Understanding the World

Past and present

-To learn about the adults at school and what their jobs are.

-To talk about similarities/differences between them and their peers.

-Talk about members of their immediate family and the relationships to them. Name and describe people who are familiar to them.

People, cultures and communities

-To learn about the school environment.

-To talk about themselves and things in their life that are special to them.

The natural world

-To talk about the features of their immediate environment with visual representations e.g., classroom maps, pictures of around school, seating maps and read commons signs and logos.

-To learn about seasonal change from summer to autumn. To make observations and drawings. To listen to non-fiction texts related to this.

-To search for and make observations of Autumnal objects such as conkers, leaves, acorns. To go on an Autumn walk.

**Why is it good to be me?**

The children will learn about their new school, new routines and their learning environment. They will make new friendships with others. The children will learn about diversity and learn to respect cultural differences. They will deepen their understanding of emotions and learn how to express their thoughts and feelings.

Expressive Art and Design

Creating with materials

-To make tissue paper patch work elmers.

-To draw portraits of themselves using broad tip pens.

-To learn how to use paints and paint tools. To learn how to use water colours linked to Elmer.

-To explore how to join materials together or manipulate with tools such as scissors. Finding the scissors, they feel comfortable using.

-To make faces using playdough and clay.

Being imaginative and expressive

-To sing nursery rhymes as a group.

-To learn an Elmer song.

-To act out simple stories through role-play or small world.

Maths – White Rose

-Opportunity to settle in, intro the areas of provision inside and outside and get to know the children’s mathematical knowledge through play, intro key times of day, class routines, where do things belong?

-To match, sort and compare different objects into groups.

-To compare size, mass and capacity. Big/little, large/small, short/tall, tallest/shortest.

-Exploring patterns through objects, colours or shapes.

-To learn about repeating patterns and how to create their own.

-Practising counting to 10, singing nursery rhymes or playing circle time games.

-To learn about positional language.

Personal Social and Emotional

Self-regulation

-To be able to express their own feelings and begin to understand others feelings.

-To follow simple transitions and routines across the day.

-To discuss likes/dislikes.

Managing self

-To try a range of new activities with confidence.

-To learn and understand the rules – create class rules linked to school values.

-Independently organise belongings in the morning.

-To learn how to use and access the classroom resources.

Building relationships

-To learn how to share resources with others and take turns.

-To build new relationships with peers and adults.

Physical Development

Gross motor skills

-To move their bodies to express Write Dance stories.

-To learn how to use the Bikes with stabilisers. (Bike License)

-To develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

-To take part in BEAM (block A and block B).

-To take part in daily brain breaks/dances.

Fine motor skills

-To learn how to use crayons, chunky pens, chunky pencils to mark make and make recognizable shapes/patterns.

-To take part in Finger Gym activities, Dough Disco, Finger Aerobics.

Communication and Language

Listening, attention and understanding

-To learn how to listen in whole class/small group and learn why listening is important. (Class Rules/Values)

-To maintain attention in whole class/group activities for a short time.

-Follow one step instructions and understand why questions. Speaking

-To speak and listen in small group, class and one to one discussions, using new vocabulary they have learnt linked to people and emotions.

-To express their emotions and opinions.

-To have conversations with their peers while playing.

-To use talk to organise play (planning, reviewing).

Literacy/Phonics

Comprehension

-To learn to retell a short poem – Poetry Basket

-To listen to a range of stories based on feelings and people. Focus texts – Colour Monster/Elmer.

-Hold book correctly and handle with care.

-To understand that a story has a beginning and end.

-To know the difference between text and illustrations. To explain what is happening in a picture.

Word Reading

-To begin learning letter-sound correspondence and begin orally blending. (Phase 2)

-Recognise some familiar words in print e.g. own name or logos. Writing

-To begin Phase 2 sounds and form them using a range of mark making tools.

-To draw patterns and draw recognisable shapes.

-To give meaning to marks they make.

Hooks

*Creative workshop – Elmer*

 *School tours and meeting new people All about me shoebox- Show and Tell*

**Key Vocabulary**

**Feelings – sad, happy, angry, calm, excited, surprised, scared, worried. Emotions**

**Sharing Turn taking Patience Kindness Differences People Respect Friendship**

**Phonics/Mat Learning Unique Rules Portrait**