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| ORTON WISTOW PRIMARY SCHOOLCURRICULUM PLAN  |  |  |  |  | | --- | --- | --- | --- | | Academic Year: | 2024/2025 | Term: | Autumn | | Year Group: | FS | Topic Title: | 1st half: Ourselves **2nd half: Ourselves/our homes** | |



| **Subject** | **Learning** |
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| **Communication, Language and Literacy (English)**  **Reading** | **CL:**  We are encouraged to develop our vocabulary in a range of ways when starting school. We use our manners as part of the Pride code and develop our confidence when talking to adults around school. As part of our whole class teaching, guided and free flow play sessions we have plenty of opportunities to talk to adults and our new friends. We learn how to listen effectively during ‘hand up, stand up, pair up’ activities, how to wait to speak and to make comments to develop our friendships.  **Reading:**  During our daily story time we share a range of texts. Reading forms part of our phonic lessons as well as during our topic work where we will enjoy the story of ‘The Rainbow Fish along with various stories that link to our toolkit dispositions and Pride code. We are ‘word ninja’s’ where we find new words to learn. The words are recapped daily and weekly during our quiz at the end of the week. Here we try to embed new words into our memory. We use the Little Wandle phonic scheme and learn to hear sounds (phonemes) recognise letter shapes (graphemes) and blend to read.  A range of books, puppets and story sacks are available during our free flow play times in our book corner. This helps us to develop our story language and prediction skills. After we have settled into school we have the opportunity to visit the library to meet Mrs Campling and to choose a book to bring home. As part of the Little Wandle phonics scheme we have reading for pleasure books and will move onto e-books when we are able to blend to read securely.    **Fiction:**  We start our Ourselves topic topic using books as a focus and enjoy a range of other fiction books about starting school, sharing and being a good friend.  **Power of Reading:**  We read a range of ‘Power of reading’ texts such as ‘Blue Penguin’, ‘No Dinner’ and ‘A new house for mouse.’ We immerse ourselves in these stories that link to our topics, and they provide a great stimulus for shared writing.  **Non-Fiction:**  As part of our topic work around ourselves, we look at non-fiction books about types of families and home life. We use these to identify different styles of houses during our ‘Homes’ topic.  **Poetry:**  In the Foundation Stage we develop an awareness of rhythm and rhyme through daily singing activities. These are part of Phase 1 phonics and we ensure these key skills are practised at various times of the school day. |
| **Communication, Language and Literacy (English)**  **Writing** | **CL:**  In the Autumn term the children are surrounded with opportunities for writing. We have clipboards around the classroom where adults model writing to support play. For example, writing a shopping list in the home corner or drawing a model in the construction area. Adults encourage children to talk about their play and as they develop their skills they are asked to write a ‘label.’ For example adding a ‘t’ for transformer after making a model.  We have a mark making table where children are encouraged to write their name for their drawing. Children use name cards to practice with. We use ‘talk for writing’ to aid our sentence structure. This ensures we speak clearly in a sentence as a pre-cursor to independent writing. Before we put pen to paper we always say what we want to write, initially this will be a new sound, word or simple caption.  **Writing:**  During our daily phonics lessons we practice writing to segment sounds to spell. Writing sessions then help to embed new sounds and build on word knowledge. Initially this is through ‘shared writing’ where the adults write with children’s help to segment. As part of our non-fiction work we will be writing captions to match pictures of different homes. Free flow play times are a great opportunity for writing practice, in the classroom or outside.  **Handwriting:**  We begin our handwriting activities by developing our fine motor skills. We have a range of resources in the classroom to build our hand muscles as a preparation to write. Dough disco, funky fingers and threading activities help. In phonics we learn how to form letters correctly using the Little Wandle handwriting patter. We practise forming these letters in different ways in the classroom, whether during free flow play times or targetted support. |
| **Communication, Language and Literacy (English)**  **Reading**  **Phonics** | **CL:**  We continue to build on phase 1 phonics taught through singing, rhythm and rhyme activities. We use language as a tool to promote effective phonics learning including correct enunciation of sounds during daily phonic lessons.  **Phonics:**  We follow ‘Little Wandle’ which is a synthetic phonics programme. We begin by teaching phase 2 where we introduce sounds ready to be able to blend together to make simple words. We start with s, a ,t, p, i ,n and build words with these sounds. Alongside this, children are taught ‘tricky words’ that can not be sounded out using the phonemes (sounds). The children then move onto e-reading books that match the sounds taught. |
| **Number /**  **Shape, Space & Measure (Mathematics)** | **Number:**  We have exciting and engaging daily maths lessons to consolidate numeral recognition and number order. We learn to recognise numbers to 5, 10 then 20. We follow the ‘White Rose’ maths programme which provides a range of fun practical activities to develop key skills. Adults in the unit support children during free flow play to embed new learning. |
| **Understanding the World**  ***The World***  **(Science)** | During our initial topic about Ourselves we learn about how we grow and change. As well as whole class learning times, we enjoy time in our lovely garden where we can investigate and explore. We have an Eco kitchen, digging pit, and minibeast mansion where we like to turn over rocks and logs to see what we can find! These activities feed into our class Outdoor Passport where we have guided activities to develop our understanding of the natural world. |
| **Understanding the World**  ***Technology***  **(Computing)** | We have regular opportunities to access the iPads and Chrome books to learn skills and embed new learning, such as using a map programme when learning about our local area. We have Bee Bot toys that can be programmed to move forward, backwards, right and left. This encourages use of new language. The children are monitored whilst using the iPads and are moved on to play elsewhere after a few minutes. We also take part in internet safety lessons where we learn about how to keep safe online. |
| **Understanding the World**  ***People and Communities***  **(History)** | As part of our ‘Ourselves’ topic we talk about how we change over time, and the similarities and differences for our families, now and in the past. |
| **Understanding the World**  ***The World***  **(Geography)** | When learning about homes, we talk about those we can see in our local area and the different types of materials they are built from. We find out about how homes have changed over time, and what is the same as the homes we live in now. |
| **Expressive Arts and Design**  ***Media and Materials***  **(Art & Design / DT)** | We use the story of the Rainbow Fish as a starting point and use a variety of paint and other resources to decorate a shiny fish scale. At the art area the children are encouraged to investigate the resources and make their own pictures. We also have a range of malleable materials for the children to enjoy such as playdough, shaving foam and modelling clay.  We celebrate creativity at our ‘Creation Station’. This provides lots of free flow opportunities to make, design and explore materials. We use recyclable materials to make different types of houses and encourage children to cut, join and create using their imagination.  As part of our free flow play activities we build models using a range of resources and are encouraged to think about what we want to make, talk about it and think about ways to change our design. |
| **Expressive Arts and Design**  ***Being Imaginative***  **(Music)** | Singing is part of our daily activities, beginning with our morning days of the week song, lunchtime singing with a focus on rhyme and then finishing at home time with our Clever Clogs song. We will work as a Foundation Stage team to act out the story of the Nativity, learning new songs and some simple drama techniques. As with all areas of the curriculum there are daily opportunities to explore sound and music in free flow play. |
| **Physical Development**  **Moving and Handling**  **Health & Self-care**  **(PE)** | Our PD activities during the Autumn term take advantage of our outside space. We climb trees, make obstacle courses and use the PE equipment. We have a range of bats and balls and adults support play by teaching skills such as how to transport resources safely. Children are encouraged to climb, balance and to manage their own risks, for example when moving crates and planks. Fine motor skills activities such as ‘funky fingers’ and mark making activities also help us to develop our hand muscles for writing. As part of ‘health and self-care’ we encourage children to wash their hands regularly and manage their own hygiene. When learning about ‘Ourselves’ we talk about ways to keep our body and mind healthy. |
| **Personal, Social and Emotional Development**  **(PSHE/RE)** | We spend a lot of time over the Autumn term developing our personal, social and emotional skills. We use our key texts to learn about taking turns, making friends and developing our independence. Our daily shared sessions focus on the elements of the Pride code. We talk about each area and think about examples; being respectful around others and putting our hand up to speak on the carpet. We learn the vocabulary of our toolkit and begin to work on these life skills. Through this we learn to take responsibility for our belongings and develop our teamwork skills by playing a game and taking turns.  Over the term we talk about different festivals that are celebrated, such as Diwali We welcome finding out more about what our children do and encourage children to talk about their home life. We learn about the Christian story of Christmas and make links to other celebrations. We talk about similarities and differences between cultures and beliefs and how we may not celebrate the same things. |
| **Learning Outside the Classroom** | In our outside area we will continue to have a huge range of opportunities to play and develop our learning. We are able to include all areas of our curriculum outside and we have a weekly outside focus activity. We will be busy looking at the changing of the seasons and will take time to walk around the school grounds identifying Autumn changes. We have a range of toys in the garden which we will use to balance, build and create, helping to increase our physical development. |