



Celebrations – Birthdays and celebrations (2)

	Personal, Social and Emotional Development.	Communication and Language.	Literacy.	Understanding the World.	Mathematics.	Expressive Arts and Design. (Refer to music plans.)	Physical development. (Refer to P.E medium term plan)	Outdoor learning
Week 1. 5/9/16	<p>Focus – Settling into Red Class – New beginnings</p> <p>Circle time – addressing current PSE issues from Red/Purple Class. Learning names. Sitting as a class, accepting personal space. Sharing space and equipment.</p> <p>SEAL topic (school wide):</p> <p><b>New beginnings</b></p>	<p>Making requests. Greeting familiar people. Knowing class friend’s names. Sharing news and telling stories.</p> <p><b>*Following simple safety instructions*</b></p> <p>Repeating and singing familiar rhymes.</p> <p>Letters and sounds – Animal sounds</p> <p>Role-play – Goldilocks house</p>	<p>Big book – Goldilocks and the 3 Bears.</p> <p>Phonics – Assessments</p> <p>Words of the week - Assessment</p> <p>Handwriting focus – Pre-writing skills and names</p> <p>Literacy work – I want to learn about</p>	<p>Cookery – Toast</p> <p>Life self help skill – morning routine (handing in bag, choosing dinner)</p> <p>Sensory exploration -</p> <p>UW / Trip / RE –</p> <p>Outdoor learning -</p>	<p>Number song – 5 little ducks</p> <p>Number work - Counting in 1’s, 2’s and 10’s forwards (EXT: and backwards). Counting on from a number. EXT - Addition. More and less.</p> <p>SSM weekly focus – Size (week 1 of 3) and assessment Link to Goldilocks.</p> <p>Termly SSM focus- Positional language incorporated into everyday activities.</p>	<p>Music – Nursery rhymes. PECS and turn taking. PECS requesting.</p> <p>Weekly music lessons – <i>please refer to separate plans</i></p> <p>Art Start – 3D movement promoting gross motor movement and movement in time to music.</p> <p>Write dance – Gross upper body movements promoting movements in time to familiar music.</p> <p><i>Daily morning up promoting movement to familiar music and rhyme.</i></p> <p>Art / Drama / DT – Self portraits</p>	<p>Fizzy hands and morning warm-up focusing on fine motor dexterity and gross motor skills – <b>BLUE LEVEL</b></p> <p>Targeted skills – see weekly plan (skill targeting observed need) – also see UW life self help skill.</p> <p>Gross motor development – Outdoors and write dance.</p> <p>Life self help skill – <i>see UW</i></p> <p>Dinner time focus – Making requests (CL) and using cutlery.</p> <p><b>Swimming</b></p>	<p><b>Wednesday Literacy</b> –</p> <p>Number – See Purple class plan</p> <p>Writing – See Blue class plan</p> <p>SSM – See Blue class plan</p>
Continuous provision; CIL								
Week 2. 12/9/16	<p>Focus – Settling into Red Class – New beginnings</p> <p>Circle time – addressing current PSE issues from Red/Purple Class. Learning names. Sitting as a class, accepting personal space. Sharing space and equipment.</p> <p>SEAL topic (school wide):</p> <p><b>New beginnings</b></p>	<p>Making requests. Greeting familiar people. Knowing class friend’s names. Sharing news and telling stories.</p> <p><b>*Following simple safety instructions*</b></p> <p>Repeating and singing familiar rhymes.</p> <p>Letters and sounds – Animal sounds</p> <p>Role-play – Goldilocks house</p>	<p>Big book – Goldilocks and the 3 Bears.</p> <p>Phonics – Introduce: recap S A T</p> <p>Words of the week - Introduce: ‘a’</p> <p>Handwriting focus – Pre-writing skills and names</p> <p>Literacy work – Identifying pictures from the story. Missing picture activity.</p>	<p>Computing –</p> <p>Cookery – toast</p> <p>Life self help skill – morning routine (handing in bag, choosing dinner)</p> <p>Sensory exploration – mixing porridge</p> <p>Trip –</p> <p><b>Outdoor learning</b> – Learning to be safe in the environment area. Rules and routines. Walking safely. Listening to adults. Walking with increasing</p>	<p>Number song – 5 little ducks</p> <p>Number work - Counting in 1’s, 2’s and 10’s forwards (EXT: and backwards). Counting on from a number. EXT - Addition. More and less.</p> <p>SSM weekly focus – Size (week 2 of 3) Link to Goldilocks.</p> <p>Termly SSM focus- Positional language incorporated into everyday activities.</p>	<p>Music – Nursery rhymes. PECS and turn taking. PECS requesting.</p> <p>Weekly music lessons – <i>please refer to separate plans</i></p> <p>Art Start – 3D movement promoting gross motor movement and movement in time to music.</p> <p>Write dance – Gross upper body movements promoting movements in time to familiar music.</p> <p><i>Daily morning up promoting movement to familiar music</i></p>	<p>Fizzy hands and morning warm-up focusing on fine motor dexterity and gross motor skills – <b>BLUE LEVEL</b></p> <p>Targeted skills – see weekly plan (skill targeting observed need) – also see UW life self help skill.</p> <p>Gross motor development – Outdoors and write dance.</p> <p>Life self help skill – <i>see UW</i></p> <p>Dinner time focus – Making requests (CL) and using cutlery.</p>	



Celebrations – Birthdays and celebrations (2)

				independence.		and rhyme. Art / Drama / DT – Porridge pictures.		
Continuous provision; CIL								
Week 3. 19/9/16	<p>Focus – Settling into Red Class – New beginnings</p> <p>Circle time – addressing current PSE issues from Red/Purple Class. Learning names. Sitting as a class, accepting personal space. Sharing space and equipment.</p> <p>SEAL topic (school wide):</p> <p><b>New beginnings</b></p>	<p>Making requests. Greeting familiar people. Knowing class friend’s names. Sharing news and telling stories.</p> <p><b>*Following simple safety instructions*</b></p> <p>Repeating and singing familiar rhymes.</p> <p>Letters and sounds – Animal sounds</p> <p>Role-play – Goldilocks house</p>	<p>Big book – Spots.</p> <p>Phonics – Introduce: recap P I N Recap: S A T</p> <p>Words of the week - Introduce: and Recap: a</p> <p>Handwriting focus – pre-writing skills and tracing shapes. Drawing spots on face.</p> <p>Literacy work – Repeated refrain work – Mum had ____, Dad had ____ etc</p>	<p>Computing – Spots on faces. Using a camera. Printing. Add spots in art.</p> <p>Life self help skill – morning routine (handing in bag, choosing dinner)</p> <p>Sensory exploration -</p> <p>UW / Trip / RE – What makes you, your family and your friends special?</p>	<p>Number song – 5 little ducks</p> <p>Number work - Counting in 1’s, 2’s and 10’s forwards (EXT: and backwards). Counting on from a number. EXT - Addition. More and less.</p> <p>SSM weekly focus – Size (week 3 of 3) Link to Goldilocks (previous Big Book)</p> <p>Termly SSM focus- Positional language incorporated into everyday activities.</p>	<p>Music – Nursery rhymes. PECS and turn taking. PECS requesting.</p> <p>Weekly music lessons – <i>please refer to separate plans</i></p> <p>Art Start – 3D movement promoting gross motor movement and movement in time to music.</p> <p>Write dance – Gross upper body movements promoting movements in time to familiar music.</p> <p><i>Daily morning up promoting movement to familiar music and rhyme.</i></p> <p>Art / Drama / DT – Spots on faces</p>	<p>Fizzy hands and morning warm-up focusing on fine motor dexterity and gross motor skills – <b>BLUE LEVEL</b></p> <p>Targeted skills – see weekly plan (skill targeting observed need) – also see UW life self help skill.</p> <p>Gross motor development – Outdoors and write dance.</p> <p>Life self help skill – see UW</p> <p>Dinner time focus – Making requests (CL) and using cutlery.</p> <p><b>Swimming</b></p>	
Continuous provision; CIL								
Week 4 26/9/16	<p>Focus – Settling into Red Class – New beginnings</p> <p>Circle time – addressing current PSE issues from Red/Purple Class. Learning names. Sitting as a class, accepting personal space. Sharing space and equipment.</p> <p>SEAL topic (school wide):</p> <p><b>New beginnings</b></p>	<p>Making requests. Greeting familiar people. Knowing class friend’s names. Sharing news and telling stories.</p> <p><b>*Following simple safety instructions*</b></p> <p>Repeating and singing familiar rhymes.</p> <p>Letters and sounds – Animal sounds</p> <p>Role-play – Goldilocks house</p>	<p>Big book – Spots.</p> <p>Phonics – Introduce: M D G Recap: S A T P I N</p> <p>Words of the week - Introduce: I Recap: and, a</p> <p>Handwriting focus – pre-writing skills and tracing shapes Ext: Surnames</p> <p>Literacy work – Sequencing activity.</p>	<p>Computing – Exploring BeeBots</p> <p>Cookery – smoothies</p> <p>Life self help skill – morning routine (handing in bag, choosing dinner, hanging up coat)</p> <p>Sensory exploration -</p> <p>UW / Trip / RE – What special occasions do you know about for a Christian and/or Muslim child?</p> <p><b>Outdoor learning –</b></p>	<p>Number song – 5 little ducks</p> <p>Number work - Counting in 1’s, 2’s and 10’s forwards (EXT: and backwards). Counting on from a number. EXT - Addition. More and less.</p> <p>SSM weekly focus – Shape (week 1 of 2)</p> <p>Termly SSM focus- Positional language incorporated into everyday activities.</p>	<p>Music – Nursery rhymes. PECS and turn taking. PECS requesting.</p> <p>Weekly music lessons – <i>please refer to separate plans</i></p> <p>Art Start – 3D movement promoting gross motor movement and movement in time to music.</p> <p>Write dance – Gross upper body movements promoting movements in time to familiar music.</p> <p><i>Daily morning up promoting movement to familiar music and rhyme.</i></p>	<p>Fizzy hands and morning warm-up focusing on fine motor dexterity and gross motor skills – <b>BLUE LEVEL</b></p> <p>Targeted skills – see weekly plan (skill targeting observed need) – also see UW life self help skill.</p> <p>Gross motor development – Outdoors and write dance.</p> <p>Life self help skill – see UW</p> <p>Dinner time focus – Making requests (CL) and using cutlery.</p>	



Celebrations – Birthdays and celebrations (2)

				Learning to be safe in the environment area. Rules and routines. Walking safely. Listening to adults. Walking with increasing independence.		Art / Drama / DT – Collage (scissor skills) and sticking.		
Continuous provision; CIL RED			STEMS activity with pictures			Collage pictures		
Week 5 3/10/16	<p>Focus – Settling into Red Class – New beginnings</p> <p>Circle time – addressing current PSE issues from Red/Purple Class. Learning names. Sitting as a class, accepting personal space. Sharing space and equipment.</p> <p>SEAL topic (school wide):</p> <p><b>New beginnings</b></p>	<p>Making requests. Greeting familiar people. Knowing class friend’s names. Sharing news and telling stories.</p> <p><b>*Following simple safety instructions*</b></p> <p>Repeating and singing familiar rhymes.</p> <p>Letters and sounds – Rhythm and rhyme</p> <p>Role-play – Supermarket</p>	<p>Big book – My Body.</p> <p>Phonics – Introduce: O C K Recap: S A T P I N M D G</p> <p>Words of the week - Introduce: in Recap: I, and , a</p> <p>Handwriting focus – pre-writing skills and tracing shapes Ext: Surnames</p> <p>Literacy work – Labelling parts of the body</p>	<p>Computing – Exploring BeeBots</p> <p>Life self help skill – morning routine (handing in bag, choosing dinner, hanging up coat)</p> <p>Trip – Park and conker collecting</p> <p><b>Outdoor learning –</b> Learning to be safe in the environment area. Rules and routines. Walking safely. Listening to adults. Walking with increasing independence.</p>	<p>Number song – 5 little ducks</p> <p>Number work - Counting in 1’s, 2’s and 10’s forwards (EXT: and backwards). Counting on from a number. EXT - Addition. More and less.</p> <p>SSM weekly focus – Shape (week 2 of 2)</p> <p>Termly SSM focus- Positional language incorporated into everyday activities.</p>	<p>Music – Nursery rhymes. PECS and turn taking. PECS requesting.</p> <p>Weekly music lessons – <i>please refer to separate plans</i></p> <p>Art Start – 3D movement promoting gross motor movement and movement in time to music.</p> <p>Write dance – Gross upper body movements promoting movements in time to familiar music.</p> <p><i>Daily morning up promoting movement to familiar music and rhyme.</i></p> <p>Art / Drama / DT – Drawing around my body – chunky chalk</p>	<p>Fizzy hands and morning warm-up focusing on fine motor dexterity and gross motor skills – <b>BLUE LEVEL</b></p> <p>Targeted skills – see weekly plan (skill targeting observed need) – also see UW life self help skill.</p> <p>Gross motor development – Outdoors and write dance.</p> <p>Life self help skill – see UW</p> <p>Dinner time focus – Making requests (CL) and using cutlery.</p> <p><b>Swimming</b></p>	
Continuous provision; CIL								
Week 6. 10/10/16	<p>Focus – Settling into Red Class – New beginnings</p> <p>Circle time – addressing current PSE issues from Red/Purple Class. Learning names. Sitting as a class, accepting personal space. Sharing space and equipment.</p> <p>SEAL topic (school wide):</p>	<p>Making requests. Greeting familiar people. Knowing class friend’s names. Sharing news and telling stories.</p> <p><b>*Following simple safety instructions*</b></p> <p>Repeating and singing familiar rhymes.</p> <p>Letters and sounds – Rhythm and rhyme</p>	<p>Big book – My Body.</p> <p>Phonics – ck E U Introduce: S A T P I N M D G O C K Recap:</p> <p>Words of the week - Introduce: to Recap: I, and, a, in</p> <p>Handwriting focus – Words of the week</p> <p>Literacy work - Pupil views</p>	<p>Computing – Using Beebots – navigating a course</p> <p>Cookery – popcorn</p> <p>Life self help skill – morning routine (handing in bag, choosing dinner, hanging up coat)</p> <p>UW / RE – Special people in our family and life.</p> <p><b>Outdoor learning –</b> Learning to be safe in the</p>	<p>Number song – 5 little ducks</p> <p>Number work - Counting in 1’s, 2’s and 10’s forwards (EXT: and backwards). Counting on from a number. EXT - Addition. More and less.</p> <p>SSM weekly focus – Weight (week 1 of 2)</p> <p>Termly SSM focus- Positional language incorporated into everyday activities.</p>	<p>Music – Nursery rhymes. PECS and turn taking. PECS requesting.</p> <p>Weekly music lessons – <i>please refer to separate plans</i></p> <p>Art Start – 3D movement promoting gross motor movement and movement in time to music.</p> <p>Write dance – Gross upper body movements promoting movements in time to familiar music.</p>	<p>Fizzy hands and morning warm-up focusing on fine motor dexterity and gross motor skills – <b>BLUE LEVEL</b></p> <p>Targeted skills – see weekly plan (skill targeting observed need) – also see UW life self help skill.</p> <p>Gross motor development – Outdoors and write dance.</p> <p>Life self help skill – see UW</p>	



Celebrations – Birthdays and celebrations (2)

	<b>New beginnings</b>	Role-play – Supermarket		environment area. Rules and routines. Walking safely. Listening to adults. Walking with increasing independence.		<i>Daily morning up promoting movement to familiar music and rhyme.</i>  Art / Drama / DT – Collecting leaves from environment area / sensory garden	Dinner time focus – Making requests (CL) and using cutlery.	
Continuous provision; CIL RED			Labelling my body		Fingers activity	Drawing around my body		
Week 7 17/10/16	Focus – Settling into Red Class – New beginnings  Circle time – addressing current PSE issues from Red/Purple Class. Learning names. Sitting as a class, accepting personal space. Sharing space and equipment.  SEAL topic (school wide):  <b>New beginnings</b>	Making requests. Greeting familiar people. Knowing class friend’s names. Sharing news and telling stories.  <b>*Following simple safety instructions*</b>  Repeating and singing familiar rhymes.  Letters and sounds – Rhythm and rhyme  Role-play – Supermarket	Big book – Shopping.  Phonics – Introduce: R H B Recap: S A T P I N M D G O C K C K E U  Words of the week - Introduce: look Recap: l, and, a, in to  Handwriting focus – Words of the week  Literacy work – Shopping lists	Computing – Using Beebots – navigating a course  Life self help skill – morning routine (handing in bag, choosing dinner, hanging up coat, going to the toilet)  Sensory exploration – Conkers  <b>Outdoor learning</b> – Learning to be safe in the environment area. Rules and routines. Walking safely. Listening to adults. Walking with increasing independence.	Number song – 5 little ducks  Number work - Counting in 1’s, 2’s and 10’s forwards (EXT: and backwards). Counting on from a number. EXT - Addition. More and less.  SSM weekly focus – Weight (week 2 of 2)  Termly SSM focus- Positional language incorporated into everyday activities.	Music – Nursery rhymes. PECS and turn taking. PECS requesting.  Weekly music lessons – <i>please refer to separate plans</i>  Art Start – 3D movement promoting gross motor movement and movement in time to music.  Write dance – Gross upper body movements promoting movements in time to familiar music.  <i>Daily morning up promoting movement to familiar music and rhyme.</i>  Art / Drama / DT – Painting leaves (leave out to dry over half term)	Fizzy hands and morning warm-up focusing on fine motor dexterity and gross motor skills – <b>BLUE LEVEL</b>  Targeted skills – see weekly plan (skill targeting observed need) – also see UW life self help skill.  Gross motor development – Outdoors and write dance.  Life self help skill – <i>see UW</i>  Dinner time focus – Making requests (CL) and using cutlery.  <b>Swimming</b>	
Continuous provision; CIL								

**Red Class (Year 1)** Ourselves and our world – Me and my family, special people (1) **Autumn Term 2016** medium term plan  
Celebrations – Birthdays and celebrations (2)



	<b>Personal and Social Development</b>	<b>Communication and Language</b>	<b>Literacy</b>	<b>Understanding of the world.</b>	<b>Mathematics</b>	<b>Expressive Arts and Design. (Refer to music plans.)</b>	<b>Physical development. (Refer to P.E medium term plan)</b>	<b>Outdoor activities</b>
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Celebrations – Birthdays and celebrations (2)

<p>Week 1. 4 day week 1/11/16</p>	<p>Focus – Being a part of Red Class – New beginnings</p> <p>Circle time – addressing current PSE issues from Red/Purple Class. Learning names. Sitting as a class, accepting personal space. Continuing to sharing space and equipment.</p> <p>SEAL topic (school wide): <b>New beginnings</b></p>	<p>Making requests. Greeting familiar people. Knowing class friend’s names. Sharing news and telling stories.</p> <p>Repeating and singing familiar rhymes.</p> <p>Letters and sounds – Environment sounds</p> <p>Role-play – Stable (links to nativity big book and Christmas theme)</p>	<p>Big book – Autumn</p> <p>Phonics – Recap: S A T P I N M D G O C K C K E U R H B</p> <p>Words of the week - Recap: (set 1 - and, a, I, in, to, look)</p> <p>Handwriting focus – Tracing words/shapes from story</p> <p>Literacy work – This term I want to learn about</p>	<p>Computing – Introduction to Clicker 6</p> <p>Cookery – Cutting skills. Toast</p> <p>Life self help skill – Working independently at familiar tasks. Washing hands before dinner.</p> <p>Trip –</p> <p><b>Outdoor learning</b> – Learning to be safe in the environment area. Walking safely. Listening to adults. Walking with increasing independence. Making observations on the environment. Changes.</p>	<p>Number song – Fireworks song</p> <p>Number work - Counting in 1’s, 2’s and 10’s forwards (EXT: and backwards). Counting on from a number. EXT - Addition. More and less.</p> <p>SSM weekly focus – Capacity (week 1 of 2)</p> <p>Termly SSM focus- Applied positional language incorporated into everyday activities.</p>	<p>Music – Nursery rhymes. PECs and turn taking. PECS requesting.</p> <p>Weekly music lessons – <i>please refer to separate plans</i></p> <p>Art Start – 3D movement promoting gross motor movement and movement in time to music.</p> <p>Write dance – Gross upper body movements promoting movements in time to familiar music.</p> <p><i>Daily morning up promoting movement to familiar music and rhyme.</i></p> <p>Art / Drama / DT – Autumn tree display Week 1 of 2</p>	<p>Fizzy hands and morning warm-up focusing on fine motor dexterity and gross motor skills – <b>BLUE LEVEL</b></p> <p>Targeted skills – see weekly plan (skill targeting observed need) – also see UW life self help skill.</p> <p>Gross motor development – Outdoors and write dance.</p> <p>Life self help skill – see UW</p> <p>Dinner time focus – Making requests (CL) and using cutlery.</p>	
<p>Continuous provision; CIL RED</p>								
<p>Week 2. 7/11/16</p>	<p>Focus – Being a part of Red Class – New beginnings</p> <p>Circle time – addressing current PSE issues from Red/Purple Class. Learning names. Sitting as a class, accepting personal space. Continuing to sharing space and equipment.</p> <p>SEAL topic (school wide): <b>New beginnings</b></p>	<p>Making requests. Greeting familiar people. Knowing class friend’s names. Sharing news and telling stories.</p> <p>Repeating and singing familiar rhymes.</p> <p>Letters and sounds – Environment sounds</p> <p>Role-play – Stable (links to nativity big book and Christmas theme)</p>	<p>Big book – Autumn</p> <p>Phonics – Introduce: F F F L L L S S Recap: S A T P I N M D G O C K C K E U</p> <p>Words of the week - Introduce: at Recap: (set 1 - and, a, I, in, to, look)</p> <p>Handwriting focus – Tracing words/shapes from story</p> <p>Literacy work – Autumn colours activity</p>	<p>Computing – Introduction to Clicker 6</p> <p>Cookery – Cutting skills. Toast</p> <p>Life self help skill – Working independently at familiar tasks. Washing hands before dinner.</p> <p>UW / RE –</p> <p><b>Outdoor learning</b> – Learning to be safe in the environment area. Walking safely. Listening to adults. Walking with increasing independence. Making observations on the environment. Changes.</p>	<p>Number song – Fireworks song</p> <p>Number work - Counting in 1’s, 2’s and 10’s forwards (EXT: and backwards). Counting on from a number. EXT - Addition. More and less.</p> <p>SSM weekly focus – Capacity (week 2 of 2)</p> <p>Termly SSM focus- Applied positional language incorporated into everyday activities.</p>	<p>Music – Nursery rhymes. PECs and turn taking. PECS requesting.</p> <p>Weekly music lessons – <i>please refer to separate plans</i></p> <p>Art Start – 3D movement promoting gross motor movement and movement in time to music.</p> <p>Write dance – Gross upper body movements promoting movements in time to familiar music.</p> <p><i>Daily morning up promoting movement to familiar music and rhyme.</i></p> <p>Art / Drama / DT - Autumn tree display Week 2 of 2</p>	<p>Fizzy hands and morning warm-up focusing on fine motor dexterity and gross motor skills – <b>BLUE LEVEL</b></p> <p>Targeted skills – see weekly plan (skill targeting observed need) – also see UW life self help skill.</p> <p>Gross motor development – Outdoors and write dance.</p> <p>Life self help skill – see UW</p> <p>Dinner time focus – Making requests (CL) and using cutlery.</p>	



Celebrations – Birthdays and celebrations (2)

							Swimming	
Continuous provision; CIL								
Week 3 14/11/16	<p>Focus – Being a part of Red Class – New beginnings</p> <p>Circle time – addressing current PSE issues from Red/Purple Class. Learning names. Sitting as a class, accepting personal space. Continuing to sharing space and equipment.</p> <p>SEAL topic (school wide): <b>New beginnings</b></p>	<p>Making requests. Greeting familiar people. Knowing class friend’s names. Sharing news and telling stories.</p> <p>Repeating and singing familiar rhymes.</p> <p>Letters and sounds – Environment sounds</p> <p>Role-play – Stable (links to nativity big book and Christmas theme)</p>	<p>Big book – Spots Birthday.</p> <p>Phonics – Introduce: J V W Recap: PHASE 2</p> <p>Words of the week - Introduce: can Recap: at (set 1 - and, a, l, in, to, look)</p> <p>Handwriting focus – writing name</p> <p>Literacy work – STEM sentences from the story</p>	<p>Computing – Clicker 6 activity</p> <p>Cookery – Cutting skills - Fruit kebabs</p> <p>Life self help skill – Working independently at familiar tasks. Washing hands before dinner.</p> <p><b>Outdoor learning</b> – Learning to be safe in the environment area. Walking safely. Listening to adults. Walking with increasing independence. Making observations on the environment. Changes.</p>	<p>Number song – Fireworks song</p> <p>Number work - Counting in 1’s, 2’s and 10’s forwards (EXT: and backwards). Counting on from a number. EXT - Addition. More and less.</p> <p>SSM weekly focus – Time (week 1 of 2)</p> <p>Termly SSM focus- Applied positional language incorporated into everyday activities.</p>	<p>Music – Nursery rhymes. PECs and turn taking. PECS requesting.</p> <p>Weekly music lessons – <i>please refer to separate plans</i></p> <p>Art Start – 3D movement promoting gross motor movement and movement in time to music.</p> <p>Write dance – Gross upper body movements promoting movements in time to familiar music.</p> <p><i>Daily morning up promoting movement to familiar music and rhyme.</i></p> <p>Art / Drama / DT – Decorating birthday party hats</p>	<p>Fizzy hands and morning warm-up focusing on fine motor dexterity and gross motor skills – <b>BLUE LEVEL</b></p> <p>Targeted skills – see weekly plan (skill targeting observed need) – also see UW life self help skill.</p> <p>Gross motor development – Outdoors and write dance.</p> <p>Life self help skill – see <i>UW</i></p> <p>Dinner time focus – Making requests (CL) and using cutlery.</p>	
Continuous provision; CIL RED								



Celebrations – Birthdays and celebrations (2)

<p>Week 4 21/11/16</p>	<p>Focus – Being a part of Red Class – New beginnings</p> <p>Circle time – addressing current PSE issues from Red/Purple Class. Learning names. Sitting as a class, accepting personal space. Continuing to sharing space and equipment.</p> <p>SEAL topic (school wide): <b>New beginnings</b></p>	<p>Making requests. Greeting familiar people. Knowing class friend’s names. Sharing news and telling stories.</p> <p>Repeating and singing familiar rhymes.</p> <p>Letters and sounds – Environment sounds</p> <p>Role-play – Stable (links to nativity big book and Christmas theme)</p>	<p>Big book – Monsters Party.</p> <p>Phonics – Introduce: X Y Z ZZ Recap: J V W</p> <p>Words of the week - Introduce: me Recap: can, at (set 1 - and, a, I, in, to, look)</p> <p>Handwriting focus – Writing name</p> <p>Literacy work - STEM sentences from the story</p>	<p>Computing – Clicker 6 activity</p> <p>Cookery – Cutting skills - Fruit kebabs</p> <p>Life self help skill – Working independently at familiar tasks. Washing hands before dinner.</p> <p>Trip –</p> <p><b>Outdoor learning</b> – Learning to be safe in the environment area. Walking safely. Listening to adults. Walking with increasing independence. Making observations on the environment. Changes.</p>	<p>Number song – Snowman / Christmas number song</p> <p>Number work - Counting in 1’s, 2’s and 10’s forwards (EXT: and backwards). Counting on from a number. EXT - Addition. More and less.</p> <p>SSM weekly focus – Time (week 2 of 2)</p> <p>Termly SSM focus- Applied positional language incorporated into everyday activities.</p>	<p>Music – Nursery rhymes. PECs and turn taking. PECS requesting.</p> <p>Weekly music lessons – <i>please refer to separate plans</i></p> <p>Art Start – 3D movement promoting gross motor movement and movement in time to music.</p> <p>Write dance – Gross upper body movements promoting movements in time to familiar music.</p> <p><i>Daily morning up promoting movement to familiar music and rhyme.</i></p> <p>Art / Drama / DT – Monster pictures</p>	<p>Fizzy hands and morning warm-up focusing on fine motor dexterity and gross motor skills – <b>BLUE LEVEL</b></p> <p>Targeted skills – see weekly plan (skill targeting observed need) – also see UW life self help skill.</p> <p>Gross motor development – Outdoors and write dance.</p> <p>Life self help skill – see <i>UW</i></p> <p>Dinner time focus – Making requests (CL) and using cutlery.</p> <p><b>Swimming</b></p>	
<p>Continuous provision; CIL</p>								
<p>Week 5 28/11/16</p>	<p>Focus – Being a part of Red Class – New beginnings</p> <p>Circle time – addressing current PSE issues from Red/Purple Class. Learning names. Sitting as a class, accepting personal space. Continuing to sharing space and equipment.</p> <p>SEAL topic (school wide): <b>New beginnings</b></p>	<p>Making requests. Greeting familiar people. Knowing class friend’s names. Sharing news and telling stories.</p> <p>Repeating and singing familiar rhymes.</p> <p>Nativity sounds and familiar Christmas rhyme</p> <p>Role-play – Stable (links to nativity big book and Christmas theme)</p>	<p>Big book – Monsters Party..</p> <p>Phonics – Recap: Phase 3 sounds</p> <p>Words of the week - Introduce: go Recap: can, at, me (set 1 - and, a, I, in, to, look)</p> <p>Handwriting focus – Practise writing for Christmas card.</p> <p>Literacy work – Letters to Santa Week 1 of 2</p>	<p>Computing – Clicker 6 activity Christmas list</p> <p>Cookery – Decorating biscuits</p> <p>Life self help skill – Working independently at familiar tasks. Washing hands before dinner.</p> <p>UW / RE –</p> <p><b>Outdoor learning</b> – Learning to be safe in the environment area. Walking safely. Listening to adults. Walking with increasing independence. Making observations on the environment. Changes.</p>	<p>Number song – Snowman / Christmas number song</p> <p>Number work - Counting in 1’s, 2’s and 10’s forwards (EXT: and backwards). Counting on from a number. EXT - Addition. More and less.</p> <p>SSM weekly focus – Pattern (week 1 of 2)</p> <p>Termly SSM focus- Applied positional language incorporated into everyday activities.</p>	<p>Music – Nursery rhymes. PECs and turn taking. PECS requesting.</p> <p>Weekly music lessons – <i>please refer to separate plans</i></p> <p>Art Start – 3D movement promoting gross motor movement and movement in time to music.</p> <p>Write dance – Gross upper body movements promoting movements in time to familiar music.</p> <p><i>Daily morning up promoting movement to familiar music and rhyme.</i></p> <p>Art / Drama / DT – Christmas cards (week 1 of 2)</p>	<p>Fizzy hands and morning warm-up focusing on fine motor dexterity and gross motor skills – <b>BLUE LEVEL</b></p> <p>Targeted skills – see weekly plan (skill targeting observed need) – also see UW life self help skill.</p> <p>Gross motor development – Outdoors and write dance.</p> <p>Life self help skill – see <i>UW</i></p> <p>Dinner time focus – Making requests (CL)</p>	





Celebrations – Birthdays and celebrations (2)

							and using cutlery.	
Continuous provision; CIL RED								
<p>Week 6 5/12/16</p> <p>Focus – Being a part of Red Class – New beginnings</p> <p>Circle time – addressing current PSE issues from Red/Purple Class. Learning names. Sitting as a class, accepting personal space. Continuing to sharing space and equipment.</p> <p>SEAL topic (school wide): <b>New beginnings</b></p>	<p>Making requests. Greeting familiar people. Knowing class friend’s names. Sharing news and telling stories.</p> <p>Repeating and singing familiar rhymes.</p> <p>Nativity sounds and familiar Christmas rhyme</p> <p>Role-play – Stable (links to nativity big book and Christmas theme)</p>	<p>Big book – The Nativity.</p> <p>Phonics – Introduce: digraphs – qu ch</p> <p>Words of the week - Introduce: went Recap: can, at, me go (set 1 - and, a, l, in, to, look)</p> <p>Handwriting focus – writing for card (week 1 of 2)</p> <p>Literacy work – Letters to Santa (to send to parents). Week 2 of 2</p>	<p>Computing – Clicker 6 activity Christmas list</p> <p>Cookery – Decorating biscuits</p> <p>Life self help skill – Working independently at familiar tasks. Washing hands before dinner.</p> <p>Trip –</p> <p><b>Outdoor learning</b> – Learning to be safe in the environment area. Walking safely. Listening to adults. Walking with increasing independence. Making observations on the environment. Changes.</p>	<p>Number song – Snowman / Christmas number song</p> <p>Number work - Counting in 1’s, 2’s and 10’s forwards (EXT: and backwards). Counting on from a number. EXT - Addition. More and less.</p> <p>SSM weekly focus – Pattern (week 2 of 2)</p> <p>Termly SSM focus- Applied positional language incorporated into everyday activities.</p>	<p>Music – Nursery rhymes. PECs and turn taking. PECS requesting.</p> <p>Weekly music lessons – <i>please refer to separate plans</i></p> <p>Art Start – 3D movement promoting gross motor movement and movement in time to music.</p> <p>Write dance – Gross upper body movements promoting movements in time to familiar music.</p> <p><i>Daily morning up promoting movement to familiar music and rhyme.</i></p> <p>Art / Drama / DT – Christmas cards (week 2 of 2)</p>	<p>Fizzy hands and morning warm-up focusing on fine motor dexterity and gross motor skills – <b>BLUE LEVEL</b></p> <p>Targeted skills – see weekly plan (skill targeting observed need) – also see UW life self help skill.</p> <p>Gross motor development – Outdoors and write dance.</p> <p>Life self help skill – see <i>UW</i></p> <p>Dinner time focus – Making requests (CL) and using cutlery.</p> <p><b>Swimming</b></p>		
Continuous provision; CIL								
<p>Week 7 12/12/16</p> <p>Focus – Being a part of Red Class – New beginnings</p> <p>Circle time – addressing current PSE issues from Red/Purple Class. Learning names. Sitting as a class, accepting personal space. Continuing to sharing space and equipment.</p> <p>SEAL topic (school wide): <b>New beginnings</b></p>	<p>Making requests. Greeting familiar people. Knowing class friend’s names. Sharing news and telling stories.</p> <p>Repeating and singing familiar rhymes.</p> <p>Nativity sounds and familiar Christmas rhyme</p> <p>Role-play – Stable (links to nativity big book and Christmas theme)</p>	<p>Big book – The Nativity.</p> <p>Phonics – Introduce: digraphs - sh th Recap: digraphs – qu ch</p> <p>Words of the week - Introduce: the Recap: can, at, me, go went (set 1 - and, a, l, in, to, look)</p> <p>Handwriting focus – writing for card (week 2 of 2)</p> <p>Literacy work – Acting out the story.</p>	<p>Computing – Clicker 6 activity Christmas game</p> <p>Cookery – X-Mas cakes</p> <p>Life self help skill – Working independently at familiar tasks. Washing hands before dinner.</p> <p>RE – Nativity</p> <p><b>Outdoor learning</b> – Learning to be safe in the environment area. Walking safely. Listening to adults. Walking with increasing independence. Making observations on the</p>	<p>Number song – Snowman / Christmas number song</p> <p>Number work - Counting in 1’s, 2’s and 10’s forwards (EXT: and backwards). Counting on from a number. EXT - Addition. More and less.</p> <p>SSM weekly focus – Money (week 1 of 2)</p> <p>Termly SSM focus- Applied positional language incorporated into everyday activities.</p>	<p>Music – Nursery rhymes. PECs and turn taking. PECS requesting.</p> <p>Weekly music lessons – <i>please refer to separate plans</i></p> <p>Art Start – 3D movement promoting gross motor movement and movement in time to music.</p> <p>Write dance – Gross upper body movements promoting movements in time to familiar music.</p> <p><i>Daily morning up promoting movement to familiar music</i></p>	<p>Fizzy hands and morning warm-up focusing on fine motor dexterity and gross motor skills – <b>BLUE LEVEL</b></p> <p>Targeted skills – see weekly plan (skill targeting observed need) – also see UW life self help skill.</p> <p>Gross motor development – Outdoors and write dance.</p> <p>Life self help skill – see</p>		



Celebrations – Birthdays and celebrations (2)

				environment. Changes.		and rhyme. Art / Drama / DT – FINISH Christmas card and nativity programme pictures.	UW Dinner time focus – Making requests (CL) and using cutlery.	
Continuous provision; CIL RED								
Week 8 3 day week 19/12/16	<p>Focus – Being a part of Red Class – New beginnings</p> <p>Circle time – addressing current PSE issues from Red/Purple Class. Learning names. Sitting as a class, accepting personal space. Continuing to sharing space and equipment.</p> <p>SEAL topic (school wide): <b>New beginnings</b></p>	<p>Making requests. Greeting familiar people. Knowing class friend's names. Sharing news and telling stories.</p> <p>Repeating and singing familiar rhymes.</p> <p>Nativity sounds and familiar Christmas rhyme</p> <p>Role-play – Stable (links to nativity big book and Christmas theme)</p>	<p>Big book – The Nativity.</p> <p>Phonics – Introduce: ng Recap: digraphs qu ch sh th</p> <p>Words of the week - Recap: Set 2 – the, can, at, me, go, went Set 1 - and, a, I, in, to, look</p> <p>Handwriting focus – Sequencing the story</p>	<p>Computing – Clicker 6 activity Christmas game</p> <p>Cookery – X-Mas cakes</p> <p>Life self help skill – Working independently at familiar tasks. Washing hands before dinner.</p>	<p>Number song – Snowman / Christmas number song</p> <p>Number work - Counting in 1's, 2's and 10's forwards (EXT: and backwards). Counting on from a number. EXT - Addition. More and less.</p> <p>SSM weekly focus – Money (week 2 of 2)</p> <p>Termly SSM focus- Applied positional language incorporated into everyday activities.</p>	<p>Music – Nursery rhymes. PECs and turn taking. PECs requesting.</p> <p>Weekly music lessons – <i>please refer to separate plans</i></p> <p>Art Start – 3D movement promoting gross motor movement and movement in time to music.</p> <p>Write dance – Gross upper body movements promoting movements in time to familiar music.</p> <p><i>Daily morning up promoting movement to familiar music and rhyme.</i></p>	<p>Fizzy hands and morning warm-up focusing on fine motor dexterity and gross motor skills – <b>BLUE LEVEL</b></p> <p>Targeted skills – see weekly plan (skill targeting observed need) – also see UW life self help skill.</p> <p>Gross motor development – Outdoors and write dance.</p> <p>Life self help skill – see UW</p> <p>Dinner time focus – Making requests (CL) and using cutlery.</p>	
Continuous provision; CIL								