









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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Text(s)	<p>The Colour Monster</p> 	<p>Ruby's Worry</p> 	<p>Perfectly Norman</p> 	<p>The Rainbow Fish</p> 	<p>Dogger</p> 	<p>The Way Home for Wolf</p> 
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 help a friend who is struggling.	Children understand that everyone is unique and that we should celebrate our differences.	Children can articulate the importance of sharing and how it feels to make others happy.	Children explore the concept of kindness. They relate the story of Dogger to their own experiences.	Children understand that it is ok to ask for help and the importance of helping each other.
Key Vocabulary	happy sad calm scared angry feelings emotion	worry nervous grow synonyms for big shrink	unique different similar	share adjectives to describe the rainbow fish's scales – shimmer etc fair	kind lose adjectives to describe Dogger.	independent help

<p>Other Texts</p>	<p>My Body Sends a Signal</p>  <p>Happy</p> 	<p>Ravi's Roar</p>  <p>Meesha Makes Friends</p> 	<p>What Makes Me a Me?</p> 	<p>Fair Shares</p> 	<p>The Large family stories.</p> 	<p>The Whale Who Wanted More</p> 
<p>PSED - Activities</p>	<p>Agree class rules. Talk about what makes a happy classroom.</p> <p>With an adult children complete speech bubbles explaining a time when they have felt the different emotions in the story. <i>Jigsaw: Being Me in My World</i></p>	<p>Ensure that children know that they can always go to any adult to share their worries. <i>Jigsaw: Being Me in My World</i></p>	<p>Encourage children to be proud of who they are. <i>Jigsaw: Being Me in My World</i></p>	<p>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></p>	<p>Talk about the virtues of the different characters in the story. Focus on Bella. What kind of character/sister is she? Would you like to have a sister like Bella? <i>Jigsaw: Being Me in My World</i></p>	<p>Encourage children to be independent when looking after their belongings. In toileting etc. <i>Jigsaw: Being Me in My World</i></p>
<p>Development Matters/ELG</p>	<p>3-4 <i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</i> <i>Understand gradually how others might be feeling.</i> <i>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</i></p> <p>Reception <i>Express their feelings and consider the feelings of others.</i> <i>Identify and moderate their own feelings socially and emotionally.</i> <i>Think about the perspectives of others.</i> <i>See themselves as a valuable individual.</i> <i>Build constructive and respectful relationships.</i></p>					

Autumn 1

Communication and Language - Activities	<p>Sing nursery rhymes every day after the register. Phase 1 phonics activities in provision e.g. listening walks. Take time to find out about each child during exploring time and rolling snack.</p>					
	<p>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. <i>Helicopter stories</i></p>	<p>Talking point: Role play talking to another adult about their worries (e.g. going to the dentist) so children know adults worry too.</p>	<p>Talking point: What makes you unique? Have mirrors out for children to describe their appearance and also talk about likes and dislikes.</p>	<p>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?</p>	<p>Talking point: Discuss Dogger in the context of feelings. How was Dave feeling at different points in the story? How about the little girl and Bella? Have you ever felt like this?</p>	<p>Talking point: Why do you think wolf wanted to do everything for himself? Discuss the concept of independence. What would you do if you saw someone needed help?</p>
Development Matters/ELG	<p>3-4 <i>Enjoy listening to longer stories and can remember much of what happens.</i> <i>Use a wider range of vocabulary</i> Reception <i>Use new vocabulary through the day.</i> <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></p>					
Physical Development - Activities	<p>Daily dough disco. Comment on what the children are doing e.g. I like how you are slithering through the tunnel. Note children not on track (fidgeting/lose balance) Funky fingers table in provision. <i>C Quigley – Ready to Learn</i> (during PE)</p>					
Development Matters/ELG	<p>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></p>					

Autumn 1

<p>Literacy - Activities</p>	<p>Introduce tier 2 vocab. Think of alternatives to our word for the day. Model speaking+writing a sentence every day. Little Wandle Phase 2 phonics every day.</p>					
	<p>Focus: Sentence stems to complete orally: I felt happy when... I felt sad when...</p>	<p>Focus: Sentence stems to complete orally: Ruby's worry shrunk because...</p>	<p>Focus: Sentence stems to complete orally: When Norman was wearing his coat he felt... When Norman took off his coat he felt...</p>	<p>Focus: Sentence stems to complete orally: The Rainbow Fish's scales looked... When the Rainbow fish shared his scales he felt...</p>	<p>Focus: Sentence stems to complete orally: Bella is a....sister. When Dave lost Dogger he was...</p>	<p>Focus: Sentence stems to complete orally: When Wilf was lost he felt... When Wilf came back his family felt...</p>
	<p>Provision: Clipboards in all areas for mark making. Large paper roll Paint brushes and water outside. Paper underneath tables for children to lie on their backs and draw.</p>					
<p>Development Matters/ELG</p>	<p>3-4 <i>Engage in extended conversations about stories, learning new vocabulary.</i> Reception <i>Read individual letters by saying the sounds for them.</i> <i>Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</i></p>					

Autumn 1

<p>Maths - Activities</p>	<p>Numberblocks: Numberblocks programmes 1 - 3 Focus Activity: Assess children's number knowledge through observation. Can they show 1, 2 and 3 in different contexts?</p>	<p>Numberblocks: Nu mberblocks programmes 4 – 6 Subitising. Focus Activity: Assess children's number knowledge through observation. Can they subitise to 5?</p>	<p>Counting carefully and using 5 frames. Focus Activity: Assess children's number knowledge through observation. Can they show 5 in different contexts?</p>	<p>Numicon Introduction to the shapes to 10 Focus Activity: Can they identify the Numicon shapes to 10 and name the colours?</p>	<p>Numicon Bigger, smaller and inbetween shapes. Focus Activity: Can they name shapes that are bigger, smaller and inbetween?</p>	<p>Numicon Ordering. Focus Activity: Can they order the shapes from one to ten?</p>
<p>Development Matters/ELG</p>	<p>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></p>			<p>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></p>		
<p>Understanding the World - Activities</p>	<p>Ongoing: Children explore the outdoor environment. What plants can you see? How should we look after them? Use the guttering outside to make ball runs. How can you make your ball travel faster or slower? Explore floating and sinking in the water tray. Make boats in the craft area and test on the water. Talk about themselves and their immediate family and understand differences between themselves and others.</p>					

Autumn 1

<p>Development Matters/ELG</p>	<p>3-4 <i>Continue developing positive attitudes about the differences between people</i> <i>Use all their senses in hands-on exploration of natural materials.</i> <i>Explore collections of materials with similar and/or different properties.</i> <i>Talk about what they see, using a wide vocabulary.</i> Reception <i>Talk about members of their immediate family and community</i> <i>Explore the natural world around them.</i> <i>Describe what they see, hear and feel whilst outside.</i></p>				
<p>Expressive Arts and Design - Activities</p>	<p>Role play area based on children’s interests and first hand experiences e.g. vet/shop/doctors etc.</p>				
<p>Make coloured handprints to decorate class rules. Collaborative colour monster collage Music: <i>Charanga: Me</i></p>	<p>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. Music: <i>Charanga: Me</i></p>	<p>Self portraits – use to assess drawing skills and see who is not on track. Music: <i>Charanga: Me</i></p>	<p>Children cut out shiny scales to make their own rainbow fish. Music: <i>Charanga: Me</i></p>	<p>Colour mixing. Children experiment with primary colours. Use thick and thin brushes to paint with. Experiment with clay. What does it feel like? What can you make with it? Music: <i>Charanga: Me</i></p>	
<p>Development Matters/ELG</p>	<p>3-4 <i>Explore different materials freely, to develop their ideas about how to use them and what to make.</i> <i>Develop their own ideas and then decide which materials to use to express them.</i> <i>Join different materials and explore different textures.</i> <i>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</i> <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i> <i>Take part in simple pretend play, using an object to represent something else even though they are not similar.</i> <i>Begin to develop complex stories using small world equipment.</i> Reception <i>Develop storylines in their pretend play</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i></p>			<p>3-4 <i>Explore colour and colour-mixing</i> <i>Remember and sing entire songs.</i> <i>Explore different materials freely, to develop their ideas about how to use them and what to make.</i> Reception <i>Develop storylines in their pretend play</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i></p>	