**Class: Ladybirds Term: Autumn Term 2025 EYFS / Y1 Being Healthy**

**Communication & Language:**

 Individualised support: Intensive Interaction, Bucket Therapy, PECS, BSL

 Listening & Attention: Enjoy rhymes, songs, and music; respond with body movement, facial expressions, or actions

 Understanding: Follow simple words, gestures, and instructions

 Speaking: Use sounds, gestures, single words, and short phrases to communicate intentionally

 Literacy & Reading: Handle books, identify characters, join in with stories and rhymes

 Writing & Mark-Making: Explore textures (sand, foam, paint), draw pictures, develop early writing through fine/gross motor play

 Phonics: Hear phonemes and sounds through exploration and adult modelling and encouragement.

**Literacy**

**Reading**

Explore / identify / name character or objects linked to story / rhyme using visual supports. Handle a range of books with interest. Show interest in story / rhyme through expression/actions / joining in.

**Writing**

Engage in sensory play and mark making as early writing experiences—wet and dry incorporating textures. Make marks to represent an image or object—drawing picture*.* Develop fine and gross motor strength ready for writing through physical development activities, including small parts on themed toys.

Phonics

Hear phoneme and see grapheme for letter sounds within the read write in programme [speed sounds set 1]. Explore objects and see images with the initial focus letter sound.

**Mathematics:**

**Numbers**

 Count objects one at a time

 Explore more/less through favourite toys

 Build structures, sort collections

 Join in number rhymes; early addition/subtraction

**Mathematics:**

**Shape Space and Measures**

Move and find - exploring prepositions i.e. on or behind.

Explore different sizes of the same toy and make simple comparisons.

Gets to know and enjoy daily routines—linked to school and transitions—understand that things might happen ‘now’ or next.

Using puzzles and cause and effect toys begin to name 2d shapes and colours.

Capacity opportunities through water play—concepts of full and empty.

**Physical Development**

**Health and self-care**

Try new food (Healthy Foods) tastes and textures—through snack and food preparation.

Begin to help with dressing/undressing and hygiene routines

Eat finger foods within a new environment—develop a tolerance for food texture, smell and taste.

 Try new foods and textures / Develop hygiene, toileting, and dressing skills

 Eat independently and explore healthy food choices

**Physical Development**

**Moving and handling**

Develop balance and co-ordination through climbing in/ on / under indoors and outdoors.

Develop fine motor skills and hand eye co-ordination i.e. through the use of construction, threading, dough manipulation.

Makes connections between our movement and the marks they make.

Use books for page turning—pupil interest.

Use construction area and sensory media to show control in using tools.

**Personal, social and emotional development**

**Self confidence and self awareness**

**Explores new environments, - school transition.** Enjoy finding own nose, eyes or tummy as part of naming games. Engage in pretend play. Develop sense of individuality and independence—making own choices and doing things for self.

**Managing feelings and behaviour**

**Develop relationships with new school adults and use them to support, comfort and ease frustration and enhance learning.**

Cooperate with caregiving experiences such as dressing or changing – tolerate this within a new environment. Begin to understand ‘yes’, ‘no’ and some boundaries within the class setting.

**Making relationships**

Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth—joint attention Plays alongside others / tolerate their proximity. Communicate using self-chosen method to repeat experiences.

**Expressive arts and design**

**Exploring and using media and materials**

Hear and sing rhymes—use instruments to create sounds, move body to sound

Explore wet and dry sensory media using whole body and tools.

Connect resources to create models, structures or to complete toy.

Manipulate play dough and foam developing hand muscles and coordination.

Choose colours to paint / draw over an image or own representation.

Water play to incorporate hot and cold and pouring.

Focus on patterns and colours through presented toys.

Dance and twirl with streamers—gross motor development linked to writing

**Expressive arts and design**

**Being Imaginative**

Act out rhymes and stories with props and signing

Dress up in wet weather clothing—welly’s umbrella’s.

Role play—kitchen / shop / doctor’s surgery / bath dolly / bus role play

Use tools in construction area

**Life Skills- Understanding the World I Live in:**

**Starting school and exploring new environments.**

**Learning new routines and making relationships with staff and peers.** Recognising my reflection or face in a photograph or mirror and my name when it is spoken.

Recognise my own belongings that I bring to school.

**Understanding the world:**

**The world**

Hide and find i.e. dolly under a cloth in the bed, bath, brush hair

Small world play——explore how they are used in different ways

Be outdoors and jump in puddles / experience being in the rain

Explore things that go up / over / through including selves

Rolling activities; rolling themselves rolling balls, soft play equipment.

Explore the texture of food to develop tolerance and express likes and dislikes.

**Technology**

Anticipates repeated sounds, sights and actions—joint attention activities.

Observe the result of action in cause and effect activities i.e. cluck clack track.

Explore toys with buttons, flaps and simple mechanisms.

Develop skills in turning on and operating equipment.

**Understanding the world:**

**People and communicates**

**Begin to understand school routines.** Engage in invitation to play—show awareness of the purpose of objects. Move from room to room within the school setting. Anticipate events in play. Learn / hear peer and staff names—show curiosity about others.

Look at and show recognition of familiar people from photographs of your families.