



## Autumn 1, Marvellous Me.



### Key Skills

What will children have achieved by the end of Autumn 1?  
 Understand routines & expectations of the school  
 To be able to engage in back-and-forth conversation  
 Be able to use scissors safely and correctly  
 Be able to write some taught letters correctly  
 Form positive relationships and play with others  
 Separate from their main care giver with ease  
 Become more confident when speaking to adults and peers

### Previous learning/coverage

We recognise that children come to our school from various settings, having had a range of experiences and are at varying starting points.  
 During this half term we will be busy observing, interacting and building relationships with the children. Establishing routines and expectations.

### Key experiences to be planned for

Home visits  
 Autumn walk  
 Harvest collection (Food Bank)  
 Phonic workshop (parents)  
 Open classroom  
 EYFS Governor visit (introduce to children)

### Core Texts



### Nursery Rhymes

Incy Wincy Spider  
 Humpty Dumpty  
 Twinkl Twinkl Little Star

### Poems & action rhymes

Dingle Dangle Scarecrow  
  
 The Wheels On The Bus  
 Wind The Bobbin Up  
 Heads, Shoulders, Knees and Toes  
  
 Who took the cookie from the cookie jar?

### Key Vocabulary

School, classroom, quiet room, routine, expect, rules, Harvest, Autumn, family, special, changes, season, weather, Literacy, maths, timetable, home time, whiteboards, cloakroom.

Emotion(s), feeling(s), surprised, shocked, joyful, understanding, frustrated, calm etc, relationships, friendships, ready, respectful, safe, self-portrait, skeleton, body parts - knees, ankles, etc

### Significant Person

Rosa Parks  
 "Who was Rosa and what difference did she make?"



### Artist

Wassily Kandinsky (Russian artist)

Colours, lines, shapes  
 (art used to express feelings)





**Communication and Language**

- \*Understand how to listen carefully and why listening is important.
- \*Learn new vocabulary.
- \*Use new vocabulary through the day.
- \*Ask questions to find out more and to check they understand what has been said to them.
- \*Use new vocabulary in different contexts.
- \*Articulate their ideas and thoughts in well-formed sentences.
- \*Connect one idea or action to another using a range of connectives. \*Describe events in some detail.
- \*Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- \*Develop social phrases.
- \*Engage in story times.
- \*Listen to and talk about stories to build familiarity and understanding.
- \*Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- \*Listen carefully to rhymes and songs, paying attention to how they sound.
- \*Learn rhymes, poems and songs.
- \*Engage in non-fiction books.



Talking tins. Circle times.  
 Adult led learning times.  
 Daily story times, nursery rhymes and poems.  
 Word of the day/week.  
 Introduce good listening prompts. Oracy visuals.  
 Begin to have an increasing knowledge of familiar rhymes and simple songs.



**Oracy**

*“Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. Oracy develops students’ confidence, articulacy and capacity to learn.” Voice 21.*



**PHYSICAL –**

**Voice** – Pace of speaking. Tonal variation.  
 Clarity of pronunciation. Voice projection.

**Body Language** – Gesture & posture.  
 Facial expression & eye contact.

**PHYSICAL.**

Hello, Hello text – saying hello in different voices... loud, quiet – changing the tone, speed, identifying the importance of body language, facial expressions...

Traverse activity – saying hello and their names. “My name is...”

Saying hello in different languages (link to our EAL pupils)



# Autumn 1, Marvellous Me.



## PSED

- \*See themselves as a valuable individual.
- \*Build constructive and respectful relationships.
- \*Express their feelings and consider the feelings of others.
- \*Show resilience and perseverance in the face of challenge.
- \*Identify and moderate their own feelings socially and emotionally.
- \*Think about the perspectives of others.
- \*Manage their own needs – personal hygiene.
- \*Factors to support and talk about their overall health and wellbeing.



## PHYSICAL DEVELOPMENT

- \*Revise and refine the fundamental movement skills they have already acquired: rolling - crawling - walking - jumping - running - hopping - skipping – climbing.
- \*Progress towards a more fluent style of moving, with developing control and grace.
- \*Develop the overall body strength, co-ordination, balance and agility...
- \*Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- \*Combine different movements with ease and fluency.
- \*Confidently and safely use a range of large and small apparatus...
- \*Further develop and refine a range of ball skills...
- \*Develop confidence, competence, precision, accuracy when engaging in activities that involve a ball.
- \*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- \*Develop the foundations of a handwriting style which is fast, accurate and efficient.
- \*Further develop the skills they need to manage the school day successfully... lining up and queuing, mealtimes.



Settling In. Class code of Conduct. Zones of regulation. Respecting School. Manners/behaviour to others. Kind and unkind behaviour, how to respectfully respond  
 Safe People. Family network, people in school, who to go to with worries. Having a good sleep routine. Good listening song/rhyme. Express feelings. Manage behaviour. Self-awareness. Collaboration. Social skills.  
 Little Red Hen text – explore the emotions and feelings, “What would you do?”  
 Pebble family activity.  
 Family photos on home corner display.  
 Star of the Day. Spencer Bear.

**NO OUTSIDES TEXT:** HELLO, HELLO.

## Jigsaw PSHE

Being Me In my World. “How Do I fit In?”

Forest School, 6 weeks.  
 Use core muscle strength to achieve a good posture when sitting on a chair or on the floor  
 SCISSOR SAFETY  
 Introduce the “Wake Up, Shake up” song. Daily mark making/handwriting – SQUIGGLE WHILST YOU WIGGLE.  
 Crossing the midline activities.  
 Traditional playground games. DOUGH DISCO (introduce in small groups) Introduction and modelling of using the loose parts area.  
 Patterns and shapes on wooden blocks – to copy for mark making.  
 Toast Friday – buttering toast, washing and drying up  
**Funky Fingers (possible ideas)**  
 Using tweezers to group colour pom poms  
 Hole punching and threading leaves  
 Scooping and transferring conkers  
 Tracing patterns & letters in sand  
 Grinding corn into flour



**Literacy**

- \*Read individual letters by saying the sounds for them.
- \*Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- \*Read some letter groups that each represent one sound and say sounds for them.
- \*Read a few common exception words matched to the school's phonic programme.
- \*Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- \*Re-read these books to build up their confidence in word reading, fluency, understanding and enjoyment.
- \*Form lower case and capital letters correctly.
- \*Spell words by identifying the sounds and then writing the sound with letter/s.
- \*Write short sentences with words with know letter-sound-correspondences using a capital letter and full stop.



Hello, Hello.  
Owl Babies.  
Little Red Hen.

Read individual letters by saying the sounds for them  
Engage in extended conversations about stories, learning new vocabulary  
Develop and secure the correct pencil hold and grip  
Hear initial sounds in words and write the letters down to match

c – cat  
d – dog  
p –pig

To write some letters accurately  
To spell words orally using taught letter sounds  
Use some of their print and letter knowledge and letter knowledge in their early writing  
Begin to write simple CVC words

**Phonics (Bug Club)**

Phase 2

s, a, t, p  
i, n, m, d  
g, o, c, k  
ck, e, u, r

Common exception words

l, the, to, go, no, into

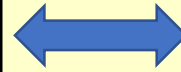
(Phase 1 = rhyme, alliteration, listening etc)





**Maths**

- \*Count objects, actions and sounds.
- \*Subitise.
- \*Link the number symbol (numeral) with its cardinal number value.
- \*Count beyond 10.
- \*Compare numbers.
- \*Understand the one more/one less than relationship.
- \*Explore the composition of numbers to 10.
- \*Automatically recall number bonds for numbers 0-5 and some to 10.
- \*Select, rotate, manipulate shapes to develop spatial reasoning skills.
- \*Compose and decompose shapes so that children recognise a shape can have other shapes *within it*, just as numbers can.
- \*Continue, copy and create repeating patterns.
- \*Compare length, weight and capacity.



**White Rose Maths**

- Getting to Know You
- Just Like Me – Match and Sort
- Making Comparisons - Size, Mass and Capacity
- Exploring Pattern
- Number Match and Sort Compare Amounts
  
- NCETM – Mastery Maths
  
- Introduce –  
“Everybody Show Me Song”  
Counting pebbles in a jar, Numicon, ‘subitise’
  
- Recite numbers to 5
- Sing number rhymes to 5
- Order numbers to 5
- Make patterns with colours
- Sequence 3 events linked to familiar stories
- Sort objects into groups and explain how they have been sorted





**Understanding The World**

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Comment on images of familiar situations from the past.

Compare and contrast characters from stories, including figures from the past.

Draw information from a simple map.

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different to the one in which they live.



Autumn

Harvest

Light and Dark

Making Bread (corn etc)

Pumpkins, squashes

Forest School

Change in clothing, with the change in season ... wearing coats, hats etc

Talk about and understand changes in their own lifetime by creating a personal timeline.

Talk about and describe features of their own family, talk about families in other countries across the world. (Cbeebies 'Our Family')

**Expressive Arts and Design**

\*Explore, use and refine a variety of artistic effects to express their ideas and feelings.

\*Return to and build on their previous learning, refining ideas and developing their ability to represent them.

\*Create collaboratively, sharing ideas, resources and skills.

\*Listen attentively, move to and talk about music, expressing their feelings and responses.

\*Watch and talk about dance and performance art, expressing their feelings and responses.

\*Sing in a group or on their own, increasingly matching the pitch and following the melody.

\*Develop storylines in their pretend play.



ARTIST – Wassily Kandinsky

(circles)

Self-portraits (Portrait skills, drawing themselves, observational work)

Nursery rhymes and songs

Patterns and rhythm

Develop storylines in their pretend play

Explore musical instruments and the sounds they make

MUSIC – making own shakers