

## Autumn 1

Topic	<i>All about Me Autumn is Here</i>
<b>Key Texts</b>	A variety of well-known stories, non-fiction books about families, Each Peach, Pear, Plum by Alan and Janet Ahlberg, The last leaf, Not Now Bernard – David Mckee, Guess how much I love you – Sam McBratney, Percy the Park Keeper – Nick Butterworth. The Last Leaf -
<b>Trips/Visits/Visitors/Experiences</b>	Parents 'Stay & Play' . Going to Forest school with Mrs Lunt and Miss Doherty for Signs of Autumn
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Develop manipulation and control, and explore different materials and tools – playdough, cutting, drawing, pouring water, pushing toy cars</li> <li>• Enjoy drawing freely</li> <li>• Begin to give some meaning to their marks</li> <li>• Begin to write some of their name</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention</li> <li>• Begin to understand the 5 key concepts about print; print has meaning, name parts of a book, know print has different purposes, page sequencing, in English text we read from left to right and top to bottom</li> <li>• Develop their phonological awareness so they can spot and suggest rhyme</li> <li>• Say some of the words in songs and rhymes</li> <li>• Join in with repeating phrases in familiar stories</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• Listening games and activities – Phase 1</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Begin to show understanding of an instruction with two parts such as 'Get your coat and line up'</li> <li>• Sing a large repertoire of songs</li> <li>• Understand why questions</li> <li>• Begin to express themselves using words as well as actions</li> <li>• Be able to start a conversation with an adult or friend and let it continue</li> <li>• Use talk to organise themselves and their play</li> <li>• Enjoy listening to simple stories and can remember what happens with the help of the pictures</li> <li>• Begin to use a wider range of vocabulary focused on the body, families, senses, feelings and autumn</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Take part in finger rhymes with numbers</li> <li>• Show 'finger numbers' up to 5</li> <li>• Fast recognition of up to 3 objects, without having to count them (subitise)</li> <li>• Say one number for each item in order 1,2,3,4,5</li> <li>• Select shapes appropriately during construction play: flat surface for building, a prism for a roof etc.</li> <li>• Recite numbers to 5</li> <li>• Understand some simple positional language linked to Each Peach, Pear, Plum and Percy the Park Keeper</li> </ul>

<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>• Begin to use one-handed tools such as scissors</li> <li>• Begin to use a good grip when holding pencils</li> <li>• Use large muscle movements when playing</li> <li>• Be increasingly independence when dressing and undressing</li> <li>• Be increasingly independent in meeting their own care needs e.g. pouring drinks, using the toilet and washing their hands</li> <li>• Start eating independently and learning how to use a knife and fork</li> <li>• Develop their movement, balance and riding skills</li> <li>• Climb apparatus, using alternate feet</li> <li>• Begin to skip</li> </ul>
<p><b>Personal, Social and Emotional development</b></p>	<ul style="list-style-type: none"> <li>• Help to find solutions to conflicts and rivalries with support from an adult</li> <li>• Select and use activities and resources with help when needed</li> <li>• Develop ways of coping when leaving their parent/carer at drop off times</li> <li>• To increasingly follow rules and understand why they are important</li> <li>• Begin to talk about their feelings using words such as happy, sad, angry or worried</li> </ul>
<p><b>Understanding of the world</b></p>	<ul style="list-style-type: none"> <li>• Use all their sense in hands-on exploration of natural materials found in the Forest Area</li> <li>• Develop positive attitudes about the differences between people when learning about our bodies and different types of families</li> <li>• Begin to make sense of their own life-story and family's history; understanding they were a baby and will become an adult (baby photos)</li> <li>• Explore how things work when exploring news toys</li> </ul>
<p><b>Expressive Art and Design</b></p>	<ul style="list-style-type: none"> <li>• Sing the melodic shape of familiar songs</li> <li>• Remember and sing entire songs</li> <li>• Explore different materials; printing with fingers, brushes and other tools –</li> <li>• Listen with increased attention to sounds when playing listening games</li> <li>• Create closed shapes with continuous line, and begin to use these shapes to represent objects</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details – family drawings</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. – emotion face drawings</li> <li>• Take part in simple pretend play, using an object to represent something else when in the 'Home Corner'</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls, dolls house etc.</li> </ul>