

Communication and Language

Listening, Attention and Understanding - First few weeks – settling in and getting to know each other. Opportunities for children to talk about experiences that are familiar to them shared by families via Seesaw and All About Me activity. Children will listen carefully to rhymes and songs, paying attention to how they sound as well as learning rhymes, poems and songs. Children will understand how to listen carefully and why listening is important.

Speaking - Children will learn and use new vocabulary. Share a range of stories and model daily routines to the children. Children will engage in story times and non-fiction books using new vocabulary in different contexts. Model social phrases such as 'Good morning, how are you?' Introduce shared school values – Care, Aspire and Achieve, Learning Behaviours and Characteristics of Effective Teaching and Learning.

Personal, Social and Emotional Development

Scarf - Me and My Relationships - Scarf - Me and My Relationships - Children will be able to talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried. We will share a variety of stories to support these skills.

Self-Regulation - Through story times we will discuss how children can identify and moderate their own feelings socially and emotionally.

Managing Self - Children will be encouraged to manage their own needs such as personal hygiene. Children will be taught about the different factors that support their overall health and wellbeing such as regular physical activity, healthy eating, tooth brushing (visit from the dental nurse) and having a good sleep routine.

Building Relationships - Children will begin to build constructive and respectful relationships.

Physical Development

Fine Motor – Children will be learning to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Opportunities will include, threading, cutting, weaving, play dough, manipulate objects, draw lines and circles using gross motor movements, model tripod grip, introduce Pegs to Paper. Children will show a preference for a dominant hand.

Gross Motor – Children will take part in cooperation and team games developing the overall body strength, coordination, balance and agility. Children will be developing the fundamental movement skills that they have already acquired such as rolling, crawling, walking, jumping, hopping, skipping and climbing. Children will explore different ways of moving to be explored with children. Acknowledge and praise their efforts. Provide regular reminders about thorough hand washing, lining up, queuing and mealtimes. Pedal Days and daily outdoor play, including the use of scooters. P.E Scheme: Introduction to P.E Unit 1, Dance Unit 1.

Literacy

Comprehension - Children will learn to join in with rhymes and show an interest in stories. Children will consolidate their understanding of the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Children will learn to sequence familiar stories through the use of pictures to retell stories. Children will learn to recognise initial sounds and engage in extended conversations about stories, learning new vocabulary.

Word Reading - Phonic Sounds: s a t p i n m d g o c k ck e u r h b f f l l s s

Key words: a, at, as, in, it, is, I, an, and, am, dad, to, into, go, no, the, get, dog, can, got, on, not, cat, up, mum, put, had, oh, him, his, big, has, he, she, me, we, be, of

Children will be introduced to initial sounds and oral blending. Children will be introduced to CVC words and they will be encouraged to say the sounds speedily. This will make sound-blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.

Writing - Children will be experimenting with mark making and writing patterns in a range of mediums. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels. Children will learn to write initial sounds and simple captions and use initial sounds to write a label. Children will write some letters accurately. Children will write some or all of their name.

Autumn 1 - All About Me

Mathematics

Number and Numerical patterns

Children will learn to count objects, actions and sounds to 5. Children will learn how to subitise to 5. Children will link the number symbol (numeral) with its cardinal number value to 5. Children will compare numbers to 5.

Measure, Shape and Spatial Reasoning - Children will select, rotate and manipulate shapes to develop spatial reasoning skills. Children will continue, copy and create repeating patterns. Children will compare length, weight and capacity.

White Rose Getting to Know You opportunities for settling in and introducing the areas of provision and getting to know the children. Key times of the day and routines, where do things belong? Positional Language.

White Rose Just Like Me– Number - Match and Sort, Compare amounts. Measure, Shape and Spatial Thinking – Compare Size, Mass and Capacity, Exploring Pattern.

Observations/Assessments

Mastery in Number

Understanding the World

Past and Present - Children will identify where they live and talk about their family commenting on photographs shared via Seesaw and the All About Me activity. Children will name and describe familiar people and we will share stories comparing and contrasting characters from stories, including figures from the past. Children will make links and comment on images of familiar situations in the past e.g. family tree, birthday parties and how they have changed over time.

People, Culture and Communities - Children will talk about places they have visited making comparisons to where we live. Children will look at and draw simple information from a simple map of the classroom, school grounds and their house. Using What the Ladybird Heard and The Little Red Hen children will draw information from a map and to follow a route. Children will use bee-bots and Google Earth developing navigational language. Children will think about their homes and what there is to do near their homes. Opportunities will be provided for children to create models of their home and street. Children will be encouraged to comment on what their home is like. Children will view photos of their homes and they will be encouraged to draw comparisons. Introduce children to different occupations and talk about their community. Children will talk about the difference between fiction and non-fiction. Children will recognise that people have different beliefs and celebrate special times in different ways. Children will learn about the Harvest Festival and Rosh Hashanah. B&V - Which people are special and why.

The Natural World - Children will understand the effect of changing seasons on the natural world around them, learning about autumn and they will go on a seasonal walk identifying the signs of autumn. Explore the 5 senses making links to autumn, exploring the world around them describing what they see, hear and feel whilst outside.

Expressive Arts and Design

Creating with Materials - Children will have opportunities to work together to develop and realise creative ideas. They will create a self-portrait using pencil, paint, oil pastels, exploring, using and refining a variety of artistic effects to express their ideas and feelings. Children will begin to mix primary colours to make secondary colours. Junk modelling – children will have the opportunity to work collaboratively, sharing ideas, resources and skills. They will build a variety of models using construction and will be encouraged to return to their previous learning refining their ideas. Andy Goldsworthy - Transient Art.

Being Imaginative and Expressive - Children will sing and join in with a variety of songs, both in a group and on their own, increasing matching the pitch and following the melody. They will explore sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms performing solo and in groups. Children will join in with role play and story props developing storylines through pretend play. Children will watch and talk about dance, expressing their feelings. Children will listen to a range of music and they will be encouraged to express how it makes them feel. Opportunities for children to create collaboratively, sharing ideas, resources and skills. Children will develop storylines in their pretend play. Charanga – Me!

Characteristics of Effective Teaching and Learning

Playing and Exploring

Children will be learning to:

Realise that their actions have an effect on the world, so they want to keep repeating them.

Plan and think ahead about how they will explore or play with objects.

Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.

Make independent choices.

Bring their own interests and fascinations into early years settings. This helps them to develop their learning.

Respond to new experiences that you bring to their attention.

Active Learning

Children will be learning to:

Participate in routines.

Begin to predict sequences because they know routines.

Show goal-directed behaviour.

Begin to correct their mistakes themselves.

Keep on trying when things are difficult.

Creating and Thinking Critically

Children will be learning to:

Take part in simple pretend play.

Sort materials.

Review their progress as they try to achieve a goal. Check how well they are doing.

Solve real problems.

Use pretend play to think beyond the 'here and now' and to understand another perspective.

Know more, so feel confident about coming up with their own ideas.

Make more links between those ideas.

<p>Care To show we Care: We will learn how to be kind and caring to our new friends. We will work together as a team to solve problems.</p> <p>Aspire To show we Aspire: We will Aspire to be independent learners.</p> <p>The Viking Awards Have a Go Heroes</p> <p>Achieve To show we Achieve: We will learn to do new things and reach personal learning goals.</p> <p>The Viking Awards Have a Go Heroes</p>	<p>Learning Behaviours</p> <p>Pride Curiosity Creativity Determination Collaboration</p> <p>Fundamental British Values</p> <p>In the Early Years, the fundamental British Values are explored in ways that are meaningful to young children. Fundamental British values are important democratic values. Overall, the goal of these values is to enable people to be part of a democratic society and to help them to look after others around them. The Fundamental British Values are:</p> <p>Democracy The rule of law Individual liberty Mutual respect and tolerance of those of different faiths and beliefs.</p>	<p>Enrichment:</p> <p>Dental Nurse – Oral Health</p> <p>Autumn Walk</p> <p>Pedal Day</p> <p>Farmyard Day for Parents Vocabulary Dressing Up Day</p> <p>Stories and texts:</p> <p>What the Ladybird Heard The Little Red Hen The Enormous Turnip</p> <p>Other stories that capture children’s interest and support PSHE themes.</p> <p>Celebrations, Festivals and Events</p> <p>Harvest Festival Rosh Hashanah Black History Month</p> <p>Parental Engagement</p> <p>Stay and Read Farmyard Day</p>	<p>Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.</p>
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