





Field of Study Overview Autumn 1 2022

Field of Study: Let's explore!

Curriculum Converter:   Flying Start Curriculum			
Overview: This Field of Study focuses on teaching children about the environments that they share with others, including their homes, school and places in their local community.			
Pitstop:	Why this? This project teaches children about the environments that they share with others, including their homes, school and places in the local community.	Why now? It will enable children to explore the school environment, so they feel settled and happy in their new surroundings. It will also allow children to explore and share their different faiths, cultures, beliefs and celebrations.	
Key Texts: Owl babies We're going on a bear hunt In every house, on every street	Linked texts: (these need to be displayed with your FOS) Monkey puzzle The cloudspotter A bit lost Lost and found The way I feel The great explorer	Class Context: Children will explore their class environment and school grounds so that they feel settled and happy in their new surroundings. They will learn about the local environment and find out about places they have visited. They will look at and create maps for journeys.	
Trips Walk to local shop?	Visitors	Primary/Secondary sources of evidence:	
Notable dates: Stay and play session (pm) with parents at end of the unit.	Bespoke experiences:	Parental Pit-stop?	Local Community link See trips
		Finale? Stay and play session – children can show parents all the activities completed	

Hook <i>Hook is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and talk about their prior learning. They are introduced to the required baseline knowledge to support future learning and complete their FoS Pit-Stop (Link, Lock and Load)</i>		Harness Harness is a longer stage, where children delve more deeply into the theme, explore and acquire new skills and knowledge, revisit previously acquired skills and knowledge, make links between subjects, explore, make, read and write for a variety of purposes across the curriculum.		Deepen Deepen is a crucial opportunity for children to return to previous skills and knowledge and apply them in new contexts.		Demonstrate Demonstrate gives children a structured opportunity to reflect on their learning, test their knowledge and celebrate their achievements. This incorporates a finale.	
Scavenger hunt around school, plan route together to visit classes, offices and outdoor areas at school. Introduce children to staff. Children to take photographs of places they visit.							
	Week 1 – 12/9/22	Week 2 – 19/9/22	Week 3 – 26/9/22	Week 4 – 03/10/22	Week 5 – 10/10/22	Week 6 – 17/10/22	
Focus	Book: Owl babies Vocab: Nocturnal animals	Book: We're going on a bear Hunt Skills: The five senses are sight, hearing, taste, touch and smell. Maps are 2-D representations of places and journeys. Key vocab: senses, smell, emotions, anger, happiness, sadness, fear, map	Book: We're going on a bear Hunt Skills: Understanding of hibernation. Key voab: cave, hibernation	Book: In Every House, on Every Street Skills: We may all be in different houses from the outside but we all share something similar on the inside. Focus: routines/things in house Key vocabulary: house, kitchen, dining room, living room, garage, street, past	Book: In Every House, on Every Street Skills: We are part of a community. A community is a group of people who live together or share a space. Key vocabulary: street, town, village, community, map, past, present	Book: Goodbye Summer Hello Autumn The story of Rama and Sita Skills: Autumn – looking at the change in their outdoor environment – look at trees. Discuss what summer felt like and compare to now. Understanding other festivals celebrated by their peers- Diwali Key vocab: seasons, autumn, diawli, bright, conkers, pine cones, change	
PSED	Children can express how they feel about staying all day/leaving parent	Work with a group to recall and discuss places they visited and details they remember Use photos from memorable trip to support recall Look at the picture of the bear at the end of the story. How do you think he is feeling?	Show chn last page in book. How do you think the bear felt here? If we see a peer alone, looking sad what could we do? What makes a good friend?	Support the children to make connections with their lives. The family do different activities in each room of the house. Which room do you like the best? What activities do you enjoy doing with your family at home? Do you have a favourite room in your house? Which room in your house are you going to draw	Who lives on your street? Do you know any of your neighbours? Do you have any shops/doctors/post box/park along your street? Chn to talk about their local area.	What do you celebrate at home: birthdays/Christmas/Diwali/eid/christenings?	
PD – Fine	Funky fingers cutting skills, opportunities for mark making related to Owl babies playdough activities	Draw a map of the places that they visited on walk around school	See CP plan	See CP plan	See CP plan	See CP plan	

PD – Gross	Balance bikes, climbing area Building nests with construction materials	Walking in a line, avoiding obstacles. Moving in different ways, tiptoe/ stomping/ slow mo. children to work together to create an obstacle course. Explain that they need to travel under, over and through.	See CP plan	See CP plan	See CP plan	See CP plan
Communication and Language	Sharing ideas and knowledge of about owls – can they describe their appearance, where they live, what they eat? Introduce new vocabulary – nocturnal, hollow Shared drawing using natural resources – rubbings of pine cones, bark and leaves	Join in with repeated refrains and anticipate key events and phrases in rhymes and stories .Questions: We are going on a journey around the school. Which places do you think we will visit? Who do you think we will meet on our journey? What are you looking forward to seeing on our journey Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses	Talk about the pictures in story books and use them to discuss how characters might be feeling.	Small world- chn naming different objects and furniture. Can children create their own story and play with dolls house. What are they doing in each room? Who is in each room? Chn to each have a different character. Ensure confident speakers within group.	Linked to PSED questions. Prompt children to use full sentences. Model sentence starter before they share.	Children to share autumn bag. Share what items they found on their walk. Can children name the different natural objects they found. What are they for? Where are they from? Do they have the same as other pupils? Where did they find them?
Literacy	RWI lesson Further opportunities to sequence the story, role play	Sequence story. Use initial sounds to label each setting. Make use of props and materials when role playing characters in narratives and stories.		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Encourage the children to talk about their drawings, and write down what they say on sticky labels. Use the pictures and children's quotes to add to an 'Our street' display.	Writing opportunities for children to draw and label with initial sounds. Can chn recall how to write taught sounds. Have a sound mat for support. 1. What can you see through your window? 2. What's in your fridge?	Goodbye Summer Hello Autumn Book Read Aloud Fall Books for Kids Children's Books Read Aloud - YouTube 1. Book – read – discuss seasons 2. 3.

Maths	<p>Number matching, shape matching Counting songs</p>	<p>In a large outside area, chalk six large circles. Add cones to the circles to represent the numbers one to six. Count the number of cones in the circles with the children. Give the children clues, such as 'I am the number that comes between three and five', 'I am one less than six' and 'I am one more than two'. Ask the children to run to the circle they think has the correct number of cones.</p>		<p>https://iframe.dacast.com/vod/e0fca63d7ceeb0dc78d6f49f821d0388/5d1ebba8-ba12-64c1-5ed6-c64114c61338</p> <p>Display copies of the Numbered houses picture cards and small squares of white paper for windows. Support the children to recognise the numerals on the front of each house and count out the correct number of windows to put on the front. Order the houses from 1–10 and check they have the correct amount of windows.</p>	<p>Fine motor link – matching key with numeral to lock with corresponding number of dots.</p> <p>Can you order numbered houses 1-5</p>	<p>WRM: Length & Capacity</p> <p>Using natural resources from our autumn walk can children compare length of sticks and use the language. Can children find a stick that is shorter/longer?</p> <p>Introduce weighing scales and balance scales as different sessions.</p> <p>Chn to put natural resources inside and compare weight – what is heavier 5 conkers or 2 conkers? why – do chn see link in 5 is a larger number – have visuals to support (number line/number cards)</p>
Understanding the World	<p>Exploring natural materials used in nest making Sharing knowledge of owls - class discussion after reading the story</p>	<p>Exploring different textures and tastes. Using senses to describe. Going on nature walks, feeling and introducing new voab to help chn use language correctly.</p>	<p>Display photographs from the memorable experience and invite the children to talk about the different places they visited. Show them a selection of simple maps and explain that people make maps to record what places look like, and they are used to help people find their way around places. Explain that they are going to work together to create a map of their journey. Provide a large sheet of paper and challenge the children to put the photographs in order on the paper. Draw arrows and add labels to the map, and support the children to describe the route they took and the places they visited along the way.</p>	<p>Display photographs from your locality taken in the present and past for the children to compare. Include aerial photographs at different periods. Invite the children to talk about the buildings or places they recognise. Encourage them to discuss how the area has changed over time. Provide time for the children to ask questions to find out more.</p>	<p>Again looking at past/present Chn to sort pictures and can they work out what they were doing.</p>	<p>Seasons: Discussion about summer holidays, beach, ice cream, heat, sun cream, summer dresses, shorts, sun glasses.</p> <p>What about now? What has changed? Why? Go on a walk around field looking around, discuss what it feels like, might we need gloves soon, is it still sunny sometimes?</p> <p>Raining/windy/cold/hot. Trees- colours they can see- why are leaves on floor – explain to pupils.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design</p>	<p>Making owl masks using feathers Creating props to act out the story on the stage Drawing pictures of owl – focus on adding eyes, beaks, claws</p>	<p>Draw or paint a place from observation or imagination. Display photographs of the school in the creative area. Provide ready-mixed paint, palettes, brushes and paper for the children to create paintings of the school. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Chn to make a cave drawings using black papers and chalk pens. Create bear cave and can chn recall a fact about bears (hibernation link)?</p>	<p>Provide the children with various sized boxes, coloured paper, shiny silver paper, colourful sticky shapes, cardboard, scissors and glue. Tell the children that they are going to make a home using the resources. Explain that their house can be any size, any colour and have as many windows as they like. Support the children with cutting and joining skills as they create their homes</p>		<p>Chn to make pictures using natural resources. Children to collect autumn natural resources. Can chn make their own autumn brushes. Then can chn use their autumn brushes and use them in paint and look at the different effects/strokes and prints that they create on paper.</p>
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