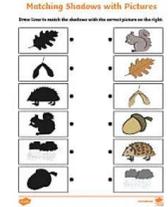
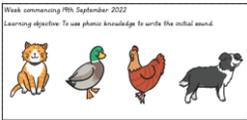




**Home Learning Links:** share home learning experiences with us through Tapestry and we will share these in class.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Read Write Inc</b>		g	o	c	Library/red words/fred talk games
<b>English</b>  <b>Vocab:</b>		Introduction Read the story What's the problem in the story?	re-read the story	favourite phrases (use these throughout the day) Which is the right sentence	children join in with key parts
<b>Maths</b> <a href="#">White Rose Maths</a> <a href="#">(click here to see the scheme)</a>		Have a collection of autumnal items (leaves, conkers, seeds, etc). encourage children to explore different ways these items can be sorted. Start by using one criteria to create two sets – eg leaves and not leaves. Round and not round. Red and not red	Guess my rule – begin with a large pile of items. Tell children you have a sorting rule, but they need to guess what it is.	Numicon shape pairs – give pairs of children a bag of Numicon and they have to select the shape that the adult is holding up	Odd one out! Create a set of up to 4 objects, each having 1 criteria that makes it different from the others. 
<b>Prime/specific subjects (PM)</b> <b>Marvellous me bags across the week, as they come in!</b>		UTW All about Autumn Discuss with the children what season we are currently in. Do you know anything already about Autumn? Could be about the weather, what we wear, and special holidays in Autumn etc.  Go on a walk around the field. Choose a tree to observe over the changing seasons. What do we notice about the trees in Autumn? Take a picture of it to log changes.	Music Sing and learn the song: <a href="#">Autumn is here again song</a>	PSED Show and tell. Each day over the week a small selection of children to share their hobbies. Children will come dressed up as their hobby and share with the group what this means and what they like to do. Adult to model this on the first day. Modelling speaking in full sentences, loudly and clearly, answering questions and demonstrating hobby if possible.	PE (in the morning) First PE – lesson 2  C&L – special achiever, traveller Ted, Tapestry
<b>Music/singing/rhymes</b>	Daily during transition points				
<b>Mindfulness</b>	Daily as and when necessary				
<b>Story</b>	Talk through stories – morning & children's choice – 2:45pm				
<b>Learning review/Tapestry</b>	Daily or as and when parents have added photos/videos				

Areas of provision	This half term we are learning to...	This week we are learning...	Key vocabulary / questions
<b>Creative</b>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form &amp; function</li> <li>• Share creations, explaining the process we have used</li> <li>• Hold a pencil effectively – using the tripod grip</li> <li>• Use a range of small tools, including scissors and paintbrushes</li> <li>• Begin to show accuracy and care when drawing</li> </ul>	<p><i>Autumn week</i>  <i>Autumn themed leaf paint rolling</i>  <i>use a conker in paint. Using autumnal colours, roll around to create leaves!</i></p> 	autumnal, colours, tones. shades
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including composition</li> <li>• Subitise (recognise quantities without counting) up to 5</li> <li>• Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> <li>• Verbally count beyond 20, recognising the counting system pattern</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	 <p>Match the shadows to correct object</p>	sort, match, compare, pair, similarity, pattern
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Use core muscle strength to achieve a good posture when sitting at a table</li> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>	<p>Write the initial sound for characters in the story (eg d for dog)</p> 	first sound, initial sound,
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from books, rhymes and poems</li> <li>• Demonstrate understanding of what has been read by retelling stories and narratives using own words and recently introduced vocabulary; use and understand this vocabulary during discussions about books, rhymes and poems and during role play</li> <li>• Anticipate (where appropriate) key events in stories</li> <li>• Understand the past through settings, characters and events</li> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• Read words consistent with phonic knowledge by sound-blending</li> <li>• Read simple sentences and books, including common exception words</li> <li>• Make use of props and materials when role playing characters</li> <li>• Invent, adapt and recount narratives and stories with peers and adults</li> </ul>	<p>To read a book for pleasure in our reading area; talk about the illustrations.</p> <p>Explore our new fiction and non-fiction collections.</p> <p>Play a phonic game with a friend using the RWI resources.</p>	Book, text, fiction, non-fiction, fact, factual, real Front cover, back cover, blurb, title, Publisher, author, illustrator Is your book fiction or non-fiction? How do you know? Talk to a friend about your book
<b>Construction</b>	<ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and explain how things work &amp; why they might happen</li> <li>• Build constructive and respectful relationships</li> <li>• Work and play co-operatively and take turns with others</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Invent, adapt and recount narratives and stories through play</li> <li>• Share creations and explain the process used</li> </ul>	<p>Design and make a place in the world using the Lego pieces.</p> <p>Use the displayed people/places/transport idea portfolios to help you.</p>	Build, make, construct, create, people, place, transport, journey What do you need? How are you going to make it?
<b>Small world</b>	<ul style="list-style-type: none"> <li>• Work and play co-operatively and take turns with others</li> <li>• Invent, adapt and recount narratives and stories through play</li> <li>• Make use of props and materials when role playing</li> <li>• Understand some important processes and changes in the natural world, including the seasons and changing states of matter</li> </ul>	<p>All about spring! What might spring look/feel like? Explore the small world tray and use your imagination. Retell a spring story.</p>	spring, weather, changes, seasons, senses, blossoms, buds, lifecycles,
<b>Snack</b>	<ul style="list-style-type: none"> <li>• Use a range of small tools, including cutlery</li> <li>• Wash hands independently</li> <li>• Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> <li>• Participate in discussions, offering own ideas, using recently introduced vocabulary</li> <li>• Talk about food choices and understand not everyone likes/dislikes the same things</li> </ul>	<p>Develop independence in this area; peeling own fruit, washing &amp; drying hands accurately, emptying own milk etc. Try new foods in our weekly taste session.</p>	
<b>Topic</b>	<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	talk about my hobbies	community, interest, special, hobby, talent,

	Reading	Writing
g		
o		
c		
Fred talk games		