



Who am I?

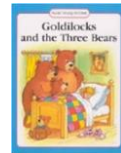
**Who am I?****How do we celebrate?****Who made these footprints?****Who is afraid of the big bad lion?****Are plants alive?****What is it like to be beside the Sea?****Focus Texts**

That's not my....

Handa's Surprise

Kitchen Disco

Peace at Last

**Core Texts****Planned Environment Enhancements****Small World**

Selfie dolls (create representatives of themselves/ families/ staff at school, to use in the role play and small world areas)
Dolls house- familiarity

Creative

Self Portraits
Exploring materials
Autumn Colours & Colour mixing

Investigation

Mirrors to explore facial expressions
Look at photos to identify feelings and compare to own face
Investigate Autumn objects

Construction

Domestic Role Play linked to self e.g. home corner

Reading

Books about families (diversity)
Favourite books to share

Writing & Mark Making

Making cards for someone special
Name labels for themselves and members of their family

Malleable Materials

Playdough- explore and build finger muscles
Creating pictures with pegs and peg boards
Mr Potato Head1

Role Play

Domestic Role Play linked to self e.g. home corner

Possible lines of enquiry

What do the lives of my own family tell me about the past? (UW- History)
What do I look like? (EAD- Art)
Where do I live? Local Study (UW- Geography)
Why do we use bricks to make houses? Materials and their properties (UW- Science)
How do I feel? (PSED)

The Prime Areas

During their enquiries children will have lots of opportunity to ask questions, seek answers and develop their scientific vocabulary.

There are lots of opportunities for discussion which will enable children to develop their communication and language skills

Key Vocabulary

Unique, Special, Past, Present, Family, Relationships, Exercise
Food, Fruit & vegetables names, Healthy, Exercise, Safe, Clean



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Communication and Language

Skills Progression

Understand a two-part question or instruction	Understand how to listen carefully	Listen attentively- demonstrating through the comments made in discussion
Start to express a point of view using talk as a tool	Describe events and people in some detail using talk as a tool to organise thoughts	Participate in conversations with others e.g. peers, adults, etc.

Focus Tasks and Interaction opportunities

- ✓ Using our senses to explore the environment e.g.
- ✓ Feely bags and trays gloop, etc.
- ✓ Smelly bottles essential oils, herbs, spices etc.
- ✓ Torches- what can you see in the boxes? Small boxes with pictures inside use torch to light up.
- ✓ The sound of our environment listening bingo for outdoor area (thinking about where we live)
- ✓ Circle time to discuss ourselves, our favourite things, and our families
- ✓ Opportunities to discuss and share- turn taking

Assessment Check point

- ✓ I can respond to what I have heard by asking questions and saying what I think
- ✓ I can follow a one- or two-part instruction
- ✓ I enjoy joining in at group times and story times I can demonstrate good listening behaviours
- ✓ I can listen carefully
- ✓ I can respond with questions, comments and actions



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Personal, Social and Emotional Development



Knowledge Progression / Skills Progression

I know some words to describe different feelings
I know some of the ways I can practice healthy living

I am learning to identify and label my own feelings
I am learning some of the ways that I am staying healthy

I know some words to describe different feelings
I know some of the ways I can practice healthy living

I am starting to identify how I feel

I can start to identify and explain my feelings- self control

I know how I am feeling and have strategies to manage this

Focus Tasks and Interaction opportunities

- ✓ Healthy Eating– look at healthy and unhealthy foods– link to veg printing and creating a fruit salad
- ✓ Feelings– Colour Monster. Discuss and label all the different feelings and come up with a time we have
- ✓ Being unique– what makes me a special person (link to RE Christianity for CE)
- ✓ What am I good at? Goal directed behaviour- what do I want to do next? Short-term goals.
- ✓ Think about ways of staying healthy and incorporate exercise, sleep and healthy eating into our routine

Assessment Checkpoints

- ✓ I can identify a range of different feelings
- ✓ I am starting to be aware of rules in the school and classroom
- ✓ I am starting to know ways to stay healthy
- ✓ I can express and identify my feelings



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Physical Development



Knowledge Progression

I can skip, hop, stand on one leg- games

I can use fundamental movement skills: roll, crawl, walk, jump, run, hop, skip, climb

I can develop different movement styles- hopping, skipping, jumping, climbing, dancing, running

I am showing a preference for a dominant hand

I am developing my small motor skills to use a range of tools competently

I can use a range of small tools confidently

Focus Tasks and Interaction opportunities

- ✓ Healthy Eating– look at healthy and unhealthy foods– link to veg printing and creating a fruit salad
- ✓ Think about ways of staying healthy and incorporate exercise, sleep and healthy eating into our routine
- ✓ Create self portraits using various artistic techniques e.g. cutting for collage, painting, drawing, etc to rehearse fine motor skills

Assessment Check Points

- ✓ I can use lots of different ways of moving appropriately
- ✓ I can use cutlery and other one-handed equipment
- ✓ I can use a range of tools e.g. scissors
- ✓ I can move in different ways- run, jump, skip, climb



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Literacy



Knowledge Progression

Skills Progression

I know some letters from my name

I can know a repeated pattern within a story

I know how to orally segment single sound CVC words e.g. c-a-t

I know how to listen carefully

I know how to make a simple list

I Know what a list is

I can say the initial sounds in most words

I can verbally compare two places

I can write some initial sounds

I can discuss what I have read

I can write my own name

I can listen carefully

Focus Tasks and Interaction opportunities

- ✓ Recognise repeated pattern in books
- ✓ I will learn to describe and explain
- ✓ I will learn to create my own narrative
- ✓ To discuss what I have read
- ✓ I will learn to comment on what I can see
- ✓ Write a narrative using simple sentences
- ✓ Write a sentence.
- ✓ Explore different tastes.
- ✓ Identify initial letters.
- ✓ Compare places
- ✓ I will learn how to make a list
- ✓ Sequence a stories

Assessment Checkpoint

- ✓ I know the letters in my name
- ✓ I can orally segment single sound CVC words
- ✓ I can recognise a simple list
- ✓ I can hear and write some initial letter sounds heard
- ✓ I can discuss what I have just read
- ✓ I can recognise and join in with repeated patterns within a story
- ✓ I can explain what a simple sentence needs



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Mathematical Development

Knowledge Progression



Skills Progression

I can show numbers to 5 using concrete resources

I can match numeral and quantity to 5

I can say one number name for each item

I can quickly say how many there are (up to 3)

I can count to 5 reliably

I can start to continue and copy patterns

Focus Tasks and Interaction opportunities

- ✓ Tidy up routines
- ✓ Making dough and measuring ingredients.
- ✓ Counting jigsaw pieces into bags.

Assessment Checkpoints

- ✓ Play bunny ears to assess understanding of 1,2,3.
- ✓ Autumn repeating patterns
- ✓ Building towers of up to 5.



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Medium Term Plan

Autumn 1



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Understanding the World - Science



Knowledge Progression / Skills Progression

I know where food comes from

I know about changing seasons.

I know that some food comes from animals and some foods are grown

I know ways to be safe in different types of weather

I know about healthy food choices

I know the changes to my local environment in Autumn

I can understand how animals are used for food production

I can explore the natural world.

I can say why measuring ingredients is important

I can describe what I can see, hear and feel whilst outside.

I can talk about what I should and shouldn't eat to help keep me healthy

I can talk about changes I notice – leaves changing colour, trees losing leaves.

Focus Tasks and Interaction opportunities

- ✓ Make fruit smoothies
- ✓ Make a flappy hand chicken
- ✓ Make magic milk potions
- ✓ Learn how to make Salt dough leaves
- ✓ Making pancakes
- ✓ Fruit and vegetable sorting

Assessment Checkpoints

- ✓ I can identify what exercise I have done during the week and why it is good for me
- ✓ I can explain where an egg comes from and understands the life cycle of a chicken
- ✓ I can explain where milk comes from, what a cow produces and why milk is healthy
- ✓ I can identify foods made from wheat
- ✓ I can explain where different fruits & vegetables come from, where they grow and I can describe the taste & texture, bitter, sweet, hard, soft...



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Understanding the World - History



Knowledge Progression

Skills Progression

I am learning to describe the lives of my own family
I can name some members of my family and talk about them
I am becoming more aware of the past linked to myself and my family and how it has changed

I am learning about my own life story and what has happened in my own family
I know some things that were different in the past e.g. no television, different toys/ clothes

I am learning to talk about how things have changed for me and my family
I can identify similarities and differences between shops today and when grandparents were children.

I can discuss significant events from the recent past
I can talk about myself and the ways in which I have changed

I can talk about what I can see in pictures of the past
I can talk about my family and people in the community and their roles

I can sequence pictures of my own life in chronological order
I can explain some of the similarities and differences between my home and those in the past

I can sequence events in my own life
I can talk about what I have heard and seen in stories and picture books and how this is different/ the same
I can make a family tree showing how close family members are linked.

Focus Tasks and Interaction opportunities

- ✓ Look at and order photos of myself through time– entre discussions about how I have changed
- ✓ Talk about who is a member of my family
- ✓ Look at photographs of my family now
- ✓ Look at and discuss photos of my family in the past
- ✓ Look at and discuss my favourite toys and then compare to my parents and grandparents favourite toys.
- ✓ Read stories with historical settings e.g. The Tiger who came to Tea and Peepo and use a as a vehicle to discuss family life in the past

Assessment Checkpoints

- ✓ I can talk about what I can see in pictures of the past
- ✓ I am becoming more aware of the past linked to myself and my family and how it has changed
- ✓ I can talk about changes that have happened to me throughout my life
- ✓ I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc.
- ✓ I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts



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Understanding the World - Geography



Knowledge Progression

Skills Progression

I am learning to explore and talk about my immediate environment

I am learning to talk about the world around me using vocabulary linked to the environment

I am learning the key vocabulary to describe features of my environment

I can make detailed observations of the world around me

I can start to think about the time of year from the things that I observe in my environment.

I can discuss the different types of weather we get in Arnside and when in the year these may occur more often

Focus Tasks and Interaction opportunities

- ✓ Learning walk in Ashmeadow– what can we see and hear. Take photos with ICT (linked to technology) what is the seasonal change?
- ✓ Discuss the different vocabulary we could use to describe our local area e.g. hills, forests, roads,, etc.
- ✓ Discuss the change to Ashmeadow through the different seasons.
- ✓ Model the vocabulary we might use to describe the environment and support children in their vocabulary choices.
- ✓ How does the weather effect our local environment?

Assessment Checkpoints

- ✓ I can talk about the area I live in
- ✓ I can explore and make detailed observations of the world around me thinking about my senses- feel, hear, see, smell
- ✓ I can discuss the physical change that seasons have on my local area
- ✓ I can discuss the change in weather and how this may effect Arnside.



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Expressive Arts and Design - Art



Knowledge Progression

Skills Progression

I can name a range of colours
I am starting to describe colours e.g. dark blue

I can begin to discuss colours linked to primary, mixing, lighter and darker.

I can use vocabulary linked to colour and colour mixing.

I am learning to explore colours and colour mixing

I am learning to explore artistic techniques in colour

I am learning to use different techniques related to colour

Focus Tasks and Interaction opportunities

- ✓ Discussion linked to colours– lighter, darker, primary colours, mixing, etc.
- ✓ Self- portraits– look at skin colour, eye colour and hair colour,
- ✓ Create self- portraits with different mediums
- ✓ Provide mirrors for children to explore how they look, thinking about the colours, shapes, etc.
- ✓ Model colour mixing and take the opportunity to discuss colours used, etc.
- ✓ Model the use of various art equipment e.g. chinks, paints, etc.

Assessment Checkpoints

- ✓ I can explore materials and colour mixing freely
- ✓ I can select colours with a purpose
- ✓ I can explore techniques