

Medium Term Knowledge Progression

Autumn Term 2024 Classes FST/FAW

Week	Week 1 02/09/24	Week 2 Baseline Assessment 09/09/24	Week 3 Baseline Assessment 16/09/24	Week 4 23/09/24	Week 5 30/09/24	Week 6 07/10/24	Week 7 14/10/24	Week 8 21/10/24
<p>Pers onal, social and emotional development Being Me in My World -Jigsaw</p>	<p>Home Visits 4th, 5th, 6th Sept-</p>	<p>09/09 Enhanced transition 10/09 all in morning 11/09 stay to lunch 12/13 all day</p> <p>Baseline assessment.</p>	<p>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.</p>	<p>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.</p>	<p>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?</p>	<p>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?</p>	<p>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?</p>	<p>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?</p>
<p>PSE D</p>	<p>Home Visits 4th, 5th, 6th Sept-</p>	<p>Self regulation Children will explore class. Managing Self Children will leave parent.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 wont share?</p>	<p>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?</p>	<p>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?</p>

Communication and Language	Home Visits 4 th , 5 th , 6 th Sept-	Listening, attention and understanding- children will follow a simple instruction to get their coat and line up. Speaking- Children will begin to ask for help.	Listening, attention and understanding- Children will join in with the repeated phrases in stories (Hairy Maclary and Shark in the Park). 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.	Listening, attention and understanding- Children will listen and follow the instructions squeeze, pinch and roll in Dough Disco. Speaking- Children will start to talk to class teacher to help meet their basic needs.	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). Speaking- Children will begin to discuss their weekend during circle time.	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? Speaking- Maths: TTYP Which cake will the bear have? Why? Conversation	Listening, attention and understanding 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? Speaking- 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.....'	Listening, attention and understanding- Children will join in with the repeated phrases of Farmer Duck to develop longer recall. 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 Gross Motor	Baseline assessment	Baseline assessment	Gross Motor Children will be able to follow a basic instruction and do a simple jump.	Gross Motor Children will be able to use the correct running technique.	Gross Motor Children will be able to perform a sideways step.	Gross Motor Children will be able to move in different directions and stay balanced.	Gross Motor Children will be able to balance and stay stable in a variety of positions.	Gross Motor Children will be able to move in different directions with more speed.

			Power of PE. Autumn I can follow simple instructions. Warm up- Ask children to jog around space avoiding each other and listening to instructions. Shout summer children continue to jog at a steady pace. Shout autumn children must pretend to put on clothing jogging on spot as fast as can.	Power of PE. Autumn I can follow simple instructions of run and stop. Warm up- Ask children to jog around space avoiding each other and listening to instructions. Shout summer children continue to jog at a steady pace. Shout autumn children must pretend to put on clothing jogging on spot as fast as can. Harvest time- One at a time children run and collect a cone and bring it back.	Power of PE. Autumn I can stop a beanbag and slide it back to a target. Warm up - Harvest time- One at a time children run and collect a cone and bring it back. Leaves are falling- Children to catch a falling bean bag. Show children the catching position for the hand and explain about using eyes to track and correct hand position. When stopping/catching important to place hands close together, fingers apart and outstretched, soft hands.	Power of PE. Autumn Children can catch a bean bag with the correct hand position. Warm up- Autumn Ask children to jog around space avoiding each other and listening to instructions. Shout summer children continue to jog at a steady pace. Shout autumn children must pretend to put on clothing jogging on spot as fast as can. Leaves are falling- Children to catch a falling bean bag. Show children the catching position for the hand and explain about using eyes to track and correct hand position. When stopping/catching important to place hands close together, fingers apart and outstretched, soft hands.	Power of PE. Autumn Children can catch a bean bag with the correct hand position. Warm up- Autumn Ask children to jog around space avoiding each other and listening to instructions. Shout summer children continue to jog at a steady pace. Shout autumn children must pretend to put on clothing jogging on spot as fast as can. Bringing home the crops- Children to stand in a line with a bucket at the end of the line. Children must throw the items to each other until it has been passed all the way along the line to the box.	Power of PE. Autumn Children can catch a bean bag with the correct hand position. Warm up- Autumn Ask children to jog around space avoiding each other and listening to instructions. Shout summer children continue to jog at a steady pace. Shout autumn children must pretend to put on clothing jogging on spot as fast as can. Bringing home the crops- Children to stand in a line with a bucket at the end of the line. Children must throw the items to each other until it has been passed all the way along the line to the box.
Fine Motor	Baseline assessment	Baseline assessment	I can use large tweezers to pick up objects.	I can thread large beads. Children to complete threading using large bead during morning activities.	I can thread large beads. Children to complete threading using large bead during morning activities.	I can make marks to represent letters. Children encouraged to use nip, flip, grip to hold a pencil and make marks.	I can make marks. Children to copy patterns during fine motor activities in the morning.	I can weave. Children to use ribbon to weave in and out of holes. Children to make snips in paper for cutting activity.
Comprehension	Home Visits 4 th , 5 th , 6 th Sept-	Baseline assessment	Listen and enjoy sharing books Starting School.	Listen and enjoy sharing books with repeated pattern. Hairy Maclary.	Listen and enjoy sharing books with repeated pattern There is a Dragon in My book. Encourage children to join in with parts.	Listen and enjoy sharing book Supertato.	Children to join in with repeated phrase from text There is a Superhero in My book.	Children to recall what is happening in the picture in simple phrases. Listen and enjoy sharing book Supertato.
Literacy	Home Visits 4 th , 5 th , 6 th Sept-	Intro hand signals And picture cards side and name them to ensure children know what they are.	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 	Read Write Inc <ul style="list-style-type: none"> Learn sounds v, y, w, x, z Write the letters Practise Fred Talk Fine Motor Group Complete Assessment	<ul style="list-style-type: none"> Recap sounds Write the letters Practise Fred Talk Fine Motor Group
	Home Visits 4 th , 5 th , 6 th Sept-		Practice writing letters m, a, s, d, t	Practice writing letters I, n, p, g, o	Practice writing letters c, k, u, b, f	Practice writing letters e, l, h, r, j	Practice writing letters v, y, w, x, z	Practice writing letters v, y, w, x, z

<p>Ma ths</p>	<p>Home Visits 4th, 5th, 6th Sept-</p>	<p>Baseline assessment. Opportunities for settling in, introducing the areas of provision and getting to know the children.</p>	<p>White Rose 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</p>	<p>White Rose Match, Sort and Compare I can Match, sort and compare, I can create sorting rules I can compare amounts NCTEM - Week 1 Subitising</p>	<p>White Rose Talk About Measures I can talk about measure I can talk about patterns NCTEM- Week 2 Counting, cardinality and ordinality</p>	<p>White Rose Talk About Measures Talk about measure and patterns NCTEM- Week 3 Composition</p>	<p>White Rose It's Me 1,2,3 NCTEM - Week 4 Subitising</p>	<p>White Rose It's Me 1,2,3 NCTEM -Week 5 Comparison</p>
<p>Und erst andi ng the Wor ld Past and Pres ent -Peo ple, Cult ure and Com muni ty -Th e Nat ural Wo rld</p>	<p>Home Visits 4th, 5th, 6th Sept-</p>	<p>Baseline assessment. Exploring the outdoor area - describing what they can see and do - talk about different areas.</p>	<p>Baseline assessment.</p>	<p>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 the police and how they 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 <i>God</i> special to Christians? Which people believe <i>God</i> is the Creator of everything?</p>	<p>Children will know about the job of a firefighter and how they help us. 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 the job of a vet and how they help us. Who else do we think help us in our community? Vet, What do we think they do? Design own superhero cape and discuss what super power they would have.</p>

Music	Home Visits 4 th , 5 th , 6 th Sept-	Baseline		<p>I can listen to music. Charanga- Me! Listen to Celebration by Kool & The Gang. Lead the children in finding the pulse by marching like a soldier. Did the music make you feel happy, sad, Did any pictures or colours pop into your head? Listen to the nursery rhyme Pat a cake and learn to sing.</p>	<p>I can listen and respond to music. Charanga- Me! Listen to Pharrell Williams- Happy. Have fun finding the pulse Pat a cake game. Listen to then learn to sing 1,2,3,4,5. Children to join in with singing.</p>	<p>I can find the pulse. Charanga- Me! Listen to Sing by the Carpenters. Find the pulse using This Old Man game track. Children to identify the pulse and clap the pulse. Learn to sing This Old Man.</p>	<p>I can identify high and low pitch. Charanga- Me! Listen to Sing a Rainbow- Peggy Lee. Using the track sing a high sound and a low sound. Ask children to identify which is which. Use a Glock children to say high or low. Sing Five Little Ducks.</p>	<p>I can sing and perform a nursery rhyme. Charanga- Me! Listen to Happy Birthday by Stevie Wonder. Explore high and low and children use glock to play high sounds and low. Children to sing and perform Five Little Ducks.</p>
Expressive Arts and	Home Visits 4 th , 5 th , 6 th Sept-			<p>Last week of term block: To explore and investigate the tools and materials in the junk modelling area. Children learn about the names and use of various craft tools and materials for junk modelling and explore ways to manipulate materials to create different effects. To investigate cutting different materials. Pupils practise and develop their scissor and fine motor skills by investigating how easy or difficult it is to cut and shape different materials using a variety of scissor types. To learn how to plan and select the correct resources needed to make a model. After exploring and practicing with various materials and tools in the junk modelling area pupils decide and discuss which resources they would like to use and generate ideas to develop a class based junk model. To verbally plan and create a junk model. Pupils put all the skills and decisions into practise by developing their own unique junk model plan. Build junk model. To share a finish model and talk about the processes in its creation. Following their plan pupils continue to build their junk model sticking as closely to their decision as possible. When complete pupils discuss and evaluate their finish model and present to the class.</p>				