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| Theme: Let’s Explore | | | |
| BASELINE FOR 2 WEEKS Autumn 1 | | | |
| **Themes** | **What do you know about me?**  **2 wks** | **Our school and schools in the past**  **1 wk** | **What grows in Autumn?**  **2 wks** |
| **Prime Areas** | | | |
| Observation Check CL | Observation Check  Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?  Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.  Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?  Can the child answer simple ‘why’ questions? | | |
| CL | 1. Understand how to listen carefully and why listening is important. 2. Learn new vocabulary. 3. Ask questions to find out more and to check they understand what has been said to them. 4. Engage in storytimes. | 1. Use new vocabulary through the day 2. Articulate their ideas and thoughts in well-formed sentences. 3. Listen to and talk about stories to build familiarity and understanding. 4. Listen carefully to rhymes and songs, paying attention to how they sound. | 1. Connect one idea or action to another using a range of connectives. 2. Describe events in some detail. 3. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. |
| Observation Check PSED | Observation Check  Around the age of 4, does the child play alongside others or do they always want to play alone?  Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?)  Does the child take part in other pretend play with different roles – being the Gruffalo, for example?  Can the child generally negotiate solutions to conflicts in their play?  Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties | | |
| PSED | 1. See themselves as a valuable individual. | 1. See themselves as a valuable individual. 2. Build constructive and respectful relationships. | 1. See themselves as a valuable individual. 2. Build constructive and respectful relationships. 3. Express their feelings and consider the feelings of others. |
| Observation Check PD | Observation Check  Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP. | | |
| PD | 1. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing | 1. Know and talk about the different factors that support their overall health and wellbeing:   toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine   1. Develop their small 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 spoons. | 1. Know and talk about the different factors that support their overall health and wellbeing:   regular physical activity - healthy eating   1. Develop their small 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 spoons. 2. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene |
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| **Specific Areas** | | | |
| L | 1. Read individual letters by saying the sounds for them 2. Form lower-case and capital letters correctly | 1. Read individual letters by saying the sounds for them 2. Form lower-case and capital letters correctly | 1. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. 2. Read some letter groups that each represent one sound and say sounds for them. 3. Spell words by identifying the sounds and then writing the sound with letter/s. |
| M | 1. Count objects, actions and sounds. 2. Link the number symbol (numeral) with its cardinal number value. | 1. Select, rotate and manipulate shapes in order to develop spatial reasoning skills | 1. Subitise. 2. Compare length, weight and capacity. |
| UW | 1. Name and describe people who are familiar to them. 2. Talk about members of their immediate family and community. | 1. Talk about members of their immediate family and community. 2. Comment on images of familiar situations in the past. 3. Compare and contrast characters from stories, including figures from the past. | 1. Explore the natural world around them. 2. Describe what they see, hear and feel whilst outside. 3. Understand the effect of changing seasons on the natural world around them. |
| EAD | 1. Explore, use and refine a variety of artistic effects to express their ideas and feelings. | 1. Create collaboratively, sharing ideas, resources and skills. 2. Sing in a group or on their own, increasingly matching the pitch and following the melody. | 1. Return to and build on their previous learning, refining ideas and developing their ability to represent them. 2. Listen attentively, move to and talk about music, expressing their feelings and responses. |
| **Characteristics of Effective Learning** | | | |
|  | Playing and Exploring | Active Learning | Creating and thinking Critically |
| All Characteristics should be observed throughout the year, but focus on these within Autumn 1 and 2 | Realise that their actions have an effect on the world, so they want to keep repeating them  Plan and think ahead about how they will explore or play with objects.  Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.” | Use a range of strategies to reach a goal they have set themselves.  Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.  Keep on trying when things are difficult. | Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup.  Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.  Review their progress as they try to achieve a goal. Check how well they are doing.  Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. |
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|  | IDEAS | IDEAS | IDEAS |
|  | EAD- make it more of a project that they have to complete over the 2 weeks.  Don’t rush them. Let them go back and change things, make them better, learn from their mistakes. Planning what they need to make first, designing then making etc. | UW- Parents/Grandparents send in photos of themselves as children on Tapestry.  In uniform if possible.  Get a grandparent in to talk about life as a child.  Ask some of the teachers to send photos of them as a child. Can they recognise the teacher/ support staff?  Show pictures of children in Wirral in olden days. What is different?  What is the same? | EAD- Discuss together the smells and sensation they feel outside.  What can they hear?  Notice features in the natural world and recreate these. Junk modeliing, harvest basket?  Tasting and smelling different flavours.  Creating a gallery of work for others to see, mosaics, creating their own flavours by mixing flavours together?  Listen to different pieces of music, e.g. four seasons can children distinguish between the different seasons by listening to the music? |
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