
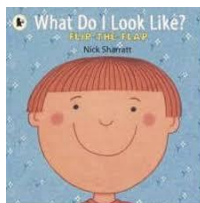




<p align="center">Year R Half Term Overview – Autumn 1 2024</p>	
--	--

Area of Learning		Week 1 2.9.2024	Week 2 9.9.24	Week 3 16.9.24	Week 4 23.9.24	Week 5 30.9.24	Week 6 7.10.24	Week 7 14.10.24																																					
Literacy	Literacy Tree Text	Children not in school Home visits all week Half day – Friday	Phase 1 activities and games RBA assessments In school assessments		Super Milly and the super school day! Main outcome: alternate character version																																								
	Phonics Junior Learning				<table><tr><th>TERM</th><th>PHASE</th><th>TERM WEEK</th><th>PHASE WEEK</th><th>LETTER PROGRESSION</th><th>HFWS (DECODABLE)</th><th>CEWs</th></tr><tr><td rowspan="5">Autumn 1</td><td>2</td><td>1 - 2</td><td></td><td>Baseline Assessments</td><td></td><td></td></tr><tr><td>2</td><td>3</td><td>1</td><td>s a t p</td><td>a at</td><td>as</td></tr><tr><td>2</td><td>4</td><td>2</td><td>i n m d</td><td>it in an am dad did and</td><td>I is</td></tr><tr><td>2</td><td>5</td><td>3</td><td>g o c k</td><td>got on not can</td><td>no go to into</td></tr><tr><td>2</td><td>6</td><td>4</td><td>ck e u r</td><td>get mum up</td><td>the put*</td></tr></table>				TERM	PHASE	TERM WEEK	PHASE WEEK	LETTER PROGRESSION	HFWS (DECODABLE)	CEWs	Autumn 1	2	1 - 2		Baseline Assessments			2	3	1	s a t p	a at	as	2	4	2	i n m d	it in an am dad did and	I is	2	5	3	g o c k	got on not can	no go to into	2	6	4	ck e u r	get mum up
TERM	PHASE				TERM WEEK	PHASE WEEK	LETTER PROGRESSION	HFWS (DECODABLE)	CEWs																																				
Autumn 1	2				1 - 2		Baseline Assessments																																						
	2	3	1	s a t p	a at	as																																							
	2	4	2	i n m d	it in an am dad did and	I is																																							
	2	5	3	g o c k	got on not can	no go to into																																							
	2	6	4	ck e u r	get mum up	the put*																																							
Maths	White Rose Maths		Simple maths stories, songs and games RBA assessments	WRM: Match, sort and compare!		WRM: Talk about measures and patterns																																							
	NCETM			NCETM <table><tr><th>Autumn 1</th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th></tr><tr><td>Focus</td><td>Subitising</td><td>Counting, ordinality and cardinality</td><td>Composition</td><td>Subitising</td></tr><tr><td>Set 1</td><td>Subitising within 3</td><td>Focus on counting skills</td><td>Explore how all numbers are made of 1s Focus on composition of 3 and 4</td><td>Subitise objects and sounds</td></tr></table>				Autumn 1	Week 1	Week 2	Week 3	Week 4	Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and sounds																							
Autumn 1	Week 1			Week 2	Week 3	Week 4																																							
Focus	Subitising			Counting, ordinality and cardinality	Composition	Subitising																																							
Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and sounds																																									
PD	Fine Motor and		Gross motor skills developed outdoors with emphasis on trikes, outdoor construction, climbing frame, trim trail and tyres. Dough Disco Weekly busy fingers activities Weekly sensory activities																																										
	Gross Motor																																												

			<ul style="list-style-type: none">To be able to use the pincer action successfully when manipulating smaller objects such as using pegs and threading beads.To be able to negotiate space, jump off objects and running around without bumping into objects or others.				
CLL		WELCOMM assessments Phase 1 stories, songs and games Adults to model in all areas of provision to expand new vocabulary and help children build relationships. Introduce weekly poem/ rhymetime					
PSED	Jigsaw	Read 'What do I look like?' Discuss our faces and how they look with different expressions. Draw a self portrait. 	Being Me in My World: To start to recognising and managing our feelings	Being Me in My World: To enjoy working with others to make school a good place to be	Being Me in My World: To understand why it is good to be kind and use gentle hands	Being Me in My World: To understand children's rights and what this means 	Read The Colour Monster To be able to talk about and recognise feelings for example, happy, sad, upset etc.
KOW	Science	Seasonal Changes Children will explore the seasonal changes that autumn brings. They will look for changes in animals, plants and weather that they can see around them. Children will be encouraged to collect and experience autumnal changes at home with their families. They will touch, feel and discuss the different autumnal objects that they find at home and in the school grounds. <ul style="list-style-type: none">To be able to name some of the features related to the current season such as conkers, horse chestnut, acorn etc.To notice seasonal changes outside					
	Geography and History		All About Me Discuss our families and how all families are different.		My Home		

			Discuss our birthdays and how we celebrate. Read ‘Super Duper You!’ and discuss what makes me super-duper! <ul style="list-style-type: none">To understand and show interest in events from the past, recognising that things happened before they were born		Discuss the different types of homes that people live in and then talk about the homes that we live in. What do you like to do in your home? Look at the some different homes from around the world. <ul style="list-style-type: none">To take an interest in other cultures and beliefs and discuss what they have learned.	
	RE <i>Bury Agreed Syllabus</i>		Why is the word ‘God’ important to Christians? <ul style="list-style-type: none">To take an interest in other cultures and beliefs and discuss what they have learned.			
EAD	DT <i>Kapow</i>		Structures – Junk Modelling In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area. Children will plan and build their own model using the junk modelling area. <ul style="list-style-type: none">To construct with a purpose in mind and select the resources needed.To be willing to explore new areas of the classroom and try different activities			
	Art <i>Kapow</i>		Drawing: Marvellous Marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus. <ul style="list-style-type: none">To be able to draw a person, creating simple representations.To begin using a tripod grip with control when writing or drawing			
	Music <i>Sing Up!</i>				I’ve got a grumpy face Explore emotions and feelings using the voice and facial expressions. It provides the starting point for experimenting with timbre using voices and instruments, and composing new verses	The sorcery’s apprentice Pupils will explore how music can tell a story and will be supported in identifying elements of music within a piece, such as dynamics (loud/quiet) and tempo (fast/slow). They will have the chance to compose using percussion instruments and respond creatively to

					<ul style="list-style-type: none">To follow and create their own rhythms and respond to music they hear.		music in the form of movement and writing. <ul style="list-style-type: none">To learn new songs and perform them in front of an audience.	
Enrichment Opportunities			Home visits	Tour around the school		Walk around the grounds to look for autumn treasure	Phonics and reading evening	Halloween Disco