

Autumn 1		
The big question! (Theme)	What is it like to be me? (Who am I? Where do I live? who is in my family? Likes/dislikes) Values – Being me in the world	
	Nursery	Reception
Focus Texts	The great big book of families It's Ok to be me Owl Babies	Here we are Only one you The great big book of families A party for my dad's?
Trips/Enhancements Visitors	Stay and play sessions	Stay and play session Harvest – veg soup making, bread making
Festivals celebrations	Harvest Autumn – Texts -We're going on a leaf hunt, The leaf thief Pumpkin Soup	Harvest
Communication and Language * Listening, Attention and Understanding * Speaking The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging		

them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

C&L	<p>Listening, Attention and Understanding</p> <p>Pay attention to one thing at a time, listen 1:1 to develop independence within daily routine, participate in short multi-sensory Key Person group time.</p> <p>Enjoy listening to stories and begin to remember much of what happens, recall key events and characters.</p> <p>Follow an instruction with one part, linked to: * daily routine * Key Person group activities, beginning to understand simple instructions 'get your coat and stand at the door' or questions 'would you like a snack?</p> <p>Begin to understand some 'why' questions related to own experiences</p> <p>Speaking</p> <p>Begin to use a wider range of vocabulary - Linked to: * daily routine * themes, learn new rhyme and begin to develop a repertoire of songs, Join in with actions / props, Fill in some missing words.</p> <p>Develop communication, begin to use different tenses, begin to use talk to organise selves / play, begin to talk about a familiar book one-to-one ,</p>	<p>Listening, Attention and Understanding</p> <p>Understand 'good listening' and why it is important to listen carefully, learn and use new vocabulary, ask questions to find out more or check they understand, begin to articulate their ideas and thoughts in sentences.</p> <p>Understand a question or instruction that has two parts Daily routines e.g. tidy up time, challenges... instruction Learn new vocabulary linked to daily routine / theme See UW * Me and My Family * Autumn * Celebrations Begin to engage in story time and begin to discuss characters, events, setting ... character, what has happened Listen carefully to rhymes and songs and begin to pay attention to how they sound</p> <p>Speaking</p> <p>Use new vocabulary throughout the day Begin to ask questions to find out more and to check they understand what has been said to them. Begin to connect one idea or action to another using a range of connectives... because, although, but.. Begin to describe events in some detail Routines of the day ... greetings, How are you? Friendship ... Would you like to...? Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p>
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<p align="center">Personal, Social and Emotional Development * Self Regulation * Managing self * Building relationships</p> <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
PSED	<p>Self-Regulation</p> <p>Show 'effortful control', With support follow the daily routine, Play with others, sharing resources / taking turns, Begin to talk about feelings ... <i>happy / sad / because</i></p> <p>Begin to show awareness of how others might be feeling</p> <p>Begin to recognise that some actions can hurt the feelings of others</p> <p>Managing Self</p> <p>Show interest in a range of experiences, indoors and outdoors, some familiar and some new</p> <p>Begin to select and use continuous provision resources, with help when needed ... <i>resources</i> , make independent learning choices ... <i>learning / play</i></p> <p>Begin to put resources back in right place once used</p> <p>With support begin to follow classroom routines and rules</p> <p>Begin to be independent within self-care routines including Toileting / Handwashing / Snack time / Outdoor time</p>	<p>Self-Regulation</p> <p><i>Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share</i></p> <p>Begin to express feelings and consider the feelings of others , begin to identify and name emotions ... <i>emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited</i></p> <p>Begin to set own goals and show resilience and perseverance in the face of challenge - linked to Growth Mindset dinosaurs</p> <p>Begin to identify and moderate own feelings socially and emotionally</p> <p>Managing Self</p> <p>Manage own self-care needs ... <i>fasten</i></p> <p>Independently use * zips * buttons * put on coats and shoes</p> <p>Develop confidence to try new activities (indoors & outdoors)</p> <p>Know and begin to talk about the different factors that support their overall health and wellbeing: Toothbrushing – importance and how ... <i>clean, decay</i>, Talk about importance of daily exercise and healthy eating ... <i>exercise, healthy / unhealthy, heartbeat, fit</i></p>

	<p>Building Relationships</p> <p>Begin to play with one or more other children - Child-initiated learning / small group activities</p> <p>Begin to see themselves as part of a community - Key Person group / nursery / family</p>	<p>Building Relationships</p> <p>Begin to see self as a valuable individual - describe self, positively ... <i>proud, special, love</i></p> <p>Begin to build constructive and respectful relationships, use social language to develop friendships see CL</p>
<p align="center">Physical Development * Gross Motor Skills * Fine Motor Skills</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>		
PD	<p>Gross Motor Skills</p> <p>Continue to develop movement skills of walking and running, negotiating space and begin to adapt speed / direction to avoid obstacles</p> <p>Continue to develop climbing skills, use stairs using alternate feet , with support begin to explore climbing frame</p> <p>Continue to develop balancing skills ... <i>balance</i></p> <p>Complete low level obstacle course, stand still, stand on one leg</p> <p>Begin to learn to hop</p> <p>Continue to develop riding skills – scooter / trike / balance bike</p>	<p>Gross Motor Skills</p> <p>Revise and refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i></p> <p>Begin to develop overall body-strength, balance, co-ordination and agility.</p> <p>Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i></p> <p>Begin to combine different movements with ease and fluency</p> <p>Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Further develop and refine a range of ball skills including: <i>throwing, catching, kicking</i></p>

	<p>Continue to develop ball skills</p> <p>Begin to use large-muscle movements to wave flags and streamers (top to bottom / anti-clockwise), paint and make marks (top to bottom / anti-clockwise)</p> <p>Fine Motor Skills <i>Learn to use the toilet with help, and then independently.</i></p> <p>Begin to show a preference for a dominant hand</p> <p>Begin to learn to use a knife and fork</p> <p>Begin to get dressed independently for outdoor play</p> <p>Use some one-handed tools and equipment across provision</p> <p>Begin to develop a comfortable grip when using pencils / pen</p>	<p>Develop the skills they need to manage the school day successfully including lining up and queuing, mealtimes and personal hygiene</p> <p>Fine Motor Skills <i>Use a comfortable grip with good control when holding pens and pencils</i></p> <p>Develop the use of the tripod grip</p> <p>Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p><i>Ensure regular engagement and develop confidence in use of tools... grip, steady, snip, twist, curve, straight</i></p>
<p>Literacy *Reading – comprehension * Reading – Word reading * Writing</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>		
Literacy	<p>Phase 1 Phonics / Reading</p> <p>Begin to develop phonological awareness, join in with Phase 1 activities, aspects 1 to 6</p> <p>Distinguish between different sounds including Environmental Sounds, Instrumental Sounds, Body Percussion</p> <p>Rhythm and rhyme: begin to develop awareness of words that sound the same</p>	<p>Reading: Comprehension / Word Reading</p> <p>Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.</p> <p>Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p><i>Understand the five key concepts about print, with a focus on Left to right, 1-1 correspondence ... word, letter, first / last</i></p> <p><i>Continue to develop P1 phonological awareness, focusing on</i></p>

	<p>Alliterative activities, begin to identify words starting with the same phoneme within names</p> <p>Explore and copy different voice sounds</p> <p>Begin to understand some of the five key concepts about print, begin to handle books carefully & correctly, be able to name some book parts ... <i>front cover, back cover, page, title</i>, know that print has meaning, recognise familiar logos and environmental labels with photograph. Understand print is read left to right .</p> <p><i>Enjoy sharing a book with an adult</i></p> <p>One to one } Fiction and Small group time } non-fiction</p> <p>Begin to read own name with visual support</p> <p>Writing</p> <p><i>Add some marks to their drawings, which they give meaning to. For example: "That says mummy.</i></p> <p><i>Make marks on picture to represent name</i></p> <p>Begin to attempt to write name with some recognisable letters</p> <p>Begin to understand that own marks represent meaning, point to marks</p>	<p>Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... <i>blending, segmenting</i></p> <p>Writing:</p> <p><i>Write name correctly</i></p> <p><i>Use some of their print and letter knowledge in their early writing</i></p> <p>Begin to form lower-case letters correctly</p>
<p style="text-align: center;">Mathematics * Numerical pattern * Number</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of</p>		

<p>mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>		
Maths	<p>Numerical Pattern / Number</p> <p>Begin to compare quantities ... <i>group, lots, more, same, less</i></p> <p>Notice, identify and talk about patterns around them including Clothing, Autumn</p> <p>Begin to copy and talk about a pattern – <i>ABAB</i></p> <p>Begin to recite numbers to 5 in correct order</p> <p>Begin to say one number for each item to 3, join in with number rhymes / songs with props & actions</p> <p>Shape, Space & Measure</p> <p>Begin to select shapes for appropriate tasks, showing an interest in shapes in the environment</p> <p>Begin to talk about shapes <i>round, pointy, spotty, stripy</i></p> <p>Make comparisons between objects using appropriate vocabulary</p> <p>Understand positional language within daily routine ... <i>in / on / under</i></p> <p>Begin to understand the language of time within the daily routine ... <i>next, later, after</i></p>	<p>Numerical Pattern / Number</p> <p>Recite numbers to 10</p> <p>Count objects, actions and sounds - Up to 5 – in context of daily routine, sharing, turn taking</p> <p>Subitise 3 / 4 objects (quick recall without counting)</p> <p>Compare quantities up to 5 ... <i>more than, less than, fewer, who has one more / less</i></p> <p>Explore the composition of numbers to 5</p> <p>Begin to explore number bonds to 5</p> <p>Shape, Space & Measure</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills - create shape picture ...consolidate ...<i>2D shape names</i></p> <p>Continue, copy and create repeating patterns</p> <p>Begin to compare length, weight and capacity</p>

<p>Understanding the world * Past and Present (KS1: History) * People, Culture & Communities (KS1: R.E / Geography) * Natural World (KS1: Geography / Science)</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>		
UTW	<p>Past and Present Begin to make sense of their own life history, When I was a baby <i>baby / new / grow</i>, The people in my family <i>family / brother / sister</i></p> <p>People, Culture & Communities <i>Begin to</i> show an interest in different occupations eg people who help us: Doctor / Nurse / <i>doctor / nurse / hospital</i> Notice differences between people – look at babies and children (similarities / differences) ... <i>body parts, hair colour ...</i></p> <p>Natural World <i>Begin to</i> use <i>some</i> senses in hands on exploration of natural materials - Getting to know new outdoor learning space <i>Begin to</i> explore collections of materials with similar and/or different properties. - Autumn collection <i>leaves, pine cones, conkers, twigs ...</i></p>	<p>Past and Present <i>Begin to</i> make sense of their own life-story and family's history <i>Begin to</i> comment on images of familiar situations in the past eg When Mum and Dad were little ... <i>past, history, long ago</i></p> <p>People, Culture & Communities Talk about members of their immediate family and community, describe family members ... <i>grandparent, older, younger</i>, understand that there are many different types of families ...<i>parent, step-sister / brother / mum / dad, similar, different</i> Name and describe people who are familiar to them <i>Begin to</i> understand that some places are special to members of their community, Talk about special places they go with their family... <i>places of worship visited by children</i> <i>Begin to</i> recognise that people have different beliefs and celebrate special times in different ways</p> <p>Natural World Explore the natural world around them <i>be able to</i> sort by shape/size, <i>begin to</i> identify some local natural objects eg trees, flowers ... <i>nature, natural</i></p>

	<p>Begin to understand the need to respect and care for the natural environment focus on Nursery outdoor learning space</p> <p>Begin to develop an interest in linked texts across themes, fiction and non-fiction and sources of technological information</p>	<p>Describe what they see, hear and feel whilst outside, Leaf shape, size & colour... <i>shape and colours words e.g. long, spiky, gold, rust, orange</i></p> <p>Begin to develop an interest in linked texts across themes, fiction and non-fiction and sources of technological information</p>
<p>Expressive Arts and Design * Creating with materials * Being imaginative and expressive</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>		
EAD	<p>Being Creative</p> <p>Begin to explore different materials and textures - collage</p> <p>Create lines and circles using pencils</p> <p>Explore printing ... <i>printing / down / up / still</i> using hands / fingers / leaves</p> <p>Begin to create enclosed shapes to represent self (range of media) eg Body / Face ... <i>key features / circle / line</i></p> <p>Begin to explore colour - free exploration, Self-portraits , Autumn</p> <p>Being Imaginative</p> <p>Begin to take part in pretend play - Imitate home experiences (home corner)</p> <p>Begin to create own small world scenes <i>linked to interests</i></p>	<p>Creating with Materials</p> <p>Begin to <i>explore colour and colour mixing.</i></p> <p>Begin to safely use and explore a variety of materials and tools</p> <p>Explore new techniques</p> <p>Begin to talk about new creations</p> <p>Begin to return to and build upon previous learning</p> <p>Being Imaginative & Expressive</p> <p><i>Take part in simple pretend play - Family / play date role play ... role, pretend, imagine</i></p> <p><i>Begin to develop complex stories using small world equipment</i></p> <p>Begin to develop storylines in their pretend play – including those linked to focus text ... story language, character, beginning, middle, end</p> <p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses, think about how does the music make me feel? ... <i>emotions vocabulary (see PSE)</i></p>

	<p>Begin to create simple stories using small world - Imitate own experiences (my home / nursery), Autumn walk ... <i>people, trees, animals ...</i></p> <p>Listen with increased attention to sounds - tune into body percussion sounds ... <i>body parts</i></p> <p>Begin to sing and remember some simple rhymes and songs</p> <p>Play instruments with increasing control</p>	<p>Begin to watch and talk about dance and performance art, What type of dance/music is it? ... <i>adjectives to describe music; e.g. happy, sad, slow, fast, bouncy</i></p> <p>Sing in a group or on their own, begin to engage in circle and partner songs, Begin to make own verse for familiar song</p> <p>Begin to explore and engage in music making and dance, inventing and dance / play music to show different emotions ... <i>emotions vocabulary (see PSED)</i></p>
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