




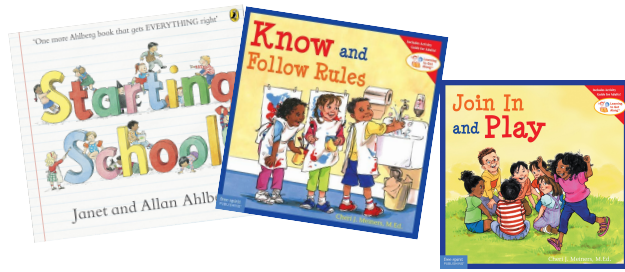


<p>Communication and Language</p> <p>Children will:</p> <p>Use the register to introduce social phrases such as 'good morning' or 'good afternoon'.</p> <p>Be encouraged children to ask questions and use the new vocabulary throughout the week.</p> <p>Take cameras on an autumn walk and take pictures of anything that interests them so they can talk about it later on. They will share the photos encouraged to say what they have taken a photo of and why.</p>	<p>Personal, Social and Emotional Development</p> <p>Children will:</p> <p>Be introduced to school staff by inviting them to come into class (or use photos of them) and talk to them about who they are and what they do. Their photos will be added to a class display or welcome tree near the self-registration area for them to revisit and become familiar with.</p> <p>Explore different emotions they may have.. They will sit in a circle and play 'Pass the Feeling'. Whisper a feeling to the first child. Then, they make the expression and pass it on around the circle. Can the children guess what feeling it is?</p> <p>Explore the themes of friendship and sharing in thinking about what makes them a good friend and what they should do to share the classroom environment together?</p>	<p>Physical Development</p> <p>Children will:</p> <p>Be introduced to snack time and use it to discuss healthy eating choices as well as personal hygiene.</p> <p>Be provided with the opportunity to explore what their hands can do. Through different fine motor skills activities, such as threading, hammering, rolling, sewing and twisting. What are they able to do with different materials using their hands?</p> <p>Make Hedgehog Bread. Through modelling they will be shown how to use their hands to knead and pinch the dough. They will be encouraged to shape their dough using kneading and pinching.</p>	<p>Literacy</p> <p>Children will:</p> <p>Play 'I Spy' and say the first letter of a child's name. All of the children whose names begin with that letter can stand up and say their name out loud.</p> <p>Be provided with a variety of resources they can use to practise forming lower case letters and writing their names, such as sand, coloured rice or shaving foam.</p> <p>Be asked to draw a picture of themselves and their family. Can they write the names of their family members?</p> <p>Be provided with a selection of autumnal fruits and vegetables. They will be encouraged to make a list of all the fruits and vegetables that they can see. They may try and write the whole word or just use initial sounds.</p>
<p>RE</p> <p>Domestic Church - Family</p> <p>The experience of 'family' in society today is varied, with many joys and sorrows. Whatever</p>	<div>   </div> <h1><u>Autumn 1</u></h1> <p>Starting School All About me</p> <div>   </div>		<p>Phonics</p> <p>Children will follow Letters and Sounds focusing on Phase 2.</p> <p>They will practise letter recognition for reading and recall for spelling. Practising oral blending and segmentation.</p>

<p>the experience, family still remains the first place for growth and development, the basic social unit. What people do you associate with 'family'?</p> <p>Children will think about:</p> <ul style="list-style-type: none"> What does the word 'family' mean to you? The joys and sorrows of family life. 	<p style="text-align: center;">Autumn</p> 		<p style="text-align: center;">PE</p> <p style="text-align: center;">Introduction to PE</p> <p>Children will be introduced to Physical Education and structured movement through the topic of 'everyday life'.</p> <p style="text-align: center;">Fundamentals</p> <p>In this unit children will develop their fundamental movement skills through the topic of 'all about me'.</p>
<p style="text-align: center;">Mathematics</p> <p>Children will:</p> <p>Focus each week on a different numeral from 1-5. They will develop a deeper understanding of each number.</p> <p>Will be discussing what the number looks like and how it is similar or different to other numerals that they know, in the classroom?</p> <p>Will be encouraged to look for numerals in places and also look for representations of numerals such as a group of three windows or five apples.</p> <p>Be shown how you can count each finger on one hand. Modelling careful counting by pointing to each finger (and thumb) on one hand as they say the number name.</p>	<p style="text-align: center;">Understanding the World</p> <p>Children will:</p> <p>Add photos of different types of homes into the block area on wooden blocks/small cardboard boxes and display a map of the local area. Encourage the children to use the houses in their play to create maps and routes of their route to school.</p> <p>Be asked to bring in a photo of their family to create a display in class. They will be encouraged to talk about who is in their immediate family and to name and describe people familiar to them.</p> <p>Talk about their journeys to school. Do they walk or come in the car? Can they name the road that the school is on? They will look at a simple map showing the area local to the school. Can they draw their own maps to show how they get to school?</p> <p>Describe autumn using their senses. They will explore a range of autumn objects and ask them to look, feel, smell and touch the items. Can they describe their findings?</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p>Children will:</p> <p>Create a self-portrait display using a progression of skills. They will talk about facial features, similarities and differences. Start with pencil and paper then progress to pens and charcoal. Develop skills needed to draw, make patterns, use light and dark, and smudging.</p> <p>Use paper plates and a range of media and materials to create a self-portrait. They could explore looking in a mirror to help them.</p> <p>Be provided with a range of natural objects, such as conkers, pine cones and twigs. They will be encouraged to create models using the objects. Allow them to talk about the models they have created.</p> <p>Be provided with photo frames and a selection of natural materials, such as conkers, pine cones, leaves and sticks, for them to make some autumn pictures. Can they talk about the materials they have used?</p>	<p style="text-align: center;">Characteristics of Effective Teaching and Learning</p> <p>Children will:</p> <p>Make independent choices.</p> <p>Respond to new experiences that are brought to their attention.</p> <p>Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</p> <p>Begin to correct their mistakes themselves.</p> <p>Sort materials. For example, at tidy-up time, children know how to put different construction</p> <p style="text-align: center;">Trips and visitors</p> <p style="text-align: center;">Mother and baby visit</p> <p style="text-align: center;">Grandparents breakfast</p> <p style="text-align: center;">Park visit</p>



Some of the books we will be reading this half term

