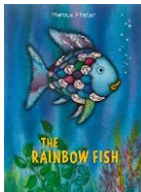
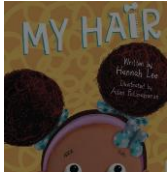
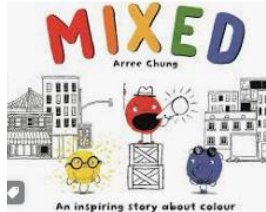
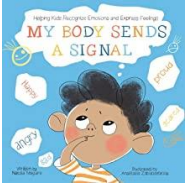
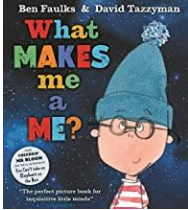
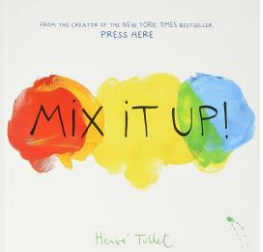


Aston Clinton School – Autumn 1 – How Do You Feel?

	Week 1 and 2	Week 3	Week 4	Week 5	Week 6 Assessment Week	Week7
Core Text(s)	The Colour Monster 	Ruby's Worry 	Perfectly Norman 	The Rainbow Fish 	 My Hair Black History Athletes	Mixed 
Rhymes	1, 2, 3, 4, 5 Once I Caught a Fish Alive	Baa, Baa, Black Sheep	Hey, Diddle, Diddle	Humpty Dumpty	Jack and Jill	Miss Molly Had a Dolly
Key Concepts	Children can explain how they are feeling and links those feelings to first hand experiences.	Children know what to do if they are feeling worried and how they can	Children understand that everyone is unique and that we should celebrate our differences.	Children can articulate the importance of sharing and how it	Children learn about black athletes around the world.	Children understand that it is okay to be different and how

		help a friend who is struggling.		feels to make others happy.		we can all live happily together
Linked Vocabulary	Happy Angry Sad calm Scared feelings emotion	Nervous shrink Nervous grow synonyms for big shrink	unique different similar	share shimmer	Athlete gymnast	Inseparable Disagree
Other Texts	My Body Sends a Signal  Happy 	Ravi's Roar  Meesha Makes Friends 	What Makes Me a Me? 	Fair Shares 	Cbeebies – Black history	Mouse Paint  Ellen Stoll Walsh  MIX IT UP! Heidi Toller

PSED – Activities Jigsaw Programme	Agree class rules. Talk about what makes a happy classroom. Learn lunchtime routines. <i>Jigsaw: Being Me in My World</i> <i>Talk about how we are all unique</i>	Ensure that children know that they can always go to any adult to share their worries. <i>Jigsaw: Being Me in My World</i> <i>Talk about similarities and differences.</i>	Encourage children to be proud of who they are. <i>Jigsaw: Being Me in My World</i>	Talk about how sharing makes everyone happy. Discuss in the context of creating a happy classroom where everyone is valued and respected. <i>Jigsaw: Being Me in My World</i>	Talk about the virtues of the different athletes, how they have had to work hard to get to where they are. <i>Jigsaw: Being Me in My World</i>	Encourage children to be independent when looking after their belongings. In toileting etc. <i>Jigsaw: Being Me in My World</i>
Development Matters/ELG	3-4 Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Reception Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. See themselves as a valuable individual. Build constructive and respectful relationships.					
	Little Wandle Nursery Rhyme Time – Daily programme –Learn Rhyme, listen to sounds, identify rhymes and initial sounds What can you see – Daily Talk time – extending children’s sentences Tales Toolkit – Introduce Story Telling Scheme. Weekly Class story and children to tell their own story. Record in class Tales Toolkit Book. Extend children’s ideas with descriptive vocabulary and use story telling vocabulary. Snack and Chat – Daily chat time at snack with pictures linked to learning for retrieval and vocabulary extension					

Communication and Language - Activities	Linked vocabulary – Vocabulary linked to key text and introduced during story time. Talk Through Stories – Vocabulary linked to text and sent home to parents					
	Talking point: Children discuss their feelings about starting school and relate the Colour Monster to times when they have felt happy/sad etc. Use pictures of children feeling different emotions and emotions stones in small world area.	Talking point: Role play talking to another adult about their worries (e.g. going to the dentist) so children know adults worry too.	Talking point: What makes you unique? Have mirrors out for children to describe their appearance and also talk about likes and dislikes.	Talking point: Discuss what you would have done if you were the Rainbow Fish. How do you think the Rainbow Fish felt before and after he shared his scales?	Talking point: What are the athletes good at? How did they become so good at their sport? Where do they live? How do you differ from them?	Talking point: Why do you think the colours didn't get along? What made them change their minds? How did they feel at the end of the story?
Development Matters/ELG	3-4 Enjoy listening to longer stories and can remember much of what happens. <i>Use a wider range of vocabulary</i> Reception Use new vocabulary through the day. <i>Listen carefully to rhymes and songs, paying attention to how they sound.</i> <i>Learn rhymes, poems and songs.</i> <i>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</i>					
Physical Development - Activities	Griffin OT - Dough Dance and Move with Jessie (Griffin OT) Griffin OT – intervention group activities Morning Time – Fine motor activities Little Wandle – Letter formation sheets Numberblocks – Number formation sheets					

	Get set for PE Introduction to PE Unit 1 Weekly lessons Outdoor Provision – Modelling use of equipment and extending movement					
		PE Unit 1 Lesson 1	PE Unit 1 Lesson 2	PE Unit 1 Lesson 3	PE Unit 1 Lesson 4	PE Unit 1 Lesson 5
Development Matters/ELG	Reception <i>Revise and refine the fundamental movement skills they have already acquired</i> <i>Progress towards a more fluent style of moving, with developing control and grace.</i> <i>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</i>					
Literacy - Activities	Little Wandle – Dilay Phase 2 Phonics Little Wandle – Daily Rhyme Time Oracy – Modelling and extending sentences and vocabulary Tales Toolkit – Introduce Story Telling Scheme. Weekly Class story and children to tell their own story. Record in class Tales Toolkit Book. Extend children's ideas with descriptive vocabulary and use story telling vocabulary. Linked vocabulary – Vocabulary linked to key text and introduced during story time. Talk Through Stories – Vocabulary linked to text and sent home to parents What can you see – Daily Talk time – extending children's sentences Snack and Chat – Daily chat time at snack with pictures linked to learning for retrieval and vocabulary extension					

	Focus: Sentence stems to complete orally: I felt happy when... I felt sad when...	Focus: Sentence stems to complete orally: This makes me happy or sad because... Adult to scribe and child to draw self portrait and write name if they can.	Focus: Sentence stems to complete orally: When Norman was wearing his coat he felt... When Norman took off his coat he felt...	Focus: Sentence stems to complete orally: The Rainbow Fish's scales looked... When the Rainbow fish shared his scales he felt...	Focus: The athletes are good at... The athletes come from..	Focus: Sentence stems to complete orally: The colours were unhappy/happy because...
	Provision: Clipboards for mark making. Large paper roll Paint brushes and water outside. Whiteboards Letter formation CVC activities Tales Toolkit resources Selection of mark making tools and paper					

Development Matters/ELG	3-4 Engage in extended conversations about stories, learning new vocabulary. Reception Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences.					
Maths - Activities	Numberblocks – Watching BBC Numberblocks linked program to key concept Daily Maths table challenges – linked to weekly topic Weekly independent challenges – linked to weekly topic Weekly independent work with adult - linked to weekly topic Number songs/rhymes – linked to weekly topic					
	Numberblocks: Numberblocks programmes 1 - 3 Focus Activity: identify one, two and three objects Start Baseline assessments	Numberblocks: Numberblocks programmes 4 – 6 Focus Activity: Identify amounts 4 – 7 Baseline assessments.	Numberblocks: Numberblocks programmes 8 - 10 Focus Activity: Identify amounts 8 – 10 Baseline assessments.	Numicon Introduction to the shapes to 10 Focus Activity: Can they identify the Numicon shapes to 10 and name the colours? Subitising – One or not one.	Numicon Bigger, smaller and inbetween shapes. Focus Activity: Can they name shapes that are bigger, smaller and in-between? Sequencing 3 part stories – first, next, last, before. Subitising – One or not one.	Numicon Recognising Numerals 1 - 10 Focus Activity: Can they match the numicon shape to the correct numeral? Subsisting – fewer and more

Development Matters/ELG	3-4 <i>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</i> <i>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</i> Reception <i>Count objects, actions and sounds.</i> <i>Subitise.</i> <i>Link the number symbol (numeral) with its cardinal number value.</i> <i>Explore the composition of numbers to 10.</i>	3-4 <i>Compare quantities using language: 'more than', 'fewer than'.</i> Reception <i>Count objects, actions and sounds.</i> <i>Subitise.</i> <i>Link the number symbol (numeral) with its cardinal number value.</i> <i>Explore the composition of numbers to 10.</i>
Understanding the World – Activities Past and present People and Cultures The Natural World	Ongoing: Children explore the outdoor environment. Water • explore floating, sinking and moving water • Explore powder paints and colour tablets • Discussing changes Guttering • How can you make your ball /water travel faster or slower? Talk about themselves and their immediate family and understand differences between themselves and others. Compare the lives of Black athletes with themselves. School Environment • Learning routes around school both inside and out Skills, Knowledge and Vocabulary: • Introduction to simple investigations (Skittles) • What is a season – Autumn focus • Introduction to exploring changes in materials (soup and seasons) • Vocabulary related to properties, materials, changes and living things	

Autumn: What is a season? What season is it now? Leaves change colour – what colours? Leaves fall from the trees. Exploring new environment	Autumn: In Autumn the days get shorter and the weather gets colder. Exploring new environment including Forest school	Autumn: What signs of Autumn can we see in the school environment?	Autumn: What are the parts of a tree? Can you find the trunk, bark, branch, roots and twigs?	Learning about Black athletes and where they are from, compared to where we live. Autumn: Revising all of the facts learned about Autumn.	Skittles Experiment. Introduction to an investigation – modelling how to predict and observe and comment and draw conclusions. Link to vocabulary – predict, dissolve, dilute. Pumpkin Soup – Introduction to changes in materials – modelling how to predict, observe and draw conclusions.
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Forest School	Forest School Rules	Forest School Rules	Autumn Walk – what are the signs of Autumn that we can see at our school. How is Autumn different from Summer.	Trees – what are the parts of a tree- identifying: trunk, bark, branch, roots, leaves, twig	Looking at twigs – what length are they. Ordering twigs by their size – long to short.	Making transient art with leaves based on Kandinsky – why are the leaves different colours?
Development Matters/ELG	3-4 Continue developing positive attitudes about the differences between people Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Reception Talk about members of their immediate family and community Explore the natural world around them. Describe what they see, hear and feel whilst outside					
Expressive Arts and Design - Activities	Role Play/Small World • Start with domestic role play and change according to likes • Den making • Dark den • Cars Model using creative area and skills of joining, cutting, types of glue Model how to draw self portraits					

	Simple colour Mixing				
	Model how to use the craft area and junk modelling table. Talk to the children about what they are making and how they have designed their model, what glue to use and how to use tape(all half term). Introduction to colours – watching Colour Blocks (all half term). Colours – red blue yellow and green Make colour monsters of their own choice. Music: <i>Charanga: Me</i>	Create a 2D worry monster by collage. Colours – orange and purple Music: <i>Charanga: Me</i>	Self portraits – use to assess drawing skills and see who is not on track. Colours – shades using black and white. Music: <i>Charanga: Me</i>	Children cut out shiny scales to make their own rainbow fish. Colours – pink and brown. Music: <i>Charanga: Me</i>	Colour mixing. Children experiment with primary colours using powder paints and watercolour pallets. Colours - grey Use thick and thin brushes to paint with Test Tube Colour mixing Kandinsky Learn about artist and make a watercolour based on “circles” Make a collaborative transient art piece using leaves Music: <i>Charanga: Me</i>

Development Matters/ELG

3-4 Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Reception Develop storylines in their pretend play Sing in a group or on their own, increasingly matching the pitch and following the melody.	3-4 Explore colour and colour-mixing Remember and sing entire songs. Explore different materials freely, to develop their ideas about how to use them and what to make. Reception Develop storylines in their pretend play Sing in a group or on their own, increasingly matching the pitch and following the melody.
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