

Sparrow Farm Infant School - Mid Term Topic Plan - Autumn 1 - Who Am I?

Date	W1 7.09.20	W2 14.09.20	W3 21.09.20	W4 28.09.19	W5 5.10.20	W6 12.10.20	W7 19.10.20	
Communication and Language (speaking, listening and understanding)	<p>Listens to others one to one or in small groups, when conversation interests them.                      Listens to stories with increasing attention and recall.                      Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.                      Focusing attention - still listen or do, but can shift own attention.                      Is able to follow directions (if not intently focused on own choice of activity).                      Uses language to imagine and recreate roles and experiences in play situations. (Home corner, Familiar shops in Feltham- Tesco's, Costa, Baby Clinic)                      Responds to simple instructions, e.g. to get or put away an object.                      •Uses vocabulary focused on objects and people that are of particular importance to them.</p>							
	<p>Getting to know you games.                      Say their name to others/during circle time.                      Sits and listens for 5 minute intervals during circle time.                      Model simple instructions for tidying up.</p>	<p>Getting to know you games.                      Say something that they like during 1:1/small groups or circle time.                      Sing nursery rhymes.                      Enjoy listening to stories.                      Talk in a group about favourite animals/colours. Can they say why?</p>	<p>Getting to know you games.                      Continue to talk about things they like.                      Sing nursery rhymes.                      Enjoy listening to stories.</p>	<p>Continue to model role play introducing more language into the role play.                      Sing familiar songs.                      Share information about their family.</p>	<p>Continue to practise following simple instructions for tidying up.                      Continue to model role play introducing more language into the role play.                      Explain what they like to do at school/home.                      Listen for 10 minutes to stories or circle time.</p>	<p>Do they know any familiar jobs? Can they explain what their parents or family members do?                      Become more confident to speak during group sessions or circle time.</p>	<p>Become more confident to speak during group sessions or circle time.                      Answering questions using full Sentences.</p>	
Personal, Social and Emotional Development (Self Confidence and Awareness, Managing Feelings and behaviour and Making relationships)	<p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.                      Confident to speak to others about own needs, wants, interests and opinions.                      They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.                      Initiates conversations, attends to and takes account of what others say.                      Explains own knowledge and understanding, and asks appropriate questions of others.</p>							
	<p>Talk about being in the Infants.                      Discuss things that are new and different in the school. Jot down ideas for classroom rules from the children. E.g. we walk in class.</p>	<p>Recap on classroom rules established and sing some songs about our different emotions. How do you feel:                      -being in the infants?                      -meeting new friends?</p>	<p>Talk about who you are. E.g. I am Ellie and I am 4 years old. I like.....                      Encourage children to develop confidence to initiate speaking and taking turns.</p>	<p>Talk about who is special to you. Elicit family members and things you do together. What do you like doing?                      Encourage turn taking and listening to others.</p>	<p>Introduce the role play area. E.g. Home corner.                      What do you like to do at home?                      What is your favourite food?                      Talk about home routines.</p>	<p>Introduce a nonfiction book on occupations. E.g. Fire fighter, teacher, nurse, hairdresser, shop keeper. Talk about different occupations and elicit what children want to be when they are older.</p>		
Physical Development (Health and Self Care and Moving and Handling)	<p>Shows understanding of how to transport and store equipment safely.                      Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.                      Practices some appropriate safety measures without direct supervision.                      Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.                      Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.                      Handles tools, objects, construction and malleable materials safely and with increasing control.                      Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.                      Holds pencil between thumb and two fingers, no longer using whole-hand grasp</p>							
	<p>Draws lines and circles using gross motor movements using crayons/pens on a vertical surface.                      Help practise putting arms into a coat/jumper.</p>	<p>Tear and fold paper to make a collage. Show how to close the thumb and finger gap.                      Practise grip (palmer grasp) for knife and fork in preparation for staying for lunch.</p>	<p>Draws lines and circles using gross motor movements using a variety of resources (paint brushes, pens, crayons) on a vertical surface.</p>	<p>Show how to hold scissors safely. Position scissors in the hand. Identify left handed users. Make snips in paper with support.                      Practise getting dressed back into school clothes after PE.</p>	<p>Model the tripod grip to draw circles and lines and to make marks.                      Set up and mark making activities vertically and horizontally with a wide range of resources.</p>	<p>Child holds paper and makes random snips in paper as part of a collage.                      Model the tripod grip to make representations.</p>	<p>Children will practise putting on their coats and doing their zips with support.                      Practise getting dressed back into school clothes after PE.</p>	

	No P.E lesson	No P.E lesson	P.E lesson- Finding a space.	P.E- Following instructions and copying actions	Practise getting dressed back into school clothes after PE.  Introduction to P.E- Lesson 1 (Get Set for P.E sheme)	Begin to copy letters in their name.  Introduction to P.E- Lesson 2 (Get Set for P.E sheme)	Introduction to P.E- Lesson 3 (Get Set for P.E sheme)
Reading	Settling in phase.  Whilst children are settling classes will read a range of familiar texts and interesting stories to encourage children to be excited and keen to learn to read and listen to stories.  Week 4-7: 'You Choose' by Nick Sharett			PoR Focus text: Oh no, Georgel!- Chris Haughton Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. Hears and says the initial sound in words. Other texts: 'Kipper's Birthday' by Mick Inkpen The 'Hairy McClary' series by Lynley Dodd 'Charlie and Lola: I can Train your Dog' by Lauren Child (also available to watch on CBeebies iPlayer or youtube: <a href="http://www.bbc.co.uk/cbeebies/watch/charlie-and-lolaicantrainyourdog">http://www.bbc.co.uk/cbeebies/watch/charlie-and-lolaicantrainyourdog</a> )			
	Introduce Phase 2 Letters and Sounds. Model identifying the initial sounds in words. Model simple blending of CVC's. Read and share stories with the children daily. Encourage listening to stories at the listening station. Provide simple books and opportunities for early reading around the room, and books with challenge for children who are already in Phase 2/3 phonics.						
Phonics	Phonics Assessments Listening Activities and games	Phonics Assessments Listening Activities and games	LCP Phase 2 Week 1 New sounds: s, a, t, p HFW: a, at, as.	LCP Phase 2 Week 2 New sounds: i, n, m d. HFW: is, it, in, an, l.	LCP Phase 2 Week 3 New sounds: g, o, c, k HFW: and, on, not, into, can, no, go	LCP Phase 2 Week 4 New sounds: e, u, r, ck. HFW: to, get, got, the, put	LCP Phase 2 Week 5 New sounds: h, b, f HFW: if, off, big, had, his, him, but, back
Writing	Gives meaning to marks they make as they draw, write and paint. Begin to copy letters or write own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.						
	During the settling in time children are provided with a range of resources to encourage mark making and writing.	During the settling in time children are provided with a range of resources to encourage mark making and writing.	Begin to write/ copy own name and draw a picture of themselves.	Write their name and label their sandwich photo with initial sounds.	Write their name and label a picture from the book using initial sounds.	Label a picture from the book using initial sounds. Continue to practise writing their name.	Label a picture from the book using initial sounds. Can they hear any other sounds in the CVC word? (d-o-g) Continue to practise writing their name.
Mathematics (Number and Shape, Space and Measure)	Number Assessments  A range of counting Nursery Rhymes and songs will be learnt. Children will be given a range of maths resources to explore in their own way.		Number games and Activities -Getting children used to number names and recognising numbers 10.	Number and Place Value- WR scheme  One, Two, Three! Recognising, Ordering and Counting to 3.	Number and Place Value -WR scheme  One, Two, Three! Recognising, Ordering and Counting to 3.	Number and Place Value -WR scheme  One, Two, Three! Recognising, Ordering and Counting to 3.	Just like me -WR scheme  Sorting, grouping and matching objects

Understanding the World (People and Communities, The World and Technology)	<p>Shows interest in the lives of people who are familiar to them.  Shows interest in different occupations and ways of life.  Can talk about some of the things they have observed such as plants, animals, natural and found objects.  Shows care and concern for living things and the environment.  Looks closely at similarities, differences, patterns and change  They make observations of animals and plants and explain why some things occur, and talk about change.  Completes a simple program on a computer.  Uses ICT hardware to interact with age-appropriate computer software.</p>							
			<p>Talk about who is important to us. Who is in your family and how many siblings do you have? What things do you do together? E.g. go out, go to place of worship.</p>	<p>Discuss who am I. Use small mirrors to draw self-portraits. Talk about how we all look different but may have similar colour hair, eyes etc.</p>	<p>Talk about favourite animals and any pets. Draw a picture of animals, focusing on their features</p>	<p>How have you changed since being a baby? E.g. Do you have any young siblings? What can you do now that you could not before?</p>	<p>Discuss seasons and the changes we will start to see. Autumn/Winter.</p>	
Expressive Arts and Design (Exploring Using Media and Materials and Being Imaginative)	<p>Explores the different sounds of instruments.  Explores colour and how colours can be changed.  Constructs with a purpose in mind, using a variety of resources.  Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.  Plays alongside other children who are engaged in the same theme.  Uses available resources to create props to support role-play  Plays cooperatively as part of a group to develop and act out a narrative.</p>							
			<p>Home corner  -Introduce and model role play with children  Introduce how we use the creative table. E.g. roll sleeves, wash hands and wear an apron.  Introduce the primary colours: R, B and Y</p>	<p>Home corner  Familiar shops in Feltham- Tesco's, Costa, Baby Clinic.  Recap how we use the creative table.  Highlight the importance of writing our name/first letter/initials. Recap the colours R, B, Y. Model how to use a paintbrush. T model how to sketch a shape and then colour inside a circle using paint.</p>	<p>Home corner  Familiar shops in Feltham- Tesco's, Costa, Baby Clinic.  Recap on how we use the creative table.  Add objects we can stick to our picture.  E.g. Goggly eyes, feathers.  Introduce using glue sticks and to put them away.</p>	<p>Home corner  Familiar shops in Feltham- Tesco's, Costa, Baby Clinic.  Introduce materials that we can add onto our pictures.  E.g. pipe cleaners, fabrics.  Highlight the difference between scissor colours and using a pair of scissor.</p>	<p>Home corner  Familiar shops in Feltham- Tesco's, Costa, Baby Area.  Develop these areas with the Children, modelling role play games.</p>	
Special events				Sandwich Making	Sukkot Hello Yellow			