

Communication and Language (Prime)

Joining in with stories and rhymes.
Discussing friendships and making friends
Circle time to build relationships with peers and staff.
Using vocabulary linked to 'Into the woods'.
Using complex sentences to talk about their experiences.
Continuing to develop listening skills.
Continue a rhyming string through a range of nursery rhymes.

Home-Learning: Talk with your child about their daily experiences in school.

Personal, Social and Emotional Development (Prime)

Building confidence within the setting: agree on class rules. (BV)
Taking responsibility for their belongings; hanging coats up.
Introducing class and school rules.
Adapting to changes in routine.
Learning about each other.
Building friendships. (BV)
Initiating conversations.

Home-Learning: Support your child to take responsibility for their own belongings (ensure all items are named) and talk about their school and class rules.

Physical Development (Prime)

Becoming more independent in their self-care skills, eg, toileting.
Washing own hands.
Independently changing clothing for PE.
Using a knife and fork when eating.
EiTC - Fundamental movements during PE lessons - gross movements (*continue to rehearse and embed skills during continuous provision*).
Developing pencil control.
Developing fine motor skills through a range of activities.
Handling a variety of tools and equipment safely, eg, outdoor equipment and scissors.

Home Learning: Support and discuss toileting behaviour, eg, flushing toilets and the importance of hand hygiene.

Literacy (Specific)

Using non-fiction texts:

- Features
- Information and knowledge

Using fiction texts:

- Features
- Settings, characters, plot

Engage in a range of sound games (Phase 1)

Hear and say the sounds in words.

Follow a range of stories.

Book talk - how to hold a book correctly, how to turn the pages, following a story through pictures.

Introducing phonics using Read Write Inc.

Continuing to practise and apply letter formation in a range of situations - independent and guided.

Recognising and writing their own name.

Creating meaningful marks as they draw, write and paint.

Home Learning: Practise writing name independently.

Autumn 1



Into the woods

Key Vocabulary:

Family, friends, myself, community, home, house, like, dislike, skills, emotions - happy, sad, excited, nervous.

Expressive Arts and Design (Specific)

Explore the works of Andy Goldsworthy and explore patterns in nature.

Listening and responding to different styles of music

Sing or sing along with nursery rhymes and action songs

Participating in a variety of singing activities.

Explore the sounds of instruments

Share and perform the learning that has taken place

Home Learning: Collect and bring in natural objects, such as leaves, twigs, conkers, pebbles, etc.

Mathematics (Specific)

White Rose Maths:

Place Value - Numbers to 5

Addition and Subtraction - Sorting

Addition and Subtraction - Change within 5

Measurement - Time

Additional:

Reciting numbers to 10/20.

Number rhymes and songs.

How many ways to show a number.

Early mathematical experiences - Pattern and early number.

Home-Learning: Support your child to count for a range of reasons, eg, how many red cars/dogs, etc they see on their journey to school.

Understanding the World (Specific)

My house - features of my house.

Family - Who lives in my house? What makes me the same/different to the people around me?

Discussing and writing about themselves and their friends.

Investigating natural materials and observing how they are similar and different.

Home learning: Discuss what you see on your way to school.