

FS1 Yr B (22-23)	Autumn 1 <i>Baseline (to wk3)</i>	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Theme	Whole school topic (Space) & All About Me	Celebrations	Once Upon a Rhyme + Frozen Planet	All around me	Food glorious food	Animal Antics
Book ideas	<p>Non-fiction books about our bodies. We are welcome, Peace at Last, The Rainbow Fish, Owl Babies, Leaf Man, Percy the Park Keeper, Room on the Broom.</p> <p>How to catch a star, Draw me a star, Zoom rocket zoom, Aliens love underpants, My pet star, Man on the moon, Toys in space, You choose in space, 8 little planets.</p>	<p>Non-fiction books linked to each celebration (library). Kipper's Birthday. Spark's in the Sky (twinkl). The Jolly Christmas Postman. The Christmas Story. Christmas books (storage).</p>	<p>Jack Frost. Frozen. The Gruffalo's Child. One snowy night.</p> <p>Humpty dumpty (different versions) Poetry books- Giles Andre Julia Donalson Stories- Gruffalo, Smartest Giant in Town, Monkey Puzzle, Charlie Cook's Favourite Book, Tiddler</p>	<p>Non-fiction books linked to jobs Jolly Postman When I grow up series of books. People who help us series by Rebecca Hunter. By Amanda Askew. Topsy & Tim series.</p>	<p>The Enormous Turnip. Handa's surprise. Oliver's vegetables. Farmer duck. The great dragon bake off. Oliver's fruit salad. Monsters don't eat broccoli, Sam's sandwich I will not ever never eat a tomato (Charlie & Lola), The world in my kitchen (recipe book), What's on your plate? (food around the world).</p>	<p>We're going on a lion/bear hunt, Rumble in the Jungle, The Tiger who came to tea, Dear Zoo. Under the sea- Commotion in the Ocean linked to Australia (Great Barrier Reef), Supermarket Zoo, Don't let the pigeon drive the bus, Hungry Caterpillar, Spinderella, The Koala who could,</p> <p>The colour monster goes to School, Harry & the Dinosaurs go to school, Starting School</p>
Focus key Vocabulary <i>Italics = expand on this</i>	<p><i>Body parts. Family relations. Healthy. Friends. Doctor. Nurse. Dentist. Morning/Bedtime routines. Healthy body. Autumn & harvest.</i></p> <p>Space, planets, star,</p>	<p>Bonfire night (fireworks, sparkler, bonfire, Guy Fawkes, crackle, bang, pop, crowd). Diwali (Rangoli, mehndi pattern, diva lamp). Birthdays (gifts, games, cards,</p>	<p>Winter, cold, snow, ice, melt, gloves, hat, scarf, dark, temperature, season, bare. Story, poem, rhyme, <i>Vocabulary linked to the focus texts.</i></p>	<p>Job, occupation, nurse, doctor, pharmacist, shop keeper, head teacher, teacher, office worker, fire fighter, police officer, crossing patrol. +</p>	<p>Growing, planting, soil, water, light, seed, leaf, flower, root, stem, pollen, under/over ground, bulb. Cooking, melting, freezing, dissolving,</p>	<p>Planet, Earth, climate, <i>habitat</i>, carnivore, herbivore, omnivore, jobs, <i>countries/continents, animals & parts of animals</i>, reptiles, birds, mammals.</p>

	astronaut, sun, moon, Earth, rocket.	invitations, cake). Christmas (tree, nativity, Bethlehem, church/chapel, decorations, advent, Jesus). Traditions. Celebrate. Festival. Party.		<i>other jobs of focus.</i> Street, road, pavement, bus shelter, shop, doctors surgery, post office, garage, supermarket + <i>other things in the local area.</i>	heating, toasting. Vegetables, fruit, dairy, fish, meat, sugar, fat, balanced diet + <i>other foods.</i>	amphibians, fish, insects. School, teacher, P.E, lunch/dinner, cloakroom, <i>staff names.</i>
PSE <i>See LTP for objectives.</i>	Rules & Routines Getting to know each other (new beginnings) Good to be me	Anti-bullying week Children in need Emotions Relationships	Getting on and Falling out	Health and wellbeing	Living in the wider world	Changes (transition) Goals (reports)
Physical (P.E & handwriting- children use their phonic knowledge to write words in ways which match their spoken sounds)	Putting on own coat Moving in different ways. Fine motor skill practice- threading, tweezers etc. Squiggle Start programme *Jan & April starters- begin handwriting if ready.	Zippping up coat Riding scooter, trike or bike. Cutting straight lines. Squiggle Work through programme *Jan & April starters- begin handwriting if ready.	Changing shoes Putting on hat/scarf/gloves Cutting straight lines. Squiggle Work through programme	Climbing with confidence- large climbing frame Ball work. Cutting shapes. Handwriting patterns using lines	Balance- trim trail Ball work & team games. Sun safety Handwriting patterns using lines + the straight line family *Squiggle for Jan & April starters.	Athletics- Sports Day & team games. Moving in different ways. Handwriting patterns using lines, straight line + coat hanger family *Squiggle for Jan & April starters.
Morning work <i>Differentiated- order of teaching (aim is to write first name by end of FS1)</i>	Fine motor activities. Recognising name and putting letters of name in order.	Fine motor activities. Overwriting name.	Writing name without needing to over-write.	Improving letter formation for name & overwriting surname.	Writing full name.	Improving letter formation. Phonics- Initial sounds moving onto CVC words.

<p>Phonics <i>Groups at different stages depending on intake.</i></p>	<p>Phase 1- environmental & instrumental & voice sounds</p>	<p>Phase 1- Body percussion & voice sounds. Rhythm & rhyme</p>	<p>Phase 1- Rhythm & rhyme Alliteration</p>	<p>Phase 1- Rhythm & rhyme Alliteration</p>	<p>Phase 1- Oral blending/segmenting. Start phase 2 with those who are ready.</p>	<p>Phase 1- Oral blending/segmenting & recap of phase 1 Phase 2 with those who are ready.</p>
<p>Maths <i>Order of teaching may change due to needs of cohorts & Jan/April starters. Aim is for concepts to be introduced in these terms.</i></p>	<p>Baseline -Counting to 5 (saying number words in a sequence & starting from different numbers) -Say one number name for each item in order to 5. -Compares quantities more than/less than. -Developing spatial awareness- visualising how things appear when turned around or are fitted together e.g. jigsaws, tangrams, copying pictures/patterns. -Shape awareness through construction. -Recognise attributes of measures (talking about length/size/weight/capacity using own vocabulary).</p>	<p>-Counting to 10 (saying number words in a sequence, starting from different numbers and counting backwards) -Know that the last number reached when counting a small set of objects tells you how many there are (cardinal principle). -Fast recognition of up to 3 objects. -Show fingers on numbers up to 5 + 10. -Developing spatial awareness (more complicated pictures to copy)- combine shapes to make new ones. Selects shapes appropriately e.g. triangle for roof. -Developing spatial vocabulary position & direction. Understand position/direction through words. -Select a particular named shape (triangle, circle, rectangle,</p>	<p>Baseline Counting beyond 10 (saying number words in a sequence, starting from different numbers and counting backwards) -Beginning to see numeral meaning (matching a number symbol with a number of things). - Conservation (knowing that a number of things does not change if things are rearranged). - Comparison- identifying groups with the same number of things. -Copy an AB pattern. - Continue an AB pattern. -Comparing amounts of continuous quantities (weight-</p>	<p>-Count out up to 5 objects from a larger amount. -Link numerals and amounts, up to 5. -Developing spatial vocabulary position & direction. Use basic positional/directional language. -Identifying similarities between shapes (including names). -Make their own AB pattern. -Spot an error in an AB pattern. -Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...' -Begin to use everyday language</p>	<p>Baseline -Comparison part/whole (conceptual subitising- seeing groups and combining a total by identifying smaller numbers within a number). -Inverse operations (partitioning numbers into 2 groups and recognising that the groups can be re-combined to make a whole). -Solve real world mathematical problems with numbers to 5 (sharing). -Representing spatial relationships (e.g. drawing a 3D object from the top). -Identify the unit of repeat in an AB pattern. -Talk about and explore 3D shapes</p>	<p>-Consolidation and recap of skills-teaching to focus on gaps in knowledge and understanding. -Extra small step pattern work (moving onto ABC patterns & patterns in a round).</p>

		square). -Comparing amounts of continuous quantities (length- find something longer/shorter when given a reference item).	find something heavier/lighter when given a reference item).	related to money and time.	using informal language. - Experiment with their own symbols and marks as well as numerals. -Recognise attributes of measures (capacity focus).	
Understanding the World	R.E- My World Life story/family history. How we grow/change. About our bodies & looking after them.	R.E- Special Times, My World & Special Places Fireworks (& safety), light and dark linked to celebrations across the world, Bonfire Night, Remembrance, Birthdays, Diwali, Christmas (the Nativity). Positive attitudes about differences. Different countries-comparisons.	R.E- My World- Winter changes. Sinking, floating, shadows. Forces. Respecting and caring for the environment.	R.E- Special Times & My World Different occupations. How where we live compares to other countries. Spring, Easter	R.E- My World & Special Places Different occupations. Countries and their differences- people, jobs, food Animals, food, plants-growing, life cycles, occupations. Respecting and caring for living things. Changes in materials e.g. cooking, melting	R.E- My World Caring for environment and living things. Countries and their differences- animals, habitats. Life cycles.
Role Play Ideas <i>(role play often comes from children's interest)</i>	Home corner Supermarket Doctors Space ship/station	Santa's Grotto Post Office Birthday party space Diwali home corner Christmas home corner Party reading corner	Chinese New Year house Clothes shop (clothes from different cultures) Flower shop Gruffalo reading corner	Doctors Shop Baby clinic Car garage Vets/pet shop Library reading corner	Farm shop Restaurant/café Around the world reading corner (maps, atlas etc).	Vets/Pet shop Under the sea Deconstructed role play Classroom Classroom reading corner

<p>Visit ideas</p>	<p>Planetarium</p>	<p>Chapel for Nativity Visits from families linked to celebrations</p>	<p>Library Adults in to read stories and rhymes to class</p>	<p>Visit from different people who help us. Walk around local area. Live link up to other people in different parts of the world to talk about differences.</p>	<p>Visit to farm growing food. Visit to supermarket to buy ingredients for cooking.</p>	<p>Caterpillar to butterfly growing Minibeast visit Farm/zoo/pets- visit out of setting or visit to setting. School transition visits</p>
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