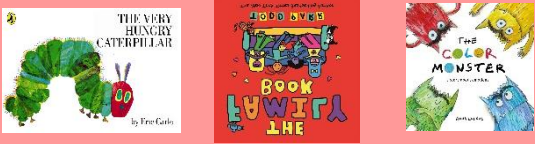


<u>Autumn 1</u> ‘All about me’	<u>Staff</u> Miss Edwards and Mrs Southall	
<u>Communication and language</u>	<u>Physical development</u>	<u>Personal Social Emotional Development</u>
Listening, Attention and Understanding: Understand single words in context. Understand simple instructions. Generally, focus on an activity of their own choice. Listen to simple stories and understand what is happening, with the help of the pictures. To understand a one-part question or instruction. To reply to a question. To sing a simple song. Speaking: To develop speech pronunciation. To start to talk in sentences of 4-6 words. To talk to organise myself during play. <u>Parent partnerships- all about me boxes</u> Communication Skills: -Mindful Monday- Staff tuning into the children’s conversations. Looking at the little Wandle training. <u>Daily Lola sessions – listening and understanding.</u> <u>Daily Rhyme time Sessions.</u> 	<u>Fine Motor Skills:</u> To develop manipulation and control. To explore different materials and tools. To begin to use small motor skills to do things independently. To begin to use one handed tools and equipment. To put on my own coat and wellingtons. To eat independently and to use a knife and fork. Dough disco- Sessions delivered on a Thursday alongside Cooking sessions: Food Tasting- 12th October. <u>Gross motor:</u> Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. To balance and ride on a balance bikes. To go upstairs and steps using alternate feet. To collaborate with others to manage large items. <u>Outdoor learning sessions: Friday Mornings- using Sensory Garden.</u> <u>Week 4: Colour Walk</u> <u>Week 5: Forest school</u> <u>Week 6- Forest school.</u> <u>Week 6: Autumn Walk</u> <u>Week 7: Spider web catching.</u> <u>PE: Thursday – my body</u> <u>Monday- Balance bikes</u>  	<u>Establish clear routines and expectations:</u> <u>Building relationships:</u> I can play with increasing confidence on my own and with other children, because I know my key person is nearby and available. Engage with others through gestures, gaze and talk. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Develop friendships with other children. <u>Self-regulation:</u> Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. Find ways to calm themselves, through being calmed and comforted by their key person. Bee Buddies (TORCH Tolerance Ownership Respect Co-Operation Happiness) Mini MISP (Massage in school programme) <u>Managing self:</u> I can select and use activities and resources, with help when needed. To find my own peg. To begin to meet my own needs (Putting on coat, going to the toilet). I can begin to follow rules in my class. <u>Home learning:</u> Parent partnership- every half term

Literacy	Maths	Understanding the world
<u>Focus texts:</u> Week 3: Family book Week 4— My Body Week 5- - The colour Monster Week 6- - The hungry caterpillar Week 7- We're going on a pumpkin hunt.  I enjoy sharing books with an adult, paying attention to words and pictures. I have favourite books and seek them out, to share with an adult, with another child, or to look at alone. I can repeat words and phrases from familiar stories. I ask questions about books, I enjoy drawing freely. I add marks to my drawings and give them meaning. I can develop play around favourite stories using props. I make marks to represent my name. I notice print in the environment. I make marks to convey meaning.	I make marks to represent numerals and symbols. I can choose shapes appropriately: flat surfaces for building, triangular prism for a roof etc. I can combine shapes to make new ones. I can talk about and identify the patterns. i use language like 'spotty, pointy'. I can extend and create ABAB patterns. I can notice and correct an error in a repeating pattern. <u>Weekly Maths Sessions:</u> Week 1 – Primary colour. Week 2- Assorted colours. Week 3 – Matching Week 4- Sorting. Week 5- Sorting	Explore natural materials, indoors and outdoors Use all their senses in hands on exploration of natural materials Talk about what they see, knows how to operate simple equipment I am developing positive attitudes about the differences between people. I can name and describe people who are familiar to me. Make sense of their own life story. Daily weather/ days of the week Forest School/ Outdoor learning Celebrations: Halloween/ Autumn
		<u>Expressive Arts and Design.</u> I can express ideas and feelings through making marks and sometimes give a meaning to the marks they make. I can develop pretend play, using objects to represent items. I can use my senses to explore and manipulate materials. I think of things to use materials for, making simple models to express ideas. I can make marks intentionally. I can explore paint, using my fingers, body parts and To explore materials freely. To use glue to join materials. To begin to create closed shapes with continuous lines and use them to represent objects. To begin to explore colour Children to make their own sensory bottle and their own portrait.