

Autumn A  
2021/2022

Prime Areas

Specific Areas  
WHOLE SCHOOL TOPIC: READING



Week / Big Book	PSED	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the world	Expressive Arts & Design
<b>08-10 September</b>  <b>Birthdays</b>  <b>3 days</b>	<u>Building relationships</u> <small>(Find ways to calm themselves, through being calmed and comforted by their key person.)</small>  Settling in/ Stay and play session  <b>Freeze dance</b>	<u>LA&amp;U</u> <small>(Listen to other people's talk with interest but can easily be distracted by other things.)</small>  Family puzzles (S&LP1)	<u>Gross motor</u> <small>(Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.)</small>  Playtime party, party	<u>Comprehension</u> <small>(Ask questions about the book. Makes comments and shares their own ideas.)</small>  What's inside the present? Party invites	<u>Number</u> <small>(Take part in finger rhymes with numbers.)</small>  Birthday sets Counting Shape cakes Heavy/ light	<u>Past and present</u> <small>(Make connections between the features of their family and other families.)</small>  Birthdays remembering special times	<u>BI &amp; E</u> <small>(Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.)</small>  Home corner party Party games pass the parcel musical chairs <u>Creating with materials</u> <small>(Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.)</small>  Playdough family cutters Party hats
<b>13-17 September</b>  <b>We're going on a bear hunt</b>	<u>Self-regulation</u> <small>(Establish their sense of self.)</small>  Emotions photos All emotions acceptable <b>Zen den 'We're going on a bear hunt'</b>	<u>LA&amp;U</u> <small>(Enjoy singing, music and toys that make sounds.)</small>  Recognises story sounds <u>Speaking</u> <small>(Use intonation, pitch and changing volume when 'talking').</small> Story  (S&LP2)	<u>Fine motor</u> <small>(Build independently with a range of appropriate resources)</small>  Story mobiles Threading using needles safely <u>Gross motor</u> <small>(Enjoy moving when outdoors and inside.)</small> Negotiating space	<u>Comprehension</u> <small>(Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.)</small>  Retelling story using story mobiles	<u>Numerical patterns</u> <small>(Notice patterns and arrange things in patterns.)</small>  Sorting by colour mobiles use story to discuss measure and distance	<u>The natural world</u> <small>(Explore natural materials, indoors and outside.)</small>  Environments in story and weather. Self-registration, <u>PC &amp; C</u> <small>(Make connections between the features of their family and other families.)</small> Maps routes.	<u>Creating with materials</u> <small>(Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.)</small>  Observational drawing of trees <u>BI &amp; E</u> <small>(Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.)</small> Role play story outside
<b>20-24 September</b>  <b>Big red bath</b>	<u>Building relationships</u> <small>(Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.)</small>  My mum pictures Families special people & relationships <b>Mindfulness 'thought bubbles'</b>	<u>LA&amp;U</u> <small>(Listen and respond to a simple instruction.)</small> <u>Speaking</u> <small>(Use the speech sounds p, b, m, w.)</small> Berths the bus Letters and sounds (S&LP3)	<u>Gross motor</u> <u>Fine motor</u> <small>(Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.)</small> <small>(Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.)</small>  Washing hands and feet testing soaps shoes and socks. Painting animals	<u>Comprehension</u> <small>(Repeat words and phrases from familiar stories.)</small> Recall refrain <u>Word reading</u> <small>(Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.)</small>  Name recognition on bath shapes	<u>Numerical pattern</u> <small>(Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.)</small>  Jump in	<u>PC&amp;C</u> <small>(Notice differences between people.)</small> My mums <u>The natural world</u> <small>(Explore and respond to different natural phenomena in their setting and on trips.)</small> Living things 4 wild animals Bubbles	<u>Creating with materials</u> <small>(Start to make marks intentionally.)</small>  Painting animals  <small>(Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.)</small> Bubble printing

<p><b>27Sept-01 Oct</b></p> <p><b>The journey home from grandpas</b></p>	<p><b>Building relationships</b> (Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".)</p> <p><b>Special people</b></p> <p><b>Zen den 'Diggory dump truck'</b></p>	<p><b>LA&amp;U</b> (Listen to simple stories and understand what is happening, with the help of the pictures.) (Understand simple questions about 'who', 'what' and 'where') Using copies of map to find places objects described by adult Children working in pairs (S&amp;LP2)</p>	<p><b>Gross motor</b> (Sit on a push-along wheeled toy, use a scooter or ride a tricycle.) <b>Wheeled toys</b></p> <p><b>Fine motor</b> (Eat finger food and develop likes and dislikes.) <b>Healthy colourful snacks.</b></p>	<p><b>Comprehension</b> (Pay attention and responds to the pictures or the words.) <b>Chain letter</b></p> <p><b>Writing</b> (Add some marks to their drawings, which they give meaning to.) <b>Garage Mechanic</b> <b>Literacy outside</b> <b>pg48</b></p>	<p><b>Number</b> (Compare amounts, saying 'lots', 'more' or 'same'.) <b>Comparisons</b> <b>estimating</b> <b>More /few</b> <b>Water tray 1</b> <b>Maths pg21</b></p>	<p><b>Past and present</b> (Make connections between the features of their family and other families.) <b>Special times visiting family</b> <b>Maps going for a walk in the local environment.</b></p>	<p><b>B I &amp; E</b> (Start to develop pretend play, pretending that one object represents another.) <b>Role play mechanic</b></p>
<p><b>04-08 October</b></p> <p><b>Each peach pear plum</b></p>	<p><b>Self-regulation</b> (Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.)</p> <p><b>Caring for each other</b></p> <p><b>Zen den 'Sit and stretch'</b></p>	<p><b>Speaking</b> (Start to develop conversation, often jumping from topic to topic.)  Picking blackberries Looking at fruit inside and out Plum pies (S&amp;LP2)</p>	<p><b>Fine motor</b> (Develop manipulation and control) (Explore different materials and tools.)  Painting characters observational drawing Making pastry/ plum pies</p>	<p><b>Comprehension</b> Sing songs and say rhymes independently, for example, singing whilst playing.)  Rhyme in story</p>	<p><b>Number</b> (Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.)  Counting Sequences Weighing</p>	<p><b>The natural world</b> (Explore materials with different properties)  Safety outside Germinating peach and plum stones</p>	<p><b>Creating with materials</b> (Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.)  Clay work Fruit printing</p> <p><b>B I &amp; E</b> (Join in with songs and rhymes, making some sounds.)  Rhyme in story</p>
<p><b>11-15 October</b></p> <p><b>Ten in the bed</b></p>	<p><b>Managing self</b> (Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.)</p> <p><b>Managing risks recognising danger</b></p> <p><b>Mindfulness 'the I can't monster'</b></p>	<p><b>LA&amp;U</b> (Recognise and point to objects if asked about them.)  Story sounds using instruments (S&amp;LP1)</p>	<p><b>Gross Motor</b> (Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.)  Rolling using small apparatus Trampoline/ hoppers</p>	<p><b>Word reading</b> (Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.)  Following recipe to make face pizzas</p>	<p><b>Numerical patterns</b> (React to changes of amount in a group of up to three items.)  (Climb and squeezing selves into different types of spaces.)  10 empty bottles pg 29 Counting ordering number recognition addition subtraction</p>	<p><b>The natural world</b> (Explore and respond to different natural phenomena in their setting and on trips.)  Day and night Pyjama day</p>	<p><b>B I &amp; E</b> (Respond emotionally and physically to music when it changes.)  (Move and dance to music.)  (Explore a range of sound makers and instruments and play them in different ways.)  Making musical instruments Which instrument</p>
<p><b>18-22 October</b></p> <p><b>Brown bear brown bear what do you hear?</b></p> <p><b>Harvest</b></p> <p><b>4 days (parents day Fri)</b></p>	<p><b>Building relationships</b> (Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.)</p>	<p><b>LA&amp;U</b> (Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.)  <b>Speaking</b> (Constantly babble and use single words during play.) (S&amp;LP1)</p>	<p><b>Gross motor &amp; Fine motor</b> (Pass things from one hand to the other. Let go of things and hands them to another person or drops them.)  (Try a wider range of foods with different tastes and textures.)  <b>Independent</b></p>	<p><b>Writing</b> (Enjoy drawing freely.) (Add some marks to their drawings, which they give meaning to. For example: "That says mummy.")  <b>Learning</b></p>	<p><b>Numerical patterns</b> (Combine objects like stacking blocks and cups. Put objects inside others and take them out again.)  (Build with a range of resources.)  (Complete inset puzzles.)</p>	<p><b>Past and present</b> (Repeat actions that have an effect.)</p>	<p><b>Creating with materials</b> (Use their imagination as they consider what they can do with different materials.)</p>