







All About Me (Myself)		
Welcome to School	Building Positive Relationships	What is important to me?
<p>Confident Communicators • Independent Individuals • Talented Tool Users • Brilliant Bookworms • Exceptional Explorers • Wow Writers • Masters of Maths • Amazing Athletes • Caring Collaborators • Proud Performers • Dynamic Designers</p>		
 <p>Super, Duper You! Sophy Henn</p>	<p>Other Core Texts & Inspirations</p> 	
<p><u>Drawing Club Vocabulary</u></p> <p>Same Different Emotions Imagine Unique Monster Horns Scales Ignore Snarled Puzzled Pigsty Build Materials Terrified Destroy Construct Problem Solution</p>	<p><u>Talk Through Stories Vocabulary</u></p> <p>Settled Groaned Curling Up Glow Hooked Twinkly Puzzled Cosy Hunting Silent Fuss Bounced Swooped Brave Flapped Sparkled Mighty Craggy Meek Whimpered Ignored Impressed Slumbering</p>	
<p>Welcome to School Rules, Routines and Keeping Safe CPS Way Building Positive Relationships – Adults & Peers Expressing Feelings Appropriately What is important to me?</p>		
<p><u>Celebrations</u></p> <p>Autumn Harvest Halloween</p>	<p><u>Enrichment</u></p> <p>Pop Up Play Village Autumn Hunt Art - Honey Fair Painting – Local Exhibition Art - Autumn Show Drawing – Local Exhibition</p>	

	<p>School Library Induction Wild Tribe</p>    
<p><u>Religious Education</u></p> <p>Key Question: Why is the word God so important to Christians?</p> 	<p><u>Personal, Social, Health & Economic Education</u></p> <p>Key Theme: Me and my relationships All about me What makes me special Me and my special people Who can help me My feelings</p> 
<p><u>Personal, Social and Emotional Development</u></p> <p>Build constructive and respectful relationships <i>Begin to develop new relationships with key adults and peers. Begin to learn how to share resources and turn take to play games.</i></p> <p>See themselves as a valuable individual <i>Begin to share their likes and dislikes with adults and peers in their classroom. Begin to show an interest in a particular area of the classroom.</i></p> <p>Express their feelings and consider the feelings of others <i>Begin to express their feelings if they are hurt or upset to an adult in the classroom. Beginning to know what kind and considerate behaviours are as modelled by the adults and other children in the classroom.</i></p> <p>Show resilience and perseverance in the face of challenge</p>	<p><u>Communication and Language</u></p> <p>Listening <i>Enjoy listening to longer stories and to others in one-to-one or small groups, when conversation interests me.</i></p> <p>Attention <i>Show interest, listen and tune in to sounds and words. E.g. copying rhymes, songs and playing games with repetitive refrains.</i></p> <p>Respond <i>Know how to show they are listening and understands why this is important to listen Follow one- or two-part instructions. E.g. get your coat and your bag</i></p> <p>Understanding</p>

To begin to show that they are proud of a personal achievement and share it with an adult or peer.

Beginning to share their play with others and start to self-evaluate it after being modelled by an adult.

Identify and moderate their own feelings socially and emotionally

To start identifying and labelling own emotions such as angry, sad, happy, excited.

Beginning to come up with strategies to help stay calm when faced with frustration.

Think about the perspectives of others

To listen to stories where characters face challenges and start to talk about how these characters might feel about the challenges and how they have overcome them.

When modelled by an adult children can start to talk about problems and emotions and how they overcome them.

Manage their own needs

Children know that their own belongings belong to them.

Children know when and can wash hands for times such snack and lunch time.

Asks relevant questions in response to what they have heard, wanting to find out more information

Begin to learn new vocabulary and use it in relevant conversations within play

Speaking

Take part in pretend play and begin to communicate and negotiate with their peers

Comment and engage in conversation about a text, talking about what might happen next.

Physical Development

Fine Motor

To grasp and release with two hands.

Show a preference for a dominant hand.

To begin to use scissors with either two or one hand.

Begin to form recognisable letters with support and independently.

Gross Motor

Begin to focus on balance and movement.

Maths

Number:

What do you notice?

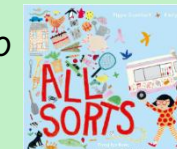
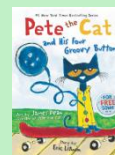
Subitise 123

Represent 123

Counting, Ordinality and Cardinality to 10

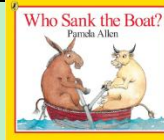
More than/Fewer than

Subitise 4 and 5

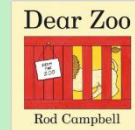


Create lines and circles, pivoting from the shoulder and elbow.

Take part in **Squiggle Time** activities to strengthen large scale arm movements in the arm, shoulder and elbow.



Pattern, Shape, Space & Measure:
Measure – Size, Mass, Capacity



Vocabulary

Notice, sort, match, size, different, colour, subitise, more, less, big/bigger, small/smaller, long/longer, tall/taller, short/shorter, light/lighter, heavy/heavier, container, holds, full, empty, half full, shallow, most, least, order, numeral, count, sequence

Literacy

Reading

Enjoy sharing stories with adults, friends and during whole class story time

Initial sounds, oral blending, CVC words, reciting known stories listening to stories with attention and recall.

Joining in with rhymes and showing an interest in stories with repeated refrains.

Sequencing familiar stories using pictures

Begin to read CVC words which include the newly taught sounds

Writing

Recognising initial sounds and identifying the correct letter to match the sound

Give meaning to the marks I make

Identify a dominant hand for mark making and writing

Work towards holding my pencil using a tripod grip

Writing initial sounds, CVC words and simple captions and labels

Understanding the World

History

Talk about past/present events in their own/family life.

Similarities and differences – others, communities, families, cultures, occupations

Vocabulary

Relation, cousin, auntie, uncle, great-grandparent, job


Science

Seasons and weather changes

Describe how trees and plants change

Hibernation and how animals store food

Relate the changing seasons to the passing of time

	<p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Autumn, winter, spring, summer, season, hibernate, past, present</p>
<p style="text-align: center;"><u>Read, Write Inc Phonics</u></p> <p>Children will practise oral blending through Fred Games.</p> <p>Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, w, x, y, z, sh, th, ch, qu, ng, nk</p>  <p>Children will practise how to Fred Talk a word and build using magnetic boards.</p> <p>Children will begin their reading journey on Purple Blending Books.</p>	<p style="text-align: center;"><u>Expressive Art and Design</u></p> <p style="text-align: center;">Paul Klee – Mark Making Kandinsky – Colour & Painting</p> <p style="text-align: center;">Drawing</p> <p><i>Explore with mark making. Give meaning to the marks I make. Draw with increasing accuracy, experimenting with pencils, felt tips, chalk, crayons. Experiment with different depths of line.</i></p> <p style="text-align: center;">Colour mixing</p> <p><i>Identify primary colours. Know I can mix to make new colours Names of some other colours Select textures to represent different things</i></p> <p style="text-align: center;">Painting</p> <p><i>Recognise and name the primary and secondary colours Develop colour mixing, match colours they see and want to represent</i></p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Line, pencil, dark, light, thick, thin, observe, detail, texture, lighter, darker, shade, AB/ABC pattern, colour names, match, powder, watercolour, technique</p>