

Blue Base Autumn Term Long Term Overview

English	The world about us	Physical wellbeing	Independence	Outdoor schooling
<p>Narrative Billy and the Beast</p> <p>Stage One: To follow the sequence of a short fictional narrative story.</p> <p>Stage Two: to retell part of the story.</p> <p>Stage Two: To retell the story with increasing accuracy</p> <p>To answer questions by locating information in texts.</p> <p>To describe characters and settings and write descriptive phrases.</p> <p>To sequence part of a story.</p> <p>To act out different verbs and develop vocabulary</p> <p>Express personal responses about a text.</p> <p>To develop own ideas and adapt part of the text.</p> <p>Non-fiction</p> <p>To listen carefully and follow instructions</p> <p>To sequence instructions.</p>	<p>Festivals: Learning about and from Harvest Festival</p> <p>Why is Harvest Festival celebrated? What do people do for Harvest Festival? What would we like to do for Harvest Festival?</p> <p>Discuss the community, and those less fortunate than ourselves. How could we be more caring towards others? Discuss how Harvest Festival is a time for giving to others. Encourage children to bring items for the Festival/take to the old peoples Home.</p> <p>Christmas: Learning that the celebration of Christmas is about giving as well as receiving.</p> <p>Discuss special times like birthdays and weddings and what the children do on these occasions. Think about Christmas as Jesus’ birthday and discuss God’s message to love everyone.</p> <p>Who do we love? Why are they special? How do we show it?</p>	<p>Good mental health and wellbeing</p> <p>Emotions</p> <p>Recognising and understanding own emotions.</p> <p>Expressing emotions</p> <p>Recognising triggers and staying calm</p> <p>Physical wellbeing</p> <p>To develop gross motor skills using large play equipment.</p> <p>Use of balance boards, trampoline, tunnels etc.</p> <p>To participate in and enjoy different forms of balance and co-ordination based physical activity</p> <p>Warm ups – focus on balances, making shapes</p> <p>Sensory breaks – yoga</p> <p>To participate in, and enjoy different forms of, skill based physical activity</p> <p>Tig or Tag games, putting one foot on a ball and standing still.</p> <p>Dribbling a ball with feet.</p> <p>Kicking to a target.</p>	<p>To develop self-organisational skills</p> <p>To independently get their own equipment and put it away in the correct place.</p> <p>To carry out a short task independently.</p> <p>Pre-cooking skills</p> <p>To follow instructions</p> <p>To use a spreading knife to spread and chop.</p> <p>To make our own fruit salad.</p>	<p>To understand and look after the environment</p> <p>Bird feeders – lard and bird seeds squashed into balls, fir cones or halves of an orange then hung in trees.</p> <p>Observe the differences between plants.</p> <p>Planting bulbs. Gather and plant conkers, acorns, seeds, to make a tree nursery</p> <p>Take responsibility for “Leaving No Trace” – keeping the forest natural.</p>

Music	The world about us	Art	Maths	Outdoor schooling
<p>Charanga My musical heartbeat</p> <p>To listen to and find a steady beat To find the pulse Copy and repeat a simple melody Copy and repeat a simple rhythm</p> <p>To listen to and participate in cross curricular songs.</p>	<p>Plants To experience, explore, investigate, record and communicate what can be discovered and learned about plants in the immediate environment.</p> <p>To explore the relationship between seed and plant. To explore plants that can be eaten. To explore where plants have come from and how they are transported</p> <p>The Seasons, change, the passing of time</p> <p>To recognise the passing of a year is marked in seasons To participate in events that are specific to each season – Harvest Festival To relate changes in temperature to different times of the year.</p>	<p>Collage To encounter, copy and continue a pattern using a variety of objects and materials.</p> <p>Explore copying and continuing a pattern using a variety of objects and materials as well as identifying differing objects by their shape and differing size.</p> <p>Develop understanding of differing 2d and 3d shapes and forms when used in collage.</p> <p>Painting Experimenting with primary and secondary colour</p> <p>Sculpture 2D and 3D shapes Look at differing 3D forms- cylinders, cuboids, cones, pyramids. Explore creating their own cylinder forms – what can we make them into? Deconstruct cardboard boxes and reconstruct again. Paint and create a sculpture.</p> <p>Printing Create leaf, fruit and vegetable prints. Create random designs as well as repeat patterns and shapes.</p>	<p>Gp A NCETM Prioritisation in maths Unit 9 Coin recognition</p> <p>Gp B NCETM Prioritisation in maths Unit 8 Numbers to 100 Unit 9 Coin recognition</p> <p>Gp C NCETM Prioritisation in maths Counting within 100</p> <p>Shape and patterns To identify and continue repeating patterns To identify simple 2D and 3D shapes</p>	<p>Seasonal awareness: Autumn</p> <p>Look for signs of Autumn leaves, flowers, berries, migrating birds, fungi.</p> <p>Look at the colours and make a palette of different reds and browns.</p> <p>Find autumn leaves good for printing back in class.</p> <p>Look at the animals and insects who do hibernate. Create a Hibernation Zone by making cosy areas in the outdoors to prepare for winter.</p> <p>Make an autumn framed picture.</p> <p>Take photos to compile a seasonal guide to the forest school over the course of the year.</p>