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| **Autumn Term 1****‘All About Me!’** |
| **Personal, Social and Emotional Development**Self-RegulationManaging SelfBuilding Relationships**Jigsaw ‘Being me in my world’*** Understand how it feels to belong and that we are similar and different.
* Start to recognise and manage feelings.
* Enjoy working with others to make school a good place to be.
* Understand why it is good to be kind and use gentle hands.
* Understand children’s rights which means we should all be allowed to learn and play.
* Learn what being responsible means.
 | **Communication and Language**Listening, Attention and UnderstandingSpeakingWelcome to Ash Class.Settling in activities.Making friends.Children talking about experiences that are familiar to them.Rhyme and alliteration.Learn rhymes, poems and songs.**Theme****All About Me!**Starting school / My new class / New BeginningsSuperheroesPeople who help us / CareersStaying healthy / Food / Human bodyHow have I changed?My familyWhat am I good at?How do I make others feel?Being kind / Staying safe | **Physical Development**Gross MotorCooperation games i.e. parachute games. Climbing – outdoor equipment.Different ways of moving to be explored with children. Provide regular reminders about thorough handwashing and toileting.Fine MotorThreading, cutting, weaving, playdough, fine motor activities.Manipulate objects with good fine motor skills.Draw lines and circles using gross motor movements.Hold pencil/paint brush beyond whole hand grasp.Pencil Grip.  |
| **Literacy**ComprehensionJoining in with rhymes and showing an interest in stories with repeated refrains. Environment print.Having a favourite story/rhyme.Understand the five key concepts about print:• print has meaning • print can have different purposes • we read English text from left to right• we read English from top to bottom• the names of the different parts of a bookSequencing familiar stories through the use of pictures to tell the story.Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.Word Reading**Phonic Sounds**: Phase 2Set 1 to 5Decodable book to match Phase set.WritingNursery Rhymes.Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.Shopping lists, writing initial sounds and simple captions.  | **Maths**NumberNumerical Patterns **Early Mathematical Experiences**Counting rhymes and songs.Classifying objects based on one attribute.Matching equal and unequal sets.Comparing objects and sets. Subitising.Ordering objects and sets / introduce manipulatives. Number recognition.2D Shapes. **Pattern and early number**Recognise, describe, copy and extend colour and size patterns. Count and represent the numbers 1 to 3. Estimate and check by counting.Recognise numbers in the environment.A number a week. |
| **Understanding the World**Past and PresentPeople, Culture and CommunitiesThe Natural World * Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.
* Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.
* Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.
* Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.
* Introduce children to different occupations and how they use transport to help them in their jobs.
* Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.
* Long ago – How time has changed. Using cameras.
 | **Expressive Arts and Design**Creating with MaterialsBeing Imaginative and ExpressiveJoin in with songs.Begin to mix colours.Join in with role play games and use resources available for props.Build models using construction equipment.Sing call-and-response songs so that children can echo phrases of songs you sing.Self-portraits.Junk modelling, take picture of children’s creations and record them explaining what they did.Julia Donaldson songs.Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.Superhero masks. |

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| **The Literacy Tree texts** | **Texts** |
| ‘Journey’By Aaron Becker‘Where the Wild Things Are’By Maurice Sendak‘Anansi’By Gerald McDermott | Owl BabiesOnce there were GiantsStick ManThe Smartest GiantThe Colour MonsterThe Rainbow FishFunny BonesThe Big Book of FamiliesPete the Cat |