

Autumn 1

Topic	<i>Ourselves Autumn is Here</i>
Key Texts	A selection of core texts, Dogger by Shirley Hughes, Oliver's Vegetables by Vivian French & Alison Bartlett, Leaf Man by Lois Ehlert
Trips/Visits/Visitors/Experiences	Autumn Walk around school site
Writing	<ul style="list-style-type: none"> • Practice correct letter formation during daily phonics • Hear and write the initial sounds in words • Begin to segment sounds in simple words to write labels • Form lower case and capital letters correctly when writing their name
Reading	<ul style="list-style-type: none"> • Begin to read individual letters by saying the sounds for them • Blend sounds into words so they can read short words, made up of known letter-sounds correspondences • Read a few common exception words matched to our Sounds Write phonics programme when learning tricky words e.g. is, a, the, I
Phonics	<ul style="list-style-type: none"> • Sounds Write Programme- Initial code Units 1-3
Communication & Language	<ul style="list-style-type: none"> • Begin to understand how to listen and why listening is important • Begin to learn and use newly taught vocabulary focused on the season of Autumn and positional language such as 'in front of', 'next to' etc. • Articulate their ideas using a well-formed sentence; 'My favourite toy is....because' • Begin to use descriptive language • Develop their social phrases when greeting adults and peers each morning using their name- good morning Miss/Mrs... • Engage in whole class story times by answering questions about the illustrations and plot • Learn rhymes poems and songs • Talk to a partner during class discussions • Talk confidently in front of a group during Show & Tell time • Follow an instruction given to them e.g. get your coat and then line up • Listen to and talk about stories to build familiarity and understanding
Maths	<ul style="list-style-type: none"> • Count objects using one-to one correspondence- 5 frame introduced to compare amounts • Explore a variety of counting songs and use actions • Understand the 'one more' relationship between consecutive numbers 1-10 • Match and sort objects into sets depending on their colour, size or properties • Subitise numbers to 5- Quickly recognise amounts without counting them • Explore the composition of numbers to 10 • Compare length, weight and capacity • Continue, copy and create repeating patterns • Develop spatial reasoning skills
Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools; pencil for drawing and writing, paintbrushes, scissors, knives, forks and spoons

	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired; rolling, running, walking, jumping, hopping, galloping, skipping etc. during our weekly P.E sessions • Develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Confidently and safely use a range of large and small apparatus indoors and outside • Develop the skills they need to manage the school day successfully; lining up, mealtimes, personal hygiene
<p>Personal, Social & Emotional Development</p>	<ul style="list-style-type: none"> • Build constructive and respectful relationships-Show kindness towards their peers and share • Identify their own emotions • Manage their own needs- washing hands before lunch and independent dressing • Moderate their own emotions socially and emotionally • Express their feelings and consider the feelings of others • Know and talk about the factors that contribute to good health- healthy eating, good sleep and exercising • Talk about the similarities and differences es between ourselves and others • Ask a grown up for help • Learn the classroom routines and expectations • Finds ways to resolve conflicts with their peers by using their words or telling a grown up • Take turns to speak in a group • Work with a partner or part of a larger group
<p>Understanding the World</p>	<ul style="list-style-type: none"> • Name and describe people who are familiar to them • Talk about members of their families • Label parts of the body, discuss what they are used for and briefly explore our 5 senses • Become familiar with different areas of the school site; office, lunch hall, playground, library etc. • Interact with age-appropriate software- Use Purple Mash to create a class bar graph of our eye colours and explore educational games on an iPad • Understand the effect of changing seasons on the natural world • Describe what they see, hear and feel whilst outside on an Autumn walk • Discuss the daily weather changes when completing the class calendar and weather chart • Comment on images of familiar situations in the past when sharing family photos and comparing new and old toys
<p>Expressive Arts & Design</p>	<ul style="list-style-type: none"> • Carefully paint a self-portrait using observational skills • Develop storylines in their pretend play whilst in the 'Home Corner' and 'Shop' role play areas • Listen to and learn new songs with actions • Explore and engage in music making during weekly Charanga • Sing in a group or on their own when sharing and performing what has been learnt during Music and when performing a song at our school's Harvest Festival • Explore, use and refine a variety of artistic effects- printing and collaging using a variety of resources to create 'Four season' artwork • Draw for a purpose when drawing their favourite toy and those who live in their home • Create whilst sharing resources when designing their own 'Leaf Man'