

## Foundation Stage Adult Led Planning Overview for Autumn Term 1 2020

	Week 2 WB 14 <sup>th</sup> Sept	Week 3 WB 21 <sup>st</sup> Sept	Week 4 WB 28 <sup>th</sup> Sept	Week 5 WB 5 <sup>th</sup> Oct	Week 6 WB 12 <sup>th</sup> Oct	Week 7 WB 19 <sup>th</sup> Oct
	<b>Getting to Know Me</b>			<b>Once Upon a Rhyme</b>		
<b>Hook into learning</b>			Class rules scenario e.g. ripped up picture.	Rhyming sack (objects) Humpty Dumpty	Hickery Dickory Dock: Oh dear the numbers have fallen off the clock.	Incy Winsy Spider - web appears in the classroom
<b>Key Text</b>	Sally and the Limpet	Pete the Cat Rockin in my School Shoes	Pete the Cat I love my White Shoes	Little Lumpty	Mouse Count	Aaargh Spider
<b>Characteristics of Effective Learning</b>	Meet the dinosaurs: Try-a-tops Learning behaviour - having a go at something new or difficult Making choices - Introduce choosing board.	Meet the dinosaurs: Shareonyx Learning behaviour - taking turns, giving ideas Being responsible - Tidy up scenarios.	Meet the dinosaurs: Stick-a-saurus Learning behaviour - not giving up in the face of a challenge / resilience	Meet the dinosaurs: Ask-a-raptor Learning behaviour - finding out more by asking questions	Meet the dinosaurs: Think-a-docus Learning behaviour - Thinking carefully about what they already know, having ideas	Meet the dinosaurs: Solve-a-saurus Explorasor Learning behaviour - Thinking of ways to solve problems, exploring ideas and environment.
<b>Key Vocabulary</b>	Listen to all the words. Good looking eyes, good, sitting, listening ears, lips closed.	Listen to all the words. Good looking eyes, good, sitting, listening ears, lips closed.	Use of pronouns: he, she, me, I	Rhyme / same Brave / safe / balance 2D shape names	Rhyme / different Careful counting Number names Order	Weaving More than
<b>Communication and Language</b> <small>Listening and attention Understanding Speaking</small>	Listening and attention signals - Stop, look, listen. Listening and attention behaviours. Picture prompts.	How to introduce ourselves. Taking turns to talk.	How to introduce ourselves. Taking turns to talk.	Hearing and saying rhyming words and strings. Singing nursery rhymes.	Hearing and saying rhyming words and strings. Singing nursery rhymes.	Hearing and saying rhyming words and strings. Singing nursery rhymes.
<b>Personal Social and Emotional</b> <small>Making Relationships Self Confidence/awareness Managing Feelings &amp; Behaviour</small>	Class Promises: We listen, we share and take turns, we use kind words and gentle hands.  Circle games / name games - getting to know each other.	Class Promises: We are honest, we look after our things, we try our best.  Introduce 'My Space' learning wall. Feeling proud.	Exchanging gold coins for 'Special Time' tickets (privileges)  Solving Problems with our Class Toys drawing upon class promises.	Being Me: Jigsaw Piece 1	Being Me: Jigsaw Piece 2	Being Me: Jigsaw Piece 3
<b>Physical</b> <small>Moving and Handling Health and Self Care</small>	Teaching hygiene routines - Hand washing - Toileting - Bubble - Jumper on/off			Gross motor: Building walls using construction kits.  Balance: Egg and spoon.		Fine motor: Weaving webs (wool and plates)
<b>Handwriting</b>				Pre-writing shapes: vertical and horizontal lines. Dough gym.	Pre-writing shapes: zig zags. Dough gym.	Pre-writing shapes: circles (anticlockwise) Dough gym.
<b>Phonics</b>			Enjoying rhyming activities and tuning in to sounds in words.	Rhyming pairs (tuning in to Rhyme/ not rhyme) Generating Rhyming strings.	RWI: Speed Sound Set 1	RWI: Speed Sound Set 1

<b>Literacy: Reading/Writing</b>	Writing name	My family: drawing pictures of family members and writing names.	Sequencing letters in our name.	Humpty Dumpty sat on a ... Draw and write generated rhyme	Humpty Dumpty sat on a ... Draw and write generated rhyme	
<b>Mathematics</b> Number Shape Space and Measures			Introduce careful counting strategies: coins in box	Making pictures with 2D shapes / names and properties	Numbers as labels: what is on the clock? Why? What else has numbers?	Numbers for counting: Numberblock 1 What is one? More than 1?
<b>Understanding the World</b> The World People and Communities Technology		Mapping: Exploring our school environment and mapping with photographs. Linking to children's experiences.		Looking closely: Eggs. What's inside? Where does it come from? Testing Materials: helping humpty get down without cracking.		Knowledge of Spiders. Hunting for spiders. Making a home for a spider.
<b>Expressive Arts and Design</b> Exploring and using media and materials. Being imaginative.		Self Portraits/looking in the mirror at features (shapes / colours)	Painting Pete's shoes: Naming and matching colours, using brush and washing brush.	Moving pictures: Use of split pin. Model with Humpty Dumpty.  Spheres in paint, explore mark making.	Small percussion, accompany nursery rhymes, keep a beat. Stick puppet mouse to climb clock.	Create a spider using junk modelling - beginning to create representation / explain their choice.
<b>Memorable Experience</b>				Home learning - favourite nursery rhyme - bring in something for rhyming bag to represent the rhyme.		Perform our rhymes for our parents (video ILD)