

Project Overview

People who Help

Despite being November, this topic is dominated by preparations for the Year R Nativity in Church. The children spend time learning songs, practising their words, changing into their costumes, using a microphone and safely crossing the road to church. In our topic we often have lots of visitors who talk to the children about the work that they do. They may have the opportunity to see a fire engine, ambulance or police car but this does depend on their availability. We teach the children to listen respectfully to our visitors and think about what questions we can ask to find out about their jobs. Our daily phonics and maths lessons will continue and some children may begin to bring reading scheme books with words home. In preparation for Christmas all children will begin to make decorations to display in the hall. Intervention will be ongoing for those children who need extra support with their social, communication, fine motor or number recognition skills. If Armistice Day falls within this topic we will visit the Swanmore War Memorial and learn about the important role the forces have played in the past and in the present.

COMMUNICATION AND LANGUAGE

People who help Project - Teach vocabulary on wordbank and powerpoint T:\A Year R\VOCAB & WORDBANKS\People who help

Talk about people's occupations and how they help others e.g. refuse collectors, doctors, nurses, dental assistant, paramedics, firefighters, police officers

Visits from people who help us e.g. lolly-pop lady/man, paramedics, doctors- listen to them and ask questions

Invite family members in to talk about their jobs

Talk about the jobs that their parents/grandparents do

Talk about how the vehicles and equipment for the emergency services have changed over time.

Follow instructions on art hub to draw a police car.

Listen attentively to visitors and discussions and make appropriate comments

Begin to ask/ answer questions in their learning and playing

Use talk to help work out problems or organise activities

Learn and say words for nativity clearly into the microphone

Know the words and join in with nativity songs

Learn new vocabulary from powerpoints texts and environment

Begin to say the days of the week in order

Know how to respond to what has been said (with a linked idea to the subject being discussed)

Talk in full sentences and know correct past tense (not irregular tenses and plurals)

Know when to use pronouns correctly

By the end of Autumn 2 the Children will be able to say their words for the nativity clearly into the microphone.

PHYSICAL DEVELOPMENT

People who help project- Draw a picture of their parents/grandparents (and talk about the jobs that they do.)

Look at pictures of emergency vehicles, select colours to paint their favourite one, looking carefully at shapes, colours and features

Dressing up in Role play costumes (fire fighters, doctors, police etc)

Funky Fingers Make split pin skeletons. Making skeletons with the playdough. Cutting firefighter's spiral hoses from toilet rolls. Using firefighter's pole. Building fire engines with large construction, making emergency vehicles with mobile and duplo.

Follow instructions on art hub to draw a police car.

Manoeuvre small objects using a pincer grip
 Hold pencil with correct grip and begin to form some lower-case letters correctly
 Know how to write their name forming all letters in their name correctly
 Handle tools, objects, construction & malleable materials safely, and with increasing control.
 Snip and glide through paper along straight lines
 Begin to move with control in a range of ways, running, skipping, galloping, side stepping

Know we need to keep safe in school and how we use and handle scissors, sellotape dispenser etc to stay safe
 Know the handwriting ditty to match the letters we learn
 Begin to know that we write from left to right across a page when writing a word
 Know we have rules in PE to keep us safe

By the end of Autumn 2 the Children will be able to write their name, holding the pencil in a tripod grip and forming the letters correctly. They will begin to form other lower-case letters correctly and will begin to write the 3 letters of a CVC word in a line from Left to right

PERSONAL SOCIAL EMOTIONAL

People who help Project - Talk about people's occupations and how they help others e.g. refuse collectors, doctors, nurses, dental assistant, paramedics, firefighters, police officers
 Visits from people who help us e.g. lolly-pop lady/man, paramedics, doctors- show respectful listening to them and ask questions
 During a visit from the dental nurse the children learn about how to look after their teeth.
 Invite family members in to talk about their jobs. Talk about the jobs that their parents/grandparents do

Use talk to help work out problems or organise activities
 Put shoes and loose fitting t-shirts and jumpers, trousers/bottoms on independently
 Begin to zip up coat independently
 Respond appropriately during inputs
 Wait for what they want and control impulses, using timers/prompts to help.
 Be willing to try a variety of activities
 Cross road safely to church
 Participate in nativity, performing in front of an audience
 Join in with party games and accept that not everyone can win
 Begin to discuss which foods are healthy and which are unhealthy
 Know when/who to ask for help after trying
 Know we show our love by giving cards and presents at Christmas
 Begin to learn about our global responsibility to look after our planet

By the end of Autumn 2 the Children will be able to play with and alongside peers and resolve issues themselves or by asking an adult to help.

LITERACY

Reading

RWInc phonics – set 1. Daily introduce a letter, learning the sound and how it is written. Every lesson will include a session on reading -using Fred Talk to help children learn how to blend CVC words including the sound of the day and reading CVC green words by pressing sound buttons to sound out and blend. Red words are gradually introduced and recapped daily. (I to no put the said)
 Play phonics set is introduced for the children to role play phonics lessons.

At parents phonics meeting set 1 sound mats and Red word mats are given out to support home learning. All children are given a green phonics set 1 book for home learning support.

Daily sheets for each sound is available for parents along with a daily seesaw post.

Weekly guided reading day in one classroom. Children are in differentiated groups and their books are matched to their developing phonics abilities. Children regularly checked to see if they are ready to start decoding phonetically. Since they learn 5 sounds a week phonetically decodable books have to be carefully selected at this stage. Children who are ready are taught to finger track using simple repetitive texts with character names. Children are taught the following; sound, digraph, word, gaps/finger space, sentence, capital letter, lowercase letter, fullstop, question mark, exclamation mark, bold (print), expression (in voice), page, title, author, illustrator, fingertrack, predict. By the end of term all children will have books with words and once all set 1 has been introduced children who cannot yet and need practice blending will be given decodable books alongside repetitive story books.

Daily jobs board names and jobs is 'read' by star of the day.

Daily storytime/booktime continues with focus on project books selected in Rich texts document. A diet of classic texts will also be read and revisited across the year.

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Listen to and hearing some sounds in CVC words.

Identify sounds in their own and others names

Know how to write their name correctly.

Point at sound buttons when reading words and

Finger track when reading sentences

Talk in sentences about the stories they have read

Listen to stories and Predict what may happen in stories

Talk about facts and vocabulary they have learnt

Know the sounds that taught letters make

Know what taught letters look like

Know that sounds can be blended to read words

Recognise red words in text

Know the vocabulary of reading skills - sound, word, sentence, gap

Build up a bank of new vocabulary from stories

By the end of Autumn 2 the Children will be able to recognise all the sounds in set 1. They will say the sounds in a cvc word out loud and may begin to blend these to read the word though this may not be consistent yet. They will use their fingers to count the number of words in a sentence and may finger track under the text as they sound it out to read it.

Writing

Morning write Name writing continues in the morning and daily interventions for those not correctly writing name. T works with the children needing name writing support during registration. By the end of November begin writing CVC words in the morning write session (alongside names for those who still need to work on this.) T works with less able children to write names then work on CVC word.

Phonics Begin RWInc phonics – learning set 1 sounds and early digraphs. Daily introduce a letter, learning the sound including ditty of how to write it. Every lesson will include a session on using Fred Fingers to segment the sounds and then write simple CVC words including the sound of the day. Begin to write the red words that have been introduced.

Play phonics set is introduced for the children to role play phonics lessons.

FM skills intervention continues for the children who have poor pencil control.

Daily Handwriting sheets for each sound is available for parents along with a daily tapestry post. All children are given a green phonics set 1 book for home learning support.

Children will begin to be supported in their attempts to mark make in playing and learning. This may include copying from project wordbanks or environmental writing such as friends' names to create own registers.

Listen to and hear some sounds in CVC words.

Identify sounds in their own and others names

Know how to write their name forming all letters in their name correctly

Use Fred fingers to segment a CVC word

Hold pencil with correct grip and begin to form some lower-case letters correctly

By the end of Autumn 2 the Children will be able to write their name, holding the pencil in a tripod grip and forming the letters correctly and in the correct sequence. They will recognise all set 1 sounds.

Know the sounds that taught letters (set 1) make
 Know what taught letters (set 1) look like
 Know the handwriting ditty to match the (set 1) letters we learn
 Knows that words can be segmented to spell some familiar words using known sounds
 Begin to know that we write from left to right across a page when writing a word

MATHEMATICS

ACTIVITIES

One-to-one correspondence – match one number name to each item to be counted. – the last number in the count is the total size of the group. Stable order- say the number names in the correct order.

Children to sit at tables with multilink – can they make a square shape with 4 / 3 / 5 blocks etc – look at the different ways children have created 4/3/5 etc and compare shapes. Explain that no matter how the shape changes/ looks it's still the same number.

Composition of numbers 1 to 5. Introduction to part part whole.

Conservation of number – a number can be partitioned but the total remains the same.

Cardinality Look at what zero looks like. Zero comes before 1 when we are counting.

Order & Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Order numicon 1-5. Explore adding 1 to each of the numbers 1, 2, 3 & to work out what is 1 more by add placing the numicon piece over the top

Explore taking away 1 Using numicon find out 1 less. Select one of the numicon pieces.e.g. 5 - which piece do you need to place over it so that 1 square is NOT covered? Once they have discovered say "5 take away 1 is 4."

Explore the composition of numbers to 10. Numberbonds with numicon pieces. Find which pairs of numbers we can put together to make each number

Recognise numerals. Recite numbers past 5. Understand the 'one more than/one less than' relationship between consecutive numbers. Missing number – Lay out the number cards in a numberline from 1-10. Take a number away. What's missing?

Automatically recall number bonds for numbers 0–5 Get 3 hoops to create a part part whole model. Use large numicon pieces to demonstrate how numbers 1-5 can be partitioned. Lay the two smaller numbers on top of the original to show it is the same.

Children use small numicon pieces to demonstrate how numbers 1-5 can be partitioned. Lay the two smaller numbers on top of the original to show it is the same.

Match quantities to numerals to 5

Count up to 10 objects with 1:1 correspondence

Count out up to 10 objects from a larger group

Subitise to 4

Explore number bonds to 5 to solve problems.

Begin to partition objects/numbers into 2 groups to find parts of a whole.

Compare numbers that are far apart, near to and next to each other (8 is a lot bigger than 2 but only a little bit bigger than 7)

Know the cardinal value - the last number in the count is the total size of the group

Know that addition involves combining two or more groups of objects.

Understand Conservation – To know that if amounts have been rearranged, the amount is the same

Recognise numerals to 10

Begin to know number bonds to 5

Adding 1 is 1 more, taking 1 away is 1 less

Begin to know which is more/less when comparing 2 numbers up to 10

Understand the vocabulary add, more, take away, less

By the end of Autumn 2 the Children will be able to recognise numerals 0-10, accurately count a group of up to 10 objects and count out up to 10 objects from a larger group. Subitise numbers to 4 and begin to use the language of add and take away.

EXPRESSIVE ARTS AND DESIGN

People who help project- Look at pictures of emergency vehicles, select colours to paint their favourite one, looking carefully at shapes, colours and features
Follow instructions on art hub to draw a police car.

Retell stories through role play and in small world
Participate in the nativity, saying their words and joining in with the songs in front of an audience
Use paint, pencil crayons, pastels and felt tips to represent objects and people

Learn the names of different tools and techniques that can be used to create art

Understand that pictures can be created by making

By the end of Autumn 2 the Children will have participated in the YR nativity in, saying their words and joining in with the songs in front of an audience. They will select appropriate colours and use basic shapes to represent objects and people in their pictures and models.

UNDERSTANDING THE WORLD

Past and Present

People who help Project -Thinking about people's occupations and how they help others e.g. refuse collectors, doctors, nurses, dentists, paramedics, firefighters, police officers

Florence Nightingale Visits from people who help us e.g. lolly-pop lady/man, paramedics, doctors Draw a picture/ talk about the jobs that their parents/grandparents do.

?Invite family members in to talk about their jobs?

Look at how the vehicles and equipment for the emergency services has changed over time.

People, Culture and Communities

People who help project- Thinking about people's occupations and how they help others e.g. refuse collectors, doctors, nurses, dentists, paramedics, firefighters, police officers etc. Visits from people who help us e.g. lolly-pop lady/man, paramedics, doctors

Draw a picture/ talk about the jobs that their parents/grandparents do

The Natural World

Welly Walks - explore the school grounds and begin to describe what they can see in the different areas, trees, flowers, vegetables, long grass Look for Autumn changes during welly walks.

Longitudinal study: Look at 3 areas in our school grounds - we revisit these throughout the year to see how they have changed with the seasons. Tell children that a worm, a bee and a bird live in these locations and that their homes change as the year goes on and we want to find out if this is true. (pollination garden, Sorbus and wet patch outside Y6 on school field)

Photograph, draw or paint their observations.

Talk about the jobs that people in their family do
Talk about why people wear a poppy in November and what the war memorial is for
Join in with the celebrations for Christmas
Know that emergency vehicles and equipment have changed over time
Know that the composition of different families is not the same
Know that family members can have different roles in society
Know why people wear a poppy in November
Begin to say the days of the week in order
Know the characteristics of Autumn and Winter.

By the end of Autumn 2 the Children will be able to talk about the roles of people in the community who help us and be able to say why poppies are worn in November.

Name and explain jobs done by People who help us
Talk about the jobs that people in their family do
Know that Church is a special place for Christians
Become familiar with the school and school grounds and know their way back to Year R

Become familiar with a map of the school grounds
Join in with our celebrations for remembrance and Christmas and talk about how we celebrate these
Incarnation (Christmas)

Why do Christians perform Nativity plays at Christmas?
Learn about Jesus as a baby and a grown up.
Learn about the Nativity story, how it links with Christmas and why this is such a special time for Christians.
Christians believe Jesus is God in human form.
places around the school independently (library, office, medical room) and find their way back to Year R from the school field and playground

By the end of Autumn 2 the Children will be familiar with a map of the school grounds and may be able to name some places on it. They will know that the church is a special place for Christians. They will be able to go to places around the school independently (library, office, medical room) and find their way back to Year R from the school field and playground

Describe/point out signs of Autumn and Winter and compare the 2 seasons.

Become aware of how we choose clothing to match weather and seasons

Make observational drawings of winter plants

Begin to know that the weather is different in each Season.
Water freezes and becomes ice when cold and melts when heated
Know the characteristics of Autumn and Winter

By the end of Autumn 2 the Children will be able to talk about some of the autumnal changes they have observed in the school grounds