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| Term | | Autumn term 1 & 2 | | |
| Topic | | All About Me and Festivals (Content to be covered through the overall theme). | | |
| Key Text | | I want to be, Presents, Owl Babies, The Hungry Caterpillar, What the Ladybird Heard, non-fiction texts on festivals. | | |
| Key Vocabulary | | Transitions, growth, families, senses, starting school, routines, timetables, feelings, festivals, friendship, celebration and rules. | | |
| What are we learning about? | | | | |
| Prime areas of learning | | | Specific areas of learning | |
| **Personal, Social and Emotional Development** | A great emphasis will be placed on PSED this term.   * Transitioning into a new school and developing understanding of new measures to keeping safe (COVID specific). * Promoting independence, hanging up/ fastening own coat, going to the toilet and getting dressed for PE. * Friendships and what makes a good friend. * How we should treat others with respect. * Using manners, when should we say please and thank you? Why do we use manners? * Exploring feelings, why do I feel sad, happy, and angry? * Working with others, how to take turns, listening to others and listening to others and understanding other opinions. * Taking care of resources and equipment. | | **Literacy** | * Sharing texts & relating to own feelings & views * Mark making * Sequencing stories * Learning about print which is all around us * 1-1 reading and daily phonic sessions |
| **Communication and Language** | This term the class will have the opportunity to talk about themselves to the class and what they are interested in, along with listening to a range of stories and songs. They will begin to develop an awareness of rhymes and will take part in Talk for Writing activities.  The class will be introduced to the new topic through a range of circle time sessions that will enhance and provide opportunities to develop speaking, listening and questioning skills. The role play area will be primarily changed into a home corner allowing children to develop speech, language and communicating skills through imaginative play, although this will change on a weekly basis to incorporate the topics being covered that week.  The children will develop their communication skills and learn how to communicate effectively with their peers and adults. The children will use a wide range of communication, speaking and listening props such as puppets, masks, small world characters, talking tins ad recording devices. | | **Mathematics** | * Numbers: * Counting accurately * Matching sets of objects that represent the number * Finding pairs of numbers * 1 more and 1 less * Shape, space and measures: * Measuring & comparing size * Sequencing and ordering * Everyday words to describe shapes & position |
| **Physical Development** | Children will take part in both indoor and outdoor activities that focus on fine and gross motor development. These activities will involve using a variety of equipment such as threading, playdough, tweezers, using scissors, games and mark making.  They will also be exploring how we use our play equipment safely (this will be modelled throughout the half term) and will learn how to play with outdoor equipment freely along with learning how to use it sensibly and appropriately. Both the teacher and TA’s will model how to throw, catch, bounce, roll and kick with children developing good control and coordination in large- and small-scale movements. They will also focus on dressing themselves for P.E and outdoor learning.  There will a prime focus placed on personal hygiene and washing hands correctly. | | **Understanding the World** | * The World: Outdoor learning tasks using weather & grounds as a resource (Monday am: Forest School) * Technology: Basic mouse control & every day technology, independent access to computers. * People & Communities: Children’s own history and Autumn Festivals and celebrations |
|  |  | | **Expressive Arts and Design** | * Exploring Media & Materials:   Self-portraits & family pictures  Observational drawings/paintings  Colour Mixing  Exploring instruments and song   * Being Imaginative:   Variety of role-play activities/situations  Engaging in music, new songs, rhythm, rhyme and movement |