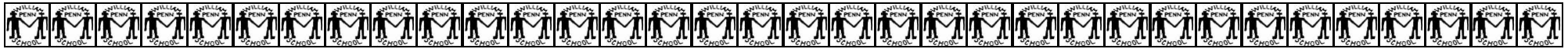


Term: Autumn 2024

Topic: Fantastic Fairy tales

Class: Cadbury

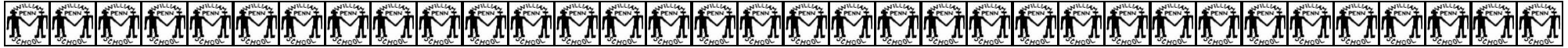
Week	Personal, Social and Emotional Development	Communication Language	Phonics (Read Write Inc.)/ Literacy	Mathematics	Understanding of the World	Physical Development	Expressive Arts and Design	Explore and Learn Activities enhance provision
<p>Week 1 2.9.24 4 days Colour Monster goes to school</p>	<p><u>Introduce 'Choose it, use it, put it away'</u> Quaker values Belonging to a class. What makes a happy classroom? Belonging to a school. What is special about William Penn School?</p> <p>Classroom rules (Routines: Cloakroom, shaker for tidy up, carpet time skills).</p> <p>Introduce 'MySpace' Celebrating/displaying independent work, must be our best work, things we are proud of.</p> <p>Introduce Golden Rules - 3</p>	<p><u>Can I understand how to listen carefully and why listening is important?</u></p> <p>Introduce talk partners. They need to talk in their pairs and then feedback one thing they have found out about them</p> <p><u>Can I listen to and talk about stories to build familiarity and understanding.</u></p> <p><u>Can I participate in small group, class and 1:1 discussion offering my own ideas?</u></p> <p>Sit and engage in Story time: Colour Monster goes to school.</p> <p>Introduce books to take home from Cadbury book area.</p> <p>Engage in paired work giving their own ideas and listening to others</p> <p>Start show and Tell every other Friday Daily Check Ins</p>	<p>RWI Set 1 Sounds: m, a, s, d</p> <p>Baseline assessments.</p> <p>Friendship recipe</p>	<p>Baseline assessment</p> <p>Measure each other and keep for end of year to compare</p>	<p><u>Introduce school routines</u> Tidying up, respecting the classroom. Becoming more familiar with the daily routines- arriving at school, lunch time, going home.</p> <p>Model how to use the exploration station. Aprons on, what type of things they can do in the mud kitchen, chalk board, using the table and stall to set up a shop. Model how to tidy it away- where things go, that they need to empty out the sand, putting the aprons back.</p> <p>Walk around school</p>	<p>PE: Netball Horsham Sports coaches</p> <p>Physical Development: Model how to construct using the small blocks.</p> <p>Introduce the display blocks and that they can display their creations for the day but they must write a name label for it. Once they are filled that is it but will start afresh the next day. Model how to tidy it away.</p>	<p><u>Can I talk about members of my immediate family?</u> Linked to their sharing photo talking about family and friends that are important to them.</p> <p><u>Can I talk about the lives of people around me?</u></p> <p>Who is in my family – Pebble Art Talk about family around me</p> <p>Music Express: Hello</p> <p>My first week at WP – handprint art</p>	<p><u>Can I develop storylines in my pretend play?</u></p> <p>Role play to be a home corner, small world, dinosaurs, duplo, cars</p> <p><u>Outside-</u> Introduce the standard provision that is always there- sand, water, trim trail, investigation station</p> <p>Tuff Tray= - Duplo - Blocks</p> <p>Small world= - City people -Train track</p> <p>Maths= - Numicon sorting for recognition</p> <p>Writing= - letter and name writing</p>
<p>Week 2 9.9.24</p> <p>Week 3 16.9.24 Three Little Pigs</p>	<p><u>Can I build constructive and respectful relationships?</u></p> <p><u>Can I form positive attachments?</u></p> <p>In 'explore and learn time' encourage friendships and playing together</p>	<p><u>Am I developing social phrases?</u></p> <p>Model how to use the book corner.</p> <p>Engage in class discussions and paired work.</p> <p>CVC words with duplo</p>	<p>RWI Set 1 Sounds: t, i, n, p, g, o, c, k</p> <p>Read, write inc begin blending</p> <p>RWI Blending books to start going home</p>	<p>White Rose: Match, sort and compare</p>	<p>Linked to literacy: Compare houses around the world</p> <p>Making houses using straw, bricks and sticks</p> <p>Visit from real builder</p>	<p>PE: Netball Horsham Sports coaches</p> <p>Physical Development: Am I developing the skills I need to manage the</p>	<p><u>Can I invent, adapt and recount narratives and stories.</u></p> <p>How to creative corner. Just have colouring pencils, paper and pencils. Show them where the resources are, how they can be</p>	<p>Tuff Tray= - scissor skills</p> <p>Role play= -mega blocks with pigs. Can you build a house the wolf cant blow down ? - builder role play area - build dens and shelters</p>



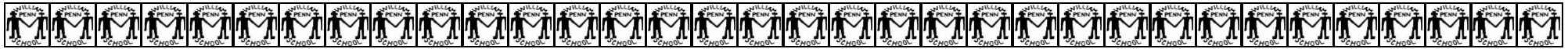
Week	Personal, Social and Emotional Development	Communication Language	Phonics (Read Write Inc.)/ Literacy	Mathematics	Understanding of the World	Physical Development	Expressive Arts and Design	Explore and Learn Activities enhance provision
	<p>Settling into school routines, get to know the school, their peers, the adults around school.</p> <p>My Happy Minds – Meet your brain (4 weeks)</p>	<p>Sequence story using a story paper plate</p> <p>Show and Tell every Friday Daily Check Ins</p>	<p>Word Time 1.1</p> <p>Can I engage in story times?</p> <p>Sit and engage in Storytime.</p> <p>Wanted poster</p>		<p><i>Discovery RE:</i> Autumn 1- Special people: Lesson 1: Families</p>	<p>school day successfully?</p> <p>Can I use a range of small tools? How to Line up and getting ready for lunch. How to cut up food using utensils and playdough (how to knife and fork)</p>	<p>used and how to put them away. Focus on the fact a scribble on a paper is not acceptable-respect paper.</p> <p>'I went to the house of the three little pigs' song to re-enact the story</p> <p>Make a straw, stick and block house to make one the wolf cannot blow down</p>	<p>Writing= - hide letters in straw -have a large letter in the middle surrounded by smaller letters. Can you find the matching letter?</p> <p>Maths= - Linked to WR</p>
<p>Week 4 23.9.24</p> <p>Week 5 30.9.24 Goldilocks and the Three Bears</p>	<p>Can I express my feelings and consider the feelings of others?</p> <p>Can I work and play cooperatively and take turns with others?</p> <p>Friendship- what does it mean to be a good friend. Friendship stories.</p> <p>How to Take turns whilst playing a game. Model sharing and when it is each child's turn.</p> <p>Introduce feelings: happy and sad. Talk about our own and others feelings. Introduce display to peg names onto happy/sad emotion. Introduce a new emotion weekly.</p>	<p>Can I listen to and talk about stories to build familiarity and understanding?</p> <p>Can I participate in small group, class and 1:1 discussion offering my own ideas?</p> <p>Sit and engage in Storytime.</p> <p>Engage in paired work giving their own ideas and listening to others</p> <p>Show and Tell every Friday Daily Check Ins</p>	<p>Set 1 Sounds: u, b, f, e, l, h,r,j</p> <p>Word Time 1.2</p> <p>Can I demonstrate an understanding of what has been read to me by retelling stories?</p> <p>Discuss elements of the stories read over the day.</p> <p>Story map</p> <p>A sorry letter from Goldilocks to bears</p>	<p>White Rose: compare amounts</p> <p>White Rose: Talk about measure and patterns</p>	<p>Can I talk about how homes are different?</p> <p>Homes (how they are different, the place where we live) Creating your home by cutting out shapes</p> <p><i>Discovery RE:</i> Autumn 1- Special people: Lesson 2: Friends</p> <p>Tasting porridge and writing key words</p>	<p>PE: Netball Horsham Sports coaches</p> <p>Physical Development: How to hold a pencil skill</p>	<p>Can I make use of props and materials when Role-playing?</p> <p>How to role play in the house outside. Model the rules about the door and use of the kitchen. How many can use it at a time (4).</p> <p>Painting spoons of either Goldilocks or a bear for puppets</p> <p>Music Express Goldilocks song https://www.bbc.co.uk/teach/school-radio/articles/zbkrf4j</p>	<p>Tuff Tray= - water funnels and jugs</p> <p>Role play= - Small world to retell the story using puppets (3 bears)</p> <p>Writing= - write letters in oats</p> <p>Maths= - linked to WR</p>
<p>Week 6 7.10.24</p> <p>Week 7 14.10.24 Little Red</p>	<p>Can I explain the reasons for rules, know right from wrong and try to behave accordingly?</p> <p>Organise the class</p>	<p>Can I listen attentively and respond to what I heard with relevant questions and comments?</p> <p>https://home.oxfordowl.co.uk/storyteller-</p>	<p>Set 1 Sounds: v, y, w, z, x, qu, sh, th</p> <p>Word Time 1.3</p>	<p>White Rose: Talk about measure and patterns</p>	<p>What are roles?</p> <p>Roles and responsibilities we have How to be kind and</p>	<p>PE: Netball Horsham Sports coaches</p> <p>Physical Development:</p>	<p>Can I follow instructions?</p> <p>Baking bread</p> <p>Harvest</p>	<p>Tuff Tray= - farm animals small world/porridge oats</p> <p>Writing=</p>



Week	Personal, Social and Emotional Development	Communication Language	Phonics (Read Write Inc.)/ Literacy	Mathematics	Understanding of the World	Physical Development	Expressive Arts and Design	Explore and Learn Activities enhance provision
Hen	<p>agreement/Our Rights</p> <p>Talk about how we are good friends, how sometimes we might not be good friends. What can we do to be a good friend?</p>	<p>videos/storyteller-videos-traditional-tales/</p> <p><u>Can I retell the story once I have a deep familiarity with the text?</u></p> <p>From seed to bread sequencing</p> <p>Show and Tell every Friday Daily Check Ins</p>	<p><u>Can I use recently introduced vocabulary during discussions about a story?</u></p> <p>How to small world. Start off with animals and people.</p> <p>Introduction to the writing area, focus writing to make a list, ingredients/instruction How to list write</p> <p>Shopping list Bread recipe WRITING ASSESSMENT</p>	It's me 1,2,3	<p>courteous.</p> <p><i>Discovery RE:</i> Autumn 1- Special people: Lesson 3: Role models</p>	How to hold a pencil skill	<p>Assembly/ Parents Assembly</p>	<p>-writing 'Not I' in speech bubbles from the animals -writing letters in cornflour</p> <p>Maths= - linked to WR</p> <p>Role play introduce new shop outside – children using their lists.</p>
Week 8 21.10.24	<p><u>Can I manage my basic hygiene and personal needs?</u></p> <p>Hand washing, toileting and healthy eating</p>	<p><u>Can I hold conversation when engaged in back-and-forth exchanges with my teacher and peers?</u></p> <p><u>Can I articulate my ideas and thoughts in well-formed sentences?</u></p> <p>Talks about what they have done over the weekend or in the evening.</p>	<p><u>Can I anticipate key events in stories?</u></p> <p>Engage in book talk activities</p> <p>How to small world- focus on creating a setting. Introduce materials and use of construction in this area to add to their narrative.</p>	White Rose: It's me 1,2, 3	<p><u>Can I describe what I can see, hear and feel whilst outside.</u></p> <p>Children can answer questions about their senses.</p> <p><u>Can I understand some of the changes in the natural world?</u> Walk in the outside area and collect autumn leaves</p>	<p>PE: Netball Horsham Sports coaches</p> <p>Physical Development:</p> <p>Funky fingers morning activities to encourage fine motor control and independence</p> <p>How to physical. Model how to set up an obstacle course,</p>	<p>Can I safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, function and form?</p> <p>How to cut and stick. Model how to hold scissors with their thumbs facing the ceiling. Model how to scrape excess glue off of the glue spreader.</p>	



Week	Personal, Social and Emotional Development	Communication Language	Phonics (Read Write Inc.)/ Literacy	Mathematics	Understanding of the World	Physical Development	Expressive Arts and Design	Explore and Learn Activities enhance provision
						how to extend it, where the resources are and how to put them away.		
HALF TERM								
<p>Week 9 4.11.24</p> <p>Week 10 11.11.24</p> <p>Jack and the beanstalk</p>	<p><u>What makes you amazing? What makes your friends amazing?</u></p> <p>How can we be proud of ourselves? Link to MySpace <i>Growth Mindset</i></p> <p>My Happy Minds – Celebrate (4 weeks)</p>	<p><u>How does a bean grow?</u> Looking how beans and plants are different to theirs</p> <p>Show and Tell every Friday Daily Check Ins</p>	<p>Set 1 Sounds: ch, ng, nk</p> <p>Word Time 1.4</p> <p>Labelling a flower</p> <p>Making words with graphemes on broad beans</p>	<p>White Rose: Circles and triangles</p> <p>White Rose: 1, 2, 3, 4, 5,</p>	<p><u>Can I explore the natural world around me?</u></p> <p>Growing beans</p> <p>Different homes around the world How does my home look different? <i>Discovery RE:</i> Autumn 1- Special people: Lesson 4: Jesus</p>	<p>PE: Netball Horsham Sports coaches</p> <p>Physical Development: How to hold a pencil skill</p> <p>Funky fingers. Name writing and letter formation</p> <p>Learn to draw a person and then draw your family/pet</p>	<p>Beanstalk paper plate</p> <p>Creating musical shakers with different beans and pulses to use</p>	<p>Tuff Tray= - building castle for the giant and a cottage for Jack using duplo and lego -Jack and the beanstalk matching game - using chalk to draw around a friend to make a giant Role play= -can you draw around your friend to make a giant on the ground using chalk -using the Giant's castle role play area</p> <p>Writing= -writing letters on big leaves - recognising letters that are written on beans to create words - have different leaves, plants with magnifying glasses what can they see, have labels for chn to label the plants e.g. leaves, pot, stem, petal, flower etc. Can you write what you see? - spotting sounds in the story posters - finding sounds in the book</p>



Week	Personal, Social and Emotional Development	Communication Language	Phonics (Read Write Inc.)/ Literacy	Mathematics	Understanding of the World	Physical Development	Expressive Arts and Design	Explore and Learn Activities enhance provision
								Maths= - ordering and recognising numbers that are written on beans
<p>Week 11 18.11.24 4 days</p> <p>Week 12 25.11.24</p> <p>Little Red Riding Hood</p>	<p><u>Can I show sensitivity to my own other other's needs?</u></p> <p>Talking about our feelings. How can we show our feelings? What do we do if we are not feeling okay?</p>	<p><u>Can I make comments about what I have heard and ask questions?</u></p> <p><u>Can I connect one idea to another using a range of connectives?</u></p> <p>Engage in book talk</p> <p>Show and Tell every Friday Daily Check Ins</p>	<p>Secure Set 1 Sounds</p> <p>Word Time 1.5</p> <p><u>Can I read a few common exception words?</u></p> <p>Start to introduce CEW a few at a time</p> <p>I, am, in, it</p> <p>Writing: Get well soon card to Grandma</p> <p>What would you bring to Grandma if you were the Little Red Hiding Hood?</p>	<p>White Rose: 1, 2, 3, 4, 5, White Rose: Shapes with 4 sides</p>	<p><u>What is a map?</u> Look at maps and atlases- highlight what is land, sea, roads, etc.</p> <p>Homes around the world</p> <p><i>Discovery RE:</i> Autumn 1- Special people: Lesson 5: Jesus continued</p>	<p>PE: Netball Horsham Sports coaches</p> <p>Physical Development: How to hold a pencil skill</p> <p>Threading round a house to then decorate as Grandma's house</p>	<p><u>Can I share my creations and explain the processes I have used?</u></p> <p>Folded triangle Paper Little Red Riding Hoods</p> <p>Paper Baskets</p> <p>Puppets to re-enact story</p> <p>Music: 5 hot cross buns</p>	<p>Tuff Tray= - basket threading</p> <p>Water tray= - A range of plastic picnic cups, teapots, jugs and containers available to use. Encourage them to explore measuring and concepts like full and empty.</p> <p>Role play= maps Writing= - Have a range of objects and a large letter. Chn must take out all the objects beginning with that letter.</p> <p>Maths= -number ordering puzzle</p>
<p>Week 13 2.12.24</p> <p>Week 14 9.12.24</p> <p>Gingerbread Man</p>	<p><u>Can I manage my basic hygiene and personal needs?</u></p> <p>Hand washing, toileting and healthy eating</p>	<p>Show and Tell every Friday Daily Check Ins</p>	<p>Secure Set 1 Sounds</p> <p>Word Time 1.6</p> <p>Writing: Lost poster</p> <p>Draw the sequence of story on large roll out</p>	<p>Number formations</p> <p>Introducing the part-whole model</p>	<p>Gingerbread men in different substances- science experiment</p> <p><i>Discovery RE:</i> Autumn 2- Christmas: Lesson 3: A Christmas story</p>	<p>PE: Netball Horsham Sports coaches</p> <p>Physical Development: How to hold a pencil skill</p>	<p><u>Decorate ginger bread man</u></p> <p>Gingerbread stencil stamping</p> <p>Music Express</p>	<p>Tuff Tray= - use tweezers to place pom poms on the gingerbread man -gingerbread playdough with roller pins and spatula laid out for chn to mould the playdough into pre-drawn shapes on tuff tray</p> <p>Writing= -speech bubbles of the</p>



Week	Personal, Social and Emotional Development	Communication Language	Phonics (Read Write Inc.)/ Literacy	Mathematics	Understanding of the World	Physical Development	Expressive Arts and Design	Explore and Learn Activities enhance provision
			paper					characters to write 'run run' Maths= - using gingerbread men with numbers on chn have to place corresponding number of buttons on.
Week 15 16.12.24 Christmas	Celebrations	Show and Tell every Friday Daily Check Ins	Secure Set 1 Sounds Word Time 1.7 List to santa WRITING ASSESSMENT	Number formations 2D shapes	<u>Why do Christians celebrate Christmas?</u> <i>Discovery RE:</i> Autumn 2- Christmas: Lesson 6: Christmas Visit to Christ's Hospital – Christmas performance. <u>Dog trust visit</u> How to stay safe around dogs	PE: Netball Horsham Sports coaches Physical Development: How to hold a pencil skill	Reindeer hand print Wreath paper plate Finger painting Christmas tree	
CHRISTMAS HOLIDAYS								