

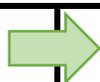


# Lower Heath CE Primary School

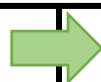
## Cycle A - EYFS - Autumn - Marvellous Me



### Launch



### Explore



### Energise



### Celebrate

Children begin to discuss what makes 'me' unique. They will create self-portraits using a variety of media such as shadows, natural materials and paint.

Children explore what happens to them as they get older. How are they different now than when they were a baby? Look at photographs to compare and contrast. How do they compare to their peers? How do we explore our world - senses.

Visit to Attingham Park during Autumn 2 to explore and investigate using our senses. Autumnal walk listening, smelling, looking. Exploring patterns in nature, collecting and creating our own.

Create a slide show of our investigations and explorations. Invite parents in to come and see what we have been learning. Add slide show onto Class Dojo so that all parents are able to view this.

### Links to Lower Heath Pledge:

- Listen to your teacher read a book and talk to a friend about what happened
- Listen to a story about a different place
- Help to create the class rules
- Show you can work with others
- Learn ways to calm myself down if I am upset or cross (Rest Easy)
- Play with someone different
- Help someone in my class
- Find ways to compromise with other children
- Go outside and see what you notice: sounds, smells and what you see
- Visit a new place
- Go on a school trip
- Go on an autumnal walk
- Go on a mini beast hunt
- Build a den

Take part in a class vote (e.g. choosing a book)  
 Draw, paint or collage a self-portrait

## Theme Content

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy (cross-curricular)
<p>Pupils will be learning to:</p> <ul style="list-style-type: none"> <li>• Talk about themselves using describing words such as tall, short</li> <li>• Imagining and using role-play to re-create their family, stories and familiar adults</li> <li>• Listen to carefully selected stories and texts which rich vocabulary to develop their listening skills and vocabulary</li> <li>• They will experience a variety of traditional tales, poems and texts such as Rosie's Walk, A Great Big Cuddle, Biscuit Bear and the Gingerbread man</li> <li>• Asking questions to get to know their peers</li> <li>• Talking about their family</li> <li>• Thinking about sequencing events and saying what has happened in the beginning, middle and end of stories</li> <li>• Use new vocabulary to discuss the changing seasons and associated colours</li> <li>• Discuss a variety of scents using our senses</li> </ul>	<p>Pupils will be learning to:</p> <ul style="list-style-type: none"> <li>• Discuss a range of feelings and emotions using the Zones of Regulation</li> <li>• Develop positive relationships with adults and peers</li> <li>• Discuss and describe what is a good friend</li> <li>• Sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Using the Kinetic Letters approach, children will be developing their fine and gross motor skills through a variety of movements and animal poses. As their core strength develops, they will learn to hold a pencil using the 3 finger hold and to form the letters h, n, m, r, b, p, c, o, a, d, g, s, l, t, l and u correctly using the 6 key movements</li> <li>• Pupils will be developing their fine motor skills through a variety of resources including: threading, play dough, Lego, cutting, tweezers, pegs, colouring, mobile, clixi and using spinning objects</li> <li>• Children will be creating large scale constructions such as models of their homes and road networks to support the development of their gross motor skills. They will use materials such as wooden planks, hollow wooden blocks, crates, drainpipes and foam bricks</li> <li>• While accessing the outdoor provision, children will have access to scooters, bikes,</li> </ul>	<p>Pupils will be learning through the Pathways to Write texts of The Gingerbread Man and I'm Going to Eat this Ant, to:</p> <ul style="list-style-type: none"> <li>• Recognise and write their name</li> <li>• Write familiar words such as mum and dad</li> <li>• Write about themselves and their families</li> <li>• Write for a purpose such as lists and labelling pictures</li> <li>• Read and explore a range of fiction and non-fiction texts</li> <li>• They will be learning to read during phonics using the Letters and Sounds programme. During this term, they will be focusing on Phase 2 sounds (s,a,t,p,i,n,m,d,g,o,c,k,ck, e,u,r,h,b,f,ff)</li> <li>• Sound and blend letters to begin to read using phonics</li> <li>• Naming and sounding Phase 2 letters</li> <li>• Use letters to communicate meaning</li> <li>• Hear and say initial sounds in words</li> <li>• Link sounds to letters</li> </ul>

		<p>tractors, the adventure playground and the tyre course to enable them to further develop their gross motor skills, core strength and balance</p> <ul style="list-style-type: none"> <li>• During PE sessions, children will be focusing on developing their gross motor skills along with their listening skills through a variety of start/stop games</li> </ul>	
<b>Maths (cross-curricular)</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>	<b>Learning outdoors</b>
<p>Pupils will be learning new maths skills and language through a variety of texts. They will be learning:</p> <ul style="list-style-type: none"> <li>• To match objects that are the same</li> <li>• To find objects that are different</li> <li>• To use language such as taller, shorter, longer etc to explain why they are different</li> <li>• To compare and order amounts</li> <li>• To compare and contrast by size</li> <li>• Can you find one more?</li> <li>• Exploring patterns using a variety of natural and manmade objects and music</li> <li>• Identifying and exploring representations of 1,2,3,4,5</li> <li>• Positional language such as behind, next to, under etc.</li> <li>• Measurement of time such as now, next, later, day, night etc.</li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• The days of the week and months of the year</li> <li>• They will begin to look at photographs of when they were babies and then learn to identify and discuss how they have changed</li> <li>• Through a variety of stories and animations such as 'In the Beginning by Steve Turner', children will learn a simple understanding of the Creation story</li> <li>• They will begin to explore the natural world around us making observations and drawing pictures of plants and animals along with thinking about ways to look after our wonderful world</li> </ul>	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> <li>• Mark-making/pre-writing Joan Miro</li> <li>• Links to shape - Jivya Soma Mashe Sonia Delaunay</li> <li>• To draw a self-portrait</li> <li>• Create a self-portrait using different line thicknesses</li> <li>• Select medium and colours for a purpose</li> <li>• Use a mirror to help draw a self-portrait</li> <li>• Artists: <b>Lucian Freud</b></li> <li>• <b>Henri Matisse</b> - if wanting a more colourful approach to a self-portrait</li> <li>• Joining - scissor skills - Matisse</li> <li>• Vivaldi's 4 seasons</li> <li>• Link music to phase 1 phonics listening objectives too to embed</li> <li>• Charanga Music Unit - Me! The theme of this unit is growing, homes, colour, toys and how I look</li> </ul>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• The four seasons; exploring change, colours, shapes and scents</li> <li>• They will investigate their local environment and area to build familiarity with their surroundings</li> <li>• They will also study different weather types and associated clothing</li> <li>• Senses - a variety of science experiments focusing on the different senses. What happens if one is taken away? Links to My Black Book of Colour and disabilities</li> <li>• Seasonal changes through links with nature in Forest School - the different colours of the leaves and why this happens</li> </ul>

		<ul style="list-style-type: none"> <li>• Taking photographs - using an iPad to capture daily routine or self-portraits to link with History, Geography and to assist with settling into their classroom environment by giving them a sense of ownership of the labels within it.</li> </ul>	
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Opportunities for writing	Opportunities for child-initiated learning and research	Key questions
<ul style="list-style-type: none"> <li>• Writing lists</li> <li>• Writing recipes</li> <li>• Labelling pictures</li> <li>• Writing names on own work</li> <li>• Chalk available for drawing round their bodies - sticky notes for labelling body parts.</li> <li>• Drawing pictures of their family and labelling</li> <li>• Labelling their models</li> <li>• Labelling drawers/resources</li> <li>• Self-registration name writing</li> <li>• Daily writing during phonics sessions</li> <li>• Sound mats and key vocabulary displayed to enable children to practise writing using phonic knowledge</li> <li>• Whiteboards and pens readily available</li> <li>• Variety of mark making equipment provided eg sticks, chalks, mud, sand, pencils</li> <li>• Roll and write resources</li> </ul>	<ul style="list-style-type: none"> <li>• Self-registration for children to identify their name</li> <li>• Role play area developed to enable children to re-create family experiences and stories</li> <li>• Phonetically decodable books available for children to explore</li> <li>• Phonics activities such as: matching objects to initial sounds, sorting activities, magnetic letters, PhonicsPlay interactive games, hidden letters in sand, sand trays for practising writing, buried treasure games, matching words to pictures eg man, pan, pin..., matching captions to pictures (pat a dog)</li> <li>• Topic related fiction and non-fiction books available for sharing and exploring</li> <li>• Key vocabulary displayed to support the topic eg mum, dad, tall, short, hot, body parts</li> <li>• Opportunities for counting and matching numbers to amounts</li> <li>• Provide games that involve counting and taking turns such as snakes and ladders</li> <li>• Making split pin people/Gingerbread Man - explore different joining techniques</li> <li>• Junk material available to create models of their own homes</li> </ul>	<ul style="list-style-type: none"> <li>• Who is in your family?</li> <li>• Why is it important to wash our hands and bodies?</li> <li>• Why do we brush our teeth?</li> <li>• Is everybody the same?</li> <li>• What happens to our bodies as we get older?</li> <li>• How can we be a good friend?</li> <li>• How are you feeling? (Using Zones of Regulation)</li> <li>• What could you do if you are feeling ....?</li> <li>• How do you know?</li> <li>• I wonder if.....?</li> <li>• What do you notice?</li> <li>• How could you try to sort it out?</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Sand timers for taking turns and sharing</li><li>• Sand timers for timing how many you can do eg jumping, hopping</li><li>• Flower heads in water with scoops and sieves to develop senses</li><li>• Dolls, sponges, toothbrushes and towels near the water tray</li><li>• Washing line and pegs for dolls clothes</li><li>• Emotions pebbles hiding in sand to explore and discuss</li><li>• Emotions cards and mirrors to discuss and mimic</li><li>• Sensory table with natural objects and magnifying glasses for children to develop their senses</li><li>• Ariel map of the school with magnifying glass to investigate and discuss</li><li>• Playdough and mats to develop fine motor skills and observational skills</li><li>• Draw the outline of a person on the tough tray for children to label and discuss</li><li>• Photographs and names - can the children match their name to their photograph</li><li>• Name writing cards</li><li>• Fine motor activities, including: nuts and bolts, spinning actions, threading, pinching (tweezers and pegs)</li></ul> |  |
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