

Autumn 1: Key Driver Question: What changes will we see in Autumn?												
<p>Literacy Focus Text: The Enormous Turnip NF: Autumn Alternative Texts: Lulus first day at school Not Now Noor Goldilocks and the 3 bears The Gruffalo Penguin and Pumpkin Pumpkin Soup Funny bones Linked Rhymes/songs: Families I see leaves 5 shiny conkers</p>	<p>SEND Alternative text: That's not my dog That's not my cat My Daddy My Mummy</p> <p>Differentiation of speech expectations</p> <table border="1" data-bbox="510 336 1124 678"> <tr> <td>Who?</td> <td>What doing?</td> <td></td> </tr> <tr> <td>Who?</td> <td>What doing?</td> <td>What?</td> </tr> <tr> <td>Who?</td> <td>What doing?</td> <td>What?</td> <td>Where?</td> </tr> </table>	Who?	What doing?		Who?	What doing?	What?	Who?	What doing?	What?	Where?	<p>ELGs EAD: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function FM: Uses small tools. Shows accuracy and care when drawing LA, U: listen attentively and respond to what they hear with relevant questions, comments, and actions when being read to and during whole class discussions and small group interactions. U, R: Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary S: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary NW: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
Who?	What doing?											
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<p>Taught Vocabulary: enormous, large, small, tiny, farmer, budge, mum, dad, wife, husband, boy, brother, sister, girl, dog, cat, heavy, huge, seed, plant, soup, vegetable, harvest, turnip, chop, supper, meal times, autumn, leaves, conkers, acorns, changes, squirrels, red, yellow, orange, brown, family, difference, unique.</p>												
<p>First 100 words taught: Mum, Dad, brother, family, baby, sister, house, home.</p>												
<p>Cold task: Family Picture using own marks Hot task: family picture with oral or written marks as labels</p>												
<p style="text-align: center;">Our Big Create: At the end of this theme, children will create their own Autumn picture to represent changes in Autumn using new found joining skills (EAD, S, UW, FM)</p>												
<p style="text-align: center;">Outs: Autumn Forest Walk Ins: Pumpkin picking</p>												
<p style="text-align: center;">PSED Sequence: All about me! Independent Play Sequences</p>												
<p>Week 1: All children will feel confident to say their name in a small group. All children will point/gesture/say where they have played (play sequences-independent iguana)</p>	<p>Week 2: All children will feel confident to say their name and point or gesture to a choice. All children will point/gesture/say where they have played (play sequences-independent iguana)</p>	<p>Week 3: Super duper me All children will say one thing that they CAN do. All children will point/gesture/say where they have played (play sequences-independent iguana)</p>										
<p>Week 4: Super duper me All children will say one thing that they CAN do. All children will point/gesture/say where they have played (play sequences-independent iguana)</p>	<p>Week 5: Not Now Noor All children will talk about a feature of themselves such as hair colour/hijab/shoes. All children will point/gesture/say where they have played (play sequences-independent iguana)</p>	<p>Week 6: Not now Noor All children will talk about a feature of themselves such as hair colour/hijab/shoes. All children will point/gesture/say where they have played (play sequences-independent iguana)</p>										

Communication and Language Sequence: Story Invention

Week 1: Once upon a time there was a who .	Week 2: Once upon a time there was a who .	Week 2: Once upon a time there was a who who had a what .
Week 4: Once upon a time there was a who who had a what .	Week 5 Once upon a time there was a who who had a what and lived where .	Week 6 Once upon a time there was a who who had a what and lived where .

Literacy Sequence: The Enormous Turnip T4W

<p>Week 1 Adult led: Literacy T4W Text focus: Non-fiction week Autumn Shared writing focus: Photo with labels (Autumn forest scene) Sentence level writing focus: Drawings/Print has meaning: pictures and single words to label a picture Aims: L/U/S/FM/W/TW/R All Children will; Tune into the speaker Orally label an item from the autumn photos (what/who) Know that print has meaning (This says) Understand what a label is Know what a photo is Some children might Say a who/what-what doing sentence to talk about the pictures in the book/PP Make marks to represent an autumn scene Show an awareness that print has meaning. Use letters and drawings to show their ideas.</p>	<p>Week 2 Adult led: Literacy T4W Text focus: Imitate Sensory story tray/book to retell Shared writing focus: Family picture with labels/diagram Sentence level writing focus: Make marks to label an idea (family) Aims: L,U,S,NP,R, TW, W,PCC,C All Children will; Tune into the story Name the 4 main characters in the family of the story (who). Orally label pumpkin and turnip (What) Join in with the repeated refrain Name their family members (who) Use size language Draw the family in the story Some children might Say what is happening in the story (who-what-what doing) Predict the next event in the story Draw the story family and make marks to represent their names with letters</p>	<p>Week 3 Adult led T4W Text focus: Imitate Learn the Story map and actions Shared writing focus: Characters from the story with labels (Story map) Sentence level writing focus: Make marks to label an idea (story characters) Aims: C, LU, S, TW, All Children will; Name the whos and whats in the story Say the repeated refrain Show in own way (verbal or gesture) the next event in the story Make marks to represent an event in the story Copy actions to retell the story Play with puppets to show the story sequence Talk about changes to leaves in own way Some children might Retell the story using actions and words Answer why questions about the story Put the puppets in the right order to tell the story Represent the story using pictures and letters as labels.</p>
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<p>Week 4 T4W Text focus: Innovate Learn the new story/sensory story Shared writing focus: Characters and what (pumpkin) from the new story with labels (Story map) Sentence level writing focus: Make marks to label an idea (new story characters/pumpkin) Aims: LU, S, C, W, EAD, FM, TW All Children will; Give one idea to change the 'who' character using small world to scaffold. Join in with the new repeated refrain Join in with the repeated refrain Order the events in the story using props Draw the new characters using their own representations Know what a pumpkin is Represent a pumpkin Some children might Talk about pumpkins and turnips and their differences Make suggestions to change the characters in the story Change the 'what' in the story Order the events in the story with the new characters and whats. Draw the new story characters and make marks to represent their names through labels</p>	<p>Week 5 T4W Text focus: Innovate Change the characters and setting Shared writing focus: List of ingredients for Pumpkin soup Sentence level writing focus: List of own ingredients (new item new line) Aims: LU, S, C, W, EAD, FM, TW All Children will; Put the props in the correct order of the new story; add words or gestures. Say a who and what doing sentence to say a character is pulling the pumpkin Explore new vocab (vegetables) Make marks to represent what will go in their soup join in with new actions and retell Change one character independently. Some children might Make their own innovations using the box up grid. Retell the new stories with props and story maps. Retell the new story with actions Draw their own story map Use drawings and letters to create own lists for their soup. Say lots of different ideas to make own soup being creative and exploring new vocab.</p>	<p>Week 6 T4W Text focus: Poetry Words to describe our autumn pictures: class Poem Shared writing focus: Halloween poem/words Sentence level writing focus: Write adjectives to label a pumpkin/Autumn picture Aims: LU, S, R, W, EAD All Children will; Use who and what to label what they see Say colour names to describe the picture Use colours to create representations of Autumn objects Explore Autumn objects and use words to talk about them. Some children might Explore new describing vocab to talk about what they see. Use the 5 senses to describe what the autumn forest Offer words to talk about what they see/hear/smell etc for the class poem. Make marks to represent labels to describe autumn pictures.</p>

The Natural World Sequence: Autumn Changes

NF books about Autumn

<p>Week 1 (PCC CC) All children will know the vocabulary tree, leaf, park, grass and woodland. All children will know features of their own environment (gardens/parks/streets).</p>	<p>Week 2 All children will learn what a season is. All children will know it is the season of Autumn. All children will know the names of some Autumn features seen in a forest e.g : conkers, Acorns, Squirrels,</p>	<p>Week 3 All children will learn what the words grow and harvesting means. All children will know that some food can be grown from the ground. All children will name three harvested foods (Turnip, carrot, squash) Some children will talk about the process of harvesting vegetables.</p>
<p>Week 4 All children will name the objects we might see in the forest at Autumn time. All children will name animals that we see in the forest at Autumn time. Some children will compare the forest to their own environment.</p>	<p>Week 5 All children will know that leaves change colour in Autumn. All children will know that leaves start to fall from the tree in Autumn. Some children will know the reasons why the leaves change colour.</p>	<p>Week 6 All children will go on an Autumn hunt, make Autumn sculptures/pictures talking about changes.</p>

In the moment learning: Puddles and rain

People, Culture and Community Sequence/Past and Present: My Family Life

Non fiction books about families Photos of families from parents

<p>Week 1: All children will name their immediate family members (mum, dad, brother, sister)</p>	<p>Week 2 (PSED CC) All children will explore that all families are different in different houses and talk about this respectfully.</p>	<p>Week 3 All children will know extended family name such as Grandma, Grandad, Auntie and Uncle and talk about experiences of these family members.</p>
<p>Week 4 All children will name their family that live in their house and their family that live in a different house.</p>	<p>Week 5 All children will learn that some families have pets and how we can care for them.</p>	<p>Week 6 All children will be able to reflect on special times that they have had with their families using visuals to scaffold.</p>

Fine Motor sequence: Perfect writing position

<p>Week 1 Pattern: large circles All children will write the sound spelling a</p>	<p>Week 2 Pattern: large lines All children will write the sound spelling i</p>	<p>Week 3 Pattern: humps All children will write the sound spelling m</p>
<p>Week 4 Pattern: snakes All children will write the sound spelling s</p>	<p>Week 5 Pattern: crosses All children will write the sound spelling t</p>	<p>Week 6 Pattern: humps All children will write the sound spelling n</p>

EAD Sequence: working towards natural pictures and family portraits

<p>Week 1 All children will learn to draw circles and lines. All children will sing 4 nursery rhymes with correct pitch and melody. All children will learn the dance routine ram sam sam.</p>	<p>Week 2 All children will learn how to add eyes, nose and mouth to represent a face. All children will sing 4 nursery rhymes with correct pitch and melody. All children will learn the dance routine ram sam sam.</p>	<p>Week 3 All children will learn how to draw their families with facial details. Some children will draw their homes. All children will sing 4 nursery rhymes with correct pitch and melody. All children will learn the dance routine ram sam sam.</p>
<p>Week 4 All children will learn how to stick an object to paper using glue. All children will sing 4 nursery rhymes with correct pitch and melody. All children will learn the dance routine ram sam sam.</p>	<p>Week 5 All children will learn how to stick objects to paper using tape. All children will sing 4 nursery rhymes with correct pitch and melody. All children will learn the dance routine ram sam sam.</p>	<p>Week 6 All children will learn to create representations with autumn materials using glue and tape. Some children will create Autumn families. All children will sing 4 nursery rhymes with correct pitch and melody. All children will learn the dance routine ram sam sam.</p>

Possible Paths of Play

<p>Create (Mark Making) Autumn drawings Family drawings Name cards Family cards Pumpkin drawings Story maps</p>	<p>Create (DT) Autumn collages Exploring autumn colours with a variety of materials Sculptures with autumn objects Autumn animals Gruffalos</p>	<p>Relax Books about autumn Books about Halloween Books about families Books about pumpkins Key vocab cards Teddies to read to</p>
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<p>Lists for soup Diagrams Pumpkin soup party invites Speech bubbles</p>	<p>Hijaab making Story puppets</p>	<p>New story basket to retell story</p>
<p>Messy Pulling out turnips Autumn painting (colours) Soups and bowl comparisons</p>	<p>Construct Houses and buildings New settings (city and towns) Duplo boards</p>	<p>Imagine Building the story with props and puppets Teach new story invention baskets</p>
<p>Maths Turnip comparison Pumpkin comparison All about 123 Naturals for counting (conkers/acorns etc) Collection bags</p>	<p>Outdoor create Lists of autumn objects that they find Autumn treasure hunt</p>	<p>Outdoor generic Re enact the story with large rope and balls.</p>
<p>Outdoor Water Conker splash Creating own soups</p>	<p>Outdoor Woodwork (Open next HT) Outdoor trees Leaf collections Noticing and drawing changes Log explore</p>	<p>Outdoor Movement Rules and new equipment Pulling ropes (story)</p>

