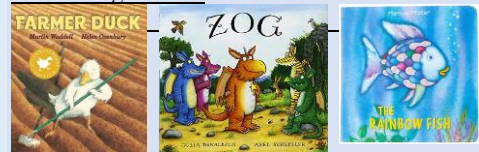


Communication, language and literacy:

Key texts:



Talk through stories



Talk for writing



Dedicated books to ability, sounds sent home to practise



Lessons/NELI/Jigsaw/Continuous provision

Physical:

Fine motor- Dough disco, funky fingers, threading, cutting, manipulating objects etc

Gross motor- getting changed for PE
Changing speed and direction of movements and avoiding obstacles. Moving in different ways for examples, hopping, skipping, crawling or like an animal.



How can you learn at home?

Physical Development:

Encourage letter formation. Getting dressed independently.

Story telling:

Read at home on a daily basis. Read familiar books with your child and ask them comprehension questions

Communication:

Talk to your children on what they have learnt today. Ask children what certain words mean

Phonics:

Read my reading books everyday



Core books:

Room on the Broom, There was an old lady, Hair Love, The Gruffalo, On the way home, Do you Love Bugs? (Non-Fiction), Super Duper You, Oi Frog, The Rainbow Fish, Pumpkin Soup

Key questions:

Why are you special?
What jobs do your family members do?
What is Harvest? Why do we celebrate it?

Autumn 1

Key Question

*I wonder...who am I and who are you?
This is a loose theme that we will focus on this half term*

Mathematics

Baseline Assessments

White Rose: Getting to know you.

Counting/matching/patterns/numbers/sequencing events/positional language

'Just like me'- Match sort and compare objects

Make correct repeating AB patterns



Mastering Numbers:

Mastering Numbers: Subitise 1,2 and 3 Counting 'how many?' to 5 Making 2 Subitise arrangements of 2 and 3

(Subitising- When you are able to look at a group of objects and realise how many there are without counting).



Personal, social and emotional development

PSHE- Jigsaw Being me in my world

Who me? How am I feeling today? Being at school. Gentle hands. Our rights. Our responsibilities.



Expressive Art and Design:

Marvellous marks To explore making marks with wax crayons, To investigate the marks and patterns made by different textures, To explore making marks with felt tips, To use a felt tip to make patterns, To explore making marks with chalk, To make controlled large and small movements, To compare different ways of making marks and drawing, To explore mark making using pencils, To create simple observational drawings, To explore mark making using pencils, To use a variety of colours and materials to create a self portrait



Music: Exploring sound To explore using our voices to make a variety of sounds, To explore how to use our bodies to make sounds, To explore different sounds and think about tempo, To explore the sounds of different instruments, To experiment with tempo and dynamic when playing instruments, To identify sounds in the environment and differentiate between them, To use musical vocabulary when describing environmental sounds, To identify and describe familiar nature sounds and differentiate between them, To use voices to imitate natural sounds.



Understanding the world

Investigate: Around the school and it's environment harvesting vegetables (farm visits) Changes in our environment during Autumn.

Explore:

How we have changed, our past and present. When we were a baby. Family members – books

Rosie's walk – map

Cultures:

Why are we special? and why?

Families from around the world – looking at the different countries homes.

Special times