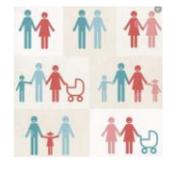
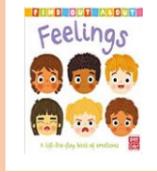
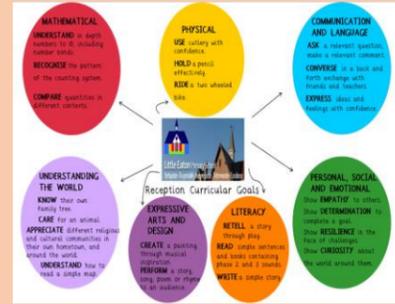
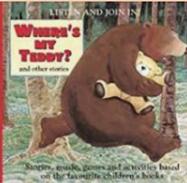
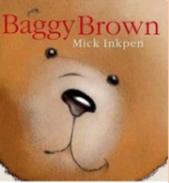
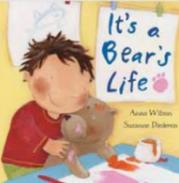
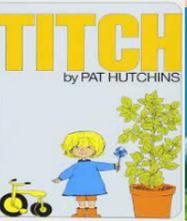
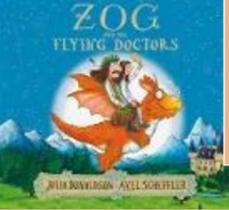


Autumn 1

<p>Themes/Interests/ Lines of Enquiry</p>	<p>TEDDY BEARS</p> 	<p>Ourselves</p> 	<p>Family</p> 	<p>Feelings and Emotions</p> 			
<p>Baseline & Transition Themed Books</p>							
<p>Suggested Texts</p> <p>Autumn 1 Literacy texts</p>				<p>+ Daily songs, nursery rhymes and school/class songs.</p>			

Child led interests covered during the half term:

Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Best fit assessment		
			On track	not on track	extra focus assessment needed
Communication and Language	<p>Listening: Listen to others 1:1, in small groups and whole class. <i>Enjoy listening to stories and can remember what happens.</i> Listen carefully to rhymes and songs, paying attention to how they sound. <i>Understand how to listen carefully and why listening is important.</i></p> <p>Attention: Maintain attention in whole class and small group contexts for a short time. <i>May find it difficult to pay attention to more than one thing at a time.</i></p> <p>Respond: <i>Engage in story times.</i> Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g., 1 2 3 snap out.</p> <p>Understanding: Follow 1 step instructions e.g., put bookbag in box. <i>Understand 'why' questions.</i></p> <p>Speaking: <i>Use sentences of 4-6 words.</i> <i>Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs.</i> Begin to use social phrases e.g., 'Good Morning! <i>Use talk to organise themselves and their play.</i></p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>			
Personal, Social and Emotional Development	<p>Express feelings: Aware of own feelings, can <i>talk about feelings using words like 'happy', 'sad', 'angry'.</i> <i>Begin to understand how others might be feeling.</i> Know they can rely on their teachers, friends, and 'buddy' for support if they are worried. School transition.</p>  <p>Manage behaviour: Can inhibit own actions, welcome distractions when upset. Understand behavioural expectations of the setting. <i>Increasingly follow rules understanding why they are important.</i></p> <p>Self-awareness: Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.</p> <p>Independence: Can independently organise themselves in the morning e.g., bookbag in box, coat on peg, water bottle on tray, name on tree. Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.</p> <p>Collaboration: Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.</p> <p>Social skills: <i>Build constructive and respectful relationships.</i> Engage in positive interactions with adults and peers. <i>Play with one or more children, extending and elaborating play ideas.</i></p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>			

Physical Development

Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

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 spoon.

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

Complete separate fine motor writing assessment.

Assessment		Pre-Phonemic Stage				
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols	Letter strings made from 1-8 and move down the page	Separated by spaces to resemble different words	
Indicate initials below:						
Aut 1						
Aut 2						
Sp1						
Sp2						
Sum 1						
Sum 2						

Specific Areas

Literacy

COMPREHENSION

Listen and enjoy sharing a range of books.
Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.
Know that print carries meaning and in English, is read from left to right and top to bottom.
Know the difference between text and illustrations.
Enjoy joining in with rhyme, songs, and poems.
Join in with repeated refrains and key phrases.

WORD READING

Hear general sound discrimination and be able to orally blend and segment.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

WRITING

Emergent writing:

Develop listening and speaking skills in a range of contexts.
Aware that writing communicates meaning.
Give meaning to marks they make. Understand that thoughts can be written down.
Write their name copying it from a name card or try to write it from memory.

Composition:

Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

Spelling:

Orally segment sounds in simple words.
Write their name copying it from a name card or try to write it from memory.

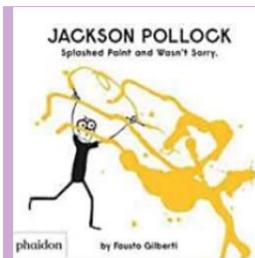
Handwriting:

Know that print carries meaning and in English, is read from left to right and top to bottom.
Draws lines and circles.

Talk for Writing Progression:

Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.

<p>Phonics</p>	<p>Level 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p>	<p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p>			
<p>Mathematics</p>	 <p>Baseline – 3 weeks Opportunity to settle in, intro the areas of provision inside and outside and get to know the children's mathematical knowledge through play, intro key times of day, class routines, where do things belong? Positional language</p> <p>Count objects, actions, and sounds. Subitise Matching - same/different, colour, size, shape. Sorting into groups – counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers. Comparing amounts – equal, more than, fewer than. Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest Exploring pattern - making simple patterns, odd one out, exploring more complex patterns.</p>				
<p>Understanding the World</p>	<p>Chronology: Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them.</p>  <p>RE:F1 : What is your favourite story and why?</p> <p>Begin to develop a sense of continuity and change by being able to compare characters from stories.</p> <p>Respect Themselves, special things in their own lives.</p> <p>LYFTA - Talk about and describe features of their own family, talk about families in other countries across the world.</p> <p>Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos.</p>	<p>Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p> <p>Observation: Explore the natural world around them by taking part in daily outdoor learning sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>			
<p>Expressive Arts and Design</p>	<p>Develop storylines in their pretend play. Artist study – Jackson Pollock (collaborative work)</p>	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.</p>			



Charanga Songs:

Pat-a-cake

1, 2, 3, 4, 5, Once I Caught a Fish Alive

This Old Man

Five Little Ducks

Name Song

Things For Fingers