

What do I know about me?

Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
LCC Question	Transition	Why do we not all look the same?	Who are the special people in my family?		What do the different parts of my body do?	When is my birthday and how do I celebrate it?	Why are there so many leaves on the floor?	Where have all the animals gone?
Book link		Elmer	My Family, Your family		Funnybones	Kipper's Birthday	Fletcher and the autumn leaves	Don't hog the hedge (Twinkl)
Communication and Language	Children to say their name during a circle time activity.	Encouraging children to look at each other and talking about what is the same / different about them. English Learn new vocabulary	Talking about who lives in their house. English Articulate their ideas in well thought out sentences	Learning their address and where they live. Describing their house and the number of rooms etc. Geography	Drawing around a body and talking about the different parts of the body and what they do. Science / English	Talking about how we celebrate our birthdays English / History Describe events in some detail.	Looking around outside and talking about how things have changed. Science Describe events in some detail. Connect one idea to another using a range of connectives	Discussing what is meant by hibernation. Science Learn new vocabulary Use new vocabulary throughout the day Connect one idea to another using a range of connectives

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		<p>Articulate their ideas and thoughts in well-formed sentences Use longer sentences of four to 6 words.</p> <p>Talking about their favourite story for an adult to scribe.</p> <p>English</p> <p>Learn new vocabulary Articulate their ideas and thoughts in well-formed sentences Use longer sentences of four to 6 words.</p>			<p>Articulate their ideas in well thought out sentences Use new vocabulary throughout the day</p>		<p>Describing the texture of different autumn artefacts such as leaves / conkers / acorns</p> <p>English</p>	
		<p>Retelling stories using the story map</p> <p>English</p> <p>Understand how to listen and understand why listening is important. Enjoy listening to longer stories and remember much of what happens.(Reading) Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>						
<p>PSED</p>	<p>Settling into school. Following rules</p>	<p>Introducing the learning challenge curriculum and choosing activities. Making friendships Becoming more outgoing with unfamiliar people (teachers)</p> <p>PHSE</p> <p>Select and use activities and resources, with help when needed. Becoming more outgoing with unfamiliar people in the safe context of the setting</p>						

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		<p>Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them.</p>						
Physical Development	Using the outdoor equipment for climbing / moving.	Letter formation.	Teaching children to cut straight lines Use different scissors if children need support.		Cutting out bones to create a skeleton	Creating		
		<p>Pencil control English Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand Scissor control Use one handed tools and equipment, for example, making snips in paper with scissors Getting dressed for P.E. P.E. Be increasingly independent as they get dressed and undressed, for example putting coats on and doing up zips. Taking part in P.E sessions P.E. Revise and refine the fundamental movement skills they have already acquired</p>						

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P.E.

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Literacy	<p>Ascribing meaning to the marks they make</p>	<p>Letter formation and name writing practice.</p>	<p>HA - Draw a picture of their family and write simple labels for each one.</p> <p>MA - Draw a picture of the family and encourage children to hear initial sounds in labels.</p> <p>LA - Draw a picture of the family and ask children to ascribe</p>		<p>HA - Use phonic knowledge to write simple labels for parts of the body (hed / leg / fut / hand)</p> <p>MA - Use a picture card to find the correct label and copy it in the correct place.</p> <p>LA - Say the name of the body part and</p>	<p>HA - Find word cards using phonic knowledge to write a birthday card.</p> <p>MA - Copy the sentence and encourage the correct formation</p> <p>LA - Practise name writing inside the card.</p>	<p>HA - Attempt to write labels for autumn artefacts using phonic knowledge.</p> <p>MA - Writing simple labels for Autumn objects - hearing initial letter sounds.</p> <p>LA - Practise phonics if not ready to write</p>	<p>HA - Write a simple phrase using cvc words in boxes to demonstrate how to leave spaces between words</p> <p>MA - Writing simple CVC words fox / bed / bat with adult support. Have RWI cards to support.</p>

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			meanings to the marks they have made.		encourage children to copy over / under adult writing.			LA - Writing initial letter sounds with support.
Maths		Matching	Sorting	Comparing and Ordering	AB patterns	Counting	Counting	Time
Understanding the World		Talking about the differences between different children. Science / PHSE Continue developing positive attitudes about the differences between people. SCIENCE / PHSE	Identifying who lives in their house. English Talk about members of their immediate family and community Name and describe people who are familiar to them	Identifying where we live. Our addresses and houses. Geography Recognise that some environments are different from where we live.	Looking at the different body parts and what they do Science	Talking about their birthday and understanding that people celebrate in different ways History / R.E Recognise that different people have different beliefs and celebrate special times in different ways.	Looking at the seasons and how things are changing in Autumn Science Understand the effect of the changing seasons on the natural world around them.	Talking about hibernation linked to Autumn and changes. Science experiments linked to hibernation Science Understand the effect of the changing seasons on the natural world around them. (SCIENCE)

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R.E.		<p>God loves everyone. God's name is special and our names are special. Decorate names.</p>	<p>Look at pictures of different animals and talk about where they come from. What things do they love in nature? Create a large collage of things we love in nature and what we find interesting / puzzling.</p>	<p>Read the Christian version of the Creation story. Muslims and Christians both believe that God / Allah made the world and everything in it – recap that God is special. Create paper plate pictures to represent the different days of creation.</p>	<p>Christians like to praise God. Why? How do they praise him? (Singing songs / saying prayers)</p> <p>BBC One - Songs of Praise, 14/08/2016, Hymn - What A Mighty God We Serve</p> <p>Talk about Christians do this to say thank you.</p>	<p>Introduce the idea of Harvest. This is specific to Christians saying thank you for food. Explain that Christians bring food to the service and share it with people who do not have enough food.</p>	<p>What could we do to keep the world amazing? Could we grow plants so insects have somewhere to live? Clean up the litter in the outdoor area?</p> <p>Show children the Rwandan custom of Umaganda. Everyone</p>	

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							looking after the world	
Computing		<p>Busy Bodies – Parts of our body. Children to name the different parts of their body and how they are the same / different to others. Learning about the senses.</p>	<p>Busy Bodies – Look how we grow. Children to match adult animals to their babies.</p>	<p>Busy Bodies – Movement Algorithms. Children to take part in action songs such as heads, shoulders, knees and toes. Show children different pictures and ask them to perform an action for different symbols.</p>	<p>Busy Bodies – Making a body. Children to draw around each other and label the bodies or label different pictures of bodies.</p>	<p>Busy Bodies – Look how we grow. Children to think about how they have changed from being babies to now. Starting to look at the human life cycle.</p>	<p>Assessment – Can children label a body correctly? Can they create a simple chain of movements using the picture cards.</p>	

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Expressive Arts		<p>Painting portraits of themselves</p> <p>Art Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Making a lolly stick / coffee stirrer house and draw the people who they live with.</p> <p>Art Draw with increasing complexity and detail, such as representing a face with a circle and including details. (Art)</p>	<p>Making a house using different materials.</p> <p>DT. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>Teaching children to draw a person with heads, bodies, arms and legs.</p> <p>Art Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Zentangles – Art week. Creating different lines using mens and pencils.</p> <p>Art</p>	<p>Creating simple dances to represent a leaf falling from the tree.</p> <p>P.E.</p>		
	<p>Access to home corner in each classroom - Take part in pretend play, using an object to represent something else wven thught they are not similar (English - speaking and listening)</p>								
	<p>Music lessons each week with Mr Anderson - Remember and sing entire songs, sing the pitch of a tone sung by another person, sing the melodic shape of familiar songs, Create their own songs or ompromise a song around one they know. (Music)</p>								