

Medium Term Knowledge Progression

Autumn Term 2023 Classes FST/FAW

Week 1 4.9.23		Week 2 11.9.23	Week 3 18.9.23 <i>Baseline Assessment</i>	Week 4 25.9.23	Week 5 2.10.23	Week 6 9.10.23	Week 7 16.10.23
Personal, social and emotional development Being Me in My World -Jigsaw	Home Visits, 6 th , 7 th , 8 th Sept-	Children 15 each 11/9 12/9 all in morning 13/9 stay to lunch 14/15 all day <i>Baseline assessment.</i>	1. Who... Me?! Toys are all different, so are you: you are UNIQUE. How are we the same? How are we different? That is what makes the world/school a wonderful place to be.	Being Me 2. How am I feeling today? Show photos of children. Why do you think these children are feeling happy/angry/excited/sad, etc? If you are feeling sad/angry, what could you do to feel better? Discuss strategies with class. Discuss that the children are now part of class and they are all to work together to look after each other and their setting.	3. Being at School Reiterate that the children are now part of class and they are all to work together to look after each other and their setting. Questions: How does it make you feel when someone won't share with you? Why should we look after our classroom? People who help us, who could we go to for help? 4. Gentle hands Share the book, 'Hands are not for hitting'. Questions: Have you ever been hurt by someone else? Have you ever got cross and hit someone? How does it feel if someone won't let you play or join in with their game?	5. Our Rights What other rights do we have? Show the pictures of rights, e.g. children looking at a book, playing outside, Play the 'What If' game. What if we were not allowed to play/sleep/eat/be warm/have friends? Questions: How would you feel if someone told you weren't allowed to?	Relationships. Who lives with us in our house. Discuss wider family, brothers, sisters etc. Our Rights Look at school rules/golden rules. What is the point of them? Why do we have them? What happens if we don't keep the school rules - how does it affect others? How can we make sure that we are all safe/happy/learning in school? Self regulation Children will start to develop a sense of belonging to class.
		Self regulation Children will explore class. Managing Self Children will leave parent.	Self regulation Children will start to explore class. Managing Self Children will learn where to wash hands with support. Building Relationships Children will start to explore emotions.	Self regulation Children will start to select resources with support. Managing Self Building Relationships To explore photos of children linked to Jigsaw and think about how the children feel.	Self regulation Children will select resources with support. Managing Self Linked to Jigsaw why should we look after our classroom? Building Relationships How might you feel when someone won't share?	Self regulation Children will start to develop a sense of belonging to class. Managing Self What rights do we have? Building Relationships How would we feel if someone did not allow you to eat, sleep, be warm?	Self regulation Children will start to develop a sense of belonging to class. Managing Self Our Rights Look at school rules/golden rules. What is the point of them? Building Relationships How can we make sure that we are all safe/happy/learning in school?
Communication and Language	Home Visits, 6 th , 7 th , 8 th Sept-	Listening, attention and understanding- children will follow a simple instruction to get their coat and line up.	Listening, attention and understanding- Children will join in with the repeated phrases in stories (Hairy Maclary and Shark in the Park).	Listening, attention and understanding- Children will listen and follow the instructions squeeze, pinch and roll in Dough Disco.	Listening, attention and understanding- Children will listen and follow the instructions in PE; stop, go, down, jump. Children will join in with the repeated phrases in stories (There's a Dragon in your Book).	Listening, attention and understanding- Play BBC listening skills 14: sound games 3. Children have to listen and count the different animals. Play 'Simon Says'. Play Odd one out game - For dinner, I ate a chicken, a sausage, a leopard, carrots and potatoes. What is the odd one out?	Listening, attention and understanding- Children will join in with the repeated phrases of Farmer Duck to develop longer recall.
		Speaking- Children will begin to ask for help.	Speaking- Children will be able to answer their name in the register and say what they would like for lunch using please and thank you.	Speaking- Children will start to talk to class teacher to help meet their basic needs.	Speaking- Children will begin to discuss their weekend during circle time.	Speaking- Maths: TTYP Which cake will the bear have? Why? Conversation Corner-encouraging children to talk to one another about their family pictures and the chosen farm picture. Encourage children to use sentence stem....'I can see a.....'	Speaking- Conversation Corner- encouraging children to continue talking to one another about their family pictures and the chosen at the beach picture. Encourage children to use sentence stem....'At the beach, people are.....'

<p>Other Opportunities Talk through Stories- Listen carefully to rhymes and songs, paying attention to how they sound. Listen to stories, anticipating some key events and recall character names. To listen to others in activities of their choice. Answer simple questions starting with who Speaking: To begin to communicate with others more effectively in their play- talking about what they are doing and using appropriate vocabulary. 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. Lots of opportunities for questioning such as -What has happened? Providing opportunities for children to re-tell or re-act relevant stories independently and with adult support e.g. using big books, puppets, magnetic boards, small world area etc.</p>							
Physical Development	Children to learn routines.	Baseline assessment	Baseline assessment	Gross Motor Children will learn to run in a space. Arena Fundamentals of Movement 1 Can you follow instructions? Can you bound and jump? Can you run?	Gross Motor Children will learn to move in different ways. Arena Fundamentals of Movement 1 Can you move side ways?	Gross Motor Children will be able to follow a path. Arena Fundamentals of Movement 1 Can you move in different directions while being agile?	
	Children to learn routines.	Baseline assessment	Baseline assessment	I can use large tweezers to pick up objects.	I can thread large beads.	I can thread large beads.	
	<p>Daily opportunities</p> <ul style="list-style-type: none"> • 5 Minute Daily Dough Disco sessions - hand and finger muscle development • "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 • Support to develop pincer grip - • Practise forming letters as they write • Scissor control activities - correct positioning in hand and cutting straight and curved lines <p>Copying and creating large and small scale patterns - chalk, felt tips, paint, pencils, sand, shaving foam</p>						
Literacy	Home Visits 5 th , 6 th , 7 th 1/2 Class 8 th Sept-12pm 9 th Sept all in until 1pm	Intro hand signals Picture cards	Read Write Inc <ul style="list-style-type: none"> ▪ Learn sounds m, a, s, d, t, ▪ Write the letters ▪ Practise Fred Talk ▪ Fine motor Pinny Time	Read Write Inc <ul style="list-style-type: none"> ▪ Learn sounds i n p, g, o, ▪ Write the letters ▪ Practise Fred Talk ▪ Fine motor group Pinny Time	Read Write Inc <ul style="list-style-type: none"> ▪ Learn sounds c,k,u,b,f ▪ Write the letters ▪ Practise Fred Talk ▪ Fine Motor Group 	Read Write Inc <ul style="list-style-type: none"> ▪ Learn sounds e,l, h, r, j ▪ Write the letters ▪ Practise Fred Talk ▪ Fine Motor Group Complete Assessment	
	<p>Children will independently look at a book, hold it the correct way and turn pages. Children will engage in stories with repeated phrases. Word Reading Children will recognise sounds m, a, s, t, l, n, p, g, o, c, k, u, b, f, e and begin to blend taught sounds together to read words. To recognise their name. Writing Emergent writing. Children will give meanings to the marks they make (lines, squiggles, using letters they know)</p>						
	Home Visits 5 th , 6 th , 7 th 1/2 Class 8 th Sept-12pm 9 th Sept all in until 1pm	Writing Comprehension	Model to children how to nip, flip and grip pencil.	Encourage children to nip, flip and grip and make squiggles. Encourage children to listen to stories Hairy Maclary at the vets	Encourage children to nip, flip and grip and make squiggles. Encourage children to enjoy stories and look at books There's a Dragon in your book.	Encourage children to nip, flip and grip and make marks.	Children to join in with repeated phrases from Supertato.

<p>Maths</p>	<p>Home Visits 5th, 6th, 7th 1/2 Class 8th Sept-12pm 9th Sept all in until 1pm</p>	<p>Baseline assessment. Opportunities for settling in, introducing the areas of provision and getting to know the children.</p>	<p>I can Match, sort and compare I can Match objects I can Match pictures and objects I can identify a set</p>	<p>Match, sort and compare, I can identify a set I can Sort objects to a type I can explore sorting techniques I can create sorting rules I can Compare amounts Week 1 NCTEM -Subitising</p>	<p>I can Match, sort and compare, I can create sorting rules I can compare amounts Week 2 NCTEM- Counting, cardinality and ordinality</p>	<p>I can talk about measure I can talk about patterns Week 3 NCTEM- Composition</p>	<p>Talk about measure and patterns Week 4 NCTEM - Subitising</p>
<p>Understandi ng the World</p>	<p>Past and Present Children will talk about the lives of people around them. People, Culture and Communities Children will know about members of their immediate family and will know about people who help us within the community. The Natural World Children will understand the terms 'same' and 'different'.</p>						
<p>Understandi ng the World Past and Present -People, Culture and Community -The Natural World</p>	<p>Home Visits 5th, 6th, 7th 1/2 Class 8th Sept-12p m 9th Sept all in until 1pm</p>	<p>Baseline assessment. Exploring the outdoor area - describing what they can see and do - talk about different areas.</p>	<p>Baseline assessment. Talking about themselves what they like doing and who is in their immediate family members (how families can be different to each other)</p>	<p>Children will know about members of their family and talk about them. Children to bring in photos of their own family and to discuss who is in their family. Circle time to explore and discuss. Model to children where photos are going to go and how they can use in the conversation corner.</p>	<p>Children will know about people who help us in the community. Discuss Superheroes in our local area who help us. What do the Police do etc? Encourage children to think of questions. Discuss families and who is important to us. Why is the word God special to Christians? Which people believe God is the Creator of everything?</p>	<p>Children will know about people who help us in the community. Talk about who help us in our community and locate fire station, police station on Google maps. Continue to discuss other people in the community who help us encourage to them use their knowledge in own role play- vets.</p>	<p>Children will know about people who help us in the community. Who else do we think help us in our community? Vet, farmer. What do we think they do? Design own superhero cape and discuss what super power they would have.</p>
<p>Expres sive Arts and Design</p>	<p>Children will make verbal plans and material choices. Children will explore Joining materials in a variety of ways (temporary and permanent). Joining different materials together. Children will explore a range of different materials that can be used to make a model.</p>						
<p>Home Visits</p>	<p>Baseline assessment.</p>	<p>Baseline assessment.</p>	<p>Explore how to use craft and junk modelling area.</p>	<p>Design and create own superhero capes, masks</p>	<p>Using natural collected objects leaves, conkers, pine cones to create artwork</p>	<p>Joining different materials together and make a model.</p>	