

## Personal, Social and Emotional Development

- PSHE:
  - Talk about what our class rules should be.
  - Understanding our feelings.
  - Who is in my family?
  - What do I like to do?
- Getting cardigans/jumpers on & off with minimal help-dressing up for role-play and changing for PE.
- Discuss our friends and how we should treat each other.

## Expressive Arts and Design

- Make music with different parts of the body - Tapping knees, clapping, clicking.
- Creating pictures with different materials e.g string, tinfoil, sponges, shapes etc.
- Paper Plate Faces
- Recognising colours.
- Drawing pictures of themselves and their family.
- Leaf Printing - exploring autumnal colours
- Junk modelling gingerbread men for our book 'The Gingerbread man'.

## Understanding the World

- Beginning to have/make their own friends.
- Learn about different beliefs and religions.
- Learn about similarities and differences of themselves; physical appearance; clothes, hair, if they're boy/girl etc.
- Talk about what they like/dislike.
- Use technological equipment; Torch, interactive software, phones.
- Observe seasonal changes: Autumn exploration and talk about what we see, feel and hear
- Talk about what is happening in the world (Picture news).

## Physical Development

- Commando Joe's session
- Getting dressed in the role play area
- Coats on/off, buttons practise.
- Outside Play Equipment; scooter, balance bikes, climbing frame, building bricks.
- Fine Motor Equipment; play dough, posting, stacking, hammer and nails.
- Scissor control: Cutting and creating pictures.
- Glue sticking, painting, hand-eye coordination - colour separation, cutting etc.
- Balance practise on bikes
- Ball games - throwing, bouncing, kicking.

## Communication and Language

- Listening to the noises leaves make; crunch etc.
- Sounding out and blending CVC words e.g. sat tip ant pat cat pin etc.
- Getting to know you circle times.
- Discussing their favourite things in relation to topic/lesson.
- Talking about what we did through the summer/ on weekends.
- Using the small world area to act out reality/ sticky knowledge.
- Be able to say how they are feeling using the self-register feelings board.
- Say when they are hungry/ ready for snack and put their face in designated pot.

## **All about me/ Once upon a time Topic web**

### **Autumn term 1**

## Mathematics

- Making & comparing sets, counting, matching numerals - Gingerbread man's jelly buttons
  - Counting numbers up to 10.
  - Sorting and comparing by size - Goldilocks & the 3 bears porridge: Is it big, medium and small.
  - Creating and comparing sets - which has more/less.
  - Patterns - understanding ABAB patterns and colour matching.
- Colouring gingerbread man characters by colour - number recognition up to 10.

## Literacy

- The gingerbread man book - Creating our own gingerbread men, writing CVC words.
- Talk and write about how characters feel.
- Discussing our favourite parts of our books.
- Letter Sounds Phase 2 - 3: Monster phonics  
s a t p i n m d g  
Phonics worksheets.
- Gingerbread man jelly button sound hunts: s a t p i n m d g
- Trace over their names.
- Mark Making/Emergent Writing opportunities

## Focus Texts (Linked to Phonics & Topic)

- The Gingerbread man - Mara Alperin
- The colour Monster - Anna Llenas
- The Three little pigs - Mara Alperin
- Goldilocks & the three bears - Mara Alperin
- Jack & the beanstalk - Mara Alperin
- Red riding hood - Mara Alperin
- Three Billy goats gruff - Mara Alperin
- Monster phonics books