

Good to be me



Children's current knowledge, skills, interests and experiences	The children need…	Intention *(based on the needs of the children from initial baseline assessments)*
▪ See cultural capital sheet – specific languages, cultures and heritages ▪ Families from Afghanistan, Lithuania ▪ Different kinds of families ▪ Different houses ▪ Cultural beliefs ▪ Additional needs ▪ Home visits / parent consultation information ▪ Harvest festival ▪ Twins ▪ Significant medical need	▪ Walk around the school ▪ Visitors- from the school community- HT, dinner ladies, lollypop man etc. ▪ Visitors- to emphasise what makes them special ▪ Understanding how to celebrate similarities and differences ▪ Visits from parents / volunteers to find out about other cultures and parts of the world ▪ Knowledge of other cultural traditions and celebrations ▪ Understanding of significant medical need.	• Fine motor control- activities to develop tripod grip • Gross motor skills- specifically core strength, elbow and wrist pivots • Sharing and turn taking • Listening and attention skills • Understanding of kind hands • Negotiating skills • Activities to help develop independence and organisation • Name recognition

Personal, Social and Emotional Development

What do we want the children to learn?	What learning opportunities will we provide?
To be able to talk about what makes them happy / sad To become aware of the Reception learning critters e.g. try hard turtle, proud penguin, have a go hippo etc. To be willing to try new activities To be able to find where the toilet and cloakroom areas are To be able to put on their own coat and use the toilet independently To begin to build positive relationships with others To be able to manage their personal belongings at the beginning and end of the day (with support) To understand the school routine and begin to anticipate what will be happening next To be able to discuss and celebrate similarity and difference	Reception and school tour Circle times- getting to know you games Marvellous Me- modelled first by the class teacher Worry monster Learning critters- videos Visual aids for supporting the children managing their belongings Visual timetable PSHE 'Jigsaw' sessions ▪ 'Being me in my world'

Enquiry question:



Sparkly starter
Marvellous Me!

Class teacher to introduce and demonstrate the 'Marvellous Me' session using their own photos and videos



Fab finish

Children to sing some of the songs they have learnt to celebrate their first half term at school

Communication and Language

What do we want the children to learn?	What learning opportunities will we provide?
To begin to understand how to answer questions during inputs e.g. putting up hand / waiting their turn / speaking clearly To be able to listen attentively in short inputs To express their ideas with support To be able to speak in complete sentences (with support) To be able to follow simple instructions To be able to communicate their needs e.g. if hurt, needs a drink, needs the toilet etc. To begin to use past, present and future vocabulary with support	Marvellous Me Maths meetings e.g. I know…because… Modelling reasoning skills Recall time Visitors from the local and school community Story maker- Owl Babies Visual aids and signs to help children communicate their needs Circle times Story Dough Word of the week- linked to Story Dough

Physical Development

What do we want the children to learn?	What learning opportunities will we provide?
To be able to negotiate the space around them. To move in a variety of ways e.g. walking, running, jumping etc. To begin to hold a pencil effectively with a tripod grip. To be able to control a pencil / pen / paintbrush to make marks To develop their core strength, balance and co-ordination	P.E.- gymnastics P.E.- Physical Literacy with small apparatus Continuous provision for gross motor development e.g. sweeping, swinging, pushing and pulling heavy large contruction etc. Storycise Cosmic kids yoga Funky fingers for fine motor development Active time - to include opportunities to improve postural control and muscle strength to develop gross motor skills for writing e.g. handing, climbing, pushing and pulling, weight bearing activities, yoga poses, sky writing, body letter formation, co-ordination activities Squiggle Whilst you Wiggle sessions

Mathematics

What do we want the children to learn?	What learning opportunities will we provide?
To count objects to 5 with accurate 1:1 correspondence Beginning to count beyond 10 Can compare objects and amounts using the language of 'same', 'pair', 'match', 'more' and 'fewer' Can create simple repeating pattern e.g. stick, leaf, stick… Talks about and identifies the patterns around them Notices and corrects an error in a repeating pattern Uses a range of vocabulary to describe the size, mass and capacity of objects e.g. big / small, bigger / smaller, biggest / smallest, most / least	White Rose maths inputs (Getting to know you and Just Like Me)- matching and sorting, comparing amounts, comparing size, mass and capacity and exploring pattern Providing opportunities to explore maths concepts in the continuous provision and set up of the classroom environment Voting for the favourite book for story time using names and 10s frames Daily Maths Meetings Interactive displays linked to current learning

Literacy			
Reading		Writing	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
Links sounds to letters and knows all Set 1initial sounds Beginning to blend and read cvc words Can segment the sounds in simple words (orally) Recognize words with the same initial sound Understands and uses a range of vocabulary To be able to speak in complete sentences (with support)	Story maker- Owl Babies Storycise RWInc- Phase 1 active phonics and word time Daily story times using book vote Red word cards – Challenge 1 sheet Speed sounds- after pm register Opportunities for developing blending skills during continuous provision inside and out Home learning (Tapestry)- RWInc videos modelling letter recognition and blending Set 1 sound books sent home Reading books sent home every week match the children's reading ability RWInc workshop for parents Words of the week- based on Story Dough	Write some or all of their name (not necessarily with the correct letter formation) Write some letters accurately Can write the first sound in a simple word Can segment the sounds in simple words (orally)	Daily name practice Name cards available during Adventure Time to trace or copy onto any work Mark making and segmenting opportunities in active phonics and continuous provision inside and out e.g. writing name labels for models, large floor areas for mark making and pens etc. Daily RWInc. session to include segmenting and handwriting skills Home learning (Tapestry)- videos modelling letter formation Set 1 sound books sent home Squiggle Whilst you Wiggle sessions Message centre

Expressive Arts and Design	
What do we want the children to learn?	What learning opportunities will we provide?
To be able to listen to a range of music To sing some songs from memory e.g. nursery rhymes and counting songs etc. rhythm and pulse To explore and mark make using a range of materials e.g. paint, chalk, pens, pencils, brushes and water etc. To be able to weave using a variety of different materials To be able to talk about what they have created	Skills to be specifically taught to children e.g. collage, painting and joining techniques Junk modelling rockets and vehicles Daily singing / rhythm and rhyme built into inputs Weekly music sessions- Sing Up Music Role-play- home corner (based on their own experiences) Funky fingers to include weaving on fences etc. Plan, do, review- to encourage communication and language

Understanding the World	
What do we want the children to learn?	What learning opportunities will we provide?
To learn about their own and other cultures and religions Understanding that they are part of a school community To explore the areas of the classroom, the outside and the main areas of the school To observe closely the natural world around them and talk about what plants need to grow To be able to talk about the parts of their body and what they are for To be able to talk about themselves, their home and their families and how they are the same or different others' To understand how to use cameras to take and then look at photos To know the names of some multimedia e.g. camera / screen / keyboard	Daily maths meeting- weather and seasonal change Visitors from school community e.g. HT, lollypop man, dinner lady etc. School tour- office, HT office, Hall, Year 2, Year 1, library, cloakrooms, toilets, classrooms, outside areas R.E.- Christian stories (The Good Samaritan / The Loaves and the Fishes / Noah's Ark) Science focus- the senses. food tasting, feely boxes, smelly bottles, Kims game, listening games Circle times- to discuss similarities and differences Harvest festival

Parents	
Parents	Home learning
Important dates: **Tuesday 23rd September-** EYFS information meeting for parents **Wednesday 24th September-** Individual photos **Friday 10th October- INSET DAY for staff** (school closed for children) **Week commencing 20th October –** After school parent consultations (more details to follow) **Friday 24th October-** last day of term. **Monday 27th – Friday 31st October** Half term break **Monday 3rd November-** First day back after the half term break	Doodle Maths- details to come shortly Tapestry- home learning uploaded on Fridays Reading books- collected in Mondays and issued on Tuesdays 'Love to Read' library books- returned and reissued on Tuesdays

Topic Vocabulary		
Anchor words for all (key vocabulary for the topic)	Words for most	Words for some (more challenging specific vocabulary)
Same Different Who, what, when, where, how? Hall Cloakroom Toilet Outside Map Houses Office	Flat Marvellous Celebrate Autumn Winter Spring	Bungalow Detached Semi-detached
Word of the Week (based on the words used in our daily Drawing Club sessions)		
For example: Week 1 - 'Where the Wild Things Are'- **escapade, vegetation, navigate, disembark, coronation, shimmy, evade, irritated**		

Key texts
Owl Babies (Story Maker) Ruby's Worry Ravi's Roar I love my hair Titch Elmer Funny Bones The Snail and the Whale Rainbow Fish The Colour Monster

Impact of Autumn 1 curriculum		Next steps	
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