

Reading and Rhyme Spine

Rhymes, Poems and Songs

Five Big Hippos
Happy Poem
Old MacDonald
Little Miss Muffet

Story Map Books

Little Red Hen

Other Texts

Starting School Janet and Allan Ahlberg
Funnybones Janet and Allan Ahlberg
Elmer by David McKee
Hair Love Matthew Cherry & Vashti Harrison
Can I Build Another Me? Shinsuke Yoshitake



What makes me special?



What do you know already? What do you want to find out?

Sparky Start

Little Red Hen – Wheat all over classroom

Real Life Experience

Visit to the local shops
Change in seasons (EcoPark Visit)
Pizza Express Visit (TBC)
Visit to Sheldon Country Farm
Baking Bread

Parental Involvement

Story Sessions each Friday.
Home-school project – All about me
Welcome Meeting
Book Look – Last week of the half term

Festivals and Celebrations

Harvest Festival – 21st April
Roald Dahl Day = 13th September
Recycling Week – 21st-25th September
Black History Month – 1st October
Month Birthdays added to year timeline as well as key event

Key Vocabulary

Family, like, dislike, family, life cycle, human, senses – hear, touch, see, taste, smell, anti-clockwise, hen, farm animals, seasons, autumn (crunchy, bronze, golden, etc.)



Makaton Signs

Help, me, school, home, go, mom, dad, stop, who, toilet, trousers, sit, chair, walk, playground, eat, drink, water, happy, Christmas

Concept Cat

Quality – same, Different, almost
Colour – dark/er, light/er
Texture – hard, soft, dry, furry, rough, smooth
Sound – noisy, quiet/ly, loud/ly

Enterprise

Art exhibition of self-portraits inspired by Van Gogh – guess the portrait

Cultural Capital and British Values

During this topic we aim to increase the children's Cultural Capital and develop their British Values by learning about the following:

Harvest Festival

Black History Month

International Week – The Philippines

Artist – Vincent Van Gogh

Maps and Globes – Knowing where we live

Voting – things we like/books we want to read

Visits – EcoPark, Farm, local area, lollipop lady (road safety)

Recycling – recycling week

Roald Dahl – Roald Dahl Day

Knowledge

PSED

- Know who the key adults are they can ask for help
- Know the rules of the classroom and school. Know behaviour rewards (stickers and behaviour star) and sanctions (time out)

- Know their likes, dislikes and interests
- Beginning to know appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "please", "thank you" and "can I...?".

C and L

- Know key rhymes and songs from reading and rhyme spine
- Learn and use key topic vocabulary and some Makaton signs
- Use topic vocabulary to describe themselves, likes and interest.

- Know that it important to listen to others (circle time, carpet sessions)
- Beginning to introduce a storyline into their play (teacher modelling)
- Beginning to know appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "please", "thank you" and "can I...?".
- Beginning to make predictions and explanations when listening to stories without pictures or props.

PD

- Handwriting – know that start drawing lines at the top. Know to form circles by starting at the the top and moving anti-clockwise.
- Know how to play a range of chasing games and knows how to negotiate space

- Scissor skills – Knows how to handle scissors safely
- Knows how to transport equipment safely.
- Knows how to access the schools toilets independently (class time, lunchtime and breaktime)

Literacy

- Recognise their name and begin to write it
- Know that their marks have meaning
- Know how to write labels
- Have an awareness of rhyme and alliteration

- Know our key stories and rhymes/poems. Knows key characters, settings and events. Beginning to make predictions.
- Have an awareness of an author
- Knows that the initial sound if the first sound in a word
- Knows at least half of set 1 sounds

Maths

- Know that the final number they say when counting is the total in the group.
- Know that numbers 3, 4 and 5 can be represented in different ways. (five frame, Numicon, Ten frame, etc.)
- Know that they need to touch/move objects to count them
- Knows number songs five hippos, five little speckled frogs, five currant buns, five little monkeys

- Know what subitising is.
- Know our daily routine
- Know that objects can be sorted based on attributes such as colour, size or shape.
- Beginning to understand that the same collection of objects can be sorted in different ways

Understanding of the World

- Location & Place Knowledge – Can talk about the features of their own immediate environment – knowing their way around the classroom and the key places in the school, local shopping area and the EcoPark.
- Seasonal Changes – can recognise features of the autumn season. They talk about the features of their own immediate environment

- Location & Place Knowledge – Know where they are from Yardley in Birmingham.
- Human and Physical – Identify similarities and difference between different places (Birmingham, Manila and Derry)
- Animals Including Humans – Have an awareness of our five senses
- Animals Including Humans – Can describe what they look like; to tell others their name; to describe their likes/dislikes; to describe their family and past and present events; to know the sequence of the human life cycle
- Knows the mouse can move things on screen.

EAD

- Drawing – Create a self-portrait, knowing features of my face and comparing to those of my friends
- Investigating and Exploring – Beginning to know the artist Vincent Van Gogh (Autumn Landscape, his self-portrait)

- Ch know our key songs and rhymes for this half term

Skills

PSED

- Can separate from carer and can ask for help
- Can follow the classroom and school rules

- Beginning to express their likes, dislikes and interests
- Beginning to take turns, listen to others and use expressions such as please, thank you and can I.

C and L

- Can listen to and talking about favourite stories, and rhymes.
- Listening and following instructions
- Can use topic vocabulary and use Makaton signs
- Can describe themselves

- Take turns when speaking and listening to each other and use expressions such as "please", "thank you" and "can I..?".
- Can think in advance about how they will accomplish a task and can talk through and sequence the stages together with an adult.
- Beginning to ask questions

PD

- Handwriting patterns – lines, anti-clockwise circles and patterns
- Move safely around the space and equipment.
- Travel in different ways, including sideways and backwards.

- Play a range of chasing games.
- Scissor skills - Holds scissors correctly an can make snips and can make consecutive cuts with a forward motion (straight line)
- Can use the toilet independently and is clean and dry throughout the day

Literacy

- Recognise their name and begin to write it
- 'Write' labels and create lists
- Retell the story of the Little Red Hen (Harvest Link) and innovate this story

- Hears the initial sound in words.
- Can recognise the set I sounds they know in the environment
- Can recite our key rhymes and poems

Maths

- Can touch count up to five objects in different arrangements, saying the names in a stable order.
- Can say the total number in the group
- Beginning to subitise to 3

- Can count out up to 5 objects from a larger group
- Sequence our daily routine
- Can count forwards and backwards to 5
- Can recite our key rhymes and songs
- Represent numbers to 5 in different ways (five frame, ten frame, Numicon etc.)

Understanding of the World

- Location & Place Knowledge - Ch feel comfortable and can safely move around the school.
- Animals Including Humans - Ch can describe their facial features Ch can introduce themselves and say their own name, and some of their friends' names, clearly Ch can describe their family Ch can sequence pictures of people at different ages

- Location & Place Knowledge -Locate United Kingdom and England on a world map or globe
- Location & Place Knowledge - To use a simple map to locate places that are of interest to them
- Human and Physical - To develop a sense of similarities and differences in relation to places by compare Birmingham, Manila and Derry
- Seasonal Changes – They talk about the features of their own immediate environment in the autumn season.
- Use the mouse to move and click on objects on screen

EAD

- Ch can listen to and sing familiar songs
- Investigating and Exploring - Begin to talk about and explore the work Van Cough

- Drawing - Create simple representations of themselves exploring a range of mark-making media.
- Beginning to choose colours for particular purposes.
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