

Autumn B

Week 1: 2nd – 6th November

Personal, Social and Emotional

- After the half term holiday remind children of the class rules and routines, ensuring there are clear boundaries within the classrooms indoors and outdoors.
- Talk with the children about the weather diaries they kept during the half term holidays. Encourage them to speak with confidence. Use time-related words e.g. last week I, yesterday.
- During CIL time encourage the children to solve problems themselves and to make up their own challenges. Extend their learning challenges during Review times by making suggestions.
What makes a good...?
- With the introduction of whole class PD sessions teach the children how to change for PE, folding their clothes and dressing and undressing independently.

Communication, Language and Literacy

- Through circle time with LOLA (The listening leopard) provide opportunities for children to participate in meaningful speaking and listening activities.
- Phase 1 Phonics: Rhythm and Rhyme.
- Phase 2: Introduce Jolly Phonic sounds s a t p. Teach blending and reading high frequency words.
- Phase 3: Teach j v w x. Practise blending for reading and segmentation for spelling.
- During phonics sessions teach the children how to write the letters taught, showing them the correct formation.
- During whole class focus model writing a class firework poem, asking the children to think of words using talk partners. Show the children how to break their sentences into words and count the words they need to write. Encourage the children to help with segmenting the words.
- Encourage the children on **lilac book bands** to retell the stories using the pictures; the children on **pink bands** to begin to read the simple words relating to the pictures; and the children on **red and yellow bands** to read a range of common words and sentences independently.

Problem Solving, Reasoning and Numeracy

- During Welcome times discuss which group has the most/least amount of children. How can we make them the same? Teach the children how to start with the largest number and use 'Freddy' to count on the smallest number.
- Focus- ordering numbers to 10 and 20. Children cut out and stick numbers from 1-10/20/write their own numbers onto a rocket. Can they order and recognise all the numbers?
- During CIL have number ducks in the water for the children to fish out, recognise and order the numbers. Can they record their numbers on a clipboard?
- Number hopscotch in the Outside Classroom.
- Practise writing numbers on white boards.
- Order the large numbers on the washing line in the OC.

Knowledge and Understanding of the World

- Have torches available for the children to explore and find out how they work. Introduce different light sources for them to explore. Pose questions to the children, what will happen if...?
- Add colour paddles to the torches for them to investigate the colours. Support the children in asking questions and exploring for themselves.
- Focus - Designing and making. Teach the children how to plan and make their own junk models. Draw a picture of what they want to make. Find the resources they need. Join the materials together using own methods. Adapt their work where necessary. Model how to **plan, do, review**.
- Use 2Paint in the ICT suite. Teach the children how to change the colour, size and style of the paint brushes in order to create a firework picture and how to use the *fill* button to change the background colour.

Physical Development

- Introduce the children to whole class PD sessions in the hall. Teach the children how to find a space and encourage the children to show an awareness of the space around them and the space of others.
- Music and movement session - Autumn leaves - explore moving in different ways.
- Encourage children to notice the changes in their bodies after exercise, such as heart beating faster. Talk with the children about the importance of keeping fit and exercising.
- In the OC have music playing for the children to explore moving in different ways. Have the streamers and glitter sticks available for the children to explore movements, responding to how they feel with the music playing.
- During K UW-DM focus remind the children of safety techniques when using tools and why we need to be careful.

Creative Development

- During review times encourage the children to share their creative work, model language that enables children to talk about their experiences in greater depth and detail.
- Talk with the children about fireworks, how can they create pictures to look like fireworks? Provide a variety of resources, including chinks, paint, pastels, wax etc.
- After introducing the children to the skills involved in junk modelling provide them with opportunities to use their skills and explore concepts and ideas.
- During 'Early Morning Challenges' teach the children how to make different paint effects using marbles and combs in paint. Explore what happens when you use wax to make a picture and then paint over the top using black paint.
- During CIL have a variety of resources, including chinks, paint, pastels and wax for the children to create fireworks pictures on small and large scales.