


Autumn 2

Semi- Formal

TfW: The Way Back Home

Topic: Understanding more about the community

My Mental Health and Wellbeing <u>My Dressing</u>	My Thinking and Problem Solving <u>My Play</u>	My Physical <u>My Dancing</u> <u>My Healthy Eating</u> <u>Sports</u>	Literacy <u>Talk for Writing</u>	Maths <u>White Rose Maths</u>
EYFS link: Personal, Social and Emotional Development National Curriculum link: PSHE	EYFS link: Communication and Language	EYFS Link: Physical Development National Curriculum: PE	EYFS Link & National Curriculum: Literacy	EYFS Link and National Curriculum: Maths Number and Place Value Birmingham Toolkits
<p>EQUALS: My Mental Health and Wellbeing</p> <ul style="list-style-type: none"> Use mirrors and tablets to look at images of oneself. Take self-portraits with a tablet including profiles and get others to take full and half-length images. Practise taking selfies. Make self-portraits: using a variety of mediums. Photographs of oneself at different ages. Mindfulness breaks Sitting up: Blowing through a straw, blowing bubbles or pretending to blow bubbles, making loud noises for as long as possible such as a lion roar in order to get the breath back. <p>EYFS:</p> <ul style="list-style-type: none"> Children are confident to talk about their families, their history and show the same respect to others. Children will be more confident to meet new people. Police, fire fighters, etc. Children will gain a stronger sense of self as they build up stronger relationships. They are confident at listening and responding to one another whilst playing independently. <p>EQUALS: Links My Dressing</p> <p>EYFS: Manage own personal needs including dressing.</p> <p>Understanding the sequence of getting dressed/undressed.</p>	<p>EYFS: Links Communication and Language</p> <ul style="list-style-type: none"> Children enjoy singing and are learning many different songs over the half term. Children will retell The Way Back Home and Bumps in the Night with confidence and independently whilst learning through play. Through independent learning, children will be able to sequence the story and discuss what they like and dislike. Children to play 'Guess the character game. For example, "My character has 4 legs and a tail". Model using the language and speaking in full sentences focussing on the correct tense 'The dog ran.' if children are confused with tenses, model and have children repeat. Through shared reading focus on children's listening skills. Prompt questions that will encourage good listening skills and deeper thinking about the story. Always respond to children in a positive manner to encourage confidence. Continue to build children's confidence with discussion, debating and embedding the use of sentence stems so that they can become confident at expressing a point of view and debate when they disagree. This will be achieved through shared reading and learning through play. The skill of listening will also be enhanced through debating. Encourage children to use complex sentences to link thoughts. <p>Interventions – Language 4 Thinking & Chatty Bats</p> <p>EQUALS: My Outdoor School</p> <p>Explore the outdoor school/environment using all my senses. To be confident in touching, smelling, listening, and looking.</p>	<p>EQUALS: Links to My Physical- PE and Sports</p> <ul style="list-style-type: none"> Sleeping Lions What's the Time Mr Wolf? Skittles Skipping with a big rope Large constructions for both indoors and outdoors can be used for obstacle races. To select, access and use a wheeled toy appropriately (bikes/scooters). <p>Children must know:</p> <ul style="list-style-type: none"> To have helmet on to be on the bike. Pedal and show that you can brake. <ul style="list-style-type: none"> Simple drills-dribbling ball bouncing relay races. Traveling independently using learners' mobility as a guide. <p>EQUALS: My Dance</p> <p>Dance 1– The body: Long and Strong</p> <p>Week 1: Encountering</p> <p>Music is played whilst learners walk / move through the space; When the music is paused, children create a "stretch statue".</p> <p>Sprouting Seeds Learners begin on the floor in a tight ball and the teacher mimes/describes watering the seed with a watering can; Learners begin to slowly grow and sprout, with reaching hands and feet, spreading arms and legs, slowly growing from seed to plant.</p> <p>Week 2: Exploring</p> <p>Learners are guided to choose a loop of elastic and hold it in both hands, feeling the texture and how it can stretch, making the circle/loop larger. Learners are guided to place one foot inside the loop so as to</p>	<p>EQUALS: My Outdoor School</p> <p>To be actively involved in the resourcing and telling of familiar stories, plays, poems. Re-tell the story in all the different seasons throughout the year.</p> <p>To be actively involved in the resourcing and telling of familiar stories, plays, poems. Tell the story of Bumps in the Night using the text map. Gather the props identified in the story.</p> <p>EYFS: Links Literacy</p> <ul style="list-style-type: none"> Children are becoming more confident with the phonics they are learning, and this is having a positive impact on reading and writing. Blending to read words independently is having an impact on the focus reading, with books that are matched to children's individual phonic ability. Tricky words are taught daily to read and spell until children can say them interpedently. <p>Introduce children to read simple sentences and phrases as part of their focus reading. Keep re reading until children are confident with what they are reading to help develop fluency.</p> <ul style="list-style-type: none"> Through focussed writing children will be beginning to form the graphemes they are learning correctly. Children will be given opportunity to practice writing independently across the curriculum. <p>Seasonal change (Winter) link to the shared reading story Stick Man/ Non –Fiction on Winter texts</p> <p>The Way Back Home Voyage and return *Immersion *Imitation</p>	<p>EYFS: Links Maths</p> <ul style="list-style-type: none"> Count objects, actions and sounds carefully so that they are clear when they finish counting and that is the total. If ready extend the children to think about one more/one less. Children to guess how many there are before they count so that they develop the skill of estimation. Matching numeral and quantity to 10 Counting, ordering and representing number to 10. Using PPW to partition numbers within 10. Make comparisons between objects relating to size, length, weight and capacity. Measure the skeletons using cubes. use the language long, short, longer, longest, short, shortest. Provide children with different objects arrange of items indoors and outdoors focussing language and understanding long/short/longer/shorter.  <ul style="list-style-type: none"> Use the outdoors to promote language and understanding by setting up mathematical provocations so that learning is fun and engaging but with a purpose. Highlight positional language through stories. Large Numicon pieces Children work together to count the pieces focusing one to one counting, and then order them. Use chalks/paper/whiteboards to write the numbers to match to the Numicon pieces. <p>NC: Measurement Compare, describe and solve practical problems for: lengths and heights (long/short, longer/shorter, tall/short, double/half)</p> <p>EQUALS: SCULPTURE</p> <p>Encountering 3D sculpture.</p> <p>Week 1 - Day 1 Tear newspaper or newsprint. Play a game with papers on large fabric piece or a small parachute, placing all the pieces in the parachute</p>

Decide which items of clothing must go on first before other items eg. socks before shoes; pants before trousers. Talk about 'layers' of clothing.

· Learning to place clothes in the order they are to be put on.

· Sequencing cards.

· Beetle Game

Development of self-organisation skills.

· Pairing socks, shoes, gloves etc.

· Find your partner- find a partner with matching gloves, socks etc.

· Find your 'coat' etc.

· Pack a bag/suitcase for....

· Snap.

· Hanging clothes on a hanger, folding, or putting away in drawers.

· Finding the clothes you will need for school or a particular activity from an assortment.

· Packing a PE kit into a bag.

· Recognising if clothes are inside out and turning them the right way round.

The World About Me Topic – People

To meet and greet people in an appropriate manner.

All of these meetings are opportunities for all learners to practice their meet and greet skills.

1. Learners should therefore have a set script which might consist of
2. Taking the initiative to step forward to the person
3. Use a phrase such as 'Good day. My name is What's your name?'
4. Encourage learners to use a personalised signing name to go with their spoken name. This will also bring up the whole issue of signing and give those learners who are adept at signing a chance to show off their skills! We can also be involved in working out a signing name for the visitor.
5. Wait for the visitor to say their name
6. Reply with 'Pleased to meet you'
7. Shake the person's hand
8. Move away or sit down to allow the next learner to come forward.

-Take part in sensory walks. Stand/sit still and experience the outdoors – what can you see, hear, smell, and feel? Stop to listen/ look/ feel/ smell. Use a timer (e.g. 30 seconds) to quietly experience.

-Create simple group forest poems.... I hear.... I see.... I feel..... I smell.....

Journey sticks - Select a stick of a reasonable size. Collect items along the route. Starting from the top, tie things of particular interest (using brightly coloured wool, double sided tape strip, elastic bands) moving down the stick as you go. Use these to recount the story of the journey when you reach the end and repeat this back in class.

-Make colour strips using natural materials – using your journey stick, put double sided sticky tape to stick small pieces of natural materials onto. This can be a good problem-solving activity – will it stick or not?

Parachute games – create a storm on the parachute, throw leaves onto the parachute, develop language in relation to this exciting experience.

EQUALS: My Thinking and Problem Solving

To find my lost..... lunch box, hat, headphones, wellington boots, etc.

The World About Me Topic – People

To find out more about those people who are important to me

Ask local community fire fighters to come in and give a talk to the pupils to explain the type of work that he/she does.

Allow learners to feel water hose, helmet, and ladder.

Explain to the firefighter that we are going to look at their favourite things and place them (or photos of them) in the shoe box. This could also be objects (or photos) related to his/her job.

Take lots of photographs of the learners with the fire engine and firefighter.

Take a photograph of the police officer and stick his/her photograph on the front of a shoebox.

Make a small class book of the experience with the firefighters so the children can orally recount it.

step on the elastic, securing it under their foot on the floor, and to use their hands and arms to stretch the elastic loop upwards and make their bodies into a long shape. Learners stand on the elastic with both feet and use their hands in a wide overhead position to stretch the elastic and make shapes- "What does this shape remind you of?"

Week 3: Developing Understanding

Select 3 favourite shapes and then add transitions between the static shapes – encourage increasingly complex shapes and 3D. Use key words.

Week 4-6: Christmas dance and performance

EQUALS: My Physical-Healthy Eating

Traffic light system to categorise foods:

· **Red** – high in fats, sugars and/or salt (fine as a treat, once a day at most)

· **Amber** – medium (OK choice)

· **Green** – low (healthier choice)

EQUALS: My Dressing

Development of the fine and gross motor control needed.

There is a whole range of motor control and coordination required for dressing, including core strength; balance and stability; hand dominance; ability to cross midline; hand-eye coordination, etc.

· Walking up and down stairs, e.g. delivering items around school, taking messages, visiting places with stairs.

· Big equipment/apparatus/ climbing frame

· P.E. activities - e.g. running, skipping, hopping, gymnastics.

· Dough Disco - YouTube.

· Tweezers, cutting, threading.

· Fidget boards- zips, buttons, toggles, laces etc.

· Clothesline and pegs.

· Games- Dressing up game (each member runs and puts an item of clothing on designated person. When everyone has had a turn- first team back are winners).

· Adult to model tying shoelaces step by step giving children to opportunity to practice.

*Innovation- substitution of characters and scene.

*Invent- creating scene, characters and plot orally through the mystery story box.

Writing – Hears different sounds in the words to segment.

• Basic skills (Capital letters, finger spaces, full stop).

• Develop sentence structure through colourful semantics.

Reading – Describe setting, character and events.

• Innovation using mystery story box.

• Role-play and small world retell.

• Understanding the characters and setting with props

Additional story: Shared Reading Bumps in the night

Through the shared reading session have a focus on the authors.

Non-Chronological report

Doctors – Busy People

Shared reading Stickman

Poetry /song- Shake them skeleton bones song.

We wish you a merry Christmas and Jingle Bells.

Parent Workshop- Night time scenes

Provocation

Doctor theme provocation

Christmas theme provocation, different

independent creative writing (letters to Santa, post cards, cards for loved ones, wrapping presents).

EQUALS: Literacy in the Outdoors

-To be actively involved in the resourcing and telling of familiar stories, plays, poems. Re-tell the story in all the different seasons throughout the year.

-To be actively involved in the resourcing and telling of familiar stories, plays, poems. Tell the story of Whatever Next using the text map.

Gather the props identified in the story.

Literacy Overview

Week 1 – The Way Back Home (Share reading – How to Catch a Star)

Week 2 – The Way Back Home (Share reading - Beegu)

Week 3 – (Nonfiction text -My First Book About Space) (Share reading – Beegu)

Week 4 - Bumps in the Night (Nonfiction text Time to go to bed)

Week 5 - Bumps in the Night (Nonfiction text Firefighter – Busy People)

and floating them up and down up and down. Mix up mache paste or PVA glue and water. Put the paper into mache mixture and apply to surface of sculpture. LEAVE TO DRY. Day 2 Paint sculpture using; hands, brushes, sponges, rollers etc exploring 3D sculpture

Week 2 - Look at various Gaudi images from Park Guell in Barcelona and talk about and name 3d forms. Look at differing junk modelling objects such as cereal boxes, plastic bottles, yoghurt pots, chocolate boxes etc. Choose a box or Cylinder and count how many sides it has. Select different coloured paper and cover each side with different colour paper or select different textures to cover each surface with. Create group Gaudi sculpture with every ones individual pieces.

Week 3 - Explore creating a sculpture using at least 3 different junk modelling objects. Explore changing their shape or form by cutting, making holes and attaching materials, inserting smaller shapes into holes and securing (with tape, elastic, staples etc.) Explore adding more recycled materials and processes to extend or change the shape of the material for example, papier Mache. Tearing newspapers, experiencing the sensation of paste, applying to a surface, painting) developing techniques of wrapping and layering. Attach the objects by using; tape, making holes and threading string, fabric strips, pipe cleaners or cable ties, staple, elastic bands etc.

Developing understanding of 3D sculpture.

Week 4 - Look at images of Parc Guell and talk about the various shapes. Demonstrate cutting, folding, coiling, twisting, fanning etc thin card with learners exploring this to create their own imaginative park attaching with tape, glue or staples to a cardboard base. Arrange any of the above models' learners have made and explore using lamps or torches to create shadows and learners to take photographs. Learners can also explore drawing them using differing medium - pencil, charcoal, paint, chalks etc.

Developing understanding of how to make various 3D shapes.

Week 5 - Day 1 Draw around simple 2d shapes such as squares, rectangles, circles, ovals and triangles and cut out. Find pictures in magazines of differing 3d shapes. Cut out and stick next to the appropriate 2d shape. Day 2 - Look at differing images of lanterns and talk about their 3d shapes and what they may be influenced by (North African etc) Day 3 - Demonstrate creating a pyramid using

Understanding the link with personal hygiene.

- Sort dirty and clean clothes.

The ZONES of Regulation



EYFS: Explain the reasons for rules, know right from wrong and try to behave accordingly;
 -Discuss road safety with the children. Ask the children about journeys they have been on and what types of transport they have used before. Pass a transport item round, when the child is holding the transport item it's their time to speak and tell everyone what their favourite transport is.

The World About Me
Topic – People

To explore how relationships have a two-way working basis

Having explored how people help us, how can we help other people?
 And who can we help, by for example, picking up rubbish in the local park?
 How can we help in school, by for example, carrying a bag for a pupil who can't do it, washing a cup, putting our rubbish in the bin; how can we help at home.

To explore ways of helping other people.

Are there other ways we can help those less fortunate than ourselves such as a fundraising,

Week 6 - Doctors – Busy People (Nonfiction text Last Stop on Market Street)

Week 7 - Sticman (Communication Week)

Activity – Draw a picture of aspects of friendships. Looking at similarities and differences PPT

Activity – children to work in pairs to discuss their similarities and differences and draw a picture of their friend.

very thin card and drawing around a set sized triangle four times. When folded, this will create a 3d pyramid. Day 4 - Draw smallish shapes on to the card and cut out or use hole puncher to make holes in the card to allow the light to come through. Day 5 - Fold triangles inward with the 3 points meeting in the middle.

<p>food banks, collecting items of food for the homeless, children in need, comic relief etc. This could be a year-long project and a topic in its own right.</p> <p>NC: Links to RHE Families are important for children growing up because they can give love, security and stability. - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. -That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>				
<p>Educational Visits: Firefighters Safeside</p>	<p>Parent Workshops: Create a nighttime scene.</p>	<p>Festivals: Christmas Diwali</p>		