

Communication and Language

Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures.

Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc.

Join in with repeating refrains and anticipating key events and phrases in rhymes and stories.

Retell past events from stories and from own experience in chronological order.

Personal, Social and Emotional Development

Our classroom and school rules; how we all help to make our classroom a happy place to learn

Begin to understand their own emotions and feelings.

My Feelings; words I can use to describe how I am feeling.

What I can do when I am angry or upset

Physical Development

Gross Motor Skills

Spatial awareness and multi step instruction games Running, jumping, using tricycles and scooters outside with increasing control.

Fine Motor Skills

Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough Drawing myself; what features do I have?

Mathematics

We will be using all numbers to 5.

Counting, recognising and writing numbers in a range of practical situations including role play, child-initiated play and adult led activities.

Number games, pattern games, on going mathematical provision for independent choice including numbers in sand tray, money, time and routines etc.

Literacy

We will start to learn the first 'Sounds-write' units 1,2 to support word reading and writing and sentence reading and writing.

We will start to practise our letter formation in line with our 'Debbie Hepplewhite' program.

We will continue to practise our emergent writing through our provision activities.

Fiction including picture books with familiar settings, relating to families, people who help us.

Oral retelling of familiar stories using own words and recently introduced vocabulary.

Identifying protagonist and antagonists in stories.

Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'.

Use puppets to retell familiar stories.

Dolphins EYFS



**All About Me
Autumn 1**

**Visitors
TBC
Trip
Working Farm Visit**

Understanding the World

The human body: Facial features, body parts, the senses.

Pantosaurus NSPCC. Keeping children safe.

Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses leaves changing colour.

My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life.

Location of our school and the local area

Expressive Arts and Designs

Exploring colour. Painting with primary colours.

Mixing secondary colours.

Explore range of materials, tools and techniques.

A study of Miro. Within provision.

Painting: portraits.

Personal, Social & Emotional Development	Communication and Language	Physical Development	English	Mathematics	Understanding the World	Expressive Arts and Designs
<u>Classroom Rules and Routines</u> We use SHINE. Can you remember what this means? We line up in our special order. Who stands in front of you and who stands behind you? In our Behaviour Curriculum we are Ready, Respectful and Safe.	<u>Vocabulary</u> These are some of the words we will be using this half term. Try and use these in daily conversation. - Past, Family, Home, Timetable, Autumn, sound, word, community.	<u>Movement</u> How far and fast can you run? How high can you jump?	<u>Letter formation</u> Can you practice writing your name? Can you paint it? Can you make it in the mud? <u>Reading</u> Can you start to identify the sounds we are learning in your reading book?	<u>Counting songs and rhymes</u> Learn to sing 'Five little speckled frogs.' Can you make your own frog puppets?	<u>Family</u> Can you talk about your past? Can you talk about things that have happened in your life so far? Can you tell me who you live with?	<u>Colours</u> Can you identify all the primary colours? Can you mix these colours to create new ones?