

Communication and Language Development

Key Vocabulary: Autumn, nocturnal, diurnal, habitat, family, home, harvest, community, Diwali, Rangoli

Nursery Rhymes: Old MacDonald, 5 currant buns, Dingle Dangle Scarecrow

Poetry Basket: Children learn a poem per week, with a story map and actions to support the recital of it.

Helicopter Stories: Children tell and act out their own stories around a stage with their peers.

Speaking and Listening: Expressing their own ideas to their peers and an adult Listen attentively and respond to what they hear/see– relate this to Owl Babies, animals/nocturnal animals Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Literacy

Phonics: Recognise and name the initial sound in words using Phase 2 graphemes that have been taught.

Week 1: s,a,t,p. /**Week 2:** l,n,m,d./**Week 3:** g,o,c,k. /**Week 4:** ck,e,u,r. /**Week 5:** h,b,f,l. /

Tricky words: is, I, the. **Orally blend** cvc words

Owl babies - story maps and initial sound labelling - learning about families, nature and nocturnal animals.

Little Red Hen – A repetitive story which children will learn to retell and can attempt to write simple cvc words for such as pig/ cat/ dog/ hen, as they increase their knowledge of phonics.

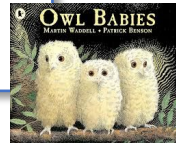
Reading and Writing in play: In all areas of the provision, using their phonics

Physical Development

Fine Motor Skills: Daily Funky Fingers and/or Dough Disco sessions to improve fine motor development.

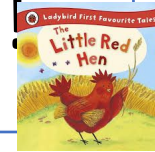
Dough Table – to develop fine motor skills through the manipulating malleable materials.

Gross Motor Skills: Bikes and Tricycles in a straight line Outdoor play – obstacle courses, climbing frame Weekly PE Lessons with a trained sports coach Large mark making outdoors encouraging large pre-writing shapes – chalking/ large paint brushes



Marvellous Me!

Term: Autumn One



Expressive Arts and Design

Making Marks – explore mark making through different drawing materials. Observing faces and drawing self-portraits. Drawing our families.

Creating owls through painting and mixed media – Sculpting using malleable materials to create diva lamps.

Developing cutting, threading, joining and folding skills through fun, creative craft projects! Seasonal crafts.

Understanding of the World

My Own Past: Linked to Owl Babies, children to bring in baby pictures to compare themselves; peeking into the past and understanding history.

My Community: Talking about our families.

Celebrations: Learning about and celebrating up and coming Diwali celebration.

Natural World: Observing signs of Autumn - Going on nature walks, collecting leaves and pine cones, and observational painting. Reading Books on signs of Autumn, Night and Day, Nocturnal animals.

Personal, Social and Emotional Development

School Value of the term: Wellbeing.

My Happy Mind Curriculum: Meet your brain.

Meeting HAP: Hippocampus, Amygdala, and Prefrontal Cortex

Circle games: Transition topics

Topics include; Building Relationships, My Family and Friends.

Stories: To reflect on the diversity of our community and identifying ourselves within that community

Reading List: Our Class is a family, Our Skin, The same but different, We all belong, The Colour Monster, Stuck – Oliver Jeffers, My Hair, The smartest Giant in Town, Rainbow Fish,



Maths

Baseline assessments – counting amounts, recognising and ordering number.

Subitising: Spotting and saying small quantities (1, 2, and 3) instantly without relying on counting.

Cardinality: Understanding that a number word represents a specific amount of things (howmanyness), starting with the number 1.

Counting and Recognition: Beginning counting routines, recognising the numeral and quantity for 1, and connecting number names to objects.

Spatial Awareness and Comparison:

Comparing small groups using simple comparative language like 'more than' or 'fewer'