

Sparrow Farm Infant School - Mid Term Topic Plan - Autumn 2 - How is the world filled with colour?

| Date  | W1<br>2.11.20   | W2<br>9.11.20  | W3<br>16.11.20  | W4<br>23.11.20   | W5<br>30.11.20  | W6<br>7.12.19  | W7<br>14.12.19  |
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| <p>Communication and Language (speaking, listening and understanding)</p>   | <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.<br/>                     Uses language to imagine and recreate roles and experiences in play situations.<br/>                     Listens to stories with increasing attention and recall.<br/>                     Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.<br/>                     Focusing attention - still listen or do, but can shift own attention.<br/>                     Is able to follow directions (if not intently focused on own choice of activity).<br/>                     Responds to simple instructions, e.g. to get or put away an object.<br/>                     Uses language to imagine and recreate roles and experiences in play situations (Potion making (indoor and outdoor), Gift shop, Tesco, Santa's Workshop)</p>   |  |   |  |   |  |   |
|   | <p>Talk about themselves. What do they like? When is their birthday? Talk about fireworks. Use the language of colour and sound. When do they see fireworks?</p>  | <p>Describe Maisy the Mouse. Act out the story using small world to recreate the roles of Maisy and her friends.</p>                       | <p>What would you like for your birthday? Talk about the wrapped presents during circle time. What do you think they are? Make predictions about what they think will happen next with Maisy.</p> | <p>Follow simple instructions to place Maisy around the house. Use simple positional language. Continue to model role play areas.</p>  | <p>Act out stories they have heard such as Rama and Sita, Maisy, using language appropriate to the story. Listen to stories about events (Diwali) with increased attention. Make predictions about what they think will happen in Billy's Bucket.</p> | <p>Discuss celebrations they know. Think about birthdays/Christmas/ eid/ Diwali. What is similar? What is special to you and your family? Follow simple instructions for making decorations. Continue to make predictions about what they think will happen in Billy's Bucket.</p> | <p>Follow simple instructions for making a card (Christmas/holiday card) Listen to stories about events (Christmas) with increased attention.</p> |
| <p>Personal, Social and Emotional Development (Self Confidence and Awareness, Managing Feelings and behaviour and Making relationships)</p> | <p>Confident to talk to other children when playing, and will communicate freely about own home and community.<br/>                     Can describe self in positive terms.<br/>                     Shows understanding and cooperates with some boundaries and routines.<br/>                     Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.<br/>                     Can play in a group, extending and elaborating play ideas.<br/>                     Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.<br/>                     Children play co-operatively, taking turns with others.</p>  |  |   |  |   |  |   |
|   | <p>Look at a fireworks video. Talk about different colours, shapes and why we celebrate Guy Fawkes.</p>   | <p>Discuss what the children celebrate and when they see fireworks. E.g. Diwali, New Year What is their favourite colour and firework?</p> | <p>Discuss rules and safety issues surrounding fireworks. E.g. adult to set it off<br/><br/>Read the story of Rama and Sita. (Diwali)</p>   | <p>Circle time: Create a firework together as a class activity. On the IWB display a blank screen and take turns to draw different coloured lines. Print and use as a display (optional)</p> | <p>Role play the story of Rama and Sita. Include all the characters. E.g. Hanuka the Monkey. Record who is confident in perform in front of the class. Get others to join in.</p>   | <p>Talk about the Christmas being celebrated by Christians. Discuss places of worship and days leading up to it.<br/><br/>What do they like about Christmas? What presents do they want? Talk about expressing gratitude.</p>  | <p>Practise Christmas concert.</p>  |
| <p>Physical Development (Health and Self Care and Moving and Handling)</p>  | <p>Observes the effects of activity on their bodies.<br/>                     Understands that equipment and tools have to be used safely.<br/>                     Uses simple tools to effect changes to materials.<br/>                     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.<br/>                     Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.<br/>                     Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.<br/>                     Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.<br/>                     Holds pencil between thumb and two fingers, no longer using whole-hand grasp.<br/>                     Holds pencil near point between first two fingers and thumb and uses it with good control.<br/>                     Can copy some letters, e.g. letters from their name.</p> |  |   |  |   |  |   |

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|         | <p>Make consecutive cuts with a forward motion of the scissors safely.</p> <p>Copy letters or write name with support to use the tripod position (ongoing).</p> <p>Mr Fosh- Sports coach sessions focusing on using space.</p>   | <p>Use a range of tools to make firework pictures. Flick the paint onto the page.</p> <p>Mr Fosh- Sports coach sessions focusing on using space.</p>  | <p>Using clay to make a Diva lamp. Manipulate malleable objects to affect change.</p> <p>Make consecutive cuts in a straight line across the page with a forward motion of the scissors safely.</p> <p>Mr Fosh- Sports coach sessions focusing on using space.</p> | <p>Talking about making healthy choices with food.</p> <p>Mr Fosh- Sports coach sessions focusing on using space.</p> | <p>Cut simple curves and angled lines (one direction change)</p> <p>Remembering the dangers during PE and how to avoid accidents, looking whilst negotiating space successfully.</p> <p>Mr Fosh- Sports coach sessions focusing on using space.</p>   | <p>Mr Fosh- Sports coach sessions focusing on using space.</p> <p>Talking about being careful when heating things like making gingerbread/ jelly.</p>                         | <p>Mr Fosh- Sports coach sessions focusing on using space.</p> <p>Continue to practise getting dressed for PE.</p> |  |
| Reading | <p>Familiar stories</p> <ul style="list-style-type: none"> <li>•Enjoys rhyming and rhythmic activities</li> <li>• Listens to stories with increasing attention and recall.</li> </ul>  | <p>PoR Focus text: <i>Maisy's Birthday</i> by Lucy Cousins</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>•Describes main story settings, events and principal characters.</li> </ul> <p>Other texts:</p> <p><i>Kipper's Birthday</i> by Mick Inkpen (Hodder)</p> <p><i>Happy Birthday to You!</i> by Dr Seuss (HarperCollins)</p> <p><i>Spot's Birthday Party</i> by Eric Hill (Warne)</p> <p>Other <i>Maisy</i> books from the collection.</p> |  |   | <p>PoR Focus text: <i>Billy's Bucket</i> by Kes Gray</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>•Describes main story settings, events and principal characters.</li> </ul> <p>Other texts:</p> <p><i>Hooray for Fish</i> by Lucy Cousins</p> <p><i>Can You Hear the Sea?</i> by Judy Cumberbatch and Ken Wilson</p> <p><i>The Storm Whale</i> by Benji Davies</p> <p><i>The Fish Who Could Wish</i> by John Bush and Korky Paul</p> <p><i>The Rainbow Fish</i> by Marcus Pfister.</p> |   |  |  |
| Phonics | <p>Recap Phase 2 sounds:</p> <p>S, a, t, p, i, n, m, d, g, o, c/k/ck, e, u, r, h, b, f.</p> <p>HFW: <i>to, get, got, the, put</i></p>  | <p>Recap Phase 2 sounds:</p> <p>S, a, t, p, i, n, m, d, g, o, c/k/ck, e, u, r, h, b, f.</p> <p>HFW: <i>if, off, big, had, his, him, but, back</i></p>   | <p>LCP Phase 3 Week 1</p> <p>New sounds: <i>j v w x</i></p> <p>HFW: <i>he, we, me, be</i></p>  | <p>LCP Phase 3 Week 2</p> <p>New sounds: <i>y, z</i></p> <p>HFW: <i>the, and, to, I</i></p>                           | <p>LCP Phase 3 Week 3</p> <p>New sounds: <i>zz</i></p> <p>HFW: <i>so, no go</i></p>   | <p>LCP Phase 3 Week 4</p> <p>New sounds: <i>sh, ch, th</i></p> <p>HFW: <i>no, so, go, the, and, to, I</i></p>   | <p>LCP Phase 3 Week 5</p> <p>New sounds: <i>ng, nk</i></p> <p>HFW: Recap HFW</p>                                   |  |
| Writing | <ul style="list-style-type: none"> <li>•Sometimes gives meaning to marks as they draw and paint.</li> <li>•Ascribes meanings to marks that they see in different places.</li> <li>•Gives meaning to marks they make as they draw, write and paint.</li> <li>•Hears and says the initial sound in words.</li> <li>•Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>•Writes own name and other things such as labels,captions.</li> </ul> |   |  |   |   |   |  |  |
|         | <p>Draw a picture and write their name. Can they label using initial sounds.</p>   | <p>Write about <i>Maisy</i> using initial sounds.</p> <p>E.g.</p> <p>M for mouse.</p> <p>G for girl.</p> <p>R for red dress.</p>  | <p>Write a birthday card using initial sounds/ CVC words/ Write their name.</p>  | <p>Label the presents <i>Maisy</i> received.</p> <p>Trumpet, watch etc.</p>   | <p>Draw and label presents that they would like to receive/or have received.</p>  | <p>Label pictures of animals under the sea.</p> <p>Focus on sh- for shark</p> <p>Sh for fish. Link to phonics- where do they hear these sounds? Beginning or end of word?</p> | <p>Make a Christmas card.</p>  |  |

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| <p>Mathematics<br/>(Number and Shape, Space and Measure)</p>                          | <ul style="list-style-type: none"> <li>•Uses some number names and number language spontaneously.</li> <li>•Knows that numbers identify how many objects are in a set.</li> <li>•Beginning to represent numbers using fingers, marks on paper or pictures. •Compares two groups of objects, saying when they have the same number. •Shows an interest in representing numbers.</li> <li>•Recognise some numerals of personal significance. •Recognises numerals 1 to 5. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. •Counts an irregular arrangement of up to ten objects•</li> </ul>                                 |  |  |   | <p><u>Shape Space and Measure.</u></p> <ul style="list-style-type: none"> <li>•Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>•Shows awareness of similarities of shapes in the environment.</li> <li>•Shows interest in shapes in the environment.</li> <li>•Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> <li>•Selects a particular named shape.</li> </ul> | <ul style="list-style-type: none"> <li>•Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>•Uses some number names and number language spontaneously.</li> <li>•Knows that numbers identify how many objects are in a set.</li> <li>•Shows an interest in representing numbers.</li> <li>•Recognise some numerals of personal significance. •Recognises numerals 1 to 5.</li> </ul> | <ul style="list-style-type: none"> <li>•Shows an interest in representing numbers.</li> <li>•Recognise some numerals of personal significance.</li> <li>•Recognises numerals 1 to 5.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>•Counts an irregular arrangement of up to ten objects•</li> </ul> |
|   | <p>WR Number and place value/<br/>Numbers to 5.<br/>Counting different objects to make 4.</p>  | <p>WR Number and place value/<br/>Numbers to 5.<br/>Animal legs sorting into groups. Counting and comparing animals.</p>   | <p>WR Number and place value/<br/>Numbers to 5.<br/>Matching objects to correct bucket numbers.<br/>Ext: Build towers of 3,4,5 in different ways using cubes/Lego.</p> | <p>WR Addition and Subtraction-<br/>sorting.<br/>Hoops and category sorting. E.g. boys with brown hair. Then different natural objects.</p> | <p>WR Addition and Subtraction-sorting.<br/>Sorting 3D shapes by qualities; roll, flat, size.</p>  | <p>WR Addition and Subtraction-sorting.<br/>Guess my rule and Odd one out.<br/><br/>Sorting numbers.<br/><br/><b>WR Number and Place Value. - Comparing groups.</b><br/>Compare objects/dots on plates.<br/>Questioning: More/Less/Fewer/same<br/><br/>Ext; Number frames up to 5.<br/>Washing line - picture cards of objects.</p>   | <p>WR Addition and Subtraction- Change within 5.<br/>Find one more than five.<br/><br/>Link with Reading: Maisy goes Camping<br/>Enormous Turnip.</p>   |
| <p>Understanding the World<br/>(People and Communities, The World and Technology)</p> | <p>Shows interest in the lives of people who are familiar to them.<br/>Remembers and talks about significant events in their own experience.<br/>Recognises and describes special times or events for family or friends.<br/>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.<br/>Looks closely at similarities, differences, patterns and change.<br/>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.<br/>Completes a simple program on a computer.<br/>Uses ICT hardware to interact with age-appropriate computer software</p> |  |  |   |  |   |   |
|   | <p>How do people celebrate Bonfire night?<br/><br/>Use simple paint programme E.g. 2-simple/busy things.</p>   | <p>What do people do on Remembrance Day?<br/>What religions do you know? What religion does the story come from? (Open the Book- Daniel and the Lions Den)<br/><br/>Use simple paint programme E.g. 2-simple/busy things.<br/><br/>Use a CD player to listen to a story.</p> | <p>Who celebrates Diwali?<br/>Use simple paint programme E.g. 2-simple/busy things.<br/>Talking about the changes in weather. Using a weather chart daily.</p>         | <p>Look at the 5 senses.<br/>What do the herbs smell like?<br/><br/>Use simple programme for maths games.</p>                               | <p>Look at the 5 senses.<br/>What do the herbs smell like?<br/><br/>Use simple programme for maths games.<br/><br/>Use a CD player to listen to a story.</p>   | <p>Compare places of worship. How do religious buildings differ and what rules do we have to respect when entering the building? E.g. Take shoes off in a Gurdwara. etc</p>   | <p>Rehearsal for Christmas concert. Emphasis why Christmas is important.<br/>Who is Christmas important to?</p>   |

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| <p>Expressive Arts and Design<br/>(Exploring Using Media and Materials and Being Imaginative)</p> | <p>Enjoys joining in with dancing and ring games.<br/>Sings a few familiar songs.<br/>Imitates movement in response to music.<br/>Taps out simple repeated rhythms<br/>Joins construction pieces together to build and balance.<br/>Selects appropriate resources and adapts work where necessary.<br/>Engages in imaginative role-play based on own first-hand experiences<br/>Introduces a storyline or narrative into their play.<br/>Plays alongside other children who are engaged in the same theme.</p> |  |  |   |  |  |  |
|   | <p>Make firework pictures using chalk, printing.<br/>Learn about Jackson Pollack and use spatting technique.<br/>Make poppies (cutting out Self- selection)</p>  | <p>Make poppies (cutting out and self-selection.)<br/>Model how to hold scissors and cut a round shape carefully.<br/>Have a selection on round poppy templates to cut around.<br/><br/>Self- selection<br/><br/>Potion making/gift shop</p> | <p>Make Diva lamps out of clay. Paint them with paint and decorate with glitter.<br/><br/>Model using wet clay to mould a ball and make a hole.<br/><br/>Self- selection</p> | <p>Mixing herbs and liquids to make potions.<br/><br/>Self- selection<br/><br/>Learn songs for the Christmas show.<br/><br/>Potion making/gift shop</p> | <p>Mixing herbs and liquids to make potions.<br/><br/>Make Christmas decorations.<br/><br/>Self- selection<br/><br/>Learn songs for the Christmas show.<br/><br/>Potion making/gift shop</p> | <p>Make Christmas decorations.<br/><br/>Make gingerbread people.<br/><br/>Learn songs for the Christmas show. Clap out a simple rhythm. E.g twinkle twinkle. Adapt with different drums.<br/><br/>Santa's Workshop</p> | <p>Mixing herbs and liquids to make potions.<br/>Christmas crafts<br/><br/>Salt dough Christmas tree decorations.<br/><br/>Self- selection<br/><br/>Perform in the Christmas Nativity.<br/><br/>Santa's Workshop</p> |
| <p>Special Events</p>   | <p>Bonfire Night</p>   | <p>Remembrance Day/<br/>Open the Book-<br/>cancelled<br/>Children in<br/>Need</p>  | <p>Diwali- Indian Dance Workshop?</p>  |   |  | <p>Christmas</p>   | <p>Christmas Nativity Show</p>   |