Termly Overview 2022/23 Term: Autumn 1

**Our Topic – I’m Special, I’m me!**

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|  | | **Week 1 (First 4 days)** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Weekly Theme** | | Settling in | Myself and my favorite things | My Senses | My Family | My School | My House and Flintham Village | Autumn and Harvest |
| **Key texts** | | **Starting School** | **I’m special, I’m me!**  Additional texts – Colour Monster, My Teeth | **Senses Book** | **The Great Big Book of Families** | **All are welcome** | **The Three Little Pigs** | **Leaf Man** |
| **Literacy**  Reading  Writing | Rec | Drawing and labelling self for coat peg  Postcard | Labelling parts of the body  Oral health activity  Reading and writing linked to Read Write Inc | Focus on a sense each day  Mon- Touch  Tues - Hearing  Wed - Sight  Thurs- Smell  Fri- Taste  \*Name recognition and writing | Labelling own family – house  Basic family tree  Speech bubble for self portrait  Reading and writing linked to Read Write Inc  \*Name recognition and writing | List of people in school  Map of school grounds  Journey to school  Reading and writing linked to Read Write Inc  \*Name recognition and writing  CVC writing | Story map of the Three Little Pigs  Labelling houses of Three Little Pigs  Equipment list for Three Little Pigs  Speech bubbles from Wolf  Reading and writing linked to Read Write Inc  \*Name recognition and writing  CVC writing | Simple instructions – How to make pumpkin soup  Leaf man  Reading and writing linked to Read Write Inc  \*Name recognition and writing  CVC writing |
| F1 | Drawing self | Reading spine book -Where’s Spot?  Linked activities | Reading spine book -Where’s Spot?  Linked activities | Reading spine book – Hug  Linked activities | Reading spine book – Hug  Linked activities | Reading spine book – The Three Little Pigs  Linked activities | Reading spine book – The Three Little Pigs  Linked activities |
| **Rhyme of the Week** | | Twinkle, twinkle little star | Heads , should, knees and toes | One two Buckle my Shoe | Two little dickie birds  This old man | This is the house that Jack built  Polly put the kettle on | Jack and Jill | Consolidation and recap |
| **Phonics** | Rec |  | Read Write Inc Phonics Programme – Weekly sounds to be confirmed via tapetsry | | | | | |
| F1 |  | Read Write Inc Phonics Programme – Story telling and phase 1 activities | | | | | |
| **Maths**  Number,  Numerical Patterns, Shape, Space and Measures | Rec |  |  | Match and sort/same and different | Compare amounts and size, compare height, mass and capacity | Exploring pattern | Representing 1, 2, 3 and sorting/matching 1, 2, 3 | Comparing 1, 2, 3 and composition of 1, 2, 3 |
| F1 |  | Saying numbers in a sequence (forwards) | Saying numbers in a sequence (backwards) | Saying numbers in a sequence (forwards and backwards) | Counting: tagging each objects with one number word | Counting: tagging each objects with one number word | Counting: Knowing the last number counted gives the total so far |
| **UW**  Science  Geography  History | | Where did you visit over Summer? | Body parts  Changes to humans overtime-linked to themselves  Oral health | Senses | Family history and family tree  Family portraits and photographs | Journey to school  Features in the school grounds  Roles of people in society – teachers | Features in the local environment – houses, key facilities | Animals and hibernation  Seasonal changes - Autumn |
| **EAD**  Art  DT | **Rec** | Drawing self (face) | Drawing own face – self portrait (Janet) | Drawing own face – self portrait (Janet) |  |  |  | Andy Goldsworthy- Autumn sculpture  Drawing vegetables and leaves |
| **F1** |  |  |  |  |  | Plan clay hedgehog using playdough | Make clay hedgehog |
| **Technology**  Computing and e-safety | |  | E-Safety – Privacy and security | Coding | | | | |
| **PSED**  SCARF (Me and my Relationships) | | Settling in – introducing ourselves  Mrs.Sharphouse family box | All about me  Mrs.Barker family box | What makes me special?  Mrs.Witham family box | Me and my special people  Mrs.Dunderdale family box | Who can help me? | My feelings | What do you like about autumn time? |
| **RE** | | Caring Dottie and Buzz | | | We’re special – Caring, belonging and baptism | | | |
| **C&L**  **\*Topic specific vocabulary tught each topic session** | | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Talk rules - symbols  Chatty Words  Rec- Adventure Nervous  F1- Disappear | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Chatty Words  Rec- Believe, Delicious  F1- Dentist, Gentle | Show and tell Monday  Family box Friday  Nursery rhyme of the week | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Chatty Words  F1- Healthy, Amazing | Show and tell Monday  Family box Friday  Nursery rhyme of the week | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Chatty Words  Rec- Demolish , Direction  F1- Chimney, Burst | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Chatty Words  Rec- Annoy  F1- Autumn |
| **Reception**  **Key topic vocab**  \*On vocab mats | |  | New  Old  Past/In the past  Before  After  Baby  Child  Adult  Body parts  Teeth | Senses  Sight  Smell  Touch  Taste  Hearing | Ago  Family  Family tree  History | Positional vocab – behind, next to, on top, under  Forwards/in frot of  Backwards/behind  Jourrney  Maps  Directions  Left  Right  Trees  Playground  School  Carpark | Village  Town  City  Detached  Semi-detached | Autumn  Hibertnate  Seasons  Year  Celebrate |
|  | |  | Positional vocab – Up, down, in front of, behind Same  Different  Then  Now  Baby  Head  Arms  Hands  Legs  Feet  Eyes  Ears  Mouth  Nose | Senses | Family  A long time ago  House  Mum  Dad  Brother  Sister | Classroom  Houses | School  Kitchen  Living room  Garden  Fields | Autumn |
| **PD** including gross and fine motor skills and PE |  | Gross motor skills focus | | | | | | |
| Rec | Gross – PE and outside area  Fine – Dough disco | | | | | | |
| F1 | Gross – PE and Funky bodies  Fine – Funky fingers, dough disco | | | | | | |