

## Autumn 2 F2 planning map

### British values

#### **Democracy**

Week one onwards vote for story and marble treat

#### **The rule of law**

Risky play- model to all children in groups how to create obstacle courses with loose parts in provision week 3/4

Monday Group 1	Tuesday Group 2	Wednesday Group 3	Thursday Group 4	Friday group 5
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#### **Individual liberty**

Planned zones of regulation whole class activity

- ☼ Hoops and colours
- ☼ Sorting feelings into zones
- ☼ Talking about how your body feels
- ☼ Talking about ways to overcome a big feeling (dough, walk, run, breathing, music)

### Communication, language and literacy

- ☼ Reading workshop with FS lead 17<sup>th</sup> November
- ☼ Add precious to words we love- linked to books being precious and they don't belong on the floor
- ☼ Teach in homogenous groups 5 tutors
- ☼ One to one tutoring for those in the lower groups to help them to keep up
- ☼ Vote for a RFP story
- ☼ Book planning with links to all areas of learning

### Mathematics

Numbers 3-5 including:

- ☼ Speaking in full sentences
- ☼ Counting objects
- ☼ Counting objects wrong and the children identifying what was wrong in full sentences
- ☼ Ordering numbers 0-5
- ☼ Number bonds to 5 with fingers and rhymes to support
- ☼ Addition and subtraction
- ☼ Doubling and sharing
- ☼ Shapes: circle, square, rectangle, triangle
- ☼ Patterns with numbers including tens frames, colours and shapes
- ☼ Problem solving questions in lessons and in provision
- ☼ Estimation station in provision from week 3 onwards
- ☼ Locate dice including large ones for outdoors!

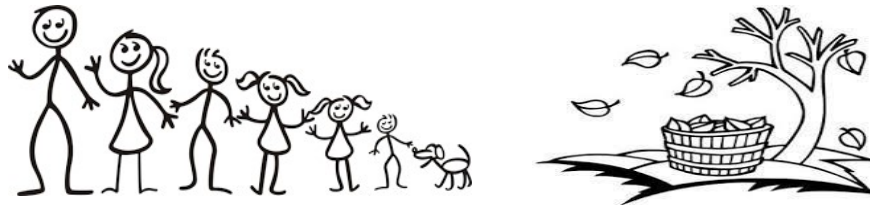
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Number 3	Number 4	Number 5	Number 5	0-5	0-5	0-5

### Characteristics of effective learning

- ☼ playing and exploring - children investigate and experience things, and 'have a go'
- ☼ active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- ☼ creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things'

### Experiences

- ☼ Visit to St Catherine's church
- ☼ Head teacher visit (introduce and read a story) and community visitor (dental nurse)
- ☼ Library visits every week
- ☼ Powder paints station- ensure these are set up and modelled to all children
- ☼ Outdoor experiments and sensory play trays set up
- ☼ Autumn walk to Abbeyfield park or woods



### Personal, social and emotional development

- ☼ One whole class zones activity every week
  - Hoops and colours
  - Sorting feelings into zones
  - Talking about how your body feels
  - Talking about ways to overcome a big feeling (dough, walk, run, breathing, music)
- ☼ Whole class looking after our wonderful class room circle time to teach: recycling paper not just throwing it in the bin, turn taps off, lids on pens!!! And glue, precious books, leaving wellies/shoes and waterproofs on the floor) a box might be needed to help with this. linked to looking after God's world (add recycle sign, water, precious book)
- ☼ Whole class snack to remind children that they can have snack, milk and water whenever they want other than put back and lesson time
- ☼ Research a topic of interest and then link it to online safety and read the book sorry I forgot to ask. Include this on homework and ask for parent support with checking what the children are accessing, the ages for games and programmes and the importance of interaction and real life stories- link to school website

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Zones Fire safety (bonfire night)	Zones Looking after our wonderful classroom	Zones Whole class snack	Zones Looking after our classroom review	Zones Whole class snack review	Zones Looking after our classroom review	Zones Online safety

### Physical development

- ☼ Discuss how to keep safe outdoors through outdoor whole group discussions
- ☼ Practice getting dressed for outdoors
- ☼ Explore outdoor spaces and resources for climbing, balancing and transporting
- ☼ Model using a range of materials through the book [mud, magnificent things, don't throw that away, when I build with blocks that live in the outdoor shed](#)

### Expressive arts and design

- ☼ Making and creating with leaves
- ☼ Leaves, pumpkins, pine cones, conkers, magnifying glasses provocations
- ☼ Autumn leaves are falling down song (London bridge tune)
- ☼ Building animal homes for the squirrels, birds, hedgehogs
- ☼ Making autumn colours and shades using powder paint
- ☼ Weather
- ☼ Introduce the mark making, junk modelling, outdoor mark making and paint area to all children through the story [I am not a stick](#) and recap what they know and remember from F1 (what they made, how they made it, the story I am not a box)
- ☼ Mark making characters, setting and story maps from the story [the very first Christmas](#)
- ☼ [Songs twinkle, away in a manger, look there's an angel, knock knock you can't come in, an angel appeared in the sky and we wish you're merry Christmas](#)
- ☼ Making Christmas cards

### Understanding the world

- ☼ Model powder paints, water play and small world especially for the children new to our setting
- ☼ Enhance the classroom with different materials/objects to touch and look at through a magnifying glass (Christmas scents and decorations)
- ☼ Weather forecast

Wk 1	Autumn- we're going on a leaf hunt Recap what they remember from nursery (know that leaves fall from trees in autumn) Recap the book we're going on a leaf hunt vocabulary autumn, leaf/leaves, tree, fall/falling and hunting for leaves- step on: can they identify the leaves using the book? Linked text: The leaf thief is about a squirrel being cross that the leaves are going, but then he finds out why
Wk 2	Autumn- Autumn leaves are falling (scanned shared read book to Fred talk read the word) copies in provision for reading Recap what they remember about autumn, are they applying the vocabulary? Linked text: non-fiction Autumn
Wk 3	The very first Christmas
Wk 4	Read the book re-written for acting out to parents- listening and joining in
Wk 5	Vocabulary from RE overview
Wk 6	Linked text: bible story and collective worship
Wk 7	Cards and writing (red words to and love, green from) name writing and Letter formation Acting out