



CLASS HALF TERM OVERVIEW OF PLANNING
Year R- Oak Class
Autumn 1

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
	Topic: Where in the world					
RE F4 Being Special- Where do we belong?	What is our School like? Why do we come to School? Why is our School so special? How do we know that we belong to our School? Where is the Church in our village? What is it for? Has anyone ever been there before? What was it like? Decorate a School badge and add a pin to it to make	Baptism Where do you belong? How do you know you belong? Talk this through in a group What makes us feel special about being welcomed into a group of people?	***Visit to the Church/ role play Baptism / Bringing in Pictures of when they or someone they know were baptised	Consider signs and symbols used in the welcoming of children into the faith community e.g. water (pure and clean), baptismal candle.	How do we show people that they are welcome? Reflect on what we have been learning about this term. How do we make others feel welcome – Act out some scenarios together How could we make Willow Class feel Welcome? Could we invite them to a party in our class? What would we need to do? Links with Birthday Parties Tiger who came to Tea - making the Tiger feel welcome	
PSHE Me and my relationships Marvellous Me!		Talk to the children about their hobbies and interests – build on relationships in class by offering opportunities to work and talk together and have fun!	Read 'All About Me!' Focus for questions: Things that make us the same Things that make us different What's good about each of these things? It's nice to spend time with family and friends It's also ok to be alone sometimes and enjoy playing and doing things alone		Tell us about your special object or can anyone tell us about a special toy or object that you've had since you were very young? A favourite book, A favourite activity, A favourite place Did we all have the same things as our favourite thing? Explain that we are all different - sometimes	



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			Special interests and skills Working on taking turns to talk and share		we like the same things as each other and sometimes different things. This makes us special.	
Maths	<p>Focus Area: Getting to know you</p> <p>Baseline Assessment</p> <p>Number stories and songs</p> <p>Playing alongside the children using number mats, games and loose parts</p>	<p>Matching and sorting and comparing amounts</p> <p>Match objects Provide many opportunities for children to recognise the attributes of familiar objects and point out how they are the same. Encourage children to say why they match and how they know. For example, children should recognise that two cars in the small world area are the same because they are both the same colour and have the same number of wheels.</p> <p>Key questions</p> <ul style="list-style-type: none"> • Can you find a match? • Why do the objects match? • How do you know that they match? • What is the same about these objects? • What is different about these objects? • Can you find one that is different to mine 	<p>Identifying a set</p> <p>Model making sets with children in daily routines such as snack time. Children learn that we can make sets of objects and pictures through practical activities and games. For example, we all need a spoon and bowl for cereal, and we all need a knife, fork and plate for lunch.</p> <p>Key questions</p> <ul style="list-style-type: none"> • How do you know this is a set? • Why is this not a set? • What else do you need to make it a set? • Is this set correct? • Does your set match mine? • What is the same about these sets? 	<p>Compare Mass</p> <p>Children learn that objects can be compared and ordered by size. Model the use of language such as 'big', 'little', 'large' and 'small' and encourage children to describe what they notice. Moving the objects they are comparing close together can support understanding.</p> <p>Key questions</p> <ul style="list-style-type: none"> • Which object is heavier? How do you know? • Which object is lighter? How do you know? • What has happened to the balance scale? • Are large objects always heavier than small objects? 	<p>Compare Capacity</p> <p>Begin by exploring practically the idea that capacity is the maximum amount that something can hold. Initially they will use the language 'this holds the most' and 'this holds the least' to explain what they notice about capacity. Explore how containers look when full and empty.</p> <p>Key questions</p> <ul style="list-style-type: none"> • Which holds more/the most? How do you know? • Which holds less/the least? How do you know? • Does this container hold more or less? How can you find out? • Would the fit inside the box? 	<p>Explore Simple Patterns</p> <p>Children to recognise that a pattern is a repeated unit. They will explore different patterns and learn that patterns can be both visual and auditory (involving sound). Provide children with many opportunities to see and explore a range of simple patterns</p> <p>Key questions</p> <ul style="list-style-type: none"> • What pattern can you see? • What pattern can you hear? • What do you notice? • What words do you hear? • What sounds do you hear?



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English	<p>Baseline Share a selection of favourite stories and rhymes – Get to know which rhymes, poems, stories etc the children enjoy and begin to put together our favourites to form our Top 5 Books</p> <p>(Top 5 is a collection of 5 books including fiction, non-fiction and poetry that we will read over and over again during a half term so that the children can be immersed in the language, repetition and narrative. This learning of set texts supports the children’s vocabulary and understanding of how different texts work so that they can then go onto develop and put into place communication and language skills).</p> <p>Begin to learn Poetry Basket Poems – Chop, Chop and Wise Old Owl</p>	<p>Begin to share Michael Rosen’s ‘A Great Big Cuddle’ poetry book</p> <p>Share this daily to find out our favourites and build on rhyming language</p> <p>*** We will introduce a wide range of Traditional Tales to the children – focussing in on stories that they love and want to investigate further.</p>	<p>Little Red Riding Hood</p> <p>Share a collection of story props to accompany the story of Little Red Riding Hood</p> <p>Read the story and act it out with puppets and in the Show Circle</p> <p>Begin to map the story using pictures and actions and build up to using expressions</p> <p>Begin to mark make on story frames to write captions (Teacher scribe)</p> <p>Looking for clues to find the Big Bad Wolf – detective reports, taking photos of clues</p> <p>Make a class Wanted board on the English Working Wall</p> <p>How can we tell the wolf to be good? Links to writing notes to him and using PSHE skills</p>	<p>Goldilocks and the Three Bears</p> <p>Sharing the story together – lots of retelling on our own words</p> <p>Sequencing cards to order and use as focus cards for talking</p> <p>Making Porridge – looking at a porridge recipe – work together to make a bowl of porridge and then children follow recipe independently – mark making to write their own recipes</p> <p>In the Show Circle – work in small groups to act out the emotions of the characters applying new vocabulary and facial expressions to show feelings and ideas</p> <p>Encourage children to make their own story maps using letters and pictures and to retell the story with the help of their map!</p> <p>Design a chair or a bed for Goldilocks to use so that she doesn’t have to break the Bears’ furniture</p>	<p>The Enormous Turnip</p> <p>Retelling the story in our own words following on by acting out the story in the Show Circle!</p> <p>Children ‘Talk Write’ their story with an adult using a title such as ‘The Tiny Tomato’ or ‘The Massive Mushroom’ and use story card prompts to create their own story.</p> <p>Children might want to make their own family be the stars of the story.</p>	<p>A variety of Tales</p> <p>Opportunities for the children to reflect on their favourite stories and talk through their favourite parts – asking questions and posing ideas such as...</p> <p>What would happen to the pig’s houses if they were made from paper?</p> <p>If you were the Gingerbread Man, would you have crossed the River?</p> <p>Do you think that the Giant might be scared of Jack?</p>
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Communication and Language	<p>Home Corner – Allowing children to express themselves through feeling comfortable and confident in a familiar environment</p> <p>Creating / Talking about their homes – where they live and their local area</p>	<p>Explore in the Seasons shed outside – binoculars, cosy chairs and blankets to prepare for Autumn and the changes that it brings</p>	<p>Making a trap for the Big Bad Wolf</p>	<p>Setting up a Tug of War type game to free the Enormous Turnip</p>	<p>Making the home of the Bears and the 3 Little Pigs – huffing and puffing hairdryer game to blow the house down – making predictions – what will happen next</p>	<p>Making a camping den and campfire as a home in the woods</p>
Phonics	<p>Baseline</p> <p>Foundations for Phonics</p>	<p>Daily teaching at the beginning of every session of the formation of the phonics sound taught following Little Wandle Letters and Sounds programme</p> <p>Little Wandle Letters and Sounds Programme Phase 2 Week 1 - s a t p</p>	<p>Little Wandle Letters and Sounds Programme</p> <p>Phase 2 Week 2 - i n m d</p>	<p>Little Wandle Letters and Sounds Programme</p> <p>Phase 2 Week 3 - g o c k Tricky word - is</p>	<p>Little Wandle Letters and Sounds Programme</p> <p>Phase 2 Week 4 - c k e u r Tricky Word - l</p>	<p>Little Wandle Letters and Sounds Programme</p> <p>Phase 2 Week 5 - h b f l - Tricky Word - the</p> <p>Revision and assessment</p>
Understanding of the world	<p>Spend time in the mornings looking at the weather and talking about which weather types that they know and which ones are their favourite and why</p>	<p>People, Cultures and Communities</p> <p>Who Belongs in my family?</p> <p>Talk about the special people around you – Who do you live with and what makes them special?</p> <p>Add family members into House Templates – draw and mark make their special people</p>	<p>The Natural world - Seasons – Autumn</p> <p>Why does the weather change?</p> <p>Begin this theme with the children looking at how things change over time. Discuss and introduce the word Season and talk about which seasons they already know.</p>	<p>People, Cultures and Communities</p> <p>Who Belongs in my family?</p> <p>What is a Time line?</p> <p>Recap who is in our families</p> <p>Ask 'what is a timeline?'</p> <p>Do we all have a timeline?</p>	<p>The Natural world - Seasons – Autumn</p> <p>Why does the weather change?</p> <p>Which Season do they like the most and why?</p> <p>Introduce Class Voting and take a vote using their Mini Me to show which Season they like the best!</p>	



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		<p>Consider how families can be the same and different</p> <p>Create a Home Board – add things that the children would like to share from their home and family</p> <p>Look at photos or special objects brought in from home and take time to share these and ask questions about them.</p>		<p>Create the start of their timeline and add it to the display so that children can look at this and ask questions</p>	<p>Create a Class Season Wheel – children use a variety of materials to represent the different seasons</p>	
Nature School	<p>Exploring Nature School Safety Talk</p>	<p>Looking at Andy Goldsworthy – Land Art</p> <p>Children to use loose parts to create their own Land Art that they can then independently take photographs of and add to a display</p>	<p>Stick and Leaf Art – Autumn themed</p>	<p>Create a class collage of Natural Land Art to represent Autumn</p>	<p>Look at patterns in Nature to help us think about what we want to create</p> <p>Children may want to also draw, paint or colour to represent their favourite Andy Goldsworthy Land Art picture or create their own pieces</p>	<p>Making a fire – Hot chocolate and Marshmallows</p> <p>Free Choice – making own Autumnal creations in Nature</p>
PE Leap into Life	<p>Functional Movement Progression 1</p> <p>To run and walk using a variety in length of stride.</p>	<p>Movement Concepts Progression 1</p> <p>To begin to estimate the number of travelling steps (hop, Gallop, slide) needed to reach a destination.</p>	<p>Aesthetic Movement Progression 1</p> <p>To investigate different ways of moving isolated body parts and linking these together.</p>	<p>Aesthetic Movement Progression 2</p> <p>To travel using isolated body parts- back, stomach, bottom and feet.</p>	<p>Manipulative Skills Progression 1</p> <p>To anticipate the direction and appropriate action needed to receive a variety of equipment. To trap a ball with hands and feet.</p>	<p>Functional Movement Progression 2</p> <p>To develop a take off action for a variety of jumps. To develop correct landing techniques</p>
Expressive Art and Design	<p>Art – Exploration</p> <p>Let’s get creative – Children have opportunities to show what they like to do!</p>	<p>Art – What is a Self Portrait?</p> <p>Look at our faces in mirrors – what do we notice about ourselves? What shapes can we</p>	<p>Art – How do I draw my Self Portrait?</p> <p>Look at charcoal and have a go at using it to make lines and patterns of choice</p>	<p>Autumn Art – based on what we find on our walk – this will link with Nature School work on loose parts and will support the children to</p>	<p>Autumn Art - Children to create a natural Autumnal animal of their choice using Natural materials, paint mixtures and a variety</p>	<p>DT – Traditional Tale Soup</p> <p>Develop finger skills by peeling and chopping a variety of vegetables to</p>



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		<p>see? What goes next to what? Work on drawing some of our facial features in isolation Look at photos and designs of different eyes, ears, noses and mouths Where are these features placed on our faces?</p>	<p>Model drawing my face using a mirror to place things correctly on the paper Children have a go at copying this using both a mirror and charcoal</p>	<p>develop ideas on how to use Natural items to create pieces</p>	<p>of tools to create different effects– links with My First Book of Nature Text Encourage children to draw on previous knowledge from Portraits when considering the outlines and features of their animals</p>	<p>make a special soup for the characters of the Traditional Tales to enjoy Links with Computing</p>
Music Charanga Me	<p>Singing songs that we know and love Include performing to whole class or small groups Listen and Respond 2. Explore and Create using voices (Musical Activities) 3. Sing - Learn to Sing the Song 4. Share and Perform</p>	<p>Celebration by Kool & The Gang Listen and Respond 2. Explore and Create using voices (Musical Activities) 3. Sing - Learn to Sing the Song 4. Share and Perform</p>	<p>Happy by Farrell Williams Listen and Respond 2. Explore and Create using voices (Musical Activities) 3. Sing - Learn to Sing the Song 4. Share and Perform</p>	<p>Sing by The Carpenters Listen and Respond 2. Explore and Create using voices (Musical Activities) 3. Sing - Learn to Sing the Song 4. Share and Perform</p>	<p>Sing a rainbow by Peggy Lee Listen and Respond 2. Explore and Create using voices (Musical Activities) 3. Sing - Learn to Sing the Song 4. Share and Perform</p>	<p>Happy Birthday by Stevie Wonder Share and review our favourite pieces of music and ways of finding the pulse Share and review special musical vocabulary and have our own sing along in class to all of our favourite musical pieces</p>
Educational visits/visitors	Diwali Visitors					
Wall and interactive displays	<p>Science- Seasons –Autumn Focus – What do we know about Autumn Wall Phonics – daily change and focus Reading – Top 5 – 4 x Chosen by the children - familiar and favourite stories/ books that they would like to share The Poetry Basket – Children will learn two poems per half term to recite at home and to the Year One and Year Two classes in the school on a regular sharing basis – Chop Chop & Wise Old Owl Literacy Working Wall- The Tiger who came to Tea Maths Working Wall –Number – weekly change to reflect learning Topic- Getting to know you – pictures and photos of things that the children have been doing in class Reflection Area- What is reflection – pictures and objects to help us feel calm and peaceful</p>					