

Autumn Term 1 – All about Me

Communication and Language

- Learn new vocabulary.
- Ask questions to find out more and to check they understand what has been said to them.
- Develop social phrases.
- Engage in story times.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

Stories

- | | | |
|-------------------------------------|-------------------|-------------------------|
| • Starting School Stories | • Incredible You | • Our Class is a Family |
| • Fox stories and information books | • The Family Book | • Only One You |
| • You Choose | • Elmer | • We are all Different |
| • What Makes Me a Me? | • Mixed | • The Colour Monster |

Poems

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|--------------|---------------------|------------------|
| • Chop Chop | • 5 Little Pumpkins | • Falling Apples |
| • Pointy Hat | • Wise Old Owl | |

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Manage their own needs.
 - Personal hygiene

Value – Respect **Trick Box** – Mirror Mirror

What does respect mean?

How do we show others respect?

Self-Regulation – My Feelings

-Identify my feelings

-Feelings Jar

-Coping Strategies

-Describing Feelings

-Facial Expressions

-Creating a calm corner

Physical Development

- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, co-ordination, balance and agility

Introduction to PE

- | | |
|-----------------------------------------------------------|-----------------------------------------------------|
| • To move around safely in space | • To follow instructions and play safely as a group |
| • To follow instructions and stop safely | • To follow a path and take turns |
| • To stop safely and develop control when using equipment | • To work co-operatively with a partner |

Physical Development – Fine motor skills

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Develop the correct pencil grip

Phonics

Introduce children to the phonemes/graphemes – **s a t p i n m d g o c k c k e u r**

Introduce children to harder to read and write words – **a l t h e n o p u t o f i s t o g o i n t o**

Read longer words, captions and sentences

Literacy

- Read individual letters by saying the sounds for them
- Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences
- Read a few common exception words matched to the school's phonic programme
- Begin to form some lower-case letters
- Be able to write own name
- Hear the initial sounds in a word

Mathematics

- Count objects, actions and sounds
- Begin to subitise
- Continue, copy and create repeating patterns

Match sort and compare

Compare amounts

Match

Sort

Talk about Measure and Pattern

Compare Mass, Size and Capacity

Simple Patterns

Daily Mastering Number – counting, subitizing, 1 more 1 less, number bonds, etc.

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Describe what they see, hear and feel whilst outside.

Science

All about me

- Name and label parts of the body – Name and labels parts of the face – What are our 5 senses? – How do we use our senses?

RE

Who am I and where do I belong?

- How are we all unique? – How do different religions and cultures celebrate new babies? – How do we show other people they are welcome?

History/Geography

My family and home

- Who is in my family? – all families are different and unique – Name different relations we could have – People time line – How we change over time – How I have changed since I was a baby – Where do I live?

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.

Art

Activities linked to foxes (handprints, wool faces, collage, masks, sewn

DT

Sewn fox keyrings

Music

Exploring Sound

- Vocal Sounds
- Body Sounds
- Instrumental Sounds
- Environmental Sounds
- Nature Sounds

Drawing: Marvellous Marks

- Mark Making with wax crayons
- Mark Making with felt tips
- Mark Making with chalk
- Observational drawing
- Drawing faces
- Drawing faces in colour