Barleyhurst Park Primary School

Intent

**Classes**: Foundation Stage Autumn 2

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| **AREA OF LEARNING:** **Communication and Language**  | **Intent** |
| **Vocabulary**: Listen, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme, poem. | **Listening skills:** Children are listening more on the carpet and when being spoken to by their teacher and their peers. Children continue to listen to new stories that are shared with them. |
| **Vocabulary**: Carpet, sitting ,listening, joining in, hand up, group, PE, assembly | **Attention skills:** Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention. |
| **Vocabulary**: Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions | **Responding skills:** Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions about these. Children responding to other children and the adults in the setting. |
| **Vocabulary:** Instruction, telling, listen, follow, why, question, explain, because. | **Understanding skills:** Children following clear instructions with two parts. |
| **Vocabulary**: Conversation, turn taking, why ,because, and, good morning, how are you | **Speaking skills:** Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration. |
| **AREA OF LEARNING:** **Physical Development** | **Intent:** |
| **Vocabulary:.** Sit, sitting up, straight, smart sitting, balance, follow me, climb, apparatus, mats, slither, crawl, skip, jump, hop, side step.  | **Gross motor skills:** Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.  |
| **Vocabulary**: Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing.  | **Fine motor skills:** Children continuing to develop their fine motor skills.Children beginning to learn correct letter formations and use these in their writing.  |
| **AREA OF LEARNING:** **Personal, Social and Emotional Development** | **Intent:** |
| **Vocabulary:** Happy, sad, angry, upset, cry, nice, problem, feeling, emotions | **Self-regulation (expressing feelings):** Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them.  |
| **Vocabulary:** Sharing, taking turns, my turn, your turn, patience, waiting.  | **Self-regulation (behaviour):** Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class. |
| **Vocabulary:** Why, explain, language linked to provision and prior learning | **Managing self: Self-awareness, keeping healthy** Children are doing things for themselves – because they want to. They will say what they are doing and why they are doing it too.**:** |
| **Vocabulary:** Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next. | **Independence skills:** Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips.  |
| **Vocabulary:** Friend, class, teachers, help, please, talk, conversation. | **Building relationships:** Children are building on the relationships started last half term. They are talking to children and adults in their setting and beginning to ask for help if they need it.  |
| **Vocabulary:** Teacher, peer, friends, class, nicely, turn taking, having a go.  | **Communication skills:** Children will pick up on adults language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into their own communication.  |
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| **AREA OF LEARNING:** **Literacy** | **Intent:** |
| **Vocabulary:** Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations. | **Reading comprehension:** Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. Children discussing and hearing a range of books – non-fiction and fiction. Children being asked questions liked to the books read to them. Children using texts and images to answer simple questions. |
| **Vocabulary:** Letters, phonemes, read, sounds, tricky words. | **Word reading:** Continue to read individual graphemes (letters sounds). Blend simple sounds into VC or CVC words. Children read common exception words. See Monster Phonics lesson plans.  |
| **Vocabulary:** Grapheme, phoneme, blend, sound, say, segment | **Development of Phonics:** Continue to read individual graphemes and digraphs: ch, sh, th, ng, oo, ar.Blend simple sounds into VC or CVC words. Children read some common exception words matched to the school’s phonic programme. |
| **Vocabulary:** Listen, speak, speaking, writing, mean, explain, what. | **Development of writing:** Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult ‘writing behaviour’ e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial and other sounds.  |
| **Vocabulary:** Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations | **Development of spelling:** Orally spell VC and CVC words by identifying the sounds. Starting to independently hear and write initial and sometimes end sounds. Write their own name. |
| **Vocabulary:**. Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces.  | **Development of handwriting:** Children form letters from their name mostly correctly. Children understand that we write from left to right and top to bottom. Children using ‘pinch and flick’ as a method to hold their pencil in a supportive grip for effective writing.  |
| **AREA OF LEARNING:** **Mathematics** | **INTENT:** |
| **Vocabulary:** Number names, count, without counting, how many, number formation, number rhymes | **Number and Numerical patterns:** Recognise and form numbers to 10. Know 1 more than a given number. Start to find a ‘total’ when adding two groups together. Start to count objects accurately beyond 10.**Shape, Space and Measures**: Select, rotate, and manipulate shapes to develop spatial reasoning skills. |
| **AREA OF LEARNING:** **Expressive Arts and Design** | **INTENT:** |
| **Vocabulary:** * Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting
* Observe, copy, look, notice, shape, colour, lines, represent.
* Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark.
* Paint, painting, colour, choice, splatter, flick,
* Print, paint, choice, hands, feet, fingers, smudge, clear print.
* Materials, textures, junk, modelling, build, tower, structure, higher, lower, taller, shorter, stronger, sturdy, glue, Sellotape, clay, tools, pressing, stretching, marks
* Joins, materials, 3D, 3D work, sellotape, masking tape, sellotape, glue stick, stronger, hold.
* Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper.
* Join in, pretend, roleplay, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending
 | **Music:** Nativity Performance – joining in with the words to sings and using actions. Listening to music**Mark making and Drawing:** Observational drawing. Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.**Use of colour:(**Knowledge) Recognise and name colours.**Use of paint:** (Skill) Mix paints to make new colours following instructions (autumn leaves)**Printing:**  Printing with sponges and rollers, shapes. **Textiles and Materials:** Junk modelling with different materials.**Modelling and 3D work:** Skill) Use simple joins when using different materials to create 3D work, e.g. Sellotape, masking tape, stick glue. Use clay to create a model (clay hedgehogs) and diva lamp.**Cutting skills:** (Skill) Use scissors to cut in a straight line**Imagination and Role-Play:** Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers. |
| **AREA OF LEARNING:** **Understanding of the World****Vocabulary:*** Religion, faith, special, people, books, places, church, temple, mosque, synagogue, worship, feelings, similar, different
* Last week, yesterday, a long time ago, last year, before I was born.
* History, past, celebrations, festivals Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary.
* Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow
* Nocturnal animals, hibernation, habitat, diet
 | Children know that you can find out information from different sources**R.E.:** They will learn about different religions (Diwali Autumn 2), views and values through special places, books, people and objects and although through school visits to places of worship.**Past and Present:** Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books.**Enquiry:** Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.**People, Cultures and Communities:** Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world. **Natural World:** Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world. Children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them. |