

**Blue Red Autumn Term Long Term Overview**

<p><b>My communication:</b></p> <p><b>To Turn-take with another person.</b></p>	<p><b>My physical wellbeing:</b></p> <p><b>To recognise oneself as part of various families and communities.</b></p>	<p><b>My physical wellbeing:</b></p> <p><b>To actively participate in a classroom, playground and outdoor games</b></p>	<p><b>My physical wellbeing:</b></p> <p><b>To develop self- esteem, self-confidence and resilience.</b></p>	<p><b>My independence:</b></p> <p><b>Development of self-organisation skills:</b></p>
<p>To Turn-take in a game of their own choice with 1 other child.</p> <p>To Turn-take in a game of their own choice with a group of children.</p> <p>To turn-take in a game <b>not</b> of their choice with a member of staff.</p> <p>To turn-take in a game <b>not</b> of their own choice with 1 other child.</p> <p>To turn-take in a game <b>not</b> of their own choice with a group of children.</p> <p>To begin to initiate turn-taking with toys during choosing</p> <p><b>Additional goals:</b></p>	<p>To explore what is meant my family, looking at how this may be different for everyone.</p> <p>To identify who is in our family</p> <p>To explore what is meant by community, looking at how people can be a part of many different communities.</p> <p>To explore our class community; who is also in it? What do we do with each other?</p> <p>To explore similarities between people in certain communities, but acknowledge that differences are also ok e.g religious</p>	<p>To engage in a game of their own choice with 1 adult</p> <p>To engage in a game of their own choice with 1 other child.</p> <p>To engage in a game of their own choice with a group of children.</p> <p>To engage in a game <b>not</b> of their choice with an adult</p> <p>To engage in a game <b>not</b> of their own choice with 1 other child.</p> <p>To engage in a game <b>not</b> of their own choice with a group of children.</p> <p><b>Additional goals:</b></p>	<p>To categorise positive and negative characteristics from a list e.g sharing, hitting/biting, throwing toys, caring for friends</p> <p>To identify positive characteristics in ourselves</p> <p>To explore the notion of making mistakes and how this is ok and part of human nature.</p> <p>To explore the recovery from mistakes e.g start again, apologise</p> <p><b>Additional goals:</b></p> <p>To look at the way other people are different to us and the same as us</p> <p>To recognise and value oneself</p>	<p>To become familiar with classroom routines</p> <p>To know where every-day things belong e.g coat on peg, bottle in bottle box, shoes in shoe box.</p> <p>To independently and accurately use appropriate locations to store/retrieve everyday items e.g shoes, bottles</p> <p>To actively participate in tidy-up time.</p> <p><b>Additional goals:</b></p> <p>Development of problem-solving skills</p>

<p>To gain the attention of another person</p> <p>More engagements in communicative learning</p>	<p>communities, school communities</p> <p>To explore some of the broader communities we belong to e.g class, Base, school</p> <p><b>Additional goals:</b></p> <p>To look at the way other people are different to us and the same as us.</p>	<p>To develop gross motor skills using large play equipment</p> <p>To participate in and enjoy different forms of movement, balance and coordination based physical activity</p> <p>To follow a single simple instruction</p>		
<p><b>My independence:</b></p> <p><b>To identify emotions in self and others</b></p>	<p><b>My Music:</b></p> <p><b>To copy a simple or complex rhythm</b></p>	<p><b>My Music:</b></p> <p><b>To experience different musical sounds</b></p>		
<p>To identify what is meant by emotions and feelings.</p> <p>To begin to explore how some emotions may feel positive and some negative.</p> <p>To explore what happy, angry and sad can look like for ourselves.</p> <p>To explore what happy, angry and sad can look like for others.</p> <p>To identify changes of emotions in ourself</p>	<p>To distinguish environmental sounds as same or different.</p> <p>To join in/ engage with familiar songs and rhymes with lyrics</p> <p>To listen to a piece of music/sound and talk about what can be heard.</p> <p>To distinguish songs/rhymes as same or different when an element is changed e.g pace, volume, tone etc</p>	<p>To recap Spring 23/34 My Music objectives</p> <p>To identify features of different musical instruments</p> <p>To group different musical instruments based on their similarities and differences</p> <p>To accurately label different musical instruments using their proper names</p>		

<p>To begin to identify what things/events make us feel particular emotions.</p> <p>To begin to identify changes of emotions in others</p> <p><b><u>Additional goals:</u></b></p> <p>To build up a bank of clear and unambiguous likes and dislikes.</p>	<p>To join in/ engage with familiar songs and rhymes without lyrics.</p> <p>To use body percussion to make sounds to accompany a familiar song or rhyme.</p> <p>To use instruments to create sounds to accompany a familiar song or rhyme.</p> <p>To join in with a pattern of sounds made by the teacher</p> <p>To continue a pattern of sounds made by the teacher when elements are omitted</p>	<p>To group musical instruments under their formal categories e.g percussion, string etc</p> <p>To discriminate between the sounds made by different musical instruments</p>	
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