

# Medium Term Knowledge Progression Autumn Term 2 2023

# Classes FST/FAW

<b>Week 1</b> Inset-30/10 30.10.23 Bonfire Night	<b>Week 2</b> 06.11.23 Remembrance Day	<b>Week 3</b> 13.11.23	<b>Week 4</b> 20.11.23	<b>Week 5</b> 27.11.23	<b>Week 6</b> 04.12.23	<b>Week 7 &amp; 8</b> 11.12.23 18.12.23
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**Self-Regulation** Children will talk about how they are feeling and to consider others feelings and perspective of others.

To adapt behaviour to a range of situations.

**Managing Self** Children will understand the need to have rules. Children will change independently. Have confidence to try new activities and show resilience.

**Building Relationships** Children will begin to develop friendships. To play with children who are playing with the same activity. To have positive relationships with all Foundation staff.

<b>Personal, social and emotional development</b> Celebrating Difference/Jigsaw	I can identify something I am good at and understand everyone is good at different things 1. What I am good at? Questions: What are you good at doing and why? Are we all good at/like the same things?	I understand that being different makes us all special 2. I'm Special, I'm Me! Questions: Is it OK to be and do different things to the people around us?	I know we are all different but the same in some ways 3. Families Questions Are we all the same/different? How? Are all our families the same?	I can tell you why I think my home is special to me 4. Houses and Homes Show children pictures of different house from around the world. Are any similar to where they live? Highlight how our houses are special to us and unique.	I can tell you how to be a kind friend 5. Making Friends Read the book 'The Dog and the Dolphin', by James Dworkin or similar story. Questions: How do you make friends?	I can tell you how to be a kind friend Making Friends Talk about friendships in the class: what can we do if we see someone on their own? How can we be kind friends? Use Jigsaw Jenie as the one whose friend is away from school, so s/he feels lonely.	I know which words to use to stand up for myself when someone says or does something unkind. Role play being unkind. Talk with friends about what they didn't like. What could be done instead? Questions: Is it OK to say unkind things and why?
	<b>Self-Regulation</b> Linked to PSHE reflect on what we are good at and how that makes us feel. <b>Managing Self</b> Linked to PSHE discuss new things we are going to try in continuous provision this week. How can we challenge ourselves?	<b>Self-Regulation</b> Read story Barry The Fish With Fingers and talk in partners about what they are good at. Does it matter if your friends likes something you don't? <b>Managing Self</b> Developing children's ability to change for PE independently. <b>Building Relationships</b> Linked to PSHE is ok to be and do different things to people around us?	<b>Self-Regulation</b> Read The Same but Different-Molly Potter Discuss how we are all different but we need to respect others feelings and points of view. <b>Managing Self</b> Linked to continuous provision talk about trying new activities that have been introduced and being persevering parrots and not giving up on our challenges. <b>Building Relationships</b> Encourage children to try challenges with a new friend.	<b>Self-Regulation</b> Linked to PSHE and respecting that others have different houses to us. <b>Managing Self</b> To have resilience and not give up when building their house together. What can we do when things get tricky? <b>Building Relationships</b> Working with a different partner to build a house for each of their teddies.	<b>Self-Regulation</b> What can we say that would make us a kind friend? What do we do when someone says something unkind? Can the children suggest any solutions? <b>Building Relationships</b> Read the story 'The Dog and the Dolphin.' Discuss what makes a good friend.	<b>Self-Regulation</b> Linked to PSHE and think about others when they are on their own and how they might feel. <b>Managing Self</b> Children to perform to parents and show resilience in a new situation. Turn taking and how we manage having to wait our turn to perform. <b>Building Relationships</b> Comforting friends who might be worried about performing. What can we do to help them?	<b>Self-Regulation</b> How does it make you feel seeing unkind behaviour? <b>Managing Self</b> Discuss road safety linked to Christmas holidays and crossing the road. Keeping safe. <b>Building Relationships</b> Linked to PSHE Questions: Is it OK to say unkind things and why? What can we do in these situations?

**Gross Motor Skills**

Children will balance on a variety of equipment (CP). Developing core muscle strength.

**Fine Motor**

Children will accurately draw lines, circles and shapes to draw pictures.

To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines. To begin to write taught letters using correct formation.

Physical Development	Gross Motor Skills	Children will be able to move with confidence and utilise all the space in the hall and on the playground.	Children will be able to stop with consistency and know that they need to bend their knees and keep their feet apart.	Children will maintain their balance whilst running and changing directions.	Children can move confidently in a range of ways and negotiate space.	Children can catch a large soft ball and practice this during continuous provision.	Children run skilfully negotiating the space and avoiding obstacles. Children can navigate cones and move through skilfully, practice in continuous provision.	Children run skilfully negotiating the space and avoiding obstacles. Children can navigate cones and move through skilfully, practice in continuous provision.
	Gross Motor Skills	<p><u>Power of PE</u> I can follow simple instructions. I can copy the actions and movements of the teacher.</p> <p><b>Warm-up</b> - Winter (It's getting colder!). Children will follow simple instructions (I.e. - Run, stop etc.) children copy the actions and children perform actions after a verbal command? <b>Jack Frost vs the Sunshine!</b> Jack freezes children and the sun helps unfreeze those that are frozen.</p>	<p><u>Power of PE</u> I can react to basic commands of run, walk, and stop. I can move with confidence and stop with consistency, bending knees and feet apart.</p> <p><b>Warm-up</b> - Winter (It's getting colder!). Children can react to basic commands with a degree of consistency (I.e. - Run/Walk/Stop) Children can move with confidence and maintain their balance. <b>Winter Olympics - Speed Skater School!</b> Children practise being light on their feet.</p>	<p><u>Power of PE</u> I can move with confidence and stop with consistency, bending knees and feet apart. I</p> <p><b>Warm-up</b> - Jack Frost vs the Sunshine! Children can react to basic commands with a degree of consistency (I.e. - Run/Walk/Stop) Children can move with confidence and maintain their balance. <b>Brrrrrrrrr - We need to wrap up warm!</b> Children race to put on as many layers as possible.</p>	<p><u>Power of PE</u> I can maintain my balance whilst running and changing directions. I can move confidently in a range of ways and negotiate space.</p> <p><b>Warm-up</b> - Jack Frost vs the Sunshine! Children can react to basic commands with a degree of consistency (I.e. - Run/Walk/Stop) Children can move with confidence and maintain their balance. <b>Where have all the birds gone?</b> Children (playing the role of birds) must make their way to Africa.</p>	<p><u>Power of PE</u> I can stop a beanbag and slide it back to a target. I can catch a large, soft ball.</p> <p><b>Warm-up</b> - Wise men follow the star. Children follow simple instructions (I.e. - Run, Stop etc.) And children stop a bean bag using only their hands. <b>Christmas Eve at Santa's Grotto - Toy testing.</b> "Can you think another game to play with this toy?"</p>	<p><u>Power of PE</u> I can run skilfully negotiating space and adjust speed or direction to avoid obstacles.</p> <p><b>Warm-up</b> - Wise men follow the star. Children follow simple instructions (I.e. - Run, Stop etc.) And children stop a bean bag using only their hands. <b>Rudolph's Reindeer race!</b> Get the reindeers ready for their very big night of hard work they practice by having relay races</p>	<p><u>Power of PE</u> I can run skilfully negotiating space and adjust speed or direction to avoid obstacles. I working towards catching a medium size ball.</p> <p><b>Warm-up</b> - Wise men follow the star. Children follow simple instructions (I.e. - Run, Stop etc.) And children stop a bean bag using only their hands. <b>Rudolph's Reindeer race!</b> Get the reindeers ready for their very big night of hard work they practice by having relay races</p>

<b>F i n e M o t o r S k i l s</b>	Children will develop their pencil grip and begin to write taught letters correctly linked to RWI group,	Children will develop their pencil grip and begin to write taught letters correctly linked to RWI group,	Children to draw circles and spirals first in the air and then on paper. To use ribbons and sticks to develop in continuous provision.	Children to draw lines and diagonals in air and then on paper. Children to whiteboards sensory trays.	Children to draw jellies and practice forming the patterns on LJ formation sheets.	Children to develop cutting skills and know how to hold scissors correctly and cut along straight lines.	Children to develop cutting skills and know how to hold scissors correctly and cut along zig zag lines.
	<b>Daily opportunities</b> <ul style="list-style-type: none"> <li>• 5 Minute Daily Dough Disco sessions – hand and finger muscle strength development</li> <li>• "Funky Fingers" activities – e.g. using tweezers to pick up and move small objects, threading buttons and beads, sewing cards, small peg boards, elastic band boards</li> <li>• Support to develop pincer grip -</li> <li>• Practise forming letters as they write</li> <li>• Scissor control activities - correct positioning in hand cutting curved lines</li> <li>• Copying and creating large and small scale patterns - chalk, felt tips, paint, pencils, sand, shaving foam</li> </ul>						
<b>Listening, Attention and Understanding</b> Children will begin to understand how and why questions. Children will engage in story times, joining in with repeated phrases and actions. Children will respond to instructions with more than one step. <b>Speaking</b> Children will begin to answer questions in front of whole class. Children will use new vocabulary taught throughout the day.							
<b>Comm u n i c a t i o n a n d L a n g u a g e</b>	<b>Listening, Attention and Understanding</b> Children will respond to Three Little Pigs and join in with repeated phrases. <b>Speaking</b> Children will talk about what they did during the half term, in front of the whole class.	<b>Listening, Attention and Understanding</b> Children will begin to answer questions about how we celebrate Diwali. Children can react to basic commands. <b>Speaking</b> Children will use new vocabulary linked to Diwali whilst talking about Diwali in front of the class.	<b>Listening, Attention and Understanding</b> Children will begin to answer questions about why we celebrate Diwali. <b>Speaking</b> Children will use new vocabulary linked to Diwali whilst talking about Diwali in front of the class.	<b>Listening, Attention and Understanding</b> Children to play 'Follow the leader' game. Children to listen to a 2/3 step instruction, children have to listen and wait until they are told 'go' to perform the actions. <b>Speaking</b> Linked to PSHE, children to tell the class, what their favourite thing is within their home.	<b>Listening, Attention and Understanding</b> Play Odd one out game - For dinner, I ate a chicken, a sausage, a leopard, carrots and potatoes. What is the odd one out? <b>Speaking</b> In small groups, children to discuss how do you make friends?	<b>Listening, Attention and Understanding</b> Play, 'I'm thinking about....' Guessing game. <b>Speaking</b> Talk about friendships in the class, children to discuss what can we do if we see someone on their own? How can we be kind friends?	<b>Listening, Attention and Understanding</b> Play 'what's in my bag/box' game. <b>Speaking</b> Children to talk about the rules of the road.
	Ongoing Opportunities :Listen carefully to rhymes and songs, paying attention to how they sound. Answer simple questions starting with how, who and where in relation to stories and their own experiences. Speaking: To begin to communicate with others more effectively in their play- talking about what they are doing and using appropriate vocabulary. To talk about past events beginning to use full sentences sometimes connecting them with words like and because. Use the role play areas to explore the roles of different adults/children familiar to the children. Encourage children to use their voices to also take on the roles of different characters in stories, or use their imagination to create new characters. Providing opportunities for children to re-tell or re-act relevant stories independently and with adult support e.g. using big books, puppets, small world area. Lots of opportunities for questioning such as -What has happened? Why are they here? What is going to happen next?						
<b>Literacy  RWI</b>	Read Write Inc 4 GROUPS Group A (AW) Group A (ST) Group B (SG) Group C (KM/ES)	Read Write Inc 4 GROUPS Group A (AW) Group A (ST) Group B (SG) Group C (KM/ES)	Read Write Inc 4 GROUPS Group A (AW) Group A (ST) Group B (SG) Group C (KM/ES)	<b>Reading</b> Children will recognise all of the set 1 sounds that have been introduced. Children will blend sounds to begin to read captions and sentences. To read books matching their phonics ability			
<b>Literacy Writing</b>	Children will form letters correctly. Children will write their name. Children will use the correct letter formation of taught letters. Children will be able to write cvc words and write words and labels using taught sounds.						

	I can write my own name. Children to practice writing their own name.	I can write my own name. Children to practice writing their own name	Children will practice the formation of taught letter sounds curly caterpillar letters.	Children will practice the formation of taught letter sounds of long ladder letters.	Children will be able to write cvc words and use Fred Fingers to spell words. Cat, hat, hot, red, cup, rug.	Children will be able to write cvc words and use Fred Fingers to spell words. Cat, hat, hot, red, cup, rug.	
<b>Literacy Comprehension</b>	Children will engage and enjoy an increasing range of books, including fiction, non-fiction, poems and rhymes. Children will engage in story times, joining in with repeated phrases and actions and begin to answer questions about the stories read to them. To enjoy and increasing range of books.						
	<b>Join in repeated phrases.</b> Read story Three Billy Goats Gruff and children to join in with repeated phrases.	<b>Join in repeated phrases.</b> Read story The Gingerbread Man and children to join in with repeated phrases. Run, run you can't catch me I am the Gingerbread man.	<b>Join in repeated phrases</b> Read story The Owl Who was Afraid and ask children to join in with making up actions to go with the story.	<b>To answer questions about the stories read to them.</b> A Year In Percy's Park Who were the characters in the story? What was the problem?	<b>To answer questions about the story</b> Stickman. Who are the characters in the story? (Stick Man, the dog, the girl, the swan, the dad, the boy, Stick Lady, Santa, Stick Man's children)	<b>To enjoy a range of books from the stories</b> we have read this term and share what we have enjoyed about them and what we really like.	
<b>Maths</b>	<b>It's Me 1,2,3</b> I can Find 1,2,3 I can Represent 1,2,3 I know 1 More to 3 I know 1 Less to 3 I can explore Composition of 1,2,3 NCTEM: Comparison Week 5	<b>It's Me 1,2,3</b> I can Find 1,2,3 I can Represent 1,2,3 I can explore Composition of 1,2,3 NCTEM: Counting, ordinality and cardinality Week 6	<b>Circles and Triangles</b> I can identify and name circles and triangles I can Compare circles and triangles I can recognise Shapes in the environment I can Describe position. NCTEM: Comparison Week 7	<b>1,2,3,4,5</b> I can Find 4 and 5 I can Subitise 4 and 5 I can Represent 4 and 5 NCTEM: Composition Week 8	<b>1,2,3,4,5</b> I know 1 more I know 1 less I can explore Composition of 4 and 5 I can explore Composition of numbers 1-5 NCTEM: Composition Week 9	<b>Shapes with 4 Sides</b> I can Identify and name shapes with 4 sides I can Combine shapes with 4 sides I can explore Shapes in the environment I know about My day and night NCTEM: Counting, ordinality and cardinality week 10	Consolidation- Depending on what gaps, need extra support with. Snowmen - Where can you see 1-5? Snowmen buttons - composition of 5 Composition of 4, 5. Subitising. 1:1 counting. NCTEM: Counting, ordinality and cardinality
	<b>Understanding the World</b>	<b>Past and Present</b> Children will talk about past and present events in their lives and what has been read to them. <b>People, Culture and Communities</b> Children will know about different countries around the world and their different cultures. <b>The Natural World</b> Children will explore and ask questions about the natural world around them. Key Vocabulary fireworks, bonfire, Guy Fawkes, safety, festival, light, Diwali, Diva lamp,					
<b>Understanding the World</b> Past and Present  -People, Culture and Community -The Natural World	<b>Children will talk about present events in their life.</b> Bonfire night how do we celebrate it? Discuss Guy Fawkes and Bonfire night it is celebrated to remember when Guy Forks and his friends tried to blow us the houses of parliament.	<b>Children will know about different countries and their different cultures.</b> Discuss how and why Diwali is celebrated. Look at clothes, food, decorations, henna painting etc. Hindus follow the religion Hinduism. Hindus celebrate Diwali which is the festival of light. Diwali is a time where people remember when Rama and Sita returned home. People give sweets and gifts to each other, and put lights up their houses. Make sweets using a selection of ingredients related to Diwali. Look at melting and cooling. Rangoli, pattern. Making Chapatti's.	<b>Children will explore and ask questions about the natural world around them.</b> To recognise and explore the changes that happen in Autumn- Autumn walk, Leaves change colour and fall from the trees. During autumn some animals such as hedgehogs begin to hibernate, Autumn leave pictures, signs of autumn, conkers, acorns, and horse chestnuts. What do we hear, see and feel?	<b>Children will learn about different celebrations.</b> Christmas activities. Children to explore the Christmas story Why do Christians celebrate Jesus' birthday? -Why is Christmas special for Christians? What special things do Christians do at Christmas to share God's love? What makes every single person unique and precious?  Language- Advent, Christmas, stable, manger, Baby Jesus, Mary, Joseph. How does the Christmas story tell Christians they are precious to God? What do you and your family do to celebrate Christmas?			
<b>Expressive Arts &amp; Design</b>	Children will explore mark making using a range of drawing materials. Children will investigate marks and patterns when drawing. Children will investigate how to make large and small movements with control when drawing. Children will begin to develop observational skills when drawing.						
	Children will explore different materials to make Firework pictures.	Children will begin to develop observational skills when drawing.	Children will begin to develop observational skills when drawing.	Children will explore using clay to make a Diya lamp.	Children will explore using clay to make a Diya lamp.	Children will explore making patterns on Diya lamp.	

**Kapow-Marvellous Marks - ART**

Methods, techniques, media and materials- Pupils know how to: Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and differences between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing. So that they can: Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).