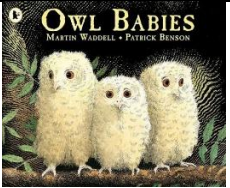
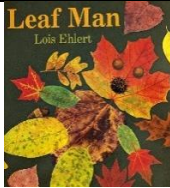
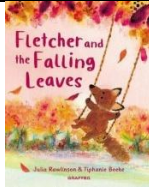
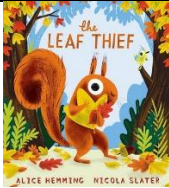
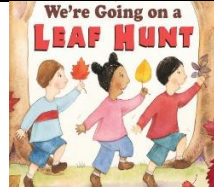
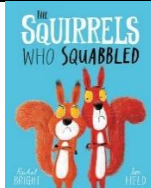
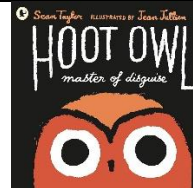




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Literacy Key Text Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
							
Word Reading	Non-fiction: Seasons, leaflets, fact files Children will learn: - To work out the word you say in sounds: for example, h-a-t > hat. - To recognise their own name, signs and logos. - To choose individual reading for pleasure books. - To develop their phonological awareness to spot rhymes in familiar stories and poems.						
Reading Comprehension	Children will learn: - That text is read from left to right and top to bottom. - To listen to a story and comment on the events. - To name the characters from a familiar story. - To Listen to a story and comment on the events. - To seek and find their favourite book to share with an adult, with another child, or to look at alone. - To join in with the repeated refrains from a familiar story. All adults in EYFS will: - Make previously read books available for children to share at school and at home. - Discuss books read in class. - Encourage children to make predictions on books by asking what happens next. - Talk about characters in stories they have been read. - Talk about story settings in stories they have been read.						
Writing	Children will learn: - To write their name in a way that they or others can recognise. - To discuss the marks they make, e.g. "this is a car". - To write initial sounds. - To speak in complete sentence orally before writing.						
Maths	Unit 1: Early mathematical experiences Children will learn: - Classifying objects based on one attribute - Matching equal and unequal sets - Comparing objects and sets - Ordering objects and sets						



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	Unit 2: Pattern and Early Number Children will learn: • Recognise, describe, copy and extend colour and size patterns • Count and represent the numbers 1 to 3 • Estimate and check by counting			
Maths Meeting	Number Counting on and back within 10 Number bonds up to 5 One more and one fewer	Numerical patterns Verbally count beyond 20, recognising the pattern of the counting system. Explore and represent patterns within 10. Start to identify odd and even within 10	Shape and Pattern Recognise, create and describe two-criteria patterns of colour or size Matching shapes that are the same Measures: Introduce comparative size	Time Sequencing daily timetable Days of the week Months of the year
Understanding the World People, Culture and Communities (Geography)	Children will learn: • To develop an understanding of their immediate environment and the places that are important to them, using new vocabulary where appropriate. • To learn the name of their school and talk about familiar places within their surroundings. • To explore the school grounds and local environment, noticing features and changes around them. • To talk about the people, places and communities that are part of their everyday lives. • To draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.			
Understanding the World Past and Present (History)	Children will learn: • To talk about members of their immediate family and community. • To name and describe people who are familiar to them. • To share and talk about photos of our families and pets. • To share past experiences and special places they have been with their family. • To listen to stories about different families. • To learn that there are different occupations. • To learn about people who help us.			
Understanding the World The Natural World (Science)	Children will learn: • To explore and use all of their senses to investigate the world around them. • To explore autumn treasures using sight, touch, smell and sound. • To collect, investigate and compare a range of natural materials during outdoor walks. • To develop curiosity by observing, describing and talking about seasonal changes and the natural environment. • To use the vocabulary needed to name specific natural features of the world. • To share and use non-fiction texts that offer an insight into contrasting environments.			
Expressive Arts and Design	Drawing: Marvellous marks Children will learn: • To investigate the marks and patterns made by different textures.			



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Creating with materials (Art and DT)	• To explore making marks with felt tips. • To explore making marks with chalk. • To explore mark making using pencils. • To create a simple observational drawing. • To use a variety of colours and materials to create a self-portrait. Seasonal Craft: Autumn Craft – Nature Wreaths Autumn – Hibernation Boxes
Expressive Arts and Design Being (Music)	Exploring Sounds Children will learn: • To explore using voices to make a variety of sounds. • To explore how to use our bodies to make sounds. • To explore the sounds of different instruments. • To identify sounds in the environment and differentiate between them. • To use voices to imitate nature sounds.
Computing	Children will learn: In role play children to use ICT equipment to press buttons etc take a picture on iPad of themselves in their dress up clothes and in the outdoor area. IPad for independent learning Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes Access age related software.
PE	Introduction to PE Children will learn: • To make independent choices. • To negotiate space safely with consideration for myself and others. • To follow instructions involving several ideas or actions. • To play co-operatively and take turns with others. • To understand the rules and explain why it is important to follow them. • To use movement skills with developing balance and co-ordination.
RSE	Module 1: Created and Loved by God Children will learn: To develop an understanding of the importance of valuing themselves as the basis for personal relationships. • Handmade with love • I am me • Heads, Shoulders, knees and toes • Ready Teddy? Classroom shorts: • Do you know...how to talk about your body and health? • Do you know...how to brush your teeth?



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Role Play	Children will role play using newly taught vocabulary, using a range of resources – dressing up clothes, writing materials, mark making, previously made resources to enhance the role play area.	
Communication and Language	Listening, Attention and Understanding Children will learn: • To listen to others 1:1 or in small groups when discussing themselves and others. • To sing songs. • The teaching sequence of RWI • Active listening skills. • To identify new vocabulary before planning activities.	Speaking Children will learn: • To use complete sentences in everyday talk. • To build sentences using new vocabulary. • To build upon their incidental talk. • To answer open questions • Accurate grammar such as past tense, plurals, complex sentences. • To narrate events and actions. • To discuss previous events. • To extend their thinking.
Personal, Social and Emotional Development (PSED)	Self-Regulation Children will learn: • School routines and expectations. • To understand their own and others feelings through building sharing skills through planned and independent activities. • To have the freedom to make mistakes. • To follow instructions, with high levels of support when necessary. • To express their feelings if they feel hurt or upset using descriptive vocabulary. • To undertake specific activities that encourage talk about feelings and their opinions. • To set own goals and how to achieve them. • Strategies for staying calm in the face of frustration. • How to take turns, wait politely, tidy up and so on. Managing self Children will learn: • To join in and share experiences in circle times and independent provision activities. • How to form special friendships through independent activities, phase stories and activities. • Offer stay and play for parents and children to get the chance to interact in school • To understand how to accept constructive support and recognition of their personal achievements. • How to tell each other about their work and play and be reflective and to self-evaluate their own work. • To develop problem-solving skills by talking through how they and others resolve a problem or difficulty. They will learn that mistakes are an important part of learning and going back is trial and error not failure. • To recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.	



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	• To use story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. • Good hygiene, such as insisting on hand washing and sanitising before snack and lunchtime. • To make decisions about healthy foods and the importance of eating plenty of fruits and vegetables. • To develop good personal hygiene and be provided with regular reminders about thorough handwashing, toileting and oral hygiene. • Oral hygiene and talk about what our teeth do and why we need to keep them healthy and what they can do at home to look after their teeth. • To talk about their experiences of going to the dentist and what happens when they are there. Building Relationships Children will learn: • To joining in and share experiences in circle times and independent provision activities. • How to form special friendships through independent activities, phase stories and activities. • Offer stay and play for parents and children to get the chance to interact in school • To understand how to accept constructive support and recognition of their personal achievements. • How to tell each other about their work and play and be reflective and to self-evaluate their own work. • To develop problem-solving skills by talking through how they and others resolve a problem or difficulty. They will learn that mistakes are an important part of learning and going back is trial and error not failure. • To recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. • To use story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. • Good hygiene, such as insisting on hand washing and sanitising before snack and lunchtime. • To make decisions about healthy foods and the importance of eating plenty of fruits and vegetables. • To develop good personal hygiene and be provided with regular reminders about thorough handwashing, toileting and oral hygiene. • Oral hygiene and talk about what our teeth do and why we need to keep them healthy and what they can do at home to look after their teeth. • To talk about their experiences of going to the dentist and what happens when they are there.	
Physical Development	Gross Motor: Children will learn: • To use climbing equipment safely and competently and know why it is important to handle different apparatus safely. • To begin to negotiate space effectively.	Fine Motor: Children will learn: • To use a dominant hand. • To begin to know how to use scissors effectively. • To trace anticlockwise movement and retrace an assortment of lines.
Enrichment	A trip around school and Autumn Trail Oral Health Workshop-Bright Bites With Dentaid The Dental Charity	