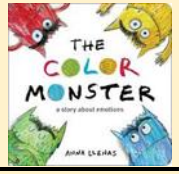
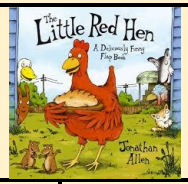
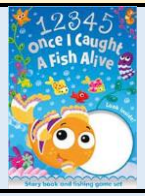
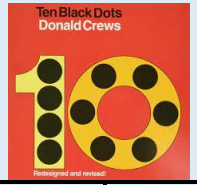
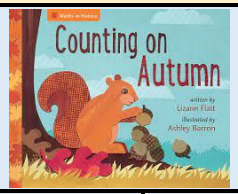
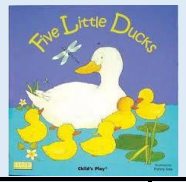
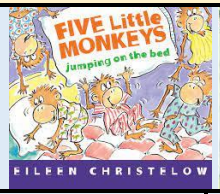
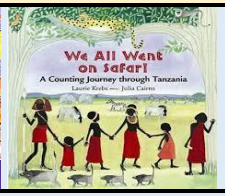
	Year R - Autumn 1							
	Week 1 INSET	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 Gaps	Week 8
Themed Days	HOMEVISITS	Settling In/Transition 13th September	Settling In/Transition	The Colour Monster National Fitness Day	Seerah Reception Baseline Assessment + RWI Assessment Seerah Exhibition International Day of Sign Language	The Little Red Hen Reception Baseline Assessment + RWI Assessment Black History Month begins	Rosa Parks Black History The Little Red Hen	Lima's Red Hot Chilli Adhan Competition Passport Day: We Are Enquirers (Recycle week)
PSHE	HOMEVISITS	Separate from carer and establish routines. Class/school rules. Learning to share & play together. Building relationships. Turning taking/sharing Personal Hygiene/Safety PSHE- Being me in my world	Separate from carer and establish routines. Class/school rules. Learning to share & play together. Building relationships. Making friends and Positive behaviour Turning taking/sharing Personal Hygiene/Safety PSHE- Being me in my world	Stranger danger Road safety PSHE- Being me in my world	People who help us. PSHE- Being me in my world	People who help us. PSHE- Being me in my world	Assess & Review	Assess & Review
	Express Feelings Know that all feelings are ok. Know how to recognise own feelings, talk about feelings using words like 'happy', 'sad', 'angry'. Begin to understand how others might be feeling. Know they can rely on their teachers, friends, and 'buddy' for support if they are worried. Managing behaviour Can inhibit own actions, welcome distractions when upset. Know the behavioural expectations of the Oak Class and school. Know that following rules is important Self Awareness Know what they like and do not like. Know that there are rules in the classroom to follow and expectations for behaviour.							

	Independence Know how to organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board. Know how to manage their own personal hygiene e.g., toileting. Can follow 1 step instructions **Collaboration** Know that if work together to keep the class rules and earn positive rewards **Social skills** Know how to engage in positive interactions with adults and peers. Play with one or more children, extending and elaborating play ideas.							
Communication & Language	HOMEVISITS	Building on listening skills/ showing interest in conversation.	Talking about ourselves and friends.	Reception Baseline assessment	Reception Baseline Assessment	Building on listening skills/ showing interest in conversation.	Building on listening skills/ showing interest in conversation.	Building on listening skills/ showing interest in conversation
	Listening Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. Know how to listen carefully and why listening is important. **Attention** Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time. **Respond** Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Know how to respond appropriately when asked e.g., 'chime = freeze & show me 5' (whole school rule) **Understanding** Know how to follow 1 step instructions e.g., put bookbag in the bookbag box **Speaking** Use sentences of 4-6 words. Know a repertoire of songs e.g., nursery rhymes or numbers of songs. Know some social phrases e.g., 'Greetings! Learn new vocabulary. REVISIT/ONGOING throughout the year Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding. Use talk to organise themselves and their play.							

Physical development	**HOMEVISITS**	**Topic: Fundamentals** **L.O: To combine several coordination drills using upper and lower body movements.**	**Topic: Fundamentals** **L.O: To time running to the path of a ball.**	**Topic: Fundamentals** **L.O: to travel in different ways showing clear transitions between movements.**	**Topic: Fundamentals** **L.O: To travel in different directions with control and fluency.**	**Topic: Fundamentals** **L.O: To practise Agility balance and coordination.**	**Topic: Fundamentals** **L.O: To explore static balancing**	**Consolidation GAP**
	Know the routines of the school day: lining up and queuing, mealtimes, personal hygiene, carpet spots. **Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.** **REVISIT/ONGOING** **Continue to develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.**							
Autumn 1 Literacy Texts	 							
Literacy	**HOMEVISITS**	**Mark making samples with different tools, holding writing tools correctly. Name writing**	**Letter formation, Independent name identification and writing, meaningful Mark making**	**RWI** **Set 1, 2** **Shared writing** **Character Description**	**RWI** **SET 1, 2** **Drama and role-play**	**RWI** **Set 1, 2**	**RWI Assessment**	
	Comprehension **Listen and enjoy sharing a range of books.** **Know how to hold a book correctly, handle with care.** **Know that a book has a beginning, an end.** **Know how to hold the book the right way up and turn some pages appropriately.** **Know that text in English is read top to bottom and left to right.** **Know the difference between text and illustrations.** **Know how to recognise some familiar words in print, e.g., own name or advertising logos.** **Know that illustrations help to understand what is happening in a story.** **Know familiar rhymes, stories or poems and complete a repeated refrain.** **Word Reading** **Hear general sound discrimination and be able to orally blend and segment.** **Writing** **Emergent writing:**							

	Know that writing communicates meaning. Know that marks can have meaning. Know how to write their name by copying it from a name card or try to write it from memory. **Composition:** Know that ideas for stories can be written down. Use talk to link ideas, clarify thinking and feelings. **Spelling:** Know how to orally segment sounds in simple words. Know how to write their name copying it from a name card or try to write it from memory. **Handwriting:** Know that print carries meaning and in English, is read from left to right and top to bottom. Know how to draw lines and circles.								
Autumn 1 possible Maths texts	     								
Maths	HOMEVISITS	NumberPlace Value (within 10) L.O: To sort objects L.O: To count objects L.O: To count from a larger group	Number Place Value (within 10) L.O: To represent objects L.O: To recognise numbers as words L.O: To count on from any number	Number Place Value (within 10) L.O: 1 more L.O: To count backwards within 10 L.O: 1 less	Number Place Value (within 10) L.O: To compare matching groups L.O: Fewer, more, same L.O: Compare numbers	Number Place Value (within 10) L.O: To order objects and numbers L.O: The number line End of Block assessment	Number Addition and Subtraction (within 10) L.O: To introduce parts and whole L.O: Part-whole model L.O: Write number sentences	Number Addition and Subtraction (within 10) L.O: Fact Families L.O: Number bonds within 10 L.O: Systemic number bonds	
	Count objects Counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers Subitise – perceptual subitizing Matching and Sorting into groups same/different, colour, size, shape. Comparing amounts – equal, more than, fewer than. Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest. Exploring pattern - making simple patterns, odd one out, exploring more complex patterns. REVISIT/ONGOING Encourage chn to put objects into a line so they have a clear start and end point, actions, and sounds. Start by subitising and counting objects that are identical before moving on to slight differences e.g., size/colour, 5 frames can be used to support chn to subitise and compare numbers within 5. Show collections of objects can be sorted into sets based on attributes such as colour, size, or shape. Understand the same collection can be sorted in different ways, discover own criteria.								

	Lining up time sorting – if you like carrots line up, if you have a sister line up Understand when making comparisons a set can have more items, fewer items or the same as another set. It is easier to make comparisons when the difference between sets is greater Specific language introduced such as tall, short, and long. Encourage using specific vocab to describe what they notice Copy, continue and create own simple repeating patterns. Provide patterns with at least 3 full units of repeat. Say the pattern aloud to help to identify the part which repeats and supports to continue. AB patterns in a range of contexts e.g., shapes, size, actions, sounds. Build patterns vertically and horizontally.							
Understanding the World	HOMEVISITS	What an EYFS geographer needs to understand? That positional language and directions can tell us where to go;	What do they need to know? That directions can be followed and lead to different places	What do they need to know? That directions can be verbal, pictorial or written	How can they show they are geographers? Follow simple directions (Up, down, left/right, forwards/backwards)	How can they show they are geographers? Follow directions with a small toy	How can they show they are geographers? Direct a friend from point A to B using positional language	What an EYFS geographer needs to understand? That positional language and directions can tell us where to go;
	Chronology Know the members of their immediate family and the relationship to them, name and describe people who are familiar to them. Enquiry Know that you can find out information from different sources e.g., internet, books Respect Know and talk about the special things in their own lives. Know how to respect and take care of school resources. Know how to show respect and care for the natural environment and all living things Know that families in other countries across the world engage in similar activities to their own family. Know some differences Mapping Know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps, Pete's story map around school, seating maps, nature area map. Know common signs and logos. Communication Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside. Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions.							
Computing	HOMEVISITS	Settling In	iSafe L.O: To understand what being online means, how it feels	iSafe L.O: To understand what being online means, how it feels	Introduction top safe use of equipment	Introduction top safe use of equipment	Using toys with remote controls, buttons and switches.	Using toys with remote controls, buttons and switches.

Expressive Arts & Design	HOMEVISITS	Drawing: Marvellous Marks To explore making marks with wax crayons. To investigate the marks and patterns made by different textures.	Drawing: Marvellous Marks To explore making marks with felt tips. To use a felt tip to make patterns	Drawing: Marvellous Marks To explore making marks with chalk. To make controlled large and small movements. To compare different ways of making marks and drawing	Drawing: Marvellous Marks To explore mark making using pencils. To create a simple observational drawing.	Drawing: Marvellous Marks To explore mark making using pencils. To create a simple observational drawing	Drawing: Marvellous Marks To use a variety of colours and materials to create a self-portrait. To express their own self-image through art.	Drawing: Marvellous Marks Assessment
	Mark Making / Drawing Know how to grip a pencil comfortably and make marks, create lines and circles. Know that marks can have meaning. Create a self-portrait Colour Know the names of light colours and dark colours. Know how colours can be changed using light and dark colours. Painting: Artist study – Know that Jackson Pollock created splatter painting. Know how to collaborate with others to create artwork. Know how to print using hands, feet, and fingers Materials Know that materials can feel different. Know some words to describe materials. 3D Work Know what transient art is. (Transient art will continued to be offered in continuous provision throughout the year) Cutting Skills Know how to safely pass scissors to another person. Know how to use scissors to make snips in paper. REVISIT/ONGOING Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Take part in simple, pretend play often based on familiar experiences, e.g., making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or role-play							
Music	HOMEVISITS	Bismillah and praising The Prophet ﷺ Unit FCE Description	Musical Focus Beat and tempo Singing Key Skills In this unit, pupils:	Musical Focus Beat and tempo Singing Key Skills In this unit, pupils:	Musical Focus Beat and tempo Singing Key Skills In this unit, pupils: Sing echo songs	Musical Focus Exploring Sounds Singing Key Skills In this unit, pupils:	Musical Focus Exploring Sounds Singing Key Skill	Musical Focus Exploring Sounds Singing Key Skills

		In this unit, pupils learn to develop the habit of remembering Allah before the start of anything they do and praising the Prophet (s.a.w) Musical Focus Beat and tempo Singing Key Skills In this unit, pupils: Sing echo songs Perform actions, movements and play instruments to a steady beat. Move, sing and play at different speeds, illustrating moods and emotions Nasheed Focus Bismillah in the Name of Allah	Sing echo songs Perform actions, movements and play instruments to a steady beat. Move, sing and play at different speeds, illustrating moods and emotions Nasheed Focus Bismillah in the Name of Allah	Sing echo songs Perform actions, movements and play instruments to a steady beat. Move, sing and play at different speeds, illustrating moods and emotions Nasheed Focus In the morning when we wake	Perform actions, movements and play instruments to a steady beat. Move, sing and play at different speeds, illustrating moods and emotions Nasheed Focus We love Muhammad	Sing echo songs Perform actions, movements and play instruments to a steady beat. Move, sing and play at different speeds, illustrating moods and emotions Nasheed Focus Muhammad is my guide	In this unit, pupils: Sing echo songs Perform actions, movements and play instruments to a steady beat. Move, sing and play at different speeds, illustrating moods and emotions Nasheed Focus Muhammad is my guide	In this unit, pupils: Sing echo songs Perform actions, movements and play instruments to a steady beat. Move, sing and play at different speeds, illustrating moods and emotions Nasheed Focus Muhammad Nabina
Deen	HOMEVISITS	Topic: Saying Salaam L.O: I can understand the importance of Salaam as a Muslim	Topic: Who am I? L.O: I can understand the identity of a Muslim	Topic: Who is Allah? L.O: I can understand the identity of a Muslim	Topic: What is my religion? L.O: I can understand the identity of a Muslim	Topic: Who is my Prophet? L.O: I can understand the identity of a Muslim	Topic: What is my book? L.O: I can understand the identity of a Muslim	Topic: What is my book? L.O: I can understand the identity of a Muslim
	Deen Which stories are special and why? Coverage - talk about some religious stories, recognise some religious words, e.g., about Allah identify some of their own feelings in the stories they hear, identify a sacred text e.g., Qur'an, talk about what Muhammad SAW teaches about keeping promises and say why keeping promises is a good thing to do.							

Arabic	HOMEVISITS	Settling In	Settling In	Recognise and write letters أ - ب Learn the Arabic words that associated with each letter	Recognise and write letters ث - ت Learn the Arabic words that associated with each letter	Recognise and write letter ج -ح -خ Learn the Arabic words that associated with each letter	Recognise and write letters د - ذ Learn the Arabic words that associated with each letter	Revision & assessment
Quran	HOMEVISITS	Settling In	Settling In	Learn the Etiquettes of Reading Quran Memorise Istiaadha & Basmallah	Memorise Surah Al-Faatiha 1-2	Memorise Surah Al-Faatiha 2-4	Memorise Surah Al-Faatiha 4-6	Memorise Surah Al-Faatiha 6-8