

# Acorns learning Plan Autumn Term 2015

	Week 1 7 <sup>th</sup> - 11 <sup>th</sup> <b>Ourselves</b>	Week 2 14 <sup>th</sup> - 18 <sup>th</sup> <b>Ourselves</b> Rosie's Hat	Week 3 21 <sup>st</sup> - 25 <sup>th</sup> <b>Traditional Tales</b> The Gingerbread Man	Week 4 28 <sup>th</sup> - 2 <sup>nd</sup> <b>Traditional Tales</b> Little Red Riding Hood	Week 4 5 <sup>th</sup> - 9 <sup>th</sup> <b>Traditional Tales</b> Goldilocks	Week 5 12 <sup>th</sup> - 16 <sup>th</sup> <b>Harvest</b> Little Red Hen	Week 6 19 <sup>th</sup> - 23 <sup>rd</sup> <b>Harvest</b> The Enormous Turnip	<b>Outcomes</b> By the end of this unit the children will be able to ....
<u>Personal, social and emotional development</u> <ul style="list-style-type: none"> <li>Making relationships</li> <li>Self-confidence and awareness</li> <li>Managing feelings and behaviour</li> </ul>	Partner and small group games practising sharing and taking in turns. Develop self-help skills i.e. finding own peg, drawer, organising own things and resources Independently.	Partner and small group games practising sharing and taking in turns. Organising own things and resources Independently.	Circle time - sharing, taking turns. Take turns and share resources when cooking etc.	Talk about how the wolf's actions made Little Red Riding Hood and Grandma feel.	Discuss Goldilocks' behaviour - <i>was she right to go into the Bears house?</i>	Set up Learning Partners. Think about and discuss what was Little Red Hen's problems and how could they have been solved.	Explain that a turnip has been planted. Think about and discuss how as a class we could work together to pull the turnip out. <i>What resources might we need?</i>	<ul style="list-style-type: none"> <li>Establish effective relationships.</li> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Become familiar with and access range of learning areas around the classroom.</li> </ul>
<u>Communication and Language</u> <ul style="list-style-type: none"> <li>Listening &amp; Attention</li> <li>Understanding</li> <li>Speaking</li> </ul>	Circle time - games to get to know each other. Story time.	Circle time - talk about friendships made. Story time. Use and recall past experiences to talk about family celebrations.	Thinking of different strategies how the Gingerbread man could have crossed the river.	Join in with repeated phrases and rhymes.	Join in with repeated phrases and rhymes. Understand positional language.	Retell the story of the little red hen.	Begin to retell the main events in the story of the enormous turnip.	<ul style="list-style-type: none"> <li>Listen to other one to one or in small groups.</li> <li>Join in with repeated phrases and rhymes.</li> <li>Begin to understand why and how questions</li> <li>Begin to use more complex sentences to link thoughts</li> </ul>
<u>Physical Development</u> <ul style="list-style-type: none"> <li>Moving &amp; handling</li> <li>Health and self-care</li> </ul>	Self-portrait—fine motor control assess. Name writing -tripod grasp and pencil control assess Develop own personal hygiene routines—know where toilets are and ask for them	Write dance. Put Rosie's Hat in the tree - children think of what resources they could use to remove the hat without climbing the tree. Talk about safety.	Write dance. Use gingerbread men cutters with playdough. Make gingerbread biscuits. Understand importance of hygiene when cooking e.g. washing hands.	Write dance. Think of different ways to travel to escape the wolf. Negotiate space successfully and adjust speed.	Write dance. Make porridge to eat in class - hand-eye co-ordination when stirring porridge and transferring into a bowl. Understand importance of hygiene when cooking e.g. washing hands.	Write dance. Create an obstacle course in the hall/playground, using benches, ropes, crates etc. Link to the Little Red Hen's journey.	Write dance. Discuss what Harvest is - show video of vegetables collected during Harvest and link to healthy eating.	<ul style="list-style-type: none"> <li>Draws lines and circles using gross motor movements</li> <li>Develops pencil hold to tripod grip</li> <li>Can copy some letters</li> <li>Dresses with help</li> <li>Develops personal hygiene routines more independently</li> </ul>
<u>Literacy</u> <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul>	Jolly phonics songs and letter recognition. Introduce story time—share books about starting school and feelings Access to book corner and a range of free writing opportunities	Jolly phonics songs and letter recognition. Write name and caption to describe them. Access to book corner and a range of Free writing opportunities	Jolly phonics songs and letter recognition. Introduce story of The Gingerbread Man. Write a shopping list of ingredients to make own gingerbread men.	Jolly phonics songs and letter recognition. Introduce story of Little Red Riding Hood. Use and begin to write descriptive phrases to describe the wolf.	Jolly phonics songs and letter recognition. Introduce story of Goldilocks and the 3 Bears. Write caption to describe the bears beds and porridge.	Jolly phonics songs and letter recognition. Introduce story of The Little Red Hen. Learn and retell story. Sequence the story using Pie Corbett story map.	Jolly phonics songs and letter recognition. Introduce story of The Enormous Turnip. Learn and retell the story. Sequence and begin to write captions.	<ul style="list-style-type: none"> <li>Joins in with repeated refrains</li> <li>Recognises rhythm in spoken word</li> <li>Listens to stories with increasing attention</li> <li>Recognises familiar words and signs</li> <li>Looks at books independently</li> <li>Sometimes gives</li> </ul>

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<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Numbers</li> <li>Shape, space &amp; measure</li> </ul>	<p><u>Counting &amp; Numbers</u> Recite numbers to 10, then 20. Say and use number in songs, rhymes and stories. Count up to objects to 10 in a line, or by moving them. Count out up to 10 objects from a larger set.</p>	<p><u>Counting &amp; Ordering</u> Begin to match numerals to the number in a set. Order numerals to 10. Say and use number in songs, rhymes and stories.</p>	<p><u>Shape &amp; Space</u> Describe 2D shapes and size of shapes. Order in different ways, e.g. size, number of sides. Name circles, squares and triangles.</p>	<p><u>Patterns</u> Continue a repeating pattern with two colours/shapes/objects. Rehearse counting to 20 when creating patterns patterns.</p>	<p><u>Counting &amp; Addition</u> Count on from any number to 10. Say the next number (i.e. say the number after a given number up to 10 without counting from 1). Finding one more. Read the corresponding addition.</p>	<p><u>Addition</u> Number pairs to 5. Read/begin to write the corresponding addition. Rehearse counting to 100.</p>	<p><u>Counting &amp; Number recognition</u> Count up to 10 objects which can't be moved. Match numerals to the number in a set. Understand zero to describe an empty set. Count actions.</p>	<ul style="list-style-type: none"> <li>Recites numbers to 10, then 20, then 100 (ability)</li> <li>Represents numbers using fingers and marks</li> <li>Recognises numerals 1-10</li> <li>Counts objects</li> <li>Finds the total number of 2 groups by counting</li> <li>Recognises shapes in the environment</li> <li>Selects a particular named shape</li> </ul>
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>People and the community</li> <li>The World</li> <li>Technology</li> </ul>	<p>Familiarise themselves with new school environment. Describe significant events for family and friends. Express feelings about starting school.</p>	<p>Forest School. Discuss different types of weather. Sort clothing to match weather type e.g. raincoat when raining.</p>	<p>Forest School. Water play - with gingerbread biscuits, <i>what would happen to the gingerbread man?</i> Think of strategies to get him across safely. Use Beebot app on ipads to think of different routes for Gingerbread Man.</p>	<p>Forest School. Build Grandma's house using a range of construction materials so that the wolf cannot break in (indoors/outdoors). Use Beebot app on ipads to think of different routes for Red Riding Hood.</p>	<p>Forest School. Use camping equipment to set up Goldilocks tent. Use water play imaginatively to create 'porridge'.</p>	<p>Forest School. Look and explore using their senses the different stages of the ingredients to make bread e.g. wheat, flour, bread. Identify similarities and differences.</p>	<p>Forest School. Plant winter seeds - discuss what they need to survive.</p>	<ul style="list-style-type: none"> <li>Remembers and talks about significant events in their lives</li> <li>Shows care and concern for living things and the environment</li> <li>Knows that information can be retrieved from computers</li> </ul>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Exploring and using media and materials</li> <li>Being imaginative</li> </ul>	<p>Self-portrait—fine motor control assess Access to range of art activities— drawing, colouring, chalking Sing a range of number, name and familiar songs. <b>Role play area</b> - kitchen, babies, family area.</p>	<p>Music with Mrs Tustain. Family picture - select own materials and resources. <b>Role play area</b> with Rosie's Hat focus.</p>	<p>Music with Mrs Tustain. Design the gingerbread man biscuit. Select own resources. <b>Role play</b> - act out and design ways to cross the river as the gingerbread man.</p>	<p>Music with Mrs Tustain. Collage pictures of the characters using a variety of materials.</p>	<p>Music with Mrs Tustain. <b>Role play</b> Goldilocks and the three bears, set up tables, beds etc. Make clay Goldilocks bowl.</p>	<p>Music with Mrs Tustain. <b>Role Play</b> area - make masks of characters from Little Red Hen using lollipop sticks and other materials.</p>	<p>Music with Mrs Tustain. Harvest songs.</p>	<ul style="list-style-type: none"> <li>Enjoys joining in with dancing and circle games</li> <li>Sings familiar and invent songs</li> <li>Begins to move rhythmically</li> <li>Taps out simple repeated rhythms</li> <li>Imitates movement to music</li> </ul>
<p><b>Phonics</b></p>	<p>Develop awareness of sounds and letters in name. Self-registration. Write name on work. Find letter names on letter fans. <b>Key Words:</b> I, am.</p>	<p>Develop awareness of sounds and letters in name. Self-registration. Write name on work. Find letter names on letter fans. <b>Key Words:</b> I, am.</p>	<p><b>Focus sounds:</b> s, a, t, p Jolly phonics songs and story. Pronunciation. Begin to make links with letters and sounds. <b>Key words:</b> the, and.</p>	<p><b>Focus sounds:</b> i, n, c/k, e Jolly phonics songs and story. Pronunciation. Begin to make links with letters and sounds. <b>Key words:</b> in, mum, dad</p>	<p><b>Focus sounds:</b> h, r, m, d Jolly phonics songs and story. Pronunciation. Begin to make links with letters and sounds. <b>Key words:</b> have, like</p>	<p><b>Focus sounds:</b> g, o, u, l Jolly phonics songs and story. Pronunciation. Begin to make links with letters and sounds. <b>Key words:</b> up, on, us, got</p>	<p><b>Focus sounds:</b> f, b, j, w Jolly phonics songs and story. Pronunciation. Begin to make links with letters and sounds. <b>Key words:</b> for, from, but, by, when, where</p>	

<u>Ongoing Assessment</u>	Baseline	Baseline	Baseline	Baseline	<b>Phonics assessment</b> Recap previously learnt sounds and key words. <b>Maths assessment</b> Count, order and recognise numbers to 20.	<b>Phonics assessment</b> Recap previously learnt sounds and key words. <b>Maths assessment</b> Count, order and recognise numbers to 20.	<b>Phonics assessment</b> Recap previously learnt sounds and key words. <b>Maths assessment</b> Count, order and recognise numbers to 20.	
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