

ORTON WISTOW PRIMARY SCHOOL

CURRICULUM PLAN

Academic Year: 2022/23

Term: Autumn

Year Group: FS

Topic: 1st half: Ourselves

Title: 2nd half: Ourselves/our homes

Subject	Learning
Communication, Language and Literacy (English) Reading	<p>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.</p> <p>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'. We also have 'Wow Wednesday' where we focus on vocabulary. We are 'word ninjas' where we find new words to learn. We will enjoy 'Sharing a shell' which will also give us the opportunity to talk about the story and how the characters may be feeling. We use the Little Wandle phonic scheme and learn to hear sounds (phonemes) recognise letter shapes (graphemes) and blend to read.</p> <p>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. We visit the library every other week and take a book home.</p> <p>Fiction: We start our Ourselves topic using books as a focus and enjoy a range of other fiction books about starting school, sharing and being a good friend.</p> <p>Power of Reading: We read a range of 'Power of reading' texts such as 'Blue Penguin' 'Anna Hibiscus's song' and 'A new house for mouse.' We immerse ourselves in these stories and they provide a great stimulus for shared writing and link to our topics.</p> <p>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.</p> <p>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.</p>

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<p data-bbox="65 607 419 725">Communication, Language and Literacy (English) Writing</p>	<p data-bbox="456 159 496 188">CL:</p> <p data-bbox="456 203 1533 394">In the Autumn term the children are surrounded with opportunities for writing. We have writing baskets 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.</p> <p data-bbox="456 450 1533 640">We also have a mark making table where children are encouraged to write their name on a picture. We have name cards where children can practise. 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.</p> <p data-bbox="456 656 544 685">Writing:</p> <p data-bbox="456 701 1533 891">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 to practice writing, in the classroom or outside.</p> <p data-bbox="456 947 608 976">Handwriting:</p> <p data-bbox="456 992 1533 1182">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 school script. We practise forming these letters in different ways in the classroom, whether during free flow play times or targeted support.</p>
<p data-bbox="65 1328 419 1491">Communication, Language and Literacy (English) Reading Phonics</p>	<p data-bbox="456 1189 496 1218">CL:</p> <p data-bbox="456 1234 1533 1339">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.</p> <p data-bbox="456 1395 552 1424">Phonics:</p> <p data-bbox="456 1440 1533 1630">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 reading books that match the sounds taught.</p>
<p data-bbox="65 1675 419 1794">Number / Shape, Space & Measure (Mathematics)</p>	<p data-bbox="456 1644 552 1673">Number:</p> <p data-bbox="456 1688 1533 1832">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.</p>
<p data-bbox="65 1877 419 1995">Understanding the World The World (Science)</p>	<p data-bbox="456 1850 1533 1993">During our initial topic and Word Wednesday work we find out about sea creatures, where they live and what they eat. During free flow play times we enjoy time in our lovely garden where we can investigate the natural world. We have an Eco kitchen, digging pit, mini beast mansion and vegetable patch. We use these to help us to find out more about our world.</p>

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<p>Understanding the World <i>Technology</i> (Computing)</p>	<p>We have daily opportunities to access the iPads and new Chrome books. We have a selection of phonic and maths games along with simple programming activities, such as Bee bot games. We also have Bee bot toys that can be programmed to move forward, backwards, right and left. This encourages use of new language alongside how to programme a toy. 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.</p>
<p>Understanding the World <i>People and Communities</i> (History)</p>	<p>As part of our 'ourselves' topic we talk about how we have grown, and the similarities and difficulties between ourselves and our families.</p>
<p>Understanding the World <i>The World</i> (Geography)</p>	<p>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.</p>
<p>Expressive Arts and Design <i>Media and Materials</i> (Art & Design / DT)</p>	<p>We use the story of Sharing a Shell 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.</p> <p>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.</p> <p>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.</p>
<p>Expressive Arts and Design <i>Being Imaginative</i> (Music)</p>	<p>Singing is part of our daily activities, beginning with our morning song and then adding instruments. In music we will explore beats and rhythm using the puppets 'Oscar and friends'. We will also use 'Charanga' to enhance our music teaching. As with all areas of the curriculum there are opportunities to explore sound and music in their free flow play.</p>
<p>Physical Development <i>Moving and Handling</i> Health & Self-care (PE)</p>	<p>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 throw and catch and 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. We use 'catch it, bin it, kill it' to promote keeping clean and safe.</p>

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<p style="text-align: center;">Personal, Social and Emotional Development (PSHE/RE)</p>	<p>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.</p> <p>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 show photographs and talk about their home life. We learn about the Christian story of Christmas and hope to take part in a school nativity. We talk about similarities and differences between cultures and beliefs and how we may not celebrate the same things.</p>
<p style="text-align: center;">Learning Outside the Classroom</p>	<p>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.</p>