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| <b>Personal Social and Emotional Development</b> <ul style="list-style-type: none"><li>Form relationships</li><li>Discuss feelings of themselves and others</li><li>Give things a go.</li></ul> Independence skills including <ul style="list-style-type: none"><li>Zippering coats and putting on/ taking off shoes.</li><li>Carrying own tray and using knife and fork</li><li>Using the toilet independently and washing hands</li></ul>                                                                                                                                                                                                                                                                                                                                                         | <b>Communication and Language</b> <ul style="list-style-type: none"><li>Listen to stories</li><li>Learn nursery rhymes with actions</li><li>Talk about ourselves and family members; comparing ages.</li><li>Making friends. Express emotions and interests</li><li>Model talk routines through the day, for example, hello how are you and goodbye.</li><li>Opportunities to retell nursery rhymes.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Physical Development</b> <ul style="list-style-type: none"><li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li><li>Hold a pencil/ paintbrush correctly</li><li>Build gross motor skills to aid in handwriting</li><li>Building fine motor through playdough etc</li><li>Drawing using circles, straight and curved lines.</li></ul> | <b>Literacy</b> <ul style="list-style-type: none"><li>Drawing pictures using circles, straight and curved lines.</li><li>Foster a sense of love for stories and rhymes</li><li>Recognising initial sounds.</li><li>Name recognition and writing activities</li><li>Wordless books</li><li>Ascribe meaning to marks</li><li>Pre-phonics listening activities</li><li>Write from left to right</li><li>Learn graphemes: s a t p i n d m g o c k c k e u r h b f l.</li></ul> <b>Engaging boys interest through: cars, football etc.</b> |
| <b>Enhancements</b> <ul style="list-style-type: none"><li>Parent day -jam tarts</li><li>Halloween Party</li><li>Diwali</li><li>Fairy visit</li></ul> <b>Expressive Arts and Design</b> <ul style="list-style-type: none"><li>Learn routine songs</li><li>Learn songs about our bodies parts and emotions.</li><li>Self portraits</li><li>Exploring colours</li><li>Sort items based on colours</li><li>Role-play – home corner develops into witches/wizards</li><li>Express emotions through painting colour monsters</li><li>Use a range of tools/materials e.g. forks and clay to make art</li><li>Learn how to concertina, fringe, glue and blend.</li><li>Make props to support imaginative play e.g. birthday hats</li></ul>                                                                  | <b>We are all Unique – Autumn 1 (6 weeks)</b><br><b>Autumn</b><br><b>We are all Welcome</b><br><br>Key vocabulary: bonjour, assalamualaikum, autumn, season, pumpkin, delicious, rhyming, happy, sad, angry, love<br><br><b>Understanding the World</b> <ul style="list-style-type: none"><li>Collect signs of autumn and discuss seasonal changes</li><li>Learn body parts and explore our senses</li><li>Learn about how we all unique and equally as important</li><li>Learn about school, uniform, routine etc</li><li>Learn, map and build the local area</li><li>Home corner role play</li><li>Learning about woodland animals including nocturnal animals</li><li>Discuss birthdays and how we have grown/ changed over time</li><li>Make jam tarts (and share with parents)</li><li>Cars and roads safety</li><li>Mini me’s to play with in small world area</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Outdoor</b> <ul style="list-style-type: none"><li>Explore seasonal changes</li><li>Developing gross motor</li><li>Pumpkin play</li></ul><br><b>Mathematics</b> <ul style="list-style-type: none"><li>Counting to 5</li><li>Comparing objects and sets.</li><li>Subitising.</li><li>Ordering objects and sets</li><li>Number recognition</li><li>Matching numerals to their value to 5</li><li>Recognise, describe, copy and extend colour and size patterns</li><li>Know what counting is</li><li>Use 1:1 correspondence</li><li>Understand that the last number said is the number in the set</li><li>Use terms like more and less</li><li>Name 2-D shapes (circle, triangle, square rectangle, oblong rectangle)</li><li>Using mathematical language (straight, curved, sides, flat)</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

All opportunities are taken to facilitate child lead learning which follows a child's personal interests regardless of the class topic\*