



Astley Class St. Joseph's Theme Overview: Autumn 1



Autumn One – Marvellous me!

This half term we will be looking at Marvellous Me! The children will be learning to settle into school life at St. Josephs, make friends with the children in their class and explore their new environment. They will also explore the 'Garden of Eden' when learning the stories 'We're going on a Bear Hunt' and 'The Gruffalo'. They will enjoy role playing in the home corner, looking after our class dolls and 'cooking' for each other in the classroom kitchen.

Learning Challenge Questions

- What makes me unique?
- Who is in my family?
- How do I feel?
- What makes me a good friend?

Prime Areas

Personal, Social and Emotional	Communication and Language	Physical Development
<ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. 	<ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates. • Responds to simple instructions, e.g. to get or put away an object. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). 	<ul style="list-style-type: none"> • Moves freely and confidently in a range of ways e.g. hopping, jumping crawling. • Runs skilfully, negotiating space, adjusting to avoid obstacles. • Can balance on one foot and can catch a ball. • Draws lines and circles using gross motor movements. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
<p style="text-align: center;"><u>Vocabulary</u></p> <p>friendly behaviour, good friend, kind, respectful, the best we can be, share, sharing, take turns, fair, talk, ask, question, answer, find out, solve, problem, feelings, happy, sad, upset, angry, cross, excited, worried, scared, afraid, nervous</p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>Tell me, show me, what do you think, next, after that, then, can you remember, how are you feeling? Vocab linked to our stories, describing words.</p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>move, crawl, balance, coordination, travel, obstacles, between, negotiate, under over through, between</p>
<p style="text-align: center;"><u>Help me at Home</u></p> <ul style="list-style-type: none"> • Encourage complex sentences "I am feeling... because..." • Encourage children to think about how others might be feeling. • Give opportunities for children to speak in front of others e.g. ordering food or sharing achievements with the family. 	<p style="text-align: center;"><u>Help me at Home</u></p> <ul style="list-style-type: none"> • Expose children to complex vocabulary. • Model well-structured sentences e.g. child says "I sad" model back "I am feeling sad because I hurt my knee" • Share familiar stories and encourage retelling. • Encourage retelling of past events. 	<p style="text-align: center;"><u>Help me at Home</u></p> <ul style="list-style-type: none"> • Become familiar with the pre- cursive style of writing. • Celebrate any marking making attempts, encourage good pencil grip (pincer) • Encourage safe use of scissors at home. • Provide opportunities for lots of outdoor play.

Specific Areas

<p style="text-align: center;">Understanding the World</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Selecting different colours, tools and sizes. <p style="text-align: center;">Expressive Art and Design</p> <ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. Music (Charanga) Unit one. 	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows interest in illustrations and print in books and print in the environment. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Recognises taught phonemes and know the corresponding grapheme. Orally blend simple cvc words Begin to blend to read cvc words containing learnt graphemes 	<p style="text-align: center;">Maths</p> <ul style="list-style-type: none"> Count up to 10 and beyond. Recognise numerals to 5 and link the numeral to the cardinal value. Subitise with patterns up to 5. Explore the composition of numbers to 5. Compare number to 5. Play/ build/ explore shape within construction. Sequence the day/ visual timetable
<p style="text-align: center;">Vocabulary</p> <p>Past, present ,family, similarity, difference, traditions, communities, celebrations, beliefs, artist, primary colours, secondary colours, mix, effects, song, dance, sound, explore, music, voice</p>	<p style="text-align: center;">Vocabulary</p> <p>beginning, middle, end, describe, what might happen, predict, segment, blend, smooth read, phoneme, grapheme</p>	<p style="text-align: center;">Vocabulary</p> <p>number, zero-ten, how many, compare, more than less than, as many as, total, together, Can you show me? What comes next? How do you know? composition</p>
<p style="text-align: center;">Help me at Home</p> <ul style="list-style-type: none"> Share stories and photos about your family and the people who are special to them. Talk about celebrations and events from the past. 	<p style="text-align: center;">Help me at Home</p> <ul style="list-style-type: none"> Read every day, this could be their reading book, or a story book from home/ library. Visit the library. Read signs as you're out and about. 	<p style="text-align: center;">Help me at Home</p> <ul style="list-style-type: none"> Count things in your everyday life. Look out for numbers in the environment. Collect different items and count them. Use fingers to show amounts.
Enhancements		
<p>Library books to take home. Going on a real bear hunt to the garden of Eden (hot chocolate)</p>		