


O'Keeffe Class - Autumn Term Overview

<p>KEY TEXTS</p> <p>The colour monster goes to school. The Little Red Hen The Three Little Pigs. A wet and windy harvest Nonfiction – people who help us. Think Big What makes me a me? The Large family books. Same, same, but different</p>	<p>Understanding the world</p> <ul style="list-style-type: none"> ❖ Children talk about members of their family. Children join in with discussion and stories about families. ❖ Children know what they can find out information from different sounds. Adults give children access to books to find information. ❖ Children respect special things in their own lives e.g, teddy, photo and what this might mean for different people. ❖ Children can draw a simple map and listen to stories with maps. Children to recognise some simple signs. Create a classroom map including some signs. ❖ Children learn about the seasons and know what it is Autumn. Explore seasons through stories, videos, books. Make a record of the seasons or weather such as a weather chart, seasons booklet. ❖ Learn through role play and books about different occupations e.g., fireman, policeman, nurse. ❖ Children to look at photographs of a policemen, nurse uniform in the past. ❖ Understand how and why Harvest is celebrated. Take part in the Harvest celebrations at school and Church. 	<p>COMMUNICATION AND LANGUAGE</p> <ul style="list-style-type: none"> ❖ Children will continue to learn new vocabulary and its meaning. ❖ Children will continue to use new vocabulary in conversations and discussions – with teachers and peers. ❖ Children will continue to learn new rhymes, poems, and songs – some of which they can recite from memory.
<p>MATHS (White Rose & NCTEMS)</p> <ul style="list-style-type: none"> ❖ Counting rhymes and songs, subitising, counting, cardinality and ordinality, composition, comparison. ❖ Compare size, mass, capacity, explore, copy, continue and create simple matters. <p>PSHRE (SCARF Scheme)</p> <ul style="list-style-type: none"> ❖ Me and my relationships. <p>All about me, what makes me special, me and my special people, who can help me? my feelings.</p> <p>PE</p> <ul style="list-style-type: none"> ❖ Managing themselves - Adults supporting children to learn the school day and routines. Children going for dinner, Children toileting independently. ❖ Gross Motor - Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use. <p>Fine motor - Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.</p>	<h1>All about me!</h1> <p>Transition, all about me, (birthdays, favourite things, friends, family, where I live, houses and homes), harvest, transport.</p> 	<p>RE</p> <ul style="list-style-type: none"> ❖ Ourselves and our families. <p>I can talk about me and what makes me special. I can talk about who is in my family and what makes us special. I can share my homework 'what makes each of us special to our families' I can talk about what happens on my Birthday. I can talk about some special days. I can understand that people may have different special day to ours. I can talk about my favourite day of the year.</p>
	<p>Art</p> <ul style="list-style-type: none"> ❖ Intended artists – Jack Pollock Exploration of Jackson Pollock through texts, videos, discussions and teacher demonstrations, children to recreate their artwork. ❖ children explore the mark making area, adults modelling how to use equipment safely, Children learn how to grip a pencil and make marks through a range of shapes, children give meaning to the marks they make. ❖ Children to learn the names of many colours and uses these in their work. Discuss colour names with their teacher, during play and class discussions. ❖ Children to explore the painting area within the classroom, learn how to use the area independently or with support. Creative area, toothbrushes in provision, exploration of Jackson Pollocks work, teacher modelling. ❖ Children to explore printing through access to paint to print with their hands, fingers and knowing that they are allowed to do this. Printing materials explored together as a class and on offer in provision. 	

	<ul style="list-style-type: none"> ❖ Children explore the available materials in their classroom. Explore play doh, fabric, junk modelling. ❖ Children being shown the loose parts in the class and see how to use them. Explore these materials and how they can make ideas. Children shown how to use scissors to make snips safely. Demonstrate and discuss how to be safe, modelling the use of scissors open and lose to make small snips. Scissors in provision. Development of imagination and role play. ❖ Children exploring the roleplaying area/s within the setting and joining in with familiar pretend play. Children exploring and using the resources to create props and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting.
<p>MUSIC (Charanga Scheme/ Autumn Term/ Reception/ Me!)</p> <p>Singing simple well-known songs and rhymes, introducing new daily rhymes, Describing the sounds they can hear. Phase 1 phonic lessons focusing on tuning in.</p>	<p>ENGLISH</p> <ul style="list-style-type: none"> ❖ Comprehension - Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. ❖ Word reading - Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t. ❖ Phonics - Support to listen out for and hear sounds in the environment such as outside and inside – wind, cars, talking. Listening to stories, poems and teachers modelling sounds. Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t. ❖ Writing - Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class, using the class book area, model writing during class inputs, name boards, write their name on sheets and in their writing book. ❖ Compositional skills - Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher. ❖ Spelling - 'phoneme fingers' to segment sounds in words, writing their names on sheets or in books. ❖ Handwriting - Weekly handwriting lessons based on shapes and lines, daily reminders, and recaps on how to hold a pencil. <p>PHONICS</p> <ul style="list-style-type: none"> ❖ Ongoing opportunities to practise orally blending and segmenting words. ❖ Ongoing opportunities to begin to form letters correctly with support. ❖ Children to recognise the sounds s, a, t, i, p, m, d, g, o, c, k. ❖ Children to recognise the tricky words I, the, go.

<p>Memorable experience</p> <p>Children to learn and perform Paintbox 'Cauliflowers fluffy' at the harvest service.</p>	<p>Hands on, investigative learning</p> <p>Walk around the Village, children to look for old and new houses. Children to look at photographs of houses in Blewbury in the past e.g, thatched.</p>	<p>High Quality Text</p> <p>The Little Red Hen What Makes me a me?</p>	<p>End Product</p> <p>Jack Pollack inspired 'messy' art project.</p>	<p>Opportunity for parental engagement</p> <p>Parents to talk to children at home about what makes their child special and help to complete 'what makes me special homework'.</p> <p>Nativity</p>
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