


O'Keeffe Class - Autumn Term Overview

| | | |
|--|---|---|
| <p>KEY TEXTS The Little Red Hen The Three Little Pigs. A wet & windy harvest Nonfiction – people who help us. Think Big What makes me a me? The Large family books. Same, same, but different</p> | <p>Understanding the world Children talk about members of their family. Children learn about the seasons & know what it is Autumn. Learn through role play & books about different occupations e.g., fireman, policeman, nurse. Children to look at photographs of a policemen, nurse uniform in the past. Understanding & how & why Harvest is celebrated. Take part in the Harvest celebrations at school & the church. PSHRE (SCARF Scheme) Me & my relationships. All about me, what makes me special, me & my special people, who can help me? my feelings.</p> | <p>RE - Ourselves & our families. I can talk about me & what makes me special. I can talk about who is in my family I can share my homework 'what makes each of us special to our families' I can talk about what happens on my birthday. I can talk about some special days. I can understand that people have different special days I can talk about my favourite day of the year.</p> |
| <p>MATHS (White Rose & NCTEMS) Counting rhymes & songs, subitising, counting, cardinality & ordinality, composition, comparison. Compare size, mass, capacity, explore, copy, continue & create simple matters.</p> | <p>All about me! Transition, all about me, (birthdays, favourite things, friends, family, where I live, houses & homes), harvest.</p>  | <p>COMMUNICATION & LANGUAGE Children will continue to learn new vocabulary & its meaning. Children will continue to use new vocabulary in conversations & discussions – with teachers & peers. Children will continue to learn new rhymes, poems, & songs – some of which they can recite from memory.</p> |
| <p>Art Intended artists – exploration of Jackson Pollock & children to recreate his artwork. Children explore the mark making area, adults modelling how to use equipment safely, how to grip a pencil & make mark. Children to learn the names colours & uses these in their work. Children to explore the painting area within the classroom, learn how to use the area independently or with support. Children to explore printing through access to paint to print with their h&s, fingers & knowing that they are allowed to do this. Children explore the available materials in their classroom - play doh, fabric, junk modelling. Children shown how to use scissors to make snips safely. Children exploring the roleplaying area/s within the setting & joining in with familiar pretend play.</p> | <p>PE Managing themselves - Adults supporting children to learn the school day & routines. Children going for dinner, toileting independently. Gross Motor - Children sitting at tables, sitting on the carpet, children having access to a range of tools & equipment such as pens, scissors, balls, rackets, cones to use. Fine motor - Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing & snipping paper. MUSIC (Charanga Scheme/ Autumn Term/ Reception/ Me!) Singing simple well-known songs & rhymes, introducing new daily rhymes, Describing the sounds they can hear. Phase 1 phonic lessons focusing on tuning in.</p> | |
| <p>PHONICS Ongoing opportunities to practise orally blending & segmenting words. Ongoing opportunities to begin to form letters correctly with support. Children to recognise the sounds s, a, t, i, p, m, d, g, o, c, k. Children to recognise the tricky words l, the, go.</p> | <p>ENGLISH Comprehension - reading together, pointing to the words, talking about the pictures in books, retell stories. Sing nursery rhymes, songs & read poems. Word reading - hearing initial sounds & using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t. Phonics - hear sounds in the environment such as outside & inside – wind, cars, talking. Listening to stories, poems & teachers modelling sounds. Support & modelling of hearing initial sounds & using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t. Writing - carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to & join in, reading books as a class, using the class book area, model writing during class inputs, name boards, write their name on sheets & in their writing book. Compositional skills - Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher. Spelling - 'phoneme fingers' to segment sounds in words, writing their names on sheets or in books. Handwriting - weekly handwriting lessons based on shapes & lines, daily reminders, & recaps on how to hold a pencil.</p> | |

| | | | | |
|--|---|---|---|--|
| <p>Memorable experience Children to learn & perform Paintbox 'Cauliflowers fluffy' at the harvest service.</p> | <p>H&s on, investigative learning Walk around the Village, children to look for old & new houses.</p> | <p>High Quality Text The Little Red Hen</p> | <p>End Product Jack Pollack inspired 'messy' art project.</p> | <p>Opportunity for parental engagement Help children to complete 'what makes me special homework'. Nativity</p> |
|--|---|---|---|--|

