

Autumn 1 - In my World



Article 28:
Every child has a right to an Education.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Understanding Emotions/Self-Regulation	Sense of Self/Managing Self	Making/Building Relationships
<ul style="list-style-type: none"> Expresses their feelings and gives simple reason, for example: I want mummy. Follow familiar routine instructions independently. Is aware of behavioural expectations inside and outside of the classroom and can follow the expectations with some support. <p><i>Express their feelings and consider the feelings of others, regulate behaviour accordingly. Behaviour expectations/feelings</i></p>	<ul style="list-style-type: none"> Manages own needs, going to the toilet, washing hands, take coat off and put it back on. Follows a simple instruction as part of a group such as: sit down, line up, let's go outside. <p><i>Developing self-confidence Following instructions Discussing things we like such as: favourite activities, colours, food etc.</i></p>	<ul style="list-style-type: none"> Shows an interest in their peers beginning to build relationships. Begins to join in with a group of children who are playing. Begins take turns with others with adult support and visual support such as timers. <p><i>PSHE Jigsaw Planning activities: Topic: Being me in my world Settling into class/school routines/following instructions Making new friendships Sharing and turn taking</i></p>

Communication & Language

Listening & Attention	Speaking	Understanding
<ul style="list-style-type: none"> Understands how to listen carefully through following the class visual Good Listening expectations Engage in story times by listening and joining in with key phrases <p><i>Give focused attention to what the teacher says. Engage in story times. Learn new words and key vocab. Listening and respond to key instructions. Story/singing time.</i></p>	<ul style="list-style-type: none"> Develops social phrases such as: 'good morning' Learns and begins to use new vocabulary through the day, exploring the meaning and sounds of new words Begins to use some language to imagine and recreate roles and experiences in play situations <p><i>Respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Story discussion using props, sequence the story cards Singing/rhyming Circle times/Show and tell Use new vocabulary through the day/word of the week.</i></p>	<ul style="list-style-type: none"> Able to follow a story with pictures and props as support Consistently responds to instructions containing several elements (Get your book bag, open it and take out your book) <p><i>Ask questions to find out more and to check they understand what has been said to them. Follow and show some understanding of verbal instructions.</i></p>

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Physical Development			
Gross Motor Skills	Fine Motor Skills	Health & Self Care	
<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene <p><i>Dressing/undressing (coats, shoes, dressing-up, jumper)</i> <i>Moving around inside and outside safely</i> <i>Using bikes/scooters maneuvering around obstacles.</i> <i>Carrying equipment safely such as construction boxes, chairs, outdoor/PE equipment. Weekly PE lessons.</i> <i>Adventure Play session/outdoor play.</i> <i>Construction.</i> <i>The Bear Hunt obstacle course.</i></p>	<ul style="list-style-type: none"> Develop fine motor skills Begins to hold a pencil using three fingers Uses simple tools such as scissors, paint brushes, play dough tools, nuts and bowls, tweezers etc <p><i>Play dough, cutting using scissors</i> <i>Painting using cotton buds and different sized paint brushes</i> <i>Colouring and drawing</i> <i>Using chalk outside</i> <i>Large paint brushes with water</i> <i>Sewing, Sand play, Water play, Construction.</i> <i>Making a fruit salad, cornflour, shaving foam.</i> <i>Baking bread – links with harvest.</i></p>	<ul style="list-style-type: none"> Usually dry and clean during the day Shows a developing understanding of how to transport and store equipment safely practicing some appropriate safety measures without direct supervision. Develop the skills that they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. <p><i>Transporting construction boxes inside and outside.</i> <i>Getting out and putting equipment away safely.</i> <i>Washing hands following the routine, using the toilet independently, following the modelled and reinforced classroom routines.</i></p>	
Understanding the World			
The Natural World	People, Culture and Communities	Past and Present	Technology
<p>Talking about our families and things in our world – bringing in Photos of our families</p> <p>Looking at the changes to the weather – cold, icy, foggy.</p> <p>Exploring senses through talking about what they can see, smell, taste, hear and feel</p> <p>Explores the natural world around them</p> <p><i>Autumn walk in the local area.</i> <i>Exploring using our senses.</i> <i>Observing the changes in weather.</i></p>	<p>Name and describe people who are familiar to them. Talk about members of their immediate family and community.</p> <p>Enjoys joining in with family customs and routines</p> <p><i>Celebrations: Eid cards, Harvest Festival- collecting and deliver a food parcel to the local food bank.</i> <i>Body parts</i></p>	<p>Comments on how they have changed from a baby till now noticing changes through looking at the photos</p> <p><i>Baby/ family photos</i> <i>Visitor with a baby</i> <i>Body Parts</i></p>	<ul style="list-style-type: none"> Shows an interest in cause and effect equipment such as: IWB, remote control cars, battery operated toys, programmable equipment. <p><i>Exploring ICT equipment in the classroom and at home.</i> <i>Learning how to operate simple ICT equipment.</i> <i>Painting family pictures using the paint program.</i></p>
Expressive Arts		Mathematics	
Being Imaginative & Expressive	Creating with Materials	Number	Numerical Patterns (Shape, space and measure)
<ul style="list-style-type: none"> Begins to create representations of both imaginary and real-life ideas, events, people and objects with adult modelling Begins to build a collection of songs and dances Develop pretend play through role play/ small world <p><i>Painting my family using cotton buds, exploring colours and</i></p>	<ul style="list-style-type: none"> Begins to create representations of both imaginary and real-life ideas, events, people and objects with adult modelling Begins to build a collection of songs and dances <p><i>Junk modelling, Sewing puppets, making a fruit salad.</i> <i>Home corner, Dressing up, small world area, construction play. Creating music instruments.</i></p>	<ul style="list-style-type: none"> Counts to 5. Counts objects, actions and sounds Matches the numeral with a group of items to show how many 	<ul style="list-style-type: none"> Use some positional language such as: on top, in, under. Investigates turning and flipping objects in order to make

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<p>Colour mixing. Hand printing. Making Eid cards, Exploring songs/rhymes and instruments. Making sounds and music using voice, body sounds and instruments</p> <p>Observational painting of the fruit from 'Handas Surprise</p> <p>Creating Autumn pictures using natural materials collected on our walk.</p> <p>Role play home corner.</p> <p>Small world dolls house, peppa pig house, bat cave with batman and characters. Train set, superheroes.</p>	<p>Autumn Leaf printing. Creating Autumn pictures. Exploring colours through painting. Cutting and sticking from the Argos catalogue finding things I like.</p> <p>Making a colour rainbow using tissue paper and different materials.</p> <p>Creating Paper plate faces using different materials.</p> <p>Creating spiders faces for reward systems.</p> <p>Junk modelling. Making Autumn Leaf families.</p>	<p>there are (up to 5) exploring composition.</p> <p>Counting objects and actions. Matching an amount to a number. Ordering numbers. Number rhymes, number puzzles.</p> <p>Making amounts in different ways up to 5.</p>	<p>shapes fit and create models. (puzzles, construction)</p> <p>Puzzles, construction, Bear hunt obstacle course focusing on positional language. Adventure play trail focus – positional language.</p> <p>Colour names through songs and art activities.</p>
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Literacy

Reading/Comprehension	Writing	Book Focus	Songs/rhymes
<ul style="list-style-type: none"> Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example Begins to use the language from a familiar story. Clap the syllables in a word when modelled. <p>Sequencing stories.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word of the week and its meaning.</p>	<ul style="list-style-type: none"> Gives meaning to the marks they make as they draw, write, paint. Beginning to write some letters of my name. <p>Ascribing meaning to marks</p> <p>Practise writing letters, learning to form them correctly.</p> <p>Writing letters to our class bear Bertie.</p> <p>Labelling. Painting, drawing inside and outside.</p> <p>Writing speech bubbles.</p> <p>Children to draw/paint myself pictures, drawing and labelling a family tree, children to draw things they are like and to begin to label what they have drawn, children to draw and label things from the Handas Surprise story.</p> <p>Name tracing.</p>	<p>Autumn One</p> <p>The Bear Hunt</p> <p>The Lion Hunt</p> <p>Peace at Last</p> <p>Things I like</p> <p>My World, Your World</p> <p>Arrrggghh Spider!</p> <p>Family Means</p> <p>What type of family are we?</p> <p>Happy in our Skin</p> <p>Monkey puzzle</p>	<p>Heads Shoulders Knees and toes</p> <p>1,2,3 it's good to be me!</p> <p>If you're happy and you know it.</p> <p>If you're wearing red.</p> <p>Put your finger on your nose.</p> <p>Traditional Nursery Rhymes</p> <p>This is me!, This is my nose – you-tube</p>
		<p>Word Reading - Phonics Focus</p> <p>Phase 1 – Aspect 7 – Blending</p> <p>Phase 2 – Set 1: s, a, t, p Set 2: l, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r</p> <p>Tricky Words: l, to, no, go, the, into</p>	

Enrichment Opportunities

- Autumn Walk around the local area.
- 'It's Good to be me' day** Children to dress up in their favourite colour.
- Harvest Festival – A small group of children to deliver a parcel of food collected by the class to the local foodbank in the community.
- Class visitor with a baby to observe how we grow.