

PSED

- To settle in to new routines and behavior expectations.
- To be given a range of learning opportunities that are adult and child directed.
- To share and take turns, developing positive relationships with peers.
- To discuss our families, compare with others, understand that not all families are like their own and talk about what we like to do; customs, traditions and celebrations.
- To learn about similarities and differences amongst our friends and compare ourselves (hair, eyes, height, likes and dislikes etc)
- Learn to manage emotions through story telling, role play and social interactions, modelled and supported by the adults in the setting.

- ## Mathematics
- To learn and explore about a new number each week..
 - To learn and join in with number based songs such as '1,2,3,4,5, once I caught a fish alive'.
 - To develop counting through play for confidence with numbers.
 - To recognise numbers 1-5 and spot numbers of personal significance.
 - Interact and 'have a go' with a range of different activities, games and child initiated play that involves number recognition, counting and general confidence with numbers to 5 and then beyond. Such as dice throwing games, Numicon activities, hop scotch, dominoes and counting natural resources.

Physical

- To work on gross and fine motor skills through daily Dough Disco, Wake up & Shake up and Zumba.
- To be encouraged to try a range of fruit & vegetables and be able to talk about healthy foods in simple terms.
- To understand germs and how to prevent against them with hand washing and using tissues etc.
- To begin to develop the use of a dominant hand through a range of mark making and physical activities.
- To begin to use mark making tools, such as pencils, crayons, chalks and paintbrushes with more control and purpose.
- Interact with Finger Gym activities such as threading cards, balancing pompoms and pattern pebbles to develop fine motor control and skills.
- To learn how to hold and use scissors appropriately and safely.
- To begin to assess and take risks, in a safe and measured way. Such as running, climbing and interacting with others.

Communication & Language

- To listen and join in with to a range of stories around the theme of ourselves, families, friends etc.
- To share and join in with retelling well known stories and be able to talk about the storyline and characters in simple terms.
- To develop their communication skills through interaction, role play, joining in with adult led and child initiated activities and games such as Snakes & Ladders.
- To be able to listen to and follow simple one and then two step instructions such as "hang your coat up and then come and sit down".
- To play Phase1 phonics games to develop listening skills.

Vocabulary

Name. Simple human physical features & facial features and colours. Family member's names/titles. Baby, child, adult etc. Basic types of homes, park, garden, shops. Observed local surroundings.

Who am I and where do I live?



Autumn 1

Literacy

- Daily adult led phase 1 and 2 phonics sessions.
- To interact and join in with others with a wide range of Phase 1 and 2 phonic activities, songs and games .
- A wide range of mark making opportunities and tools both inside and outside.
- To begin to form recognizable letters for their name.
- To work on gross and fine motor skills through dough disco and name writing.
- To share and join in with retelling well known stories and be able to talk about the storyline and characters in simple terms.

Characteristics of Effective learning

Playing and Exploring

• **Playing with what they know:** Pretending objects are things from own experiences.

• **Being willing to have a go:** Initiating activities. Showing a 'can do' attitude.

Active Learning

• **Being involved and concentrating:** Maintaining focus on activities. Showing high levels of fascination and energy.

Creating and Thinking Critically

• **Having their own ideas:** Thinking of ideas.

Expressive Arts & Design

- To learn and sing new nursery rhymes such as 'Wind the Bobbin up'.
- To go on sound hunts around the setting, describing and naming what they can hear.
- To make self-portraits in various mediums - loose parts, pencil, paint, playdough.
- To begin to talk about textures, colours and experiment with a range of techniques and materials to create their own models and pictures.
- Be able to role play own experiences and stories using props, resources and the environment. For example; role playing cooking on a camp fire in the Forest Area.

Understanding the World

- Talk about themselves and learn about similarities and differences as well as our home lives. Child initiated opportunities to promote discussion about home / themselves.
- Learn about similarities and differences around us. For example; compare living in Billingham to living in Africa.
- To understand that not everybody lives in a house in Billingham. Some people live in bungalows, flats, caravans etc.
- Be able to talk about traditions and celebrations such as Christmas.
- Explore and observe our natural environment and surrounding area through local walks and time in the main school Forrest Area.
- To learn about different roles and jobs that people can have, such as role playing as parents or builders.
- Enjoy a range of non-fiction books and be able to talk about what they have found out.
- To use IT to research and find out information.