



IMPORANT DATE

Transition Settling in Sessions,
Wednesday 3rd and Thursday 4th September

PSED

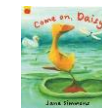
- Find ways of managing transitions, for example from their parent to their key person.
- I can find a way to calm down, seeking out their key worker or close friends.
- I can understand and follow ready, respectful, and safe.
- I am starting to develop my independence and understanding of healthy and unhealthy food.
- I have established my sense of self.
- I can notice and ask questions about differences (Hair colour, eye colour).

Mathematics

- I can compare quantities up to 3 in different contexts (matching)
- I can compare quantities up to 3 in different contexts (sorting)
- I can compare quantities up to 10 in different contexts (comparing size)
- I can join in with number rhymes (counting patterns)
 - I can recite numbers up to 5

Book Focus

Our text focus is Be You by Karl Newson, Come on Daisy by Jane Simmons, Room on the Broom by Julia Donaldson.



We are also looking at the texts:

Worrysaurus, Body Parts and Head, shoulders, knees and toes.

Daisies' Curriculum Map

Term: Autumn 1 2025

Topic: Marvellous me



Communication & Language

- Recognise and are calmed by a familiar and friendly voice
- I can focus on my own activity and find it difficult to be directed by an adult.
- I can make myself understood and can become more frustrated when I am not.
- I enjoy singing and making sounds.
- Understand single words in context – 'cup,' 'milk,' 'daddy.'
- Understand frequently used words such as 'all gone,' 'no' and 'bye-bye.'

Understanding the World

Science

- I can identify and name facial features and body parts.
- I can explore natural materials, indoor and outdoors.

Geography

- I can describe my local area.

History

- I can make sense of my family's life story (photographs and retellings)
- To discuss family members.

Physical Development

Gross motor

- I enjoy running and jumping (with both feet on the ground)
- Walk, run, jump, and climb independently.
- Build independently with a range of appropriate resources.
- I can make large marks on the floor using my shoulder movements.

Fine motor

- I can explore different materials and tools.

Personal Care

- I can put my coat on with support.

Writing

- Chunky mark making tools held in whole hand palmar grip.
- I will spontaneously make random marks such as scribbles

Reading

- I enjoy listening to stories and respond to the pictures and words.
- I can choose a story I'd like to have read to me.
- I enjoy singing songs and rhymes.