

Communication and Language

What: Understand how to listen carefully and why listening is important.

Engage in story times.

Listen and talk about stories to build and understanding.

Listen carefully to rhymes and songs, playing attention to how they sound.

Learn rhymes, poems and songs.

How:

Set out expectations during carpet time. Read stories daily.

Teach rhymes and songs to build up repertoire.

P.S.E.D

What: Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Identify and moderate their own feelings socially and emotionally.

Manage their own needs.

How: Settle into school routine. Get to know new teachers and fellow pupils by spending time with them/interacting with them.

Identify emotions and talk about how we might feel during our day at school.

Incredible Me

R.E

In RE we will learn why we are special, and about how and why we celebrate Harvest.

We will have a Harvest celebration in church.

Key vocabulary

Myself, body, facial features, healthy, exercise, sleep, good listening, good sitting, concentrating hands, special, same, different, houses, Autumn, independent, family.

Physical Development

What: Develop skills to manage the school day successfully- lining up, mealtimes, personal hygiene.

Use a range of tools competently, safely and confidently.

Talk about different factors that support their overall health and well-being.

Revise and refine the fundamental movement skills they have already acquired.

How: During Continuous provision- set expectations of how areas should be used and how many children should be in each area.

Introduction of rules - talk to children about what rules are and why we need them. Explore EYFS rules together.

Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Read some individual letters by saying their sounds.</p> <p>Begin to blend sounds into words.</p> <p>Begin to form lower-case letters correctly.</p> <p>Begin to spell some words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Count up to 10 objects, actions and sound.</p> <p>Subitise to 5.</p> <p>Link the number symbol (up to 5) with its cardinal number value.</p> <p>Begin to count beyond 10.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Explore the natural world around them.</p> <p>Begin to understand the effect of the changing seasons on the natural world around them.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
<p>Name recognition - choosing lunches, using correct locker, selecting correct tray.</p> <p>Adult in book area daily to share books with chn.</p> <p>Follow Jolly Phonics scheme - starting week 4.</p>	<p>From week 4 follow White Rose Maths scheme of work.</p> <p>See White Rose Scheme Autumn 1.</p>	<p>Life cycles</p> <p>Ordering pictures of themselves from birth to present.</p> <p>Look at the changes occurring as the days get shorter and colder.</p>	<p>Role play area/props to act out some of the stories we have read.</p> <p>Learning new songs in music and perform these to peers.</p>

Wider Curriculum

Healthy eating day

Hand washing and toothbrushing morning

Value

Our value this half term is

Justice