

<p style="text-align: center;"><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b>          Listen carefully to and learn rhymes, poems and songs, paying attention to how they sound          Listen to and talk about stories to build familiarity and understanding          Understands how to listen carefully and why listening is important          Follow instructions          Engage in story times and non-fiction books</p> <p><b>Speaking</b>          Use talk to organise themselves and their play          Start conversations with an adult/friend          Learn and use new vocabulary          Develop social phrases          Ask and answer simple questions</p>	<p style="text-align: center;"><b>Key Texts</b></p> <p>Only One You          You Choose          Starting School Stories          The Colour Monster          Funny Bones          Topsy and Tim collection          What Makes Me a Me</p>	<p style="text-align: center;"><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b>          Transition into reception          Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.          See themselves as a valuable individual.</p> <p><b>Managing Self</b>          Increasingly follow rules, understanding why they are important.          Showing more confidence in taking risks, trying new things or new social situations          Select and use activities and resources to help achieve a chosen goal          Being to manage our own needs          Healthy food          How to have a healthy body          Dental care</p> <p><b>Building Relationships</b>          Understand gradually how others might be feeling          Play with one or more other children, extending and elaborating play ideas.          Become more outgoing with unfamiliar adults and children</p>
<p style="text-align: center;"><b>Theme</b></p> <p style="text-align: center;"><b>This is Me!</b>  <b>What makes me amazing?</b></p>	<p style="text-align: center;"><b>Children's Interests</b>          (Refer to All About Me sheets for own class)</p>	<p style="text-align: center;"><b>Identified needs for this cohort</b></p> <p>Emotional well-being          C&amp;L          Toileting</p>
<p style="text-align: center;"><b>Physical Development</b></p> <p><b>Gross Motor Skills</b>          Continue to develop their movement, balancing, riding and ball skills.          Moving in a variety of ways e.g. dancing, running, skipping, hopping on one leg          Use large muscle movements to wave flags, streamers, paint and make marks.</p> <p><b>Fine Motor Skills</b>          Use one-handed tools and equipment, for example, making snips in paper with scissors.          Use a comfortable grip with good control when holding pens and pencils.          Show a preference for a dominant hand.          Start eating independently and learning how to use a knife and fork          Begin to select equipment for desired effect          Be increasingly independent when getting dressed and meeting their own care needs.</p>		<p style="text-align: center;"><b>New Vocabulary</b></p> <p>Language around the school day: Discovery time, register, dinner hall, PE</p> <p>Body parts, senses, family members          Autumn, harvest, conkers, acorns, fir cones, scarecrows, farmer</p> <p>Sign language: Learn a sign per week</p> <p><b>PE Focus</b></p> <p><b>Movement for Learning</b>          (Balls, benches, jumping, moving in a variety of ways, gross motor warm ups)</p>

## Literacy

Complete Baseline  
Introduce Helicopter Stories

### Comprehension

Engage in extended conversations about stories, learning new vocabulary

### Word Reading & Phonics

Begin to handle books appropriately  
Understand the 5 key concepts about print  
Looks at books independently  
Recognise own name  
Develop phonological awareness, e.g rhyme, syllables, alliteration  
Hear and say initial sounds in words  
Blending and segmenting

### Writing

Mark making  
Writing has meaning e.g List writing  
Write some or all of their name  
Identify, read and write some single phonemes  
Hear and say initial sounds in words  
Blending and segmenting

## Maths

Complete Baseline  
Time – introducing daily routines

Formal maths teaching to begin in week 4.

### Number

Comparing quantities, more, fewer, full, empty  
Counting objects, actions and sounds

### Numerical Patterns

Matching and sorting

### SSM

Comparing little, small, big, large  
Comparing height – taller, shorter, tallest, shortest  
Comparing length – longer & shorter  
Exploration of simple repeating patterns - ABABAB

## Understanding the World

### Past and Present

Begin to make sense of their own life story and family's history  
Name and talk about lives of people around them.  
Talk about themselves, likes and dislikes

### People, Culture and Communities

Recognise people have different beliefs and celebrate special times in different ways  
Understand that some places are special to members of the community

### The Natural World

Name parts of our body  
Name and use senses to explore  
Autumn Walk – Understand the effect of changing seasons on the natural world around them

## Expressive Arts and Design

### Creating with Materials

Start to make marks intentionally  
Explore paint, using fingers, brushes and other tools  
Explore different materials freely in order to develop their ideas about how to use them and what to make  
Draw with increasing complexity and detail

### Being Imaginative and Expressive

Engage in simple pretend play  
Use an object to represent something else even though they are not similar in play  
Listen with increased attention to sounds  
Respond to what they have heard  
Remember and sing entire songs