

Manor Park First School

Term **1** / 2 / 3 / 4 / 5 / 6

Autumn / Spring / Summer

Title of the topic: Marvellous Me!

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 and 8
Dates / Experiences / Visitors	01.09 - INSET		14th September – Bring a baby and a toddler photo to come into school (on Monday) - for an all about me discussion. Monday 14th September at 2:30pm Parent workshop – all things Phonics, Reading and other platforms we regularly use.				Thursday 15th October at 9am communication and language coffee morning. All families invited!

Personal, Social and Emotional Development

Characteristics of effective Learning - Learning animals – Listening Lion and Exploring Elephant

- Can focus attention in a group situation for a short period of time and can follow a series of instructions.
- Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.

My Happy Mind (PSED)

Meet My Brain:

- We are learning what our brain looks like
- We are learning what our brain helps us with

Understanding My Emotions:

- We are learning about how to look after our brains
- Children will be introduced to the 3 parts of the brain – Team H-A-P

Understanding Other's Emotions:

- We are learning how we can grow our brains
- Children will begin to understand that their brain grows every time they learn something new

Physical Development

Gross Motor Skills

- Has good coordination and balance when negotiating equipment and other people.
- Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder.
- Uses trikes and scooters confidently.
- Uses brooms to brush and spades to dig in sand and soil.

Fine Motor Skills

- Can use scissors to make snips and cut lines, holding scissors in one hand.

- Can copy some recognisable letter shapes from name.
- Holds pencil in fingers rather than a whole hand grasp.
- Shows a preference for a dominant hand.
- Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).

PE	Weeks 1 and 2	Week 3	Week 4	Week 5	Week 6	Week 7
Introduction to PE	Theme: people who help us Focus- To move around safely in space.	Theme: friends and family Focus- To follow instructions and stop safely.	Theme: houses and homes Focus- To stop safely and develop control when using equipment.	Theme: morning time Focus- To follow instructions and play safely as a group.	Theme: at the shops Focus-To follow a path and take turns.	Theme: dinner time Focus- To work cooperatively with a partner.
Physical Development (PD) - fine motor skills	Children will take part in a range of activities to continue to develop their fine motor skills. Below are some examples of the activities that they will do. At the beginning of each day, children will take part in 'Dough disco' which will help to develop hand and finger strength and coordination.					

Continuous provision activities: Fine Motor	Mark making: We will talk about our new school uniform, the colours that they are and will then draw a picture of ourselves in it!  We will use tweezers to help develop a pincer grip. 	Mark making: We will talk about our families. We will model drawing people and children will have a go at drawing the people in their family.  We will continue to use a range of tools such as tweezers to develop a pincer grip. 	Mark Making: We will be playing lots of games to learn names and be able to recognise our names. We will provide a range of ways for children to practise writing their names.  To continue to develop fine motor skills, we will peel off the sticky tape and rescue the animals.	Mark Making: We will continue to practise writing our names, focusing on correct letter formation.  We will use scissors to make snips and cut lines, holding the scissors in one hand. 	Mark Making: We will practise writing our names using a finger in sand/glitter  We will use scissors to make snips and cut lines, holding the scissors in one hand (showing preference) 	Mark Making: We will continue to practise writing our names using a range of resources.  We will take part in threading activities to build strength and eye coordination. 	Mark Making: We will continue to write our names. We will use wooden hammers and gold tees to build finger strength and eye coordination. 
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Gross Motor	We will build an obstacle course in our outside provision to support and develop our coordination and balance.  Uses brooms to brush and spades to dig	We will use brooms to brush and spades to dig in sand and soil.  We will practise writing our names in large scale ways. We will use chalks on the ground to practise this.	We will use trikes and scooters confidently to develop balance and our ability to move to avoid obstacles.  Can copy some recognisable letter shapes	We will continue to use trikes and scooters, adding cones and markings on the playground (such as roundabouts) to extend our learning. 	We will use a range of climbing apparatus e.g. low climbing wall, steps, ladder. to be able to move in a range of ways. 	We will continue to explore our climbing equipment and will be challenged to extend our skills by adding different apparatus to be able to develop skills such as balancing.	We will use the parachute and will learn new games, working as a team and developing movement skills. 

	in sand and soil. 		from name - using chalk 	Uses brooms to brush and spades to dig in sand and soil. 			
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Communication & Language

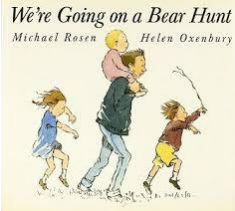
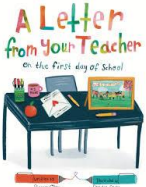
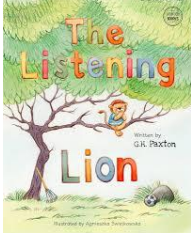
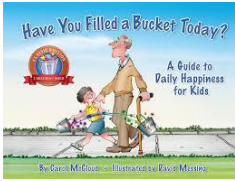
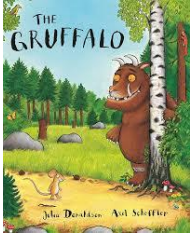
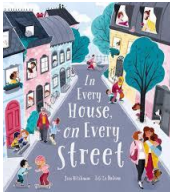
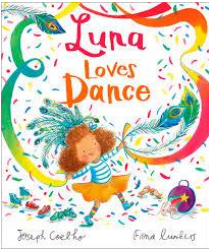
Listening, attention and Understanding

- Follows a series of instructions.
- Listens to stories and can recall the main events.
- Contributes sensible comments to discussions and conversations.

Speaking

- Engages in conversation with adults and peers.
- Uses plurals and some tenses correctly.
- Can ask questions.

Literacy Key Texts	Our Class is a Family	A Letter From Your Teacher	Have you Filled a Bucket Today	In Every House on Every Street	Luna Loves to Dance
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	 We're Going on a Bear Hunt 	 The Listening Lion (COEL - Behaviour Buddies) 	 The Gruffalo 	 The Owl Who Was Afraid of the Dark 	 Love Makes a Family 
Writing •Can say the initial sound in a word. •Uses some recognisable letter shapes when writing own name. •Can orally segment some simple cvc words. •Can hear the initial sound in a word and write it down.					
Writing outcome	Children will take part in a 'draw your family' activity. They will draw using recognisable shapes and give meaning to their marks.	Children will take part in a range of mark making opportunities where they will explore writing for a range of purposes. They will be giving meaning to their marks. Children will play a range of games to develop their writing skills. For example, they will play 'I spy' with objects which will start with familiar initial sounds. They will			

	Children will be using their name card to trace their name in a range of ways, such as salt dough, glitter, pens etc. They will be learning to recognise their name. Children will be introduced to a variety of texts, and we will unpick key vocabulary and their meaning e.g. kind, friends, promises, helping hands.	hear the initial sounds in a word and will practise writing these down. Children will participate in a range of mark making activities to strengthen their hands and begin to introduce them to letter formation and writing opportunities. Children will practise writing their names in a variety of ways using a range of resources such as chalks, felt tips, paint, glitter etc. We will practise forming letters correctly through sand trays, chunky chalks, water, paint and ribbons. Children will take part in a range of games which focus on developing their phonetic knowledge, for example the Silly Soup rhyming game. They will focus on blending words together (words with three sounds) and hearing initial sounds in words. We will use the Key texts as a focus for these activities.
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Maths

Number

- Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged.
- Rote counts to 10 and subitises to 3.

Numerical Patterns

- Compare amounts using the language of 'more'.
- Reads numerals to 5 and matches to an amount.
- Orders numbers to 5.

Shape Space and Measure

- Uses some everyday language to talk about and compare size, mass and capacity
- Recognises a repeated pattern and is beginning to create own patterns and arrangements.

Maths	Weeks 1 & 2 Match, sort and compare: Getting to know you - sorting and comparing skills	Weeks 3 & 4 Match, sort and compare: -match objects -match pictures and objects -identify a set -sort objects to a type -explore sorting techniques -create sorting rules -compare amounts	Week 5 & 6 Talk about and Measure patterns: -compare size -compare mass -compare capacity -explore simple patterns -copy and continue simple patterns -create simple patterns	Week 7 It's Me 1 2 3 -find 1, 2 and 3 -subitise 1,2 and 3 -Represent 1,2 and 3 -1 more -1 less -composition of 1, 2 and 3
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Understanding the world

Past and Present.

- Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.

People, Culture and Communities

- Talks about the world around and the people and places that are familiar.

Natural World

- Explore the natural world and talk about the things that are noticed.

- Recognises change and can describe what is happening.

RE (UW)	Big Question: What does the word God mean? In RE we will focus our learning around the question- Why is God so important to Christians? We will find out about the Christian belief that God created the heavens and the earth. We will learn about key events from the creation story and how Christians like to treat God's name with respect. We will also learn about the Muslim faith and will ask ourselves 'what do Muslims want to whisper the word Allah into a baby's ear.'						
Understanding the World	We will be talking in detail about our families. Children will use their 'All about me book' to support their discussions. We will discuss that as a class we are like a family, where we work together and	We will be discussing our families and will be identifying different relationships within the family. We will continue to use the children's 'All about me' books for these discussions.	We will make comparisons between when we were a baby, a toddler and now as a child. We will talk about the things that we can now do as a 4-5 year old! Children will be asked to bring in photos to share with	We will be talking about the world around us and the people and places that are familiar to us.	We will be exploring the natural world and will talk about the things that we notice. We will discuss the change of season from Summer to Autumn.	We will continue to explore the natural world, taking part in a range of outdoor activities.	We will be focusing on recognising change and describing what we see and why it might be happening.

	look after one another.	Children will be encouraged to draw and paint pictures of the people in their family.	the rest of the class.				
Outdoor learning	Weeks 1 and 2 Theme ‘Wonderful Mud!’ We will be introducing outdoor learning in our woodland area. We will be establishing our rules and how we show respect for our environment and help to keep one another safe. We will be exploring all things mud related! 	Week 3 Theme ‘creeping, crawling Minibeasts’ We will go on bug hunts, learn about their habitats, their names, what they look like and what we can do to help to care for them. We will learn songs about minibeasts and will sing	Week 4 Theme ‘I’m Stickman that’s me!’ We will read the story stick man and will make our very own stick people. 	Week 5 Theme ‘the season of Autumn’ We will discuss the changing of the seasons and how it is now Autumn. We will learn about Autumn and will look closely at the trees to see signs of Autumn. We will make our own	Week 6 Theme ‘my face, your face!’ We will look carefully at one another faces and will then use clay to make our very own tree faces using natural resources. 	Week 7 Theme ‘Abracadabra’ We will make our own wands using natural resources. 	

		them together around our camp.		Autumn crowns. 		
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Expressive Arts and Design

Creating with Materials

- Uses a range of different techniques and a variety of materials, e.g. paint, collage.
- Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles.
- Uses drawing materials to create pictures with a range of lines and shapes.

Being Imaginative and Expressive

- Experiments with a range of percussion instruments.
- Joins in with singing in a familiar group.
- Accesses role play and small world resources, sometimes playing with others to develop storylines.

Creating with Materials (Art and Design)	Uses a range of techniques to paint a self portrait 	Uses a variety of natural materials to collage a	Uses a range of techniques and variety of materials to create an	Use scissors to make snips and cut lines, holding the scissors in one hand (showing a preference for a dominant hand)	Use scissors to make snips and cut lines, holding the scissors in one hand
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Uses a mirror to look at key features – eye colour and hair colour – when drawing a self portrait



family portrait



Uses a variety of natural materials to paint a family portrait



autumn tree - cork printing



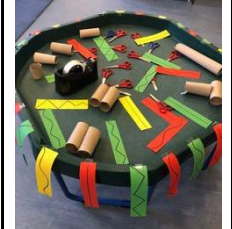
Use scissors to make snips and cut paper, card and salt dough



Draw characters from a book - e.g. The Owl Babies and Luna Loves to Dance



(showing a preference for a dominant hand)



Draw Harvest fruit / pomegranate (Jewish New Year)



Uses a paintbrush to form lines and circles - painting harvest foods



**Being
Imaginative and
Expressive
(music)**

Our main focus for developing musicianship is:

- Establishing a sense of pulse
- Development of singing in tune
- Starting to understand the concept of high/low pitch
- Starting to understand the difference between pulse and rhythm

Throughout this half term, the children will join in with singing and begin to discuss pulse, singing in tune, the concept of high and low. Additionally, children will be involved in role play, imaginative small world play and build on developing storylines.