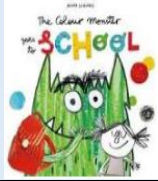
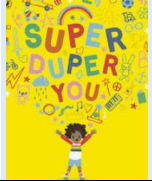

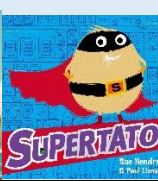

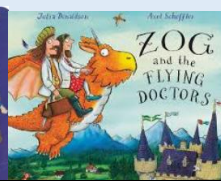
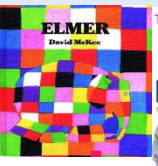

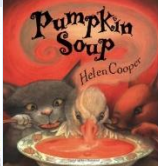



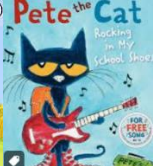
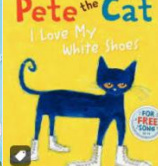

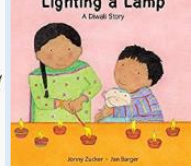


Boltons CE Primary School
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Autumn 1 – New Beginnings

Baseline Assessments to be carried out in the first 2-3 weeks of the children starting school.

Themes/Interests/Lines of Enquiry		Focusing on ourselves and families, feelings, superheroes, people who help us, Autumn, Harvest & Diwali (20 th October)
Experiences		Visits from key workers (farmer, nurse, police, firemen, vet). Harvest festival (performance). Autumn walk Picking fruit off the school grounds. Cooking with produce collected (apple crumble).
Suggested Texts	Literacy texts	     
	Whole Class Stories	         

Prime Areas

Communication and Language	<p>Listening:</p> <p>Listen to others 1:1, in small groups and whole class. <i>Enjoy listening to stories and can remember what happens.</i> Listen carefully to rhymes and songs, paying attention to how they sound. <i>Understand how to listen carefully and why listening is important.</i></p> <p>Attention:</p> <p>Maintain attention in whole class and small group contexts for a short time. <i>May find it difficult to pay attention to more than one thing at a time.</i></p>
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	<p>Respond: <i>Engage in story times.</i> Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g., 'freeze'.</p> <p>Understanding: Follow 1 step instructions e.g., put bookbag in drawer. <i>Understand 'why' questions.</i></p> <p>Speaking: <i>Use sentences of 4-6 words.</i> <i>Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs.</i> Begin to use social phrases e.g., 'Good Morning! <i>Use talk to organise themselves and their play.</i></p>
Personal, Social and Emotional Development	<p>Jigsaw PSHE - Being in my world To understand how it feels to belong; begin to manage and recognise feelings; being kind and sharing; understanding rights; know what being responsible means.</p> <p>Express feelings: Aware of own feelings, can <i>talk about feelings using words like 'happy', 'sad', 'angry'.</i> <i>Begin to understand how others might be feeling.</i> Know they can rely on their teachers, friends, and 'buddy' for support if they are worried.</p> <p>Manage behaviour: Can inhibit own actions, welcome distractions when upset. Understand behavioural expectations of the setting. <i>Increasingly follow rules understanding why they are important.</i></p> <p>Self-awareness: Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.</p> <p>Independence: Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board. Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.</p> <p>Collaboration: Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.</p> <p>Social skills: <i>Build constructive and respectful relationships.</i></p>

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	<p>Engage in positive interactions with adults and peers.</p> <p>British values: To develop self-esteem, self-knowledge and self-confidence. To encourage respect for other people. To have acceptance for one another.</p> <p>The Rule of Law: Follow Rules Awareness of own and others needs</p> <p>Mutual respect: Respect cultures Treat people with respect Expect respect from others</p> <p>Right & Wrong / Respect for law How do rules help me? Democracy</p>
Physical Development	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Develop their fine 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.</p> <p>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. Follow instructions, practise safely, independent work</p>

<u>Specific Areas</u>	
Literacy	<p>Comprehension</p> <p>Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs, and poems. Join in with repeated refrains and key phrases.</p> <p>Word Reading Level 1 phonics – focusing on environmental sounds, rhyming, alliteration and voice sounds. Level 2 phonics-</p>



Level 2

Level 2 Overview

Core Teaching	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus GPCs	s a t p	i n m d	g o c k	c k e u r	h b f l	ff ll ss 's' saying /z/	Revise weeks 1-6
Focus Tricky Words				to, the	no, go, I	Revise all taught tricky words	Revise all taught tricky words
Example Words	at sat pat tap sap	sit pin nap tin dad map did man	gap pig pop top cap cot Kit kid	ten peg sun rip rug tuck kick sock	hen bus fun hot leg bed fit log	huff kiss bell pigs is cuff fell hiss	Revise all words taught so far.

Writing

Aware that writing communicates meaning.
Give meaning to marks they make. Understand that thoughts can be written down.
Write their name copying it from a name card or try to write it from memory.
Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.
Orally segment sounds in simple words.
Write their name copying it from a name card or try to write it from memory.
Know that print carries meaning and in English, is read from left to right and top to bottom.
Draws lines and circles.

Mathematics

Baseline Assessment – first 2/3 weeks. Opportunity to settle in, intro the areas of provision inside and outside and get to know the children's mathematical knowledge through play, intro key times of day, class routines, where do things belong?

Positional language
Subitising, sorting, matching and 1 more.
Counting accurately.
Match, sort and compare amounts.
Use language- longer, shorter, taller.
Copy a pattern, make a pattern, spot a mistake in a pattern.

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Understanding the World	<p>Talk about members of their immediate family and community by naming and describing people familiar and close to them. [H] Explore a family Tree. [H] Discuss and observe how the children have grown from babies to now – similarities and differences. [H, S] Talk about families in other countries across the world. [G] Look at different body parts and understand what they do. [S]</p> <p>Understand the different roles people have in society and their importance [H] Share future career aspirations [H]</p> <p>Autumn changes [H, S] Leaf study [S] Mud Kitchen investigation [S] Washing hands: Hand germs experiment[S]</p>
	<p>RE - Why am I special to God? Why is God so important to Christians? Understand what reflection is, understand what makes us special and unique, understand who God is. understand why God loves and cares for everyone, understand who I belong to, understand why God is important and understand that everyone is important and part of God's family</p>
Expressive Arts and Design	<p>Develop storylines in their pretend play. Self portraits Exploring colour and colour mixing through Wassily Kandinsky. Learning Harvest related songs for the harvest performance. Nursery Rhymes: Twinkle Twinkle, heads, shoulders, knees and toes, 1,2,3,4,5. Daily dancing through Go Noodle.</p>