

**PSED**

- Settling into school
- Learning class/ school rules and routines
- Discussion around feelings and emotions: Colour monster story
- Sharing with others during provision with support if needed
- Working towards simple goals and waiting for your turn
- Control impulses when appropriate
- Demonstrate good listening skills when on the carpet with gentle reminders
- Tidy up monitors introduced
- Learning that we are all unique and different.

**Maths**

- Number and shape assessment
- Recognising numbers 1-5
- Exploring numbers 1-5 using different resources—numicon, counters, multilinks, fingers, bead strings
- AB repeating patterns and making our own
- Properties of 2D shapes
- Pairing up matching socks etc
- Using fast eyes to subitise number 1-3 with fingers
- Skittles outdoors—how many have you knocked down? How many are left?

**UW**

- Local walk of our area, recognizing places that are special to them: home, shops, park, school, etc
- Discussion on what we saw in our local area using photos, observations, books, maps, google earth
- Drawing maps of where we live
- Recognizing how people are special to us within our family and community.
- Black History month—Alma Thomas

**CL**

- Listening to daily stories and responding to simple questions asked—did you like it?
- Talking about how we are all different/ what is similar
- Learn about Michael Rosen and perform, 'We're going on a bear hunt'
- Stem sentences introduced to support language development
- Developing social phrases—EG responding to the teacher when they say 'good morning'.
- Problem solving by discussing what could be done instead with support from a member of staff.
- Selection of familiar stories for children to explore
- Non-fiction linked to different cultures, beliefs and places

**Term: Autumn 1****Topic: Who am I?****End points:**

Children will be able to express themselves as an individual and be aware of different emotions and feelings.  
 Children will be able to explore the similarities and differences between families and discuss these verbally.  
 Children will be able to demonstrate awareness of the local area and name landmarks from around the school.

**Key Vocabulary**

Family, Unique, Different, Similar, Local, Community, Special

**Key Texts**

- Colour monster
- Owl Babies

**PD**

- Funky fingers mornings carousel
- Obstacle courses built outside to assess balance
- Practicing getting changed for PE by ourselves
- Risk assessing the climbing pyramid outside before we climb
- Cutting up vegetables to make Harvest soup (October)
- Large scale chalking outdoors
- Drawing around our bodies large scale
- Understanding on how to sit on the carpet/ chair. T modelling correct posture for children to copy within provision

**Literacy**

- Daily story times with book focuses on emotions, starting school, familiar stories
- Start Drawing club—learning about characters and settings within stories and discussing our likes and dislikes
- Drawing who is in my house
- Daily name building—recognizing letters and correct rotation
- Developing the foundational skills for writing.
- Morning jobs—fine motor based

**EAD**

- Self portraits
- Primary colours on easel, 2 at a time to support exploration of colour mixing.
- Skill—gluing. Choosing the right glue for the right purpose
- Cutting and sticky funny faces
- Home corner set up with familiar items