

Communication and Language

(Listening, Attention & Understanding and Speaking)

- Introduce and model using key vocabulary related to school, feelings and self.
- Introducing social phrases relating to school (Good Morning, Good Afternoon, Please can I go to the toilet)
- How could you introduce yourself to The Colour Monster? Name, what you like, would you like to play.
- Joining in with rhymes, songs and familiar stories.
- Following proposition instructions.
- Listening to others, to stories,
- Talking about their families and about themselves.
- Talking to their peers in play.

Understanding of the World (Past & Present, People Culture & Communities and the Natural World)

- Talking about self and family - name and describe them and special/significant events in own experiences.
- Finding out about the school, where places are located - hall, playground, field, music room
- Observe and talk about plants, animals and objects - forest school, chickens, bugs, snails
- Life cycle of a caterpillar
- Finding and observing mini beasts in Forest School. Talk about what they have seen. Distinguishing between different mini beasts. Using magnifying glasses to explore mini beasts.
- Asking questions about caterpillars, spiders and ladybirds.
- Look at Harvest festival

R.E. - Special People

- Wk 1 Mum and dad Wk 2 At School
- Wk 3 Role Models Wk 4 Jesus
- Wk 5 Jesus Wk 6 Moses

Physical Development (Fine and Gross Motor)

- Moving freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- Catching a large ball. Standing momentarily on one foot
- Cutting skills - Cutting out pictures from The Very Hungry Caterpillar story and own play at making table
- Pencil control and pencil observations
- Gross Motor skills - Trim trail

Marvellous Me All about Me

The Colour Monster goes to school
The Very Hungry Caterpillar



Baseline 2022/Autumn 1

Literacy (Word Reading & Comprehension and Writing)

- Introduce key texts - The Colour Monster goes to school, The Very Hungry Caterpillar
- Phonics baseline, RWI speed sound lessons
- Looking at books, handling books, turning pages, talking about characters and what happens in them.
- Making marks to represent The Hungry Caterpillar Story or forming recognisable letters.
- Making marks to represent their family or forming recognisable letters. Some may be able to label family.
- Routine - listening to stories at snack time and the end of the day, sharing books with each other

Personal, Social and Emotional Development

(Managing Self, Self-Regulation and Making Relationships)

- Getting to know staff in school (who they are and what they do) new class (names, favourite things, likes and dislikes) What do we need to bring to school? What did the colour monster do to make friends and get know others?
- Exploring emotions relating to starting school - Link to Colour Monster. OK to have mixed feelings
- Class rules, expectations, routines, PSHE Charter. Colour monster eating a book.
- Colour monster washing hands and lunch - link to our school routines and expectations
- Selecting resources, turn taking, collaboration, friendly behaviour. Colour monster taking turns at playtime.
- Responsibilities - collecting milk, fruit, tidying up, collecting resources, hanging up coat

Jigsaw - Being Me in My World

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| • Wk 1 Who...Me! | Wk 4 Gentle hands |
| • Wk 2 How am I feeling today | Wk 5 Our rights |
| • Wk 3 Being at school | Wk 6 Our responsibilities |

Mathematics (Number & Numerical Patterns Shape, Space & Measures)

- Baseline
Counting, number recognition, using number names in play, representing numbers using marks, fingers or digits. Positional language, shape recognition, routines of the day,
- WRM Phase 1 - Just Like Me - Matching & Sorting
Finding objects that are the same, are different, why is it the same, why is it different.
Sorting collections of objects in different ways.
- Mastering Number

Expressive Arts and Design (Creating with Materials and Being Imaginative and Expressive)

- Choose colours appropriately to paint a self-portrait. Do they know colours?
- Sorting colours. Painting own Colour monster
- Colour mixing for the enormous turnip- harvest
- Learn songs for the Harvest festival.
- Joining in with familiar songs, tap out rhythms, move rhythmically, and join in with dancing.
- Express different feelings using noise/instruments
- What can they create in the Making area? Can they explain what they have made? Look at skills used.
- Imaginative role play - do they build stories, engage when adult are not there.

