

Semi - Formal- Autumn 1

TfW: The Smartest Giant in Town & The Smeds and Smoos

Topic: Sorting and Using Materials

My Mental Health and Wellbeing	My Thinking and Problem Solving <i>My Play</i> <i>My Dressing</i>	My Physical <i>My Dancing</i> <i>My Healthy Eating</i> <i>Sports</i>	Literacy <i>Talk for Writing</i>	Maths <i>White Rose Maths</i>
<p>EYFS link: Personal, Social and Emotional Development National Curriculum link: PSHE</p>	<p>EYFS link: Communication and Language</p>	<p>EYFS Link: Physical Development National Curriculum: PE</p>	<p>EYFS Link & National Curriculum: Literacy</p>	<p>EYFS Link and National Curriculum: Maths Number and Place Value Birmingham Toolkits</p>
<p>EYFS: Personal, Social and Emotional Development: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Shared Reading: A Little Bit Brave</p> <ul style="list-style-type: none"> - Achieving goals <p>EQUALS: My Mental Health and Well-being</p> <ul style="list-style-type: none"> · Use mirrors and tablets to look at images of oneself, pulling faces, looking at your own expressions, hair and eye colour. 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, classes and groups could take at least a term to build up a portfolio of self-portraits and because children change so much over their lifetime in school. · Photographs of oneself at different ages. <p>Shared Reading: The Day the Crayons Quit.</p> <p>EYFS: Personal, Social and Emotional Development: Self-Regulation- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> - Make a zones of regulation picture. - Helping others - <p>RHE: Being safe- where to get advice e.g., family, school and/or other sources.</p> <ul style="list-style-type: none"> - Identify people who can help us <p>EQUALS: My Mental Health and Well-being</p> <ul style="list-style-type: none"> · 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 to get the breath back. 	<p>EYFS: Developing language through stories</p> <ul style="list-style-type: none"> -Through story, children will be able to discuss what they liked or disliked. Discuss character and their impact on the story. Skills taught in shared reading. -Using sentence stems children will be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Can start a conversation with an adult or a friend and continue it for many turns enhanced during story time and learning through play. -Making stories built on from stories learnt-supporting children to be more confident to take turns in conversation. -Will use talk to organise themselves and their play, especially after being encouraged to do so through provocations based on different scenarios. <p>Targeted Interventions: WELCOMM Colourful Semantics Chatty Bats</p> <p>EYFS: will be able to discuss about learning by sharing experiences during learning through play. ECAT provocation Making biscuits</p> <p>EYFS: Describe what they see, hear and feel whilst outside.</p> <p>NC Y1: Describe the simple physical properties of a variety of everyday materials.</p> <p>EQUALS: Communication through My Outdoor School</p> <p>To explore the outdoor school/environment using all my senses. To be confident in touching, smelling, listening and looking.</p> <ul style="list-style-type: none"> - 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 to quietly experience. Record as appropriate responses to create simple group forest poems. Stop and sit. Stop and sit on ground. Use hands and bare 	<p>EYFS: Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>NC Y1: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>EQUALS: My Physical– PE and Sports</p> <ul style="list-style-type: none"> · Musical Chairs · Musical Statues · Simon Says · Follow the Leader · Running to stations which might be colours, mats and bases. · Large constructions for both indoors and outdoors can be used for obstacle races. · To select, access and use a wheeled toy appropriately (bikes/ scooters). Children must know: <ul style="list-style-type: none"> - To have helmet on to be on the bike. - Pedal and show that you can brake. · Simple drills-dribbling ball bouncing relay races: <ul style="list-style-type: none"> * Jumping over different height hurdles * Jumping different distances * Climbing over bean bags and/or soft play blocks * Throwing - Traveling independently using learners' mobility as a guide, e.g., logrolling, commando crawling, crawling, jumping, running, walking (including using walkers, sticks etc) forward/backward rolls, putting a sequence of movements and balances together, vaulting etc. <p>EYFS: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and</p>	<p>EYFS: following continuum toolkit outcomes</p> <ul style="list-style-type: none"> -Through focussed and shared reading children will understand the five key concepts about print: 1.print has meaning, 2. print can have different purposes, 3. we read English text from left to right and from top to bottom, 4. the names of the different parts of a book, 5. page sequencing -During phonics develop their phonological awareness, so that they can: count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. -During the reading session engage in extended conversations about stories, learning new vocabulary. Through shared reading children will get that deeper understanding of text, story line, character and setting description. <p>Talk for Writing Strategy <i>The Smartest Giant in Town</i></p> <p>Journey story Orally-</p> <ul style="list-style-type: none"> *Immersion *Imitation *Innovation- substitution of characters and setting. *Invent- creating scene, characters and plot. <p><i>The Smeds and Smoos</i></p> <p>Voyage and Return Orally-</p> <ul style="list-style-type: none"> *Immersion *Imitation *Innovation- substitution of characters and setting. *Invent- creating scene, characters and plot. <p><i>The Baddies</i></p> <p>Character Flaw Orally-</p> <ul style="list-style-type: none"> *Immersion *Imitation 	<p>EYFS: following continuum toolkit outcomes</p> <ul style="list-style-type: none"> -Children are secure at counting, ordering and forming numbers to 20. -Encourage children to think about amounts in play. We need 5 plates as there are 5 of us. How many spoons of flour do we need to make gingerbread men. How many books do we need for our group? Moving numbers up to 10 when ready-introduce number songs up to 10. -Developing a love for number and representing, using numbers, marks and symbols. -Children to be secure using mathematical language, 'more/less/fewer than, provocations such as making the gingerbread men, will consolidate these concepts in a non-threatening manner, encourage the language when children are learning through play. -Challenge children to solve real world mathematical problems with numbers up to 10 and beyond, we have 4 bowls how many more do we need? -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Use resources in the classroom to support this, E.g., our tables have curvy corners, the door is a big rectangle. -Encourage positional language through play. Put the flour in the bowl. Can you put the bowls on the table etc? Build this knowledge up throughout the year. -Highlight positional language through stories. <p>EYFS: Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>NC Y1- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>

Shared Reading: Rain Before Rainbows

– Discuss things that they might struggle with or are worried about. Discuss strategies and coping methods.

EYFS: Personal, Social and Emotional Development: Building Relationships- Work and play cooperatively and take turns with others.
RHE: Caring friendships- important friendships are in making us feel happy and secure, and how people choose and make friends.
- Friendship display to give hub identity

EQUALS: Adventure School–Focus Session
To build a shelter (refer to semi-formal curriculum)
-Explore with learners why we need a shelter? To keep warm, dry, out of the wind, to rest, to sleep, to conceal ourselves from people or animals. Start off small with groups of 2 or 3 learners working together with a lightweight tarpaulin draped and pegged over chairs or tables.
-When your learners are reasonably comfortable with and competent at making their own shelter in small groups, then bigger with the whole class working together to make one communal shelter.
-Find suitable logs to act as seats or bring cushions with you from school.
-It is important to take lots of time to experience using the shelter for meaningful purposes.
-View the shelter building and the use of the shelter as a communal exercise that we all enjoy together.

NC Y1: Describe their immediate environment using knowledge from observation.
EYFS: The outdoors will engage natural play and children will be supportive and more confident to play with or alongside other children.
EQUALS: Outdoor School
To identify life lived outdoors.
-To maintain the outdoor school environment. Litter picking. Children to develop taking responsibility.
- Hide & seek. Staff will need to establish the boundaries of the outdoor space and probably practice recognising and reinforcing those boundaries before starting on this game.

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feet to explore the immediate area. Lie down on the ground and just look up at to get a different perspective on the world above you.

EYFS: Express ideas and feelings about their feelings about their experiences.
NC Y1- Listen and respond appropriately to adults and peers
EQUALS: Refer to My Thinking and Problem Solving
-To gain access to my favourite... toy, snack, drink, I-pad, piece of flappy string, etc.
-To acknowledge that I want/need equipment.
-To get the resources and equipment I want/need
-To communicate a want/need.
-Problem solving within Independence.
-To collect own lunch utensils

EYFS: Understanding the World: The Natural World- Explore the natural world around them, making observations and drawing pictures of animals.
NC Y1- Science: Identify, name, draw and label the basic parts of the human body.
EQUALS: My Dressing
Knowing body parts
• key vocabulary to be used to describe body parts, actions, directions, etc.
· Songs about body parts
· Games e.g., Simon Says
· Matching activities- Put labels onto body, label own body parts with post it notes.
· Sort pictures of arms, legs etc.
· Artwork e.g., painting hand and footprints, portraits, collage
• Action and directional games
• obstacle courses and games
• involving small apparatus to
• support understanding of
• actions and direction
• instructions involved in
• dressing and undressing.

EYFS: Managing Self- Manage their own basic hygiene and personal needs, including dressing.
EQUALS: Identifying items of clothing
• Agree key vocabulary, signs and symbols to be used.
• Games- Hunt the clothing- treasure hunt; Pass the Parcel for each layer-have items of clothing in each layer in correct order- children to put on as they open the layer, discuss what might come next, what’s left etc?;
• Fruit salad with items of clothing.
• Role play through stories which involve dressing up.

understanding the importance of healthy food choices.

EQUALS: My Physical-Healthy Eating
When cooking makes sure you have clean hands and do not handle food at all if your hands are dirty as all of these could make you ill.

EYFS: Demonstrate strength, balance and coordination when playing.

NC Y1: Perform dances using simple movement patterns.

EQUALS: My Dance
Dance 1– The body: Snakes
Actions: travelling e.g., wiggling, sliding)

Week 1: Encountering
Watch the story of Dear Zoo.
Show the group the snake toy
elicit action words to describe
(Wiggling, sliding, slithering).

Week 2: Exploration
Travel around the room in variety of styles, Work in2s to develop movements.
Week 3: Developing Understanding. Improvisation on snake movements and adjusting course of movements according to actions of others. Children to respond to the tambourine.

Dance 2– Space: Dance by chance
(Actions: examples of travelling, jumping, turning, gesture, holding stillness.)
Accompaniment: Boogie Woogie

Week 4: Encountering
Carrying out movements to drumbeats. Use painting by Klee and Miro develop movements too. (eg Mondrian’s colours: red=gesture, blue=jump, white=turn, black=travel, grey=hold stillness). The painting will provide a pathway – a ‘script’ that will be danced

Week 5: Exploring
Experiment with different ways of interpreting the actions – explore contrasts in levels, speeds and strength.

Week 6: Developing Understanding
Teacher led dance:
Simplify the script to be Danced by the whole group. Demonstrate dance scripts to each other.

*Innovation- substitution of characters and setting.
*Invent- creating scene, characters and plot.

Writing- following continuum toolkit outcomes
-Lots of opportunity for writing both independently and supported.
Drawing pictures and painting, e.g. drawing a character from the story, then using letters they know to describe it.
- Chn using initial sounds to write simple words or graphemes they are learning in phonics.
-Focus on letter formation.

Non-fiction
Instructions
How to make shortbread and pumpkin soup. Orally retell how to do instruction and use phonic knowledge to write words correctly, build into writing shared simple sentences to begin the process of understanding sentence structure. Engage children with writing shopping lists on the writing table the ingredients they would need to buy.

Ensure all children are beginning to write their name.

Recount-
Children to orally retell their visit to the church. Children draw and label elements of the church.

Jack and the Beanstalk
Create an individual book using creative media. Offer a review of peers book.

Warning poster
Linked to *The Baddies*

Songs- Autumn leaves & Big red combine harvester.

EQUALS: Enhancing Literacy through My Outdoor School
To be actively involved in the resourcing and telling of familiar stories, plays, poems. Tell the story of We’re Going on Bear Hunt using the text map. Gather the props identified in the story.

Literacy Overview
Week 1- A Little Bit Brave
Week 2&3- The Smartest Giant in Town

EQUALS: Enhancing Maths through My Art (sculpture)

Encountering 2D and 3D shapes.
Week 1 -Have ‘feely bag’ of differing 3d forms, making sure that at least two of the same objects are in the bag. These objects may be anything that fit, for example, small plastic bottles, corks, lego pieces, yoghurt pots, cardboard tubes etc.
-Look at and feel differing 3d shapes and forms, have various objects and materials for learners to look at and explore.
-Various junk model-ling materials and objects, fruit, household objects etc.

Week 2 -Day 1 Look at differing 3D cubes and cuboids such as cereal boxes, shoe boxes. Count the sides and number them. Draw around all the 6 sides of the box each onto different coloured paper, card or textured surface and cut the shapes out.

Day 2 As independently as possible, identify the correct size shape and glue to each individual side of the box. Put all together to create a group sculpture.
Exploring various 3D shapes.

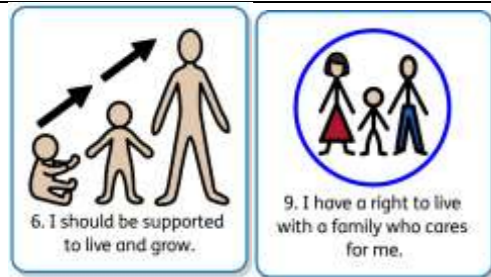
Week 3 -Look at differing 3D forms-cylinders, cuboids, cones, pyramids. Look at various cylinder shapes such as Smartie tubes, Pringle pots, yoghurt pots etc. Wrap thin card around a plastic bottle or tube. Tape it loosely and slide out of the bottle to demonstrate the shape needed to construct a cylinder shape.

-Learners to explore creating their own cylinder forms -make different sizes and work out how to make a top and bottom. These can be turned into rockets, buildings etc used individually or as a group sculpture or added to the sculpture of cuboids as above.

Week 4 -Look at different sized cubes and cuboids perhaps through bringing in various boxes, household objects etc.) Choose a card box and carefully deconstruct it.
Lay it flat onto card, tape it down and draw around it. Look at where the folds are on the box and draw dotted lines.

Week 5 -Play feely game using different junk modelling materials (plastic bottles, cereal boxes, yoghurt pots etc). Talk about what the objects feel like and what they might be made from. Using the above objects on the table, work as a group exploring wrap-ping masking tape around an object and then passing it onto another learner to wrap another object to it before moving it on etc. Once all learners have had a go, wrap it all up together to create one large sculp-ture!

Week 6 -Perhaps set out to make a building, a scarecrow, a spaceship or just an abstract shape that might look like something once it is finished (or might not!). Explore this using differing



The ZONES of Regulation

Blue Zone: Sad Bored Tired Sick	Green Zone: Happy Focused Calm Proud	Yellow Zone: Worried Frustrated Silly Excited	Red Zone: Overjoyed/Elated Panicked Angry Terrified



- Exploration of items of clothing from feely bag.
- Matching activities- e.g., match the hat to the head, shoe to foot.
- Bring in items favourite
- clothing- show me your favourite hat etc.
- Sorting 'washing' into categories
- Make a clothes collage.

EYFS: Managing Self- Manage their own basic hygiene and personal needs, including dressing.
EQUALS: Putting on and taking off various items of clothing

- Play *Hunt the Shoe*: backward chaining exercise to practice the last element of dressing. This can be extended to *Hunt the Sock* etc. Adult modeling.
- Games such as Musical Getting Dressed (like musical chairs, whoever has the most items on at the end of the game is the winner); variation on Kim's Game (child leaves the room and makes a change to their appearance, removing an item of clothing or adding an item of clothing, can the children identify the change).
- Dressing up box. Activities/games involving different sized clothing and footwear so that learners begin to understand what fits them and what is comfortable to wear and how it feels if clothing or footwear are too big/long/short or too tight.

EYFS: Expressive Arts and Design: Creating with Materials- Share their creations, explaining the process they have used.

NCY1: To use a range of materials creatively to design and make products.

EQUALS: My Outdoor School: To be creative by using the natural resources of the outdoor school.

- Make stick people –perhaps inventing relationships such as families, animals.
- Bark/leaf rubbing Woodland graffiti. Roll out lining wallpaper onto forest floor. Provide paint in trays. Use twigs/ small, leafed branches, leaves, feathers etc. as mark making tools.
- Group graffiti -put large paper on floor/or directly onto floor, paint using natural materials.

Week 7: Children to perform.

Week 4- Jack and the Beanstalk (Communication Week)

Week 5 & 6- The Smed and Smoos

Week 7- The Baddies

Week 8- Winne and Wilbur and the Gigantic Pumpkin

materials to attach objects with eg-fabric strips, elastic bands, staples, cable ties, pipe cleaners etc.
Week 7 -Explore the process of paper Mache; Tear newspaper or newsprint. Play a game with papers on large fabric piece or a small parachute, placing all the pieces in the parachute 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.

Educational Visits
Aston/Somerfield Park Nature Walk

Festivals:
Halloween
Harvest Festival

Parent Workshops
Sensory Story workshop