

Speaking

Continuous Provision / Story Telling / Role Play/ circle time speaking and listening games/ continual modelling of speaking in sentences

Talk Boost assessment

Can retell a simple past event in the correct order.

Recall and relive past experiences.

Uses talk in pretending that objects stand for something else in play.

Reading Focus author:

Twice a day story time

Promotion of book corner and how to handle books

Fred talk/ singing and listening to nursery rhymes/ silly rhymes

Whole class book : Rosie's Walk Link Text: Little Red Hen

RWI Introduction of Set 1 sounds: a sound a day

Hearing initial sounds and matching them / playing I spy

Listens to and joins in with stories and poems, one-to-one and in small groups.

Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.

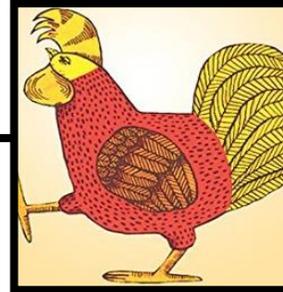
Looks at books independently. Handles books carefully

Recognises familiar words such as own name and advertising logos Knows that prints carries meaning

Joins in with repeated refrains.

Listens to stories.

Suggests how the story might end.



Writing

Baseline assessment: Drawing of themselves and writing name Name writing sheet entry 1 Emergent writing within role play with clip boards

RWI daily phonics sound formation in booklet and within continuous provision on outdoor board/ calk/ shaving foam/ sand and glitter/ paint

Talk 4 Writing - Rosie's Walk Orally rehearsing and story-telling/ writing a label/ simple caption

Sometimes gives meaning to marks as they draw and paint.

Ascribes meanings to marks that they see in different places.

Hears and says the initial sound in words.

(Also see physical for pencil grip)

Number

Baseline assessment: rote counting/ 1:1

correspondence/ ordering to 20

Matching numerals to objects

'Two numbers a week' focus

Daily counting whilst moving/ pointing at numbers/ puppet hides a number/ outdoor number lines/ numicon or numbers in the sand and playdough/ playdough cakes with mini numbers and candles

Shows curiosity about numbers by offering comments or asking questions

Uses some number names and number language spontaneously.

Uses some number names accurately in play. Shows an interest in numerals in the environment

Recognises numbers 0-5, recognises the correct number to represent 0-5 objects, counts by giving each item a number name.

Recites numbers in order to 10.

Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly

Realises not only objects, but anything can be counted, including steps, claps or jumps.

Counts objects to 10, and beginning to count beyond 10.

Space Shape & Measure

Shape baseline assessment

Begin to use the names for 2D shapes

Shows an interest in shape and space by playing with shapes or making arrangements with objects.

Select a named shape, use shapes to create patterns and pictures.

Making repeated patterns with cubes/ counters/ sponge painting

Recognise and create patterns

Understanding of and use of positional language related to Rosie's Walk

Uses positional language.

Can describe their relative position such as 'behind' or 'next to'

Sequencing of our day/ familiar events

Use everyday language related to time, order and sequence familiar events

PSED

SEAL: New Beginnings / Mindfulness & Massage/ British Values & Citizenship Continuous Provision /Story-making/ making up class rules

Managing Feelings and Behaviour

Learning routines

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

Negotiating and solving problems in play

Beginning to be able to negotiate and solve problems without aggression, e.g. When someone has taken their toy

Making Relationships Settling in, learning routines, getting to know my class and adults around the school, being able to say how I feel, talking to each other

Demonstrate friendly behaviour, initiates conversations and forms good relationships with familiar adults

Initiating play, offering cues to peers to join them

Self Confidence and Self Awareness

Talking to new adults and children about home, family and friends

Asking for help

Getting to know the classroom zones and equipment and select and use with help

Promoting positivity - rewards and praise

Listening to other people's ideas and thoughts and responding positively



Using Imagination

Role play: home corner/ farm shop role play

Messy play; pretend bread making/ chn make own salt dough pretend bread rolls/ playdough bread

Story telling of Rosie's Walk / small world farm or small world representation of Rosie's walk

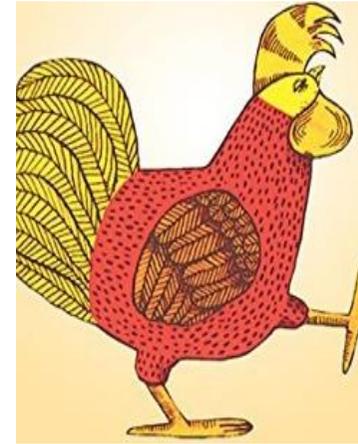
Painting and collage of farm animals ...fabrics for animals skin/ character stick puppets to use in mini theatre

Imaginative role play based on first hand experiences.

Uses available resources to create props and support role play.

Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

Create simple representations of events, people and objects.



The World

Looking at farms and how they are different to where we live/ which animals live on farms/ animals and their babies ; growth and change linking to growth of food

Harvest

Comments and asks questions about aspects of natural world (farm)/ things they've observed/ why things happen

Autumn (if leaves have started turning). Conkers, pine cones and autumn leaves in investigation tray

Develop an understanding of growth decay and changes over time

Making bread (Rosie's Walk); changes when the bread rises and when it cooks

Bread making - changes

Sequencing of familiar events (maths)

(day and night/ morning afternoon, evening)

AUTUMN 1 Rosie's Walk / Fabulous Food!

People and Communities

Talking about and drawing pictures of families. Can chn talk about their home and their families; siblings/ pets? Can they say something that they are good at or like?

Role play homecorners

Knows some of the things that makes them unique

Shows interest in the lives of people who are familiar to them.

Remembers and talks about significant events in their own experience.

Exploring & Using Media & Materials

Drawing pictures of themselves/ families / nursery rhymes

Colour mixing outdoors and within free painting

Paper plate red hens with feathers

Painting of farm animals

Explores colour and how colours can be changed.

Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

Singing nursery rhymes (known and taught)

Singing phase 1 phonics songs

Exploring instruments within CP

Chiranga : 'Mel' (Exploring instruments and sounds).

Enjoys joining in with dancing and ring games.

Sings a few familiar songs.

Begins to move rhythmically; imitating movement in response to music

Taps out simple repeated rhythms.

Explores and learns how sounds can be changed

Uses various construction materials.

Construction and small world areas

Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

Technology

Use of IWB for initial sound matching games/ story CD's/ chn to use class I pad to photograph own creations / discussions about what technology they use at home / use of till in farm shop

Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.

Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.

Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements

Understanding

Setting up of class rules and tidy up time routines

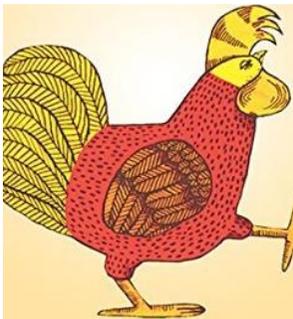
Follows simple instructions

Understands use of objects (e.g. "What do we use to cut things?")

Responds to simple instructions, e.g. to get or put away an object.

Teaching of simple prepositions relating to Rosie's Walk

Shows an understanding of simple prepositions eg under/ over/ on top



Moving and Handling

REAL PE: Personal Cog (Co-ordination)

Balancability

Making walkways and obstacle courses, balancing on low beams

Moves freely and with pleasure and confidence in a range of ways.

Can stand momentarily on one foot when shown.

Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, and sliding.

Mounts stairs, steps or climbing equipment using alternate feet.

Building gross motor muscles with mopping, outdoor painting and rolling/ large chalk work on ground/ outdoor weaving/

Fine motor skills: Wide range of funky finger activities/ dough gym/ mark making in shaving foam and sand/ painting/ mark making with pens and pencils/ Writing Using tools carefully such as scissors, playdough tools and paintbrushes

Shows a preference for a dominant hand.

Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

Draws lines and circles using gross motor movements.

Can retrace vertical lines.

Can copy some letters, e.g. letters from their name.

Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

Health and Self-Care

Teaching rules for being independent in the toilet eg flushing chain, washing hands and why we wash them

Can usually manage washing and drying hands.

Practising to put dressing up clothes on /encouraging independence when changing for PE

Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. Usually dry and clean during the day.

Introduce Daily Mile/

Observes the effects of activity on their bodies.

Harvest: having enough food to eat/ eating healthy foods and understanding that some foods can be grown/ some foods are not good for us



Listening and Attention

Story time twice a day / Singing of Nursery rhymes / introduction of rules / giving clear instructions

Listens to others 1:1 or in small groups when conversation interests them.

Listens to stories with increasing attention and recall.

Joins in with repeated refrains