Grammar: letter/ grapheme/ phoneme/digraph

Reading

Guided reading
Holding the book correctly
Reading from left to right
Read from top to bottom
Explore the pictures

Book titles

Ten in the bed/ Ten out of bed
The Remember Balloons
Six dinner Sid
Dogger
The First Christmas
Christmas themed stories

Autumn Term: Through The Window

**Week 1 half days/ home visits p.m.
First 6 weeks – baseline assessment**