

Continuous Provision Mapping for Autumn Term TOPIC- Me and My Family

Construction Areas	Investigation Areas	Water Areas	Areas for digging sand and mud	Malleable Areas	Creative Areas
Stickle Bricks Duplo Bricks Mobilo Base Boards Design Prompts	Magnifying Glasses Tweezers Deep tuff spot tray Sorting bowls/trays Atlas and globe	Water Tray Aprons	Digging tools for sand Digging tools for mud kitchen Mud kitchen Aprons/protective clothing	Rolling pins Creation Boards Cutting tools Detailing tools Moulding Tools Aprons	Paint Brushes-chunky and fine Paper-assorted sizes Paint palettes Water pot Drawing pencils Colouring pencils Scissors Collage materials Colour mixing tubes Pipettes Paint in pump pots Plain paper Sugar paper Chunky marker pens
Indoors- Joining x2bricks together and separating them again Horizontal and vertical stacking Bridging-using 2 blocks to support a 3 rd Enclosing-using bridging techniques to create an enclosed space	Explore what our sense are and how we use them in our environment Explore the natural world in autumn Understand what autumn is and how it effects the environment around us Observe weather conditions for autumn Interpret a simple map Map making of our immediate environment	Pouring and filling containers Using funnels to fill containers Channelling water	Outside: Explore the texture of dry sand Explore changing the texture of sand by adding in water Using tools for digging and filling a container Emptying a container by tipping it over/out	Use simple tools to shape doh Use simple tools to add in texture and pattern Explore texture of materials Shape and mould dough of different sizes Use tools to add in detail and pattern-including lines, texture, poking and cutting Join clay using water	Explore the texture of paint-mixing powder paints with water Changing effects of sand by adding alternative mediums-sand, glitter, glue, salt, water, flour Pressing, rolling, rubbing and stamping to make prints Mixing colours to make facial skin tones Mixing colours to make secondary colours for a rainbow Creating colour wheels Representations of our face from observation

					Positioning of facial features
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House Building Bocks Families Building Blocks	Weather and seasons books Weather and seasons flash cards for sorting Maps of local area Pictures of school-ariel view Community blocks for building our local area Family blocks Blocks for building houses Trees and artificial grass pieces Photos of our local area- key points of interest	Water Buckets Tubes Funnels Scoops Jugs Containers in a range of sizes and shapes for filling and emptying, pouring in and out	Sand buckets Sand moulds Digging equipment- spades, spoons and scoops Sieves Mud kitchen recipe cards Mud kitchen equipment- sauce pans and oven trays	Googley Eyes Pasta Pipe Cleaners Play Doh Scissors Face Design Ideas	Face templates Photos of our families as prompts Wax crayons and pastel colours mirrors

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Writing Areas	Funky Fingers/Fine Motor Development	Reading Shed/Book Areas	Role-Play	Small World Areas	Maths Area
Colouring pencils Sharpeners and rubbers Writing pencils	Tweezers Threading laces and pipe cleaners	Fiction and non-fiction books for pleasure Decodable books	Home corner- cooker, oven, fridge, microwave	People Blocks for building	Flash cards number 1-5 Subitising patterns 5 x frames

Plain and lined paper Notebooks Clipboards Wipe boards, pens and erasures Phase 2 grapheme charts Handwriting rhymes on display Chalk and blackboards	Pegs Scissors	Puppets linked to stories Cushions for sitting on Story maps	Tea set Dinner set Saucepans and stirring resources Table and chairs	Tress, rocks, pinecones, artificial grass Animals Habitats	Counting objects Flash cards 1-5 Number blocks 1-5 characters Pattern cards
Letter formation for new graphemes taught New graphemes and their phonemes-phase 2 LWLS Develop fine motor skills for writing (see funky fingers)	Development of hand-eye-coordination Pinching Holding an object in both hands at once Using scissors to cut around a shape	Handling books carefully Turn a page at a time Holding books up the correct way Places books back correctly on their shelves Identifying pictures and texts Identifying the author and knowing what an author's job is Oral blending Mapping out stories Using simple story language from familiar stories	Doing up and un-doing fastenings on clothing Sharing and turn taking Tidying up and caring for resources Communication Imitating domestic routines which we see in our own homes	Organising and sorting resources back into their correct places Turn taking and sharing Communication-adding a narrative to a game	Comparing numbers 1-5 Subitising patterns 1-5 Counting forwards to 5 Copying and creating patterns which repeat Colour patterns
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Grapheme formations templates Handwriting shape cards-dots, straight lines and crosses, circles, wavy lines, loops, straight lines Phase 2 grapheme charts Rocket words for display	Coloured beads for pattern threading Alphabet beads Coloured pom-poms and tweezers for sorting pots Scissors to cut around a shape-hand prints	Books/stories featuring families-'all about families' 'starting school' J and A Ahlberg Autumn Poetry Family masks Oral blending cards Sequencing cards from familiar stories Word maps relating to stories/texts	Dressing up clothes as family members Family hats/masks Food-fruit and vegetables Balti dishes	Community blocks for building our local area Family blocks Blocks for building houses Trees and artificial grass pieces Photos of our local area-key points of interest	Maths Books-'Simon Sock' 5x frogs' ducks puppets Compare bear pattern boards Natural resources to create own patterns-shells, conkers, twigs, pinecones

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Autumn 1	Topic/Theme: Me and My Family
	Key Knowledge and Vocabulary
Literacy WRITING	<p>Week ½: New intake to write own name and draw own picture of themselves to be used as a baseline assessment of mark making skills</p> <p>Assessment of: pencil grip, dominant hand used, mark making ability</p> <p>Week 3: To mark make with a variety of tools such as: pencils, felt tip pens, marker pens, chalks and paints-children to learn how to rainbow write and to trace over magic yellow pen in SODA</p> <p>Week 3: NFER Literacy Assessment for first intake</p> <p>SODA Focus: To know how to write letters from my name using name cards to either copy or trace dependent on starting point</p> <p>Week 4: NFER Literacy Assessment for second intake</p> <p>Week 4: To know how to hold a pen in a correct and effective grip To develop a dominant hand-assessment for writing hand and grip used</p> <p>Week 5: To understand that when writing we track from left to right-rainbow orientation assessment</p> <p>On-Going from week 3 To learn correct letter formation using a memorable phrase for each grapheme taught daily during LWLSP-part of writing assessment To begin to form recognisable letters by copying following LWLSP daily-scaffolds to be provided in writing areas</p>
READING	<p>Week 1 and 2: Assessment of: How children hold a book, the correct way up, upside down, back to front</p> <p>Week 3: To start Little Wandle's Letters and sounds Programme Sharing decodable books to go home with children To learn which is the front cover and which is the back To learn how to turn a page, one at a time To learn to read individual graphemes as taught in Little Wandle Revised Letters and Sounds programme-begins week 3</p> <p>Week 4: To learn that the words in a book are wrote by an author</p>

	<p>To be able to orally blend simple cvc words to play a game, : 'touch your l e g'</p> <p>Red rocket words to go home in rocket word books</p> <p>Week 5: To learn how to orally blend CVC words using taught GPC's</p> <p>To know when reading we read from left to right</p> <p>Week 6: To develop pace when identifying graphemes-speedy sounds daily during phonics review</p> <p>Daily story times, setting expectations for behaviour when listening</p> <p>Reading Books and red, blue rocket words to home</p> <p>Week 6: Decodable guided reading books to go home and group reading to begin-2 groups alternate days with teacher for 20 minutes</p>			
Phonics (begins week 3)	<p>Little Wandle Revised Letters and Sounds Programme</p> <p>Phase 2:</p> <p>Week 3: s a t p</p> <p>Week 4: i n m d</p> <p>Week 5: g o c k Tricky Word: is</p> <p>Week 6: c k e u r Tricky Word: l</p> <p>Week 7: h b f l Tricky Word: the</p> <p>Week : review and assessment</p>			
		R1	R2	R3
Bucket Time Focus:	Week 3:			
	Week 4:			
	Week 5:			
	Week 6:			
	Week 7:			
NUMBER	<p>To develop the key skills of counting (stable order principle)-assessment of counting skills for NFER baseline</p> <p>To develop the one-one principle when counting objects-assessment of counting skills NFER Baseline</p> <p>To learn to match objects and numbers-cardinality</p> <p>Weeks 1 and 2: Induction weeks</p> <p>Week 2: Baseline assessment of numbers NFER for first intake</p> <p>Week 3: Baseline assessment of numbers NFER for second intake</p> <p>Week 4: Introduce numbers 1, 2, and 3</p> <p>Number Rhymes</p> <p>Week 1: Five hippos balancing https://www.youtube.com/watch?v=5pl7j4Xog-4</p> <p>Week 2: Five currant buns https://www.youtube.com/watch?v=-mi79hRcSXI</p> <p>Week 3: Here is the beehive www.bbc.co.uk/teach/school-radio/articles/zntdrj6</p> <p>Week 4: Two little dickie birds https://www.youtube.com/watch?v=QIH7o7A5hNo</p> <p>Week 3: Five little ducks https://www.youtube.com/watch?v=HOWt5un1-Ts</p> <p>Week 4: Five little speckled frogs https://www.youtube.com/watch?v=TtX8yVEF0-w</p> <p>Week 5: Five monkeys jumping on the bed https://www.youtube.com/watch?v=4L6e0mwbGXw</p>			

	<p>Week 6: Where's the monkey https://www.youtube.com/watch?v=idJYhjGyWTU</p>
NUMERICAL PATTERNS	<p>Week 2: Making a set-vocabulary: matching, same, different, family, belongs To know how to sort objects by comparing their colour, size and shape To learn comparison language to describe size, mass and colour and shape Week 3 Odd one out in a set-Vocabulary: does not belong, matches, different, odd Week 6: Birthdays now and next counting 5 Week 6: Patterns which repeat using x2 colours or x2 shapes-copying and continuing Week 7: Circular patterns and own patterns which repeat</p>
Fluency-Subitising	<p>Week 5: Introduce 'see the amount, we don't count' show children a range of subitizing patterns for 1 and 2-dice, fingers and spots</p>
Understanding of the World: SCIENCE	<p>All About Me Week 1 and 2: To know the facial features and position them correctly including-ears, eyes, eyebrows, eyelashes, nose, chin, cheeks, lips, mouth, forehead (identify and name) To understand we use our eyes to see, ears to listen and mouth to talk (Wellcomm) To know not all people, have 5 senses (blind, deaf and mute) Week:3 Know the parts of our bodies including-head, neck, shoulder, back, spine, chest, legs, arms, elbows, knees, ankles, wrists, fingers, toes, hips, bottom, stomach (identify and name) Week: 4 To know the internal organs and the job they do including-brains (to think), lungs (to breath), heart(to pump blood around) To know a skeleton is a frame for our body Seasons of the Year-Autumn</p>
GEOGRAPHY	<p>My Home Week ½ induction:To know what our school is called-HHPS To know what our class name is-RC2/R1, R3, R4 Week 3:</p>

	<p>To locate our classroom and other key areas within school-playground, Miss Lucas' office, lunch hall, PE hall, first aid station, toilets</p> <p>Week 4: Directions to PE Hall</p> <p>Know some directional language when talking about my route to school including left, right, forwards, backwards, up, down, in front, behind, next to (Wellcomm)</p> <p>Week: 5</p> <p>To know the type of building I live in -vocabulary: houses, flat, bungalow, garden, home,</p> <p>To observe the things I can see on my route to school-shops, houses, buildings, zebra crossings, trees, parks, bridges, rivers, bus stops, shops</p> <p>Week: 6</p> <p>To know where I live-Hodge Hill, Birmingham, England (UK), earth</p>
HISTORY	<p>My Family</p> <p>Week 4:</p> <p>To know who my family members are, To talk about our past, present and be able to talk about our dreams for the future</p> <p>Know that the past has already happened, and the future is time yet to come</p> <p>To know and talk about past and present events in their own lives and those of family members such as when I was a baby, now I'm at big school and when I grow up...</p> <p>To use comparison language to talk about how our families are similar or different in relation to the homes we live in, the make-up of our family members eg-brothers, sisters, grandparents, etc</p> <p>To name family members Vocabulary: brother. Sisters, mother, father, daughter, sons, grandmothers, nanny, grandpa</p>
Personal, Social and Emotional Development	<p>Weeks 1 and 2: transition weeks: Pink Goes to School</p> <p>To set expectations for behaviour, routines and boundaries for reception</p> <p>To know the boundaries and behavioural expectations in our class/school and why this is important to always follow-introduce behaviour boards and class dojos as reward systems</p> <p>To locate our own classrooms and coat pegs, hanging up coat on peg using hoop</p> <p>1 Decision PSHE</p> <p>Weeks 1 and 2: Pink goes to school</p> <p>Blue learns to share</p> <p>To know the boundaries and behavioural expectations in our class/school and why this is important to always follow</p> <p>To know that we should share our resources with others by turn taking</p> <p>To know what good looking is and practise this when looking at others when they are talking, looking towards the person talking. Introduce, 1,2,3, eyes on me!-introduce widget cards to reinforce this (being respectful) To know what good listening is and practise this when listening to others-introduce widget cards to reinforce this (being respectful)</p> <p>Week 4: Red needs the Toilet</p> <p>Week 5: Why Does Purple Play Differently-link to individual children in class as a way of explaining and supporting children to understand why they behave differently to others</p>

	<p>Week 6: Orange Feels Worried To know that it is ok to ask for help and how to do this To understand that I am part of a class and groups-we can work as a team to look after each other and to help each other out when needed</p> <p>Week 7: Red's Hearing Aids</p>
Physical Development Gross Motor including PE and outdoor play	<p>Week 4- Directional Language to PE Hall To locate the PE hall and find our way back to our class again To know about spatial awareness-‘space spots’ To know how to move within a space in safety To practise lining up and walking in the line</p> <p>Week 5- Getting changed for PE To locate the PE hall and find our way back to our class again To know about spatial awareness-‘space spots’ To know how to move within a space in safety To practise lining up and walking in the line To change direction and speed spontaneously and safely- To STOP! And GO! And FREEZE! To understand how to listen carefully to all of an instruction and follow what is asked</p> <p>Week 6- To know about coordination and that it is the ability to use different parts of our bodies efficiently and smoothly To hold a shape</p>
Fine Motor Including ‘Funky Fingers’	<p>Week 1 and 2: To fix and join construction blocks together</p> <p>Week 4: To hold a pencil effectively-crocodile writing To follow a line when tracing with increasing accuracy</p> <p>Ongoing from Week 3: To form recognisable graphemes using mostly correct letter formation and rhymes from LWLSP To write the letters from our name SODA Focus</p> <p>Week 4: To know how to use scissors correctly to cut around a shape To know how to use tweezers effectively to pick up smaller items-links to counting objects in and out of a container</p> <p>Week 5: To colour within a line developing control-funky fingers table activities</p> <p>Week 6: Know how to do up fastening including, buttons, press studs, Velcro and zips-I Can do up my own zip challenge</p>
R.E	To know that people have different people in their lives who are special to them

	<p>To understand what the word 'special' means</p> <p>To learn comparison language to describe people in their lives that are special to them</p> <p>Discovery Scheme:</p> <p>Special People</p> <p>Religion: Christianity and Judaism</p>
Expressive Arts and Design ART	<p>Week 3 and 4:</p> <p>To explore the artist: Picasso-links to historical figures</p> <p>To use natural items to create portraits</p> <p>To manipulate an image to create a representation of our portrait</p> <p>To first draw and then paint our own portrait for display</p>
ROLE PLAY	<p>To develop self-regulation</p> <p>To understand how we behave in the role play areas</p> <p>To include turn taking, sharing, waiting patiently</p> <p>To choose it, use it and tidy it away</p>
MUSIC	<p>To know how to listen attentively to music</p> <p>To learn words and actions to new songs:</p> <p>Week 1: Head, shoulders, knees and toes https://www.youtube.com/watch?v=ZanHgPprl-0</p> <p>Week 2: one finger, one thumb https://www.youtube.com/watch?v=fIVQfH9nrx0</p> <p>week 3: The Hokey Cokey https://www.youtube.com/watch?v=ulsFONO-qZg</p> <p>Week 4: Here we go round the Mulberry Bush https://www.youtube.com/watch?v=LjlwUnVXQ4U</p> <p>Week 5: Little Peter Rabbit https://www.youtube.com/watch?v=7ilRpmxkmGE</p> <p>Week 6: If you're happy and you know it https://www.youtube.com/watch?v=71hqRT9U0wg</p> <p>Week 7: Shake your sillies out https://www.youtube.com/watch?v=NwT5oX_mqS0</p>
Additional Experiences TRIPS/VISITS	<p>Autumn Walk of Awareness</p> <p>Parent's reading and phonics workshop</p>