

Autumn Term 2024

Topic - Conflict

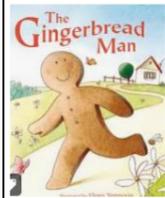
	Personal, social and emotional development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the world	Expressive art and design
<p><b>Milestones</b></p> <p><b>0-3 years</b></p> <p><b>3-4 years</b></p> <p><b>4-5 years</b></p> <p><b>ELG</b></p>	<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Engage with others through gestures, gaze and talk.</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Manage their own needs.</p> <ul style="list-style-type: none"> <li>- Personal hygiene</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul>	<p>Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>Reach or point to something they want while making sounds.</p> <p>Copy your gestures and words.</p> <p>Constantly babble and use single words during play.</p> <p>Use intonation, pitch and changing volume when talking</p> <p>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Listen to other people's talk with interest, but can easily be distracted by other things.</p> <p>Enjoy singing, music and toys that make sounds.</p> <p>Recognise and are calmed by a familiar and friendly voice.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Sing a large repertoire of songs.</p> <p>Use longer sentences of four to six words.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop social phrases.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding</p>	<p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Further develop the skills they need to manage the school day successfully- lining up and queuing – mealtime</p> <p>-Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling/ crawling/ walking/ jumping/ running/ hopping/ skipping/ climbing</li> </ul>	<p>Enjoy drawing freely.</p> <p>Enjoy sharing books with an adult</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> <p>Read individual letters by saying the sounds for them</p>	<p>Take part in finger rhymes with numbers.</p> <p>React to changes of amount in a group of up to three items.</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Notice patterns and arrange things in patterns.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Talk about and identify the patterns around them.</p> <p>For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Explore natural materials, indoors and outside</p> <p>Make connections between the features of their family and other families.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p>Show attention to sounds and music.</p> <p>Join in with songs and rhymes, making some sounds</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Start to make marks intentionally.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>

					<p>Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Count objects, actions and sounds.</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>Continue, copy and create repeating patterns</p> <p>Compare length, weight and capacity</p>	
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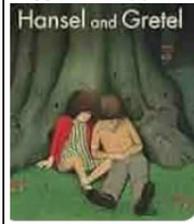
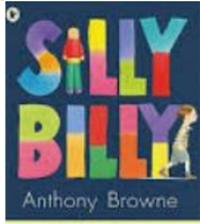
**Core Texts**

**Term 1- Core Text- The Gingerbread Man**

Overall theme- Conflict (Right and wrong)



Suggested supporting texts

**Vocabulary**

Term 1	Term 2
Quick	Scared
Delicious	Frightened
Baked	Brave
Galloped	Hopeful
Sly	Straw
Cunning	Wood
Finally	Puff
	Chimney
	Boiling
	build

**Term 2- Core Text-Three Little pigs**



Suggested supporting texts.




Term 1	Term 2

**Role play**

**Environment enhancements and supporting texts**



**Term 1**

- Gingerbread playdough and cutters
- Farm animals and stick puppets (Props to support the story of The Gingerbread Man)
- Nursery Rhyme sticks
- Story masks in the outside area

Term 1	Term 2



**Term 2**

- Three Little Pigs themed masks and other props in the home corner
- Materials linked to story (Tough tray)- Bricks/ straw/ sticks with small world pigs to develop story telling.
- Small world figures – around the world (Dolls House)
- Puppets available in reading area.

Family  
 Hola/Bonjour/Jambo/Chow/shalom  
 Quick  
 Delicious  
 Baked  
 Galloped  
 Sly  
 Cunning  
 Finally

Scared  
 Frightened  
 Brave  
 Hopeful  
 Straw  
 Wood  
 Puff  
 Chimney  
 Boiling  
 build

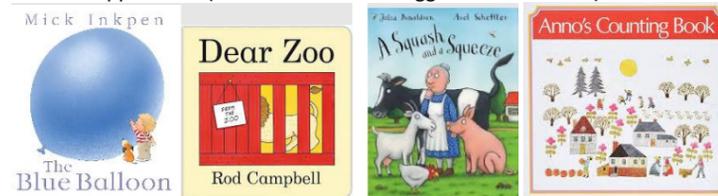
**Maths**  
 Term 1 – match sort & compare, Talk about measure and patterns

**Maths Area enhancement ideas: Books to support from WRM**

**Term 1-**

- Pebbles, pinecones, wooden disks, leaves, pairs of gloves/socks to match.
- Matching games.
- Different length of ribbons, blocks/bricks to make big houses, little houses, tall towers and short towers.
- Compare bears, linking camels.

Books to support this: (See WRM for more suggestions and ideas)

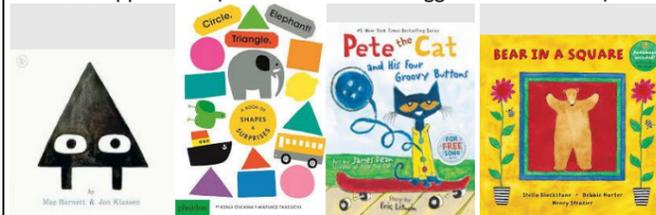


Term 2 – it's me 1, 2 and 3, circles and triangles, 1,2,3,4,5, shapes with 4 sides

**Term 2-**

- 2D shapes, peg boards, elastic band and boards, lolly sticks, match sticks, light box

Books to support this: (See WRM for more suggestions and ideas)



**Vocabulary TM1**

Match  
 Sort  
 Compare  
 Measure  
 Pattern  
 Repeating

**Vocabulary TM2**

2D Shape  
 Circle  
 Square  
 Rectangle  
 Triangle  
 Sides  
 Vertices  
 Corners

**KS1 Links- Maths**

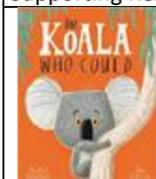
I can recognise and name 2D and 3D shapes  
 I can measure and begin to record the following, length and heights, mass, weight, capacity and volume, time.

**PSE**

**Term 1 and 2 – Settling into rules/ routines and building relationships**

- Supporting children to understand the new rules and routines of being in the classroom and outside.
- Simple circle times to 'create' the rules in child speak- revisit and use some simple stories to support these rules.
- Make time for Key person to develop relationships with their group/ individuals through the first term with relaxed and fun activities.

**Supporting Resources**



The Koala who could.

A story based around animals in Australia. Kevin the koala won't let go of his tree to try something new. He has no choice and discovers something new is good. Lots of I can't and then I can.



Jenny Moseley- Golden Rules Stories- See resource file on drive for videos and PDF's. Some great simple stories that the children can relate too and can be repeated to use similar to social stories.



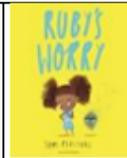
CBeebies- Biggleton

Series 1, episode 21- New Rules. A short 11 minute programme about introducing new rules.

**Vocabulary**

New  
 Rules  
 Routine  
 Follow  
 Listen  
 Share  
 Friends  
 Worries  
 Try  
 First  
 Next  
 Then  
 After

Who  
 Why  
 When  
 How  
 Where  
 Respect  
 Safe  
 Learn  
 Ready  
 Comfort  
 Feelings



A story about a little girl who is worried and how everyone has worries too. It talks about how talking about our worries helps to get rid of them.



Elsa –Reception Circle times- See Resources folder.

**Communication and Language**

**Term 1 and 2**

- Lots of stories to support modelling and scaffolding new language for the children.
- Use of rhyming, blending in everyday routines to support phase 1 phonics for all.
- Using the songs listed below daily to develop a wide library of songs for the children.

Support texts and resources:

Websites and Games-

**BBC Teach Radio website-** Lots of nursery rhymes, songs and videos

**Jenny the story lady-** YouTube- Lots of interactive stories, songs and games.

**Little Big Foxes-** YouTube- games and activities to support rhyming and blending



**Vocabulary**

Story	Listen
Book	Speak
Rhyme	Say
Blend	What
Segment	Who
Song	Where
Sing	When
Words	How
Next	actions
Pages	Character
	Setting

**Understanding of the world.**

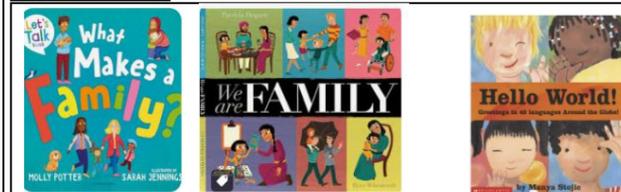
**Enhancements to environment and supporting texts**

**Term 1- Families and People who help us**

**NHS-** Looking after our teeth

- Dentist/ Doctor role play resources available for the children to explore.
- Books of different roles of people that help us in the environment.
- Small world activities set up support children's interests of people that help us.

Supporting Texts:



Supporting media-

- Jo Jo and Gran Gran- **BBC iPlayer-** It's time to visit the dentist.
- 2 minute toothbrushing timer- **YouTube** – Delta dental toothbrushing timer. (great for demonstration)
- Song- Brush your teeth song- **BBC Teach**

**Term 2-Seasons and homes**

People and communities, family life-stories, non-fiction texts and maps. Seasons-I wonder what is happening? How are homes different? (Castles, houses, flat, etc)

- Building different homes with a range of medias.
- Looking at our own homes and those in the local area and how they are different.

Supporting Texts:

**Vocabulary**

Term 1	Term 2
Molar	Different
Premolar	Summer
Canine	Seasons
Incisor	Autumn
Hygiene	Winter
	Spring
	Same
	Observe

**KS1 Links**

**Science** - observe changes across the four seasons ,notice that animals, including humans, have offspring which grow into adults. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world

**History** - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. Significant historical events, people and places in their own locality.

<p><b>Religious Education- UW</b></p> <p><a href="#">RE EYFS Long term plan.docx</a></p>	 <p><b>RE</b></p> <p><b>Term 1- See linked document for plans in margins.</b></p> <p><b>RE - Why is the word God so important to Christians?</b></p> <p><b>Term 2</b></p> <p><b>RE-Why do Christians perform nativity plays?</b></p> <p>Enhancements to environment for Term 1/2</p> <ul style="list-style-type: none"> <li>• Small world multi cultural figures</li> <li>• Photos of Families/Children from around the world</li> <li>• Talk about local church/ possible visit.</li> </ul>																					
<p><b>Expressive Arts and Design</b></p>	<p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>• Variety of songs and exploring instruments, looking at the differences and the names of the instruments.</li> <li>• Playing games like 'Matching instruments' to explore the different sounds and supporting listening skills.</li> <li>• Exploration of instruments in continuous provision.</li> <li>• Explore using a variety of resources and materials in stories to support understanding of sounds. (Bottle of pebbles when gingerbread man is running away, tapping knees for horse sounds etc)</li> <li>• Gingerbread man songs- see resource file for lyrics and backing tracks.</li> <li>• Use of pictures (eg.Farm animals) to create music, as you point the children make the sound to create music. (eg- moo,moo, baa, baa, cluck, cluck, cluck, moo, moo, baa, baa, miaow, miaow, miaow- To the tune of baa baa black sheep)</li> </ul> <p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>• Develop some simple rhythms with the children to copy.</li> <li>• Extend the animal sound activity above by letting the children create their own music board of pictures.</li> <li>• Model some simple group playing games and being the conductor to each group. Video some of the music activities for the children to watch back on the smartboard.</li> <li>• Use instruments when telling familiar stories.</li> <li>• Using music to move and use ribbons and other props.</li> </ul> <p><b>Supporting Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Music Express-</b> Term 1- Our Senses/ Term 2- Beat and Tempo</li> </ul> <p><b>Artist Links:</b></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="364 1285 934 1417">  <p><b>Term 1- Mixing colours Kandinsky-Russian</b></p> </div> <div data-bbox="1287 1285 2122 1517">  <p><b>Term 2- Chalk, brusho,wax crayons, paint Piet Mondrian and Jackson Pollock</b></p> </div> </div>	<p><b>Vocabulary</b></p> <table border="1" data-bbox="2216 706 2740 983"> <tr> <td>Instruments</td> <td>Shake</td> </tr> <tr> <td>Sounds</td> <td>Bang</td> </tr> <tr> <td>Instrument names</td> <td>Tap</td> </tr> <tr> <td>Loud</td> <td>Listen</td> </tr> <tr> <td>Quiet</td> <td>Noise</td> </tr> <tr> <td>Quick</td> <td>Rhythm</td> </tr> <tr> <td>Slow</td> <td>Music</td> </tr> <tr> <td>Sing</td> <td>Songs</td> </tr> <tr> <td>Move</td> <td>Similar</td> </tr> <tr> <td></td> <td>Like</td> </tr> </table> <p><b>KS1 Links- Music</b> use their voices expressively and creatively by singing songs and speaking chants and rhymes. play tuned and untuned instruments musically</p> <p><b>KS1 Links- Art</b> use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	Instruments	Shake	Sounds	Bang	Instrument names	Tap	Loud	Listen	Quiet	Noise	Quick	Rhythm	Slow	Music	Sing	Songs	Move	Similar		Like
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<p><b>Physical Development</b></p> <p><i>Medium term plans to support this in resources folder. Click on link below.</i></p> <p><a href="#">PE</a></p>	<p><b>Term 1- PE Sessions-</b> Games, Ball Skills, Playground games</p> <p><b>Term 2- PE Sessions</b> Gymnastics, Jumping Jacks, Rock and Roll (Twinkl Units)</p> <p><b>Environment/ Routines for both terms</b></p> <p>Fine motor and Gross motor activities</p> <ul style="list-style-type: none"> <li>• Daily fine motor activities available for all children to access in focused and independent learning. (Playdough/ Dough disco/ cutting/ tweezers etc)</li> <li>• Mark making accessible in a range of ways from fine to gross motor.</li> <li>• Dancing activities to support gross and fine motor movement.</li> <li>• Opportunities to develop gross motor movement in outside area (eg-Tyres/ Brooms/ Climbing etc)</li> <li>• Develop large ball skills to support gross motor skills.</li> </ul>	<p><b>Vocabulary</b></p> <table border="1" data-bbox="2216 1549 2722 1825"> <tr> <td>Games</td> <td>Jump</td> </tr> <tr> <td>Ball</td> <td>Twist</td> </tr> <tr> <td>Throw</td> <td>Trun</td> </tr> <tr> <td>Catch</td> <td>Roll</td> </tr> <tr> <td>Roll</td> <td>Mats</td> </tr> <tr> <td>Twist</td> <td>Bend</td> </tr> <tr> <td>Turn</td> <td>Land</td> </tr> <tr> <td>Next</td> <td>Safety</td> </tr> <tr> <td>Songs</td> <td>Body</td> </tr> <tr> <td></td> <td>Heart</td> </tr> </table> <p><b>KS1 Links- PE</b></p>	Games	Jump	Ball	Twist	Throw	Trun	Catch	Roll	Roll	Mats	Twist	Bend	Turn	Land	Next	Safety	Songs	Body		Heart
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	<u>Supporting resources</u> <ul style="list-style-type: none"> <li>• Tumble tots songs and rhymes</li> <li>• Sticky kids</li> </ul>						<b>PE-perform dances using simple movement patterns, participate in team games</b>  <b>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in arrange of activities</b>														
<b>Visits and Visitors</b>	<b>Term 1-</b> Park trip / Dentist Visit/ Caretaker visit/ Other visitors that do jobs that help? <b>Term 2-</b> Environment walk with parents to look at season changes. Local Chruch (RE)  Parents come and play sessions.																				
<b>Songs and Rhymes this term</b>	<b>Rhyme of the week-</b> <table border="1" data-bbox="443 585 2581 697"> <tr> <td data-bbox="443 585 749 640">Incy Wincy,</td> <td data-bbox="749 585 1055 640">Little Peter Rabbit,</td> <td data-bbox="1055 585 1361 640">Grand Old Duke of York,</td> <td data-bbox="1361 585 1666 640">1,2,3,4,5 Once I Caught a Fish Alive,</td> <td data-bbox="1666 585 1972 640">Little Bo Peep,</td> <td data-bbox="1972 585 2278 640">Old Mother Hubbard,</td> <td data-bbox="2278 585 2581 640">This Little Piggy</td> </tr> <tr> <td data-bbox="443 640 749 697">Humpty Dumpty,Hickory Dickory Dock,</td> <td data-bbox="749 640 1055 697">Hey Diddle Diddle,</td> <td data-bbox="1055 640 1361 697">5 Little Men in a Flying Saucer,</td> <td data-bbox="1361 640 1666 697">5 Little Monkeys,</td> <td data-bbox="1666 640 1972 697">Goosey, Goosey Gander,</td> <td data-bbox="1972 640 2278 697">Little Miss Muffet,</td> <td data-bbox="2278 640 2581 697"></td> </tr> </table>							Incy Wincy,	Little Peter Rabbit,	Grand Old Duke of York,	1,2,3,4,5 Once I Caught a Fish Alive,	Little Bo Peep,	Old Mother Hubbard,	This Little Piggy	Humpty Dumpty,Hickory Dickory Dock,	Hey Diddle Diddle,	5 Little Men in a Flying Saucer,	5 Little Monkeys,	Goosey, Goosey Gander,	Little Miss Muffet,	
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